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THE BOGGS CENTER ON DEVELOPMENTAL DISABILITIES
New Jersey's University Center for Excellence in Developmental Disabilities Education, Research, and Service

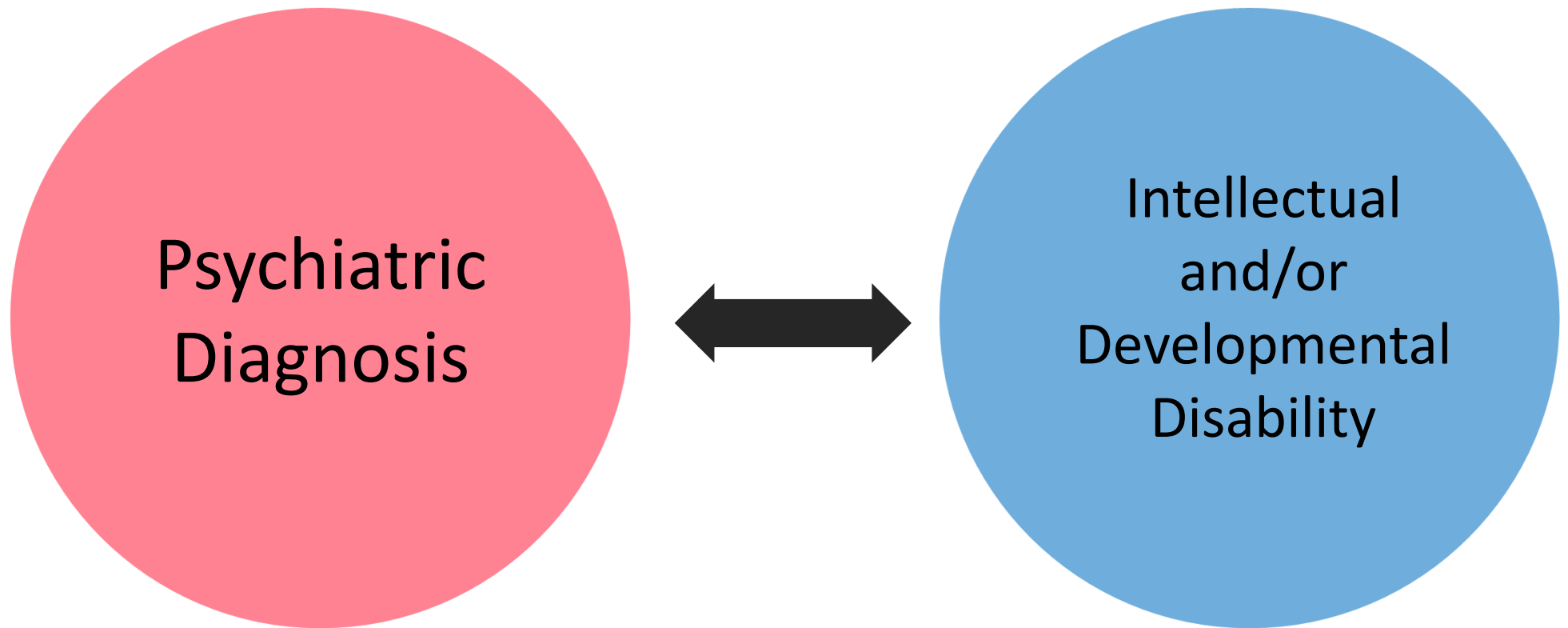
Assessment of Behavior Change in Persons with Intellectual and Developmental Disabilities

**Developed & Presented by:
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Objectives

- Identify factors that contribute to behavior change
- Identify barriers to assessment in persons with Intellectual and Developmental Disabilities (IDD)
- Recognize indicators of a possible mental health disorder
- Recognize how accurate assessment leads to effective treatment and support

Dual Diagnosis



Recognizing Risk Factors

Mental Health



Past Experiences



Environment



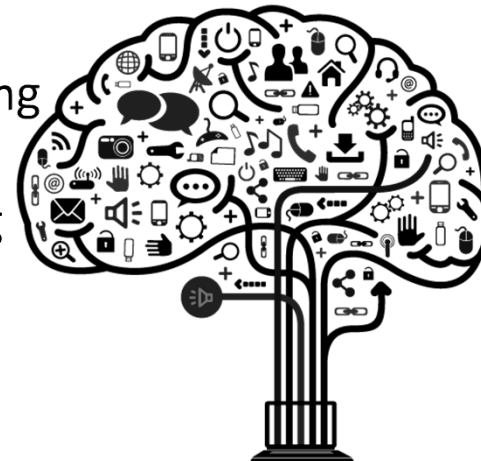
Quality of Life



Expectations

Observable Signs of MH Symptoms

- shaking
- sweating-
- pacing
- crying
- frowning
- threatening
- hitting self
- hitting others
- trembling
- moaning
- biting self
- grimacing
- tensed face
- loud humming
- covering eyes
- freezing
- rapid breathing
- clenching fists
- hand wringing
- rapid heartbeat
- loudly vocalizing
- yelling
- whining
- hiding
- clinging to people
- perseveration
- cold, sweaty palms
- running away
- pushing others away
- pulling hair
- gastro distress
- incoherent speech



