

BRACE™ for Therapeutic Horticulture!

*WHEN THE SCIENCE OF BEHAVIOR
MEETS THE ART OF GARDENING,
IT IS A MATCH MADE
FOR ALL WHO PEOPLE
THE EARTH.*



Behavioral Relativity + Horticulture =

Therapeutic Horticulture

- **Developmental**
 - Goals & Objectives
 - Personal & Interpersonal
- **Generalization**
 - Stimulus & Response
 - Situations & Activities
- **Discrimination**
 - Sensory & Perceptual
 - Capacity & Focus
- **Analysis**
 - Functional & Task
 - Values & Self
- **Active Treatment**
 - Prevention & Intervention
 - Differential Reinforcement
 - Range of Treatment Alternatives



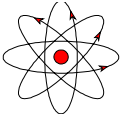


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For current purposes, therapeutic horticulture is defined as the planned and systematic application of the art or science of growing flowers, fruits and vegetables **to teach life affirming adaptation** while preventing and extinguishing any opposing process or conditions. Accurate knowledge and understanding are requisite for rational and informed decision making but many of life's harsh lessons are best learned without trial and error, without direct experience.



Therapeutic Horticulture

is the planned and systematic use of the art or science of growing, harvesting, or arranging flowers, fruits, vegetables, and other plant life to cultivate and teach life affirming adaptation while preventing and extinguishing any opposing processes or conditions.

The past and future are figments of our imaginations but our memories are rooted in our senses, our desires and fears are learned, and our thoughts create and govern a virtual reality, much like a garden of flowers, fruits and vegetables. A little seed. A little water. A little time. A little circumstance. A little you. A little me. A little life. The lessons are in the living and the living is in the growing and the growing is in the care and the care is in the effort and the effort is in the provider and the provider in the garden is you.



Awareness of alternatives and critical thinking skills are requisite for effective problem solving but naturally occurring opportunities to learn may have passed or be too far apart for one's current condition or life situation. One's habitual patterns of action or reaction may overwhelm current intentions to the contrary, maintaining a vicious cycle of undesired or undesirable behavior.