Our Challenge

It can be difficult to distinguish whether a change is associated with:

- A symptom of a psychiatric disorder
- An unmet need
- A learned behavior
- A medical condition
- The environment



Naseem has been sleeping a lot, even at the movies, his favorite thing to do on weekends. He has been getting into fights with his roommate, Nick. Naseem takes Depakote to control his seizures. His team notices his increase in sleep and lack of interest and set up a consult to explore possible Depression.

Considerations

Medications

Medical and health

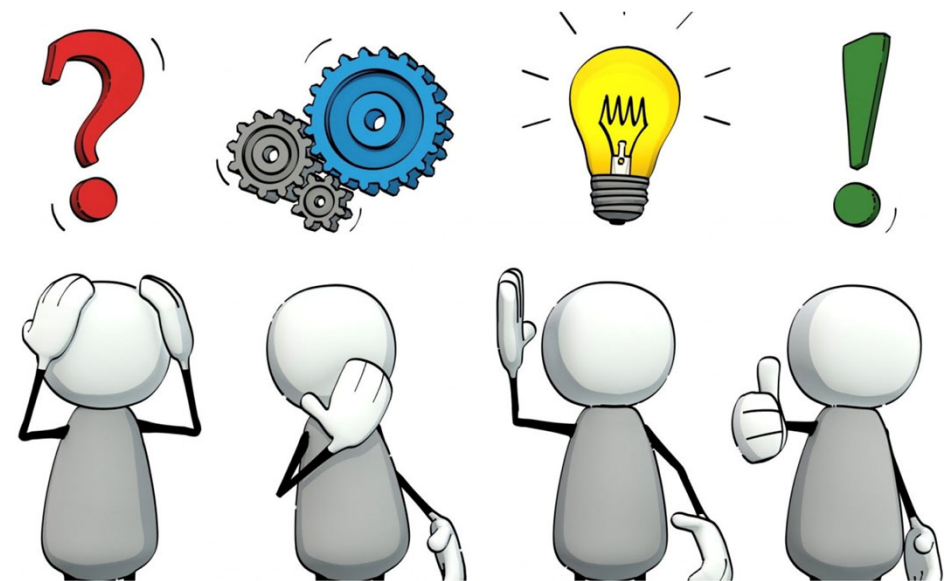
The environment

what else could be causing his symptoms?

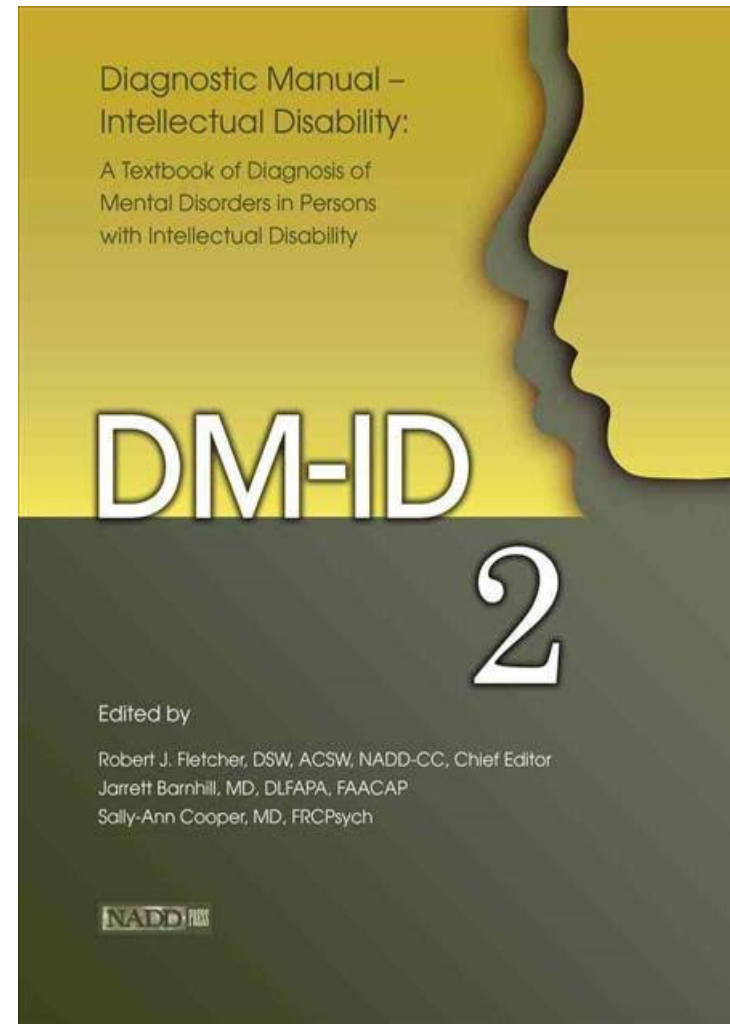
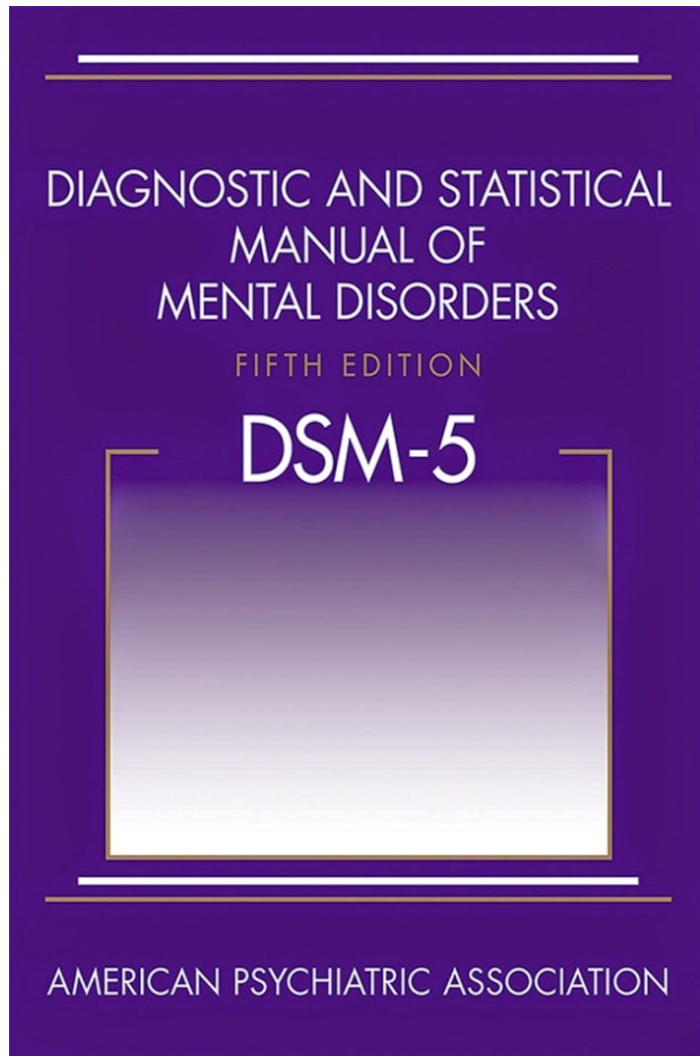


Assessment Challenges in IDD/MH

- Communication
- Diagnostic Overshadowing
- Acquiescence
- Appearing Withdrawn
- Medications
- Behavioral
- Multiple Diagnoses



Presentation of Mental Health Conditions

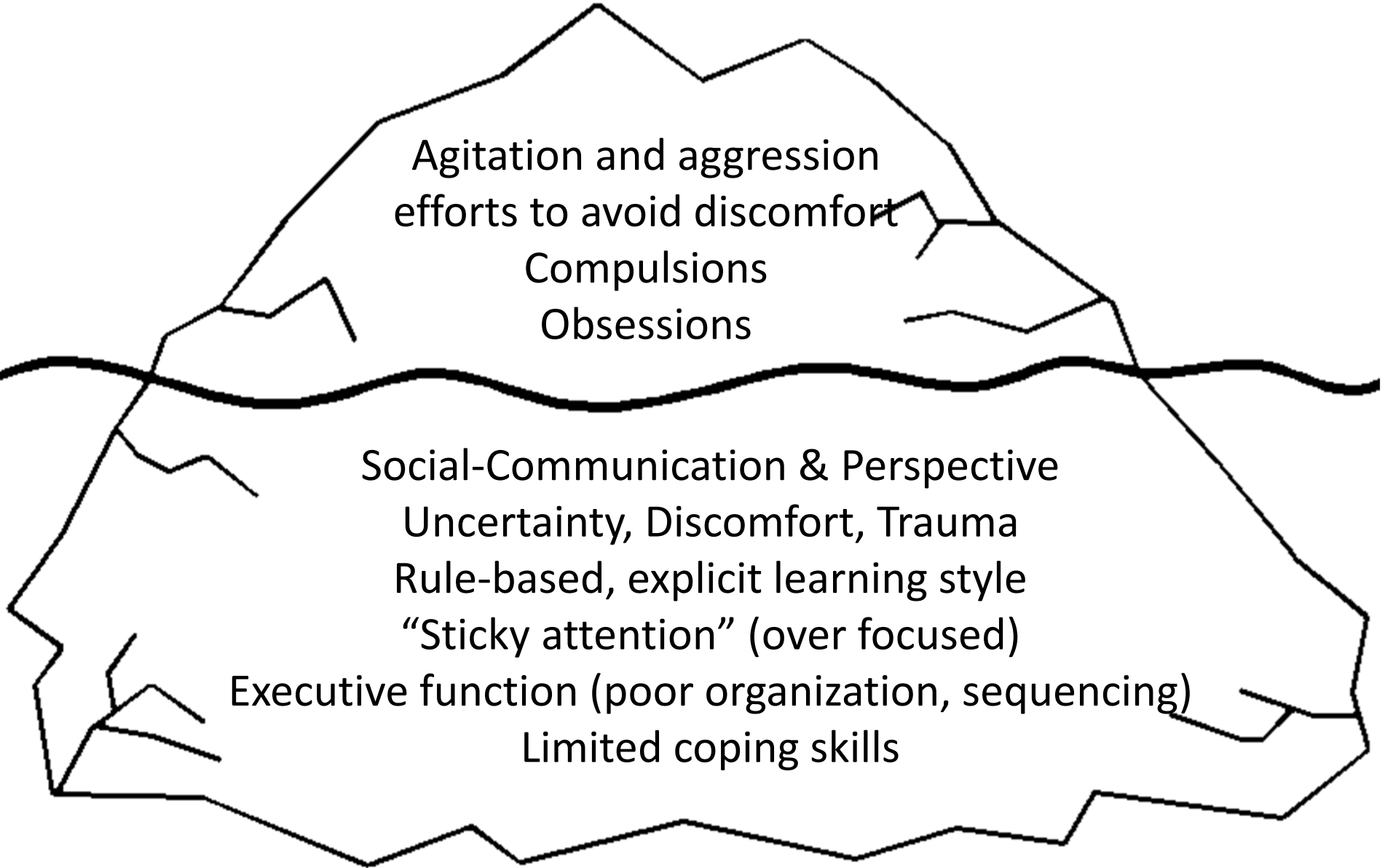


Depression

Presentation in Someone with IDD

- Measured weight changes
- Increased refusals to come to table to eat
- Unusually disruptive at meal times
- Constant food seeking behaviors
- Disruptive at bed time
- Repeatedly gets up at night
- Difficulty falling asleep
- General irritability and aggression or self-injury
- Refusals of most work/social activities
- Statements like "I'm dumb," etc.
- Increased disruptive behavior
- Decreased work output
- Requiring many steps and breaks to complete tasks

Anxiety



Agitation and aggression
efforts to avoid discomfort
Compulsions
Obsessions

Social-Communication & Perspective
Uncertainty, Discomfort, Trauma
Rule-based, explicit learning style
“Sticky attention” (over focused)
Executive function (poor organization, sequencing)
Limited coping skills

Assessment Methods

medical and nutritional evaluations

- Provides information about the influence of health factors that may influence symptoms of disorders or med side effects

Psychological evaluations

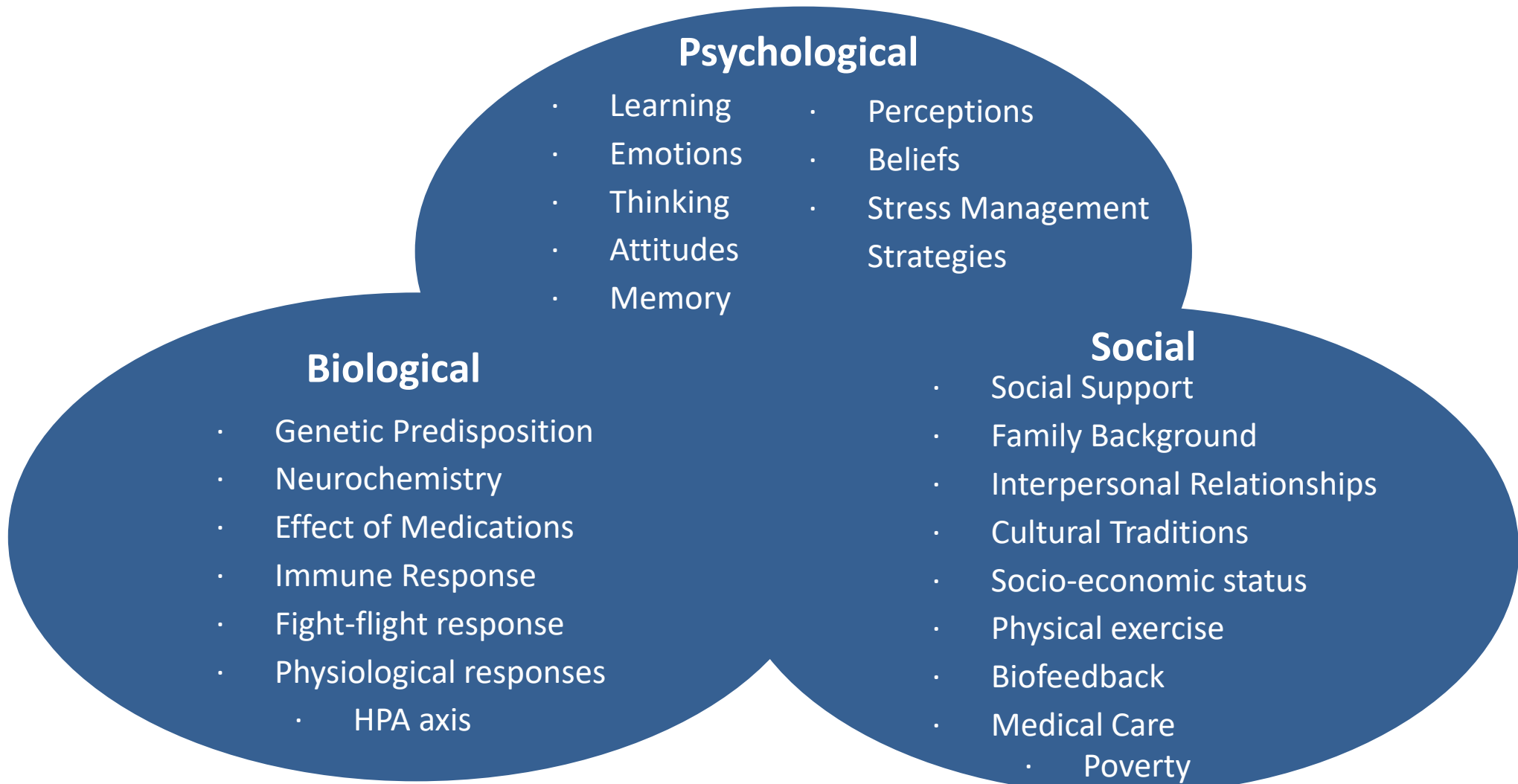
- Can identify the type and severity of symptoms, including any suicidal risk
- assess sleep & eating patterns, typical routines, activity level, cognition, mood

Functional behavioral assessment

- Can be useful when problem behaviors accompany symptoms of disorders
- Identifies triggers and outcomes of behaviors

Bio-psycho-social framework

An approach to describing and explaining how biological, psychological and social factors combine and interact to influence physical and mental health.



Bio-psycho-social: Integrated Model of Assessment

- Incorporates the effects of biomedical and psychological factors and how these influences interrelate.
- Identifies skills and related supports required by the individual to cope effectively with multiple bio-psycho-social influences.
- Provides for translation of multiple modalities of influence in a common model.
- Provides an integrated multimodal treatment plan.
- Recognizes that mental health consists of both the presence of personal contentment and the relative absence of psychological distress.
- Is proactive in focus.



Medical problems often underrecognized



Dental problems often underrecognized



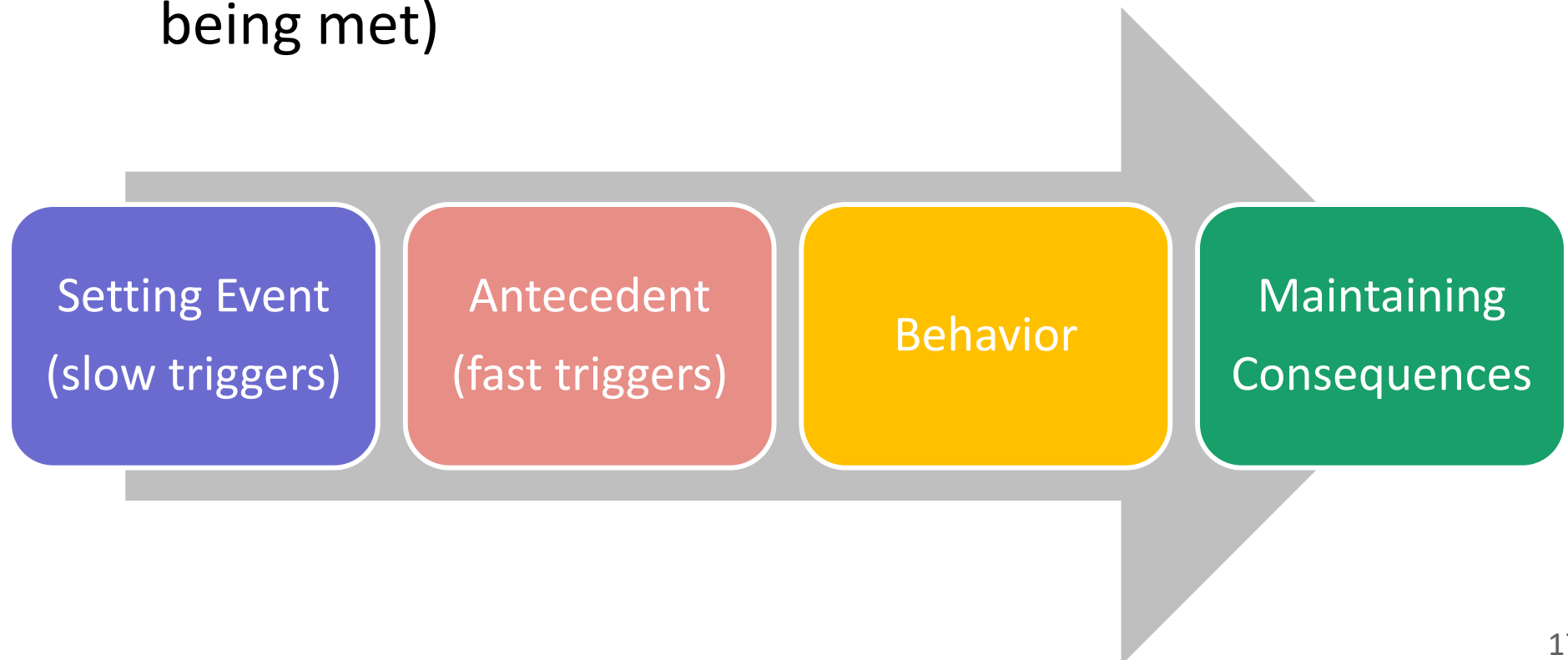
Medical/dental problems can cause SIB



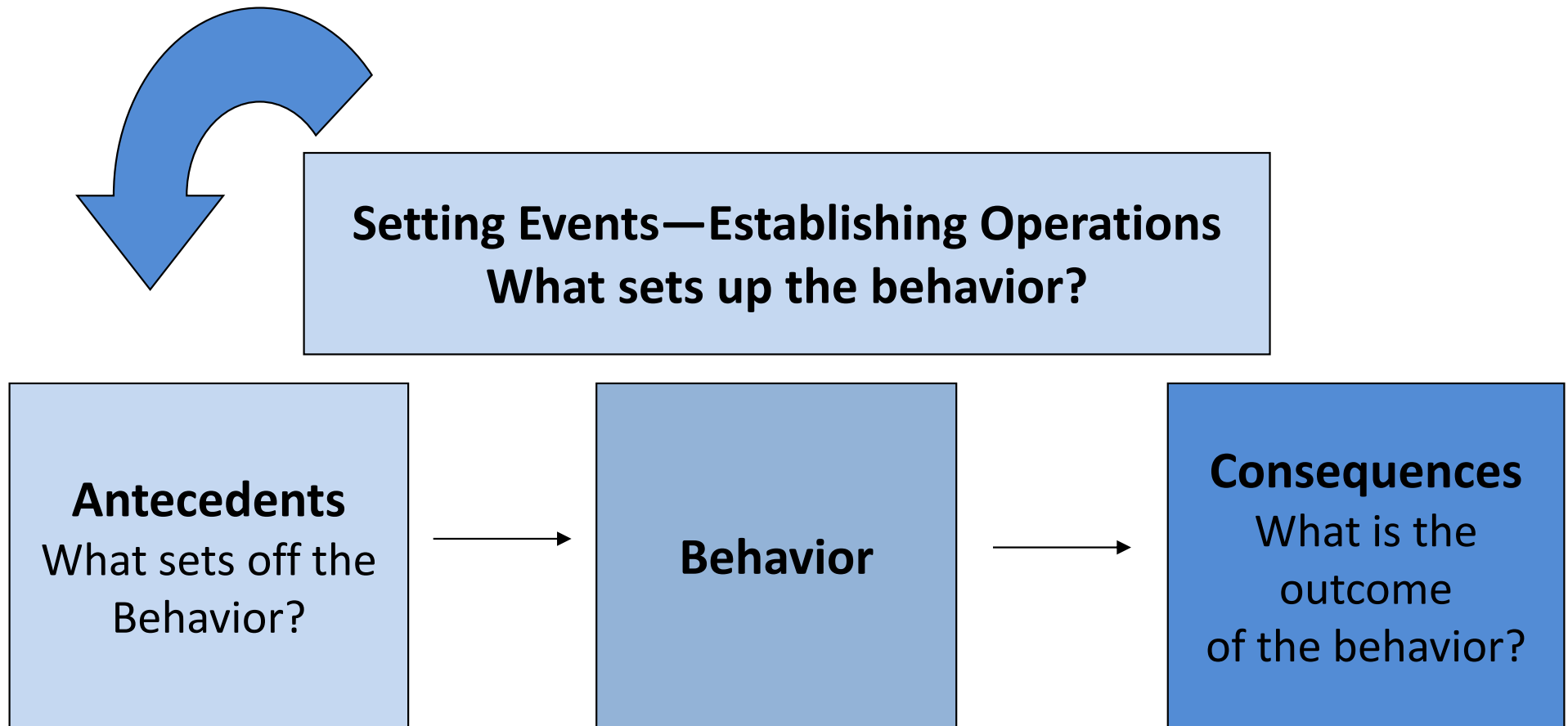
Need to identify if there is an underlying physical problem

Functional Behavior Assessment

- Problem-solving
- Team-based approach
- Examines underlying causes of behavior change
- Identifies the purpose/function of behavior (need being met)



Behavior Basics



Elements of Assessment

Setting Event(s)	Antecedent	Behavior	Consequence
<p>List things that make the behavior more likely.</p>	<p>State what prompted/triggered the behavior.</p>	<p>What can you see and describe without bias?</p>	<p>Outcomes: everything that occurs as a result of behavior. It includes the changes to the person or setting.</p>

Guidelines for Success

Setting Event(s)	Antecedent	Behavior	Consequence
<p>Address/meet:</p> <ul style="list-style-type: none"> -MH needs -Personal needs -modify environment 	<ul style="list-style-type: none"> -Modify antecedent -Remove antecedent -Provide non-contingent reinforcement 	<p>Teach:</p> <ul style="list-style-type: none"> communication coping skills self skills social skills 	<p>Address function by meeting needs across settings</p>

Kelly

Something sets me up <i>(setting event)</i>	Something sets me off <i>(antecedent)</i>	So I <i>(behavior)</i>	And I Get/Avoid <i>(consequence)</i>
<ul style="list-style-type: none"> • Dad died last summer • Not motivated by activities • Migraines • Staff turnover 	<ul style="list-style-type: none"> • Prompted to get dressed for dinner, movies, shopping. 	<ul style="list-style-type: none"> • argue with staff • fight with roommates • Knocks items off dinner table 	<ul style="list-style-type: none"> • Misses events • gets to be alone
			<p style="text-align: center;">Function</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gain attention <input type="checkbox"/> Escape <input type="checkbox"/> Obtain Tangible <input type="checkbox"/> Sensory

Understanding Assessment

- Look for overall patterns in behavior change.
- Find links between Setting Events/Antecedents and Consequences
- How do mental health symptoms or unmet needs contribute to behavior pattern?
- What is the behavior's purpose/function?



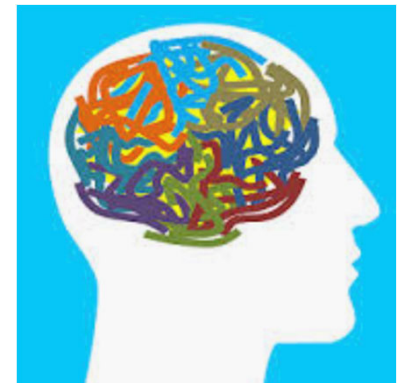
Signs of a Medical/Health Issue

- Changes in weight due to physical discomfort or pain
- Changes in sleep habits due to physical discomfort
- Sensitive to touch around certain parts of the body
- Discomfort around certain clothing or equipment
- Change in energy level, digestion, breathing or consciousness
- Unsteady gait, unbalanced walk, or recent falls
- **Signs/symptoms occur across settings**



Indicators of a Mental Health Condition

- Rapid onset, increase, or change in behavior or symptoms
- Changes in sleep or eating patterns
- Decrease in living skills or change in appearance or hygiene
- Evidence of purposeful self-harm
- Signs of hallucination or delusion
- Co-occurring substance abuse
- **Behaviors/symptoms occur across settings**



Common Barriers to Assessment



- Signs and symptoms can present differently
- Presentation in clinical settings
- Observation without out documentation gets lost
- Mental health symptoms can be unnoticed
- Conditions overlooked when we use behavioral lens
- Lack of communication



Tools and Resources

- Communicating Effectively: Tips for Gathering Information during Assessment <http://iddtoolkit.vkcsites.org/general-issues/communicating-effectively/>
- Psychiatric Symptoms & Behavior Checklist: <http://iddtoolkit.vkcsites.org/wp-content/uploads/PsychSymptomsBehChecklist.pdf>
- MHDD National Training Center: <https://www.mhddcenter.org/learn-now/>
- *The Diagnostic Manual-Intellectual Disability, DM-ID-2*: <http://thenadd.org/wp-content/uploads/2016/11/DM-ID-2-chapter-1-Introduction.pdf>
- Health Care Access: Resources for People with Developmental Disabilities <https://www.porticonetwork.ca/web/hcardd/healthcareresources/people-with-developmental-disabilities-and-caregivers>

Thank You!

Follow-up Contact Information

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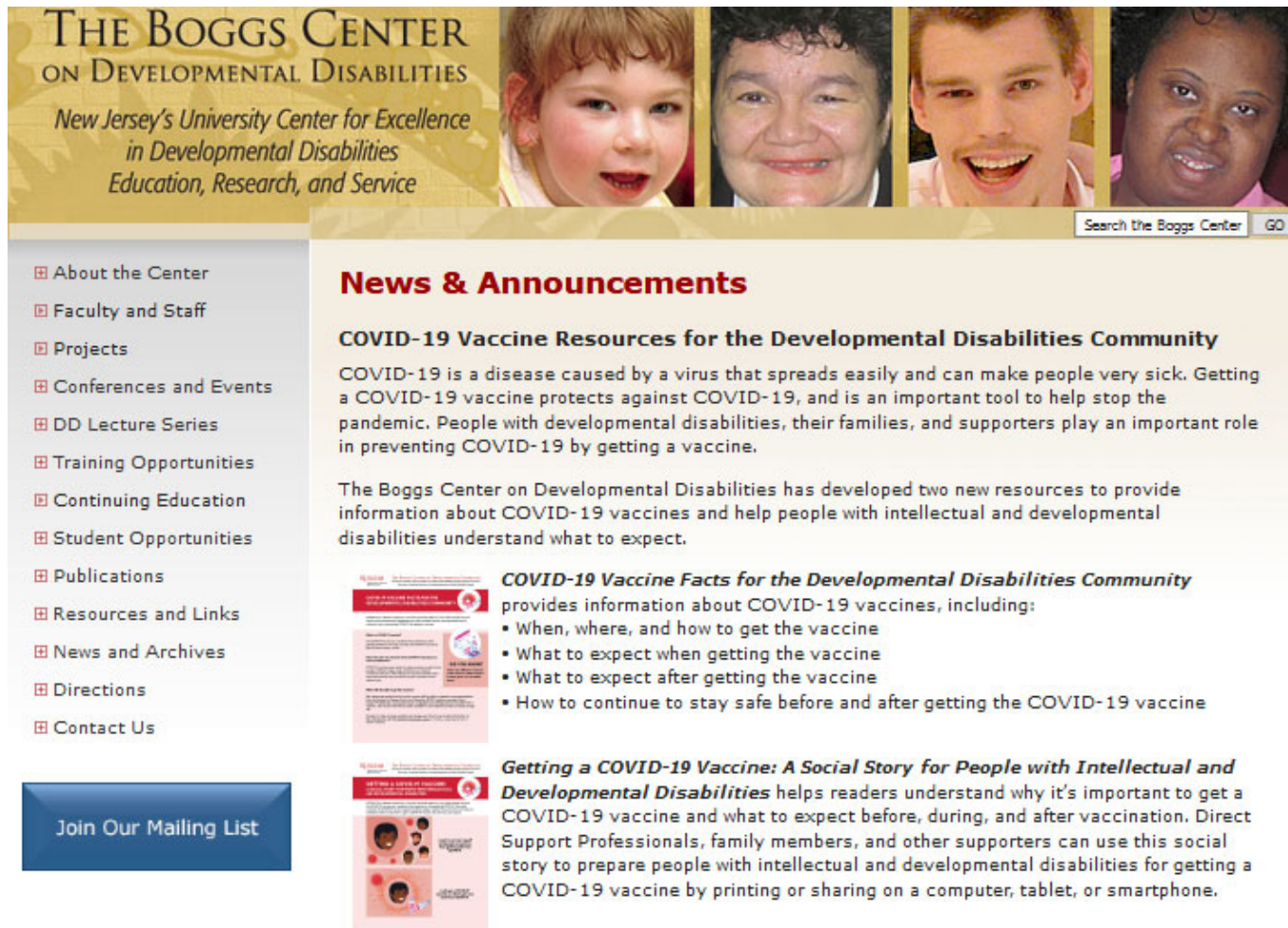
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COVID-19 Resources on The Boggs Center Website

<http://rwjms.rutgers.edu/boggscenter/links/COVID-19Resources.html>

- COVID-19 National & State Resources
- Plain Language Information
- Resources in Support of Communication, Physical & Emotional, and Mental Health



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News & Announcements

COVID-19 Vaccine Resources for the Developmental Disabilities Community

COVID-19 is a disease caused by a virus that spreads easily and can make people very sick. Getting a COVID-19 vaccine protects against COVID-19, and is an important tool to help stop the pandemic. People with developmental disabilities, their families, and supporters play an important role in preventing COVID-19 by getting a vaccine.

The Boggs Center on Developmental Disabilities has developed two new resources to provide information about COVID-19 vaccines and help people with intellectual and developmental disabilities understand what to expect.

COVID-19 Vaccine Facts for the Developmental Disabilities Community provides information about COVID-19 vaccines, including:

- When, where, and how to get the vaccine
- What to expect when getting the vaccine
- What to expect after getting the vaccine
- How to continue to stay safe before and after getting the COVID-19 vaccine

Getting a COVID-19 Vaccine: A Social Story for People with Intellectual and Developmental Disabilities helps readers understand why it's important to get a COVID-19 vaccine and what to expect before, during, and after vaccination. Direct Support Professionals, family members, and other supporters can use this social story to prepare people with intellectual and developmental disabilities for getting a COVID-19 vaccine by printing or sharing on a computer, tablet, or smartphone.

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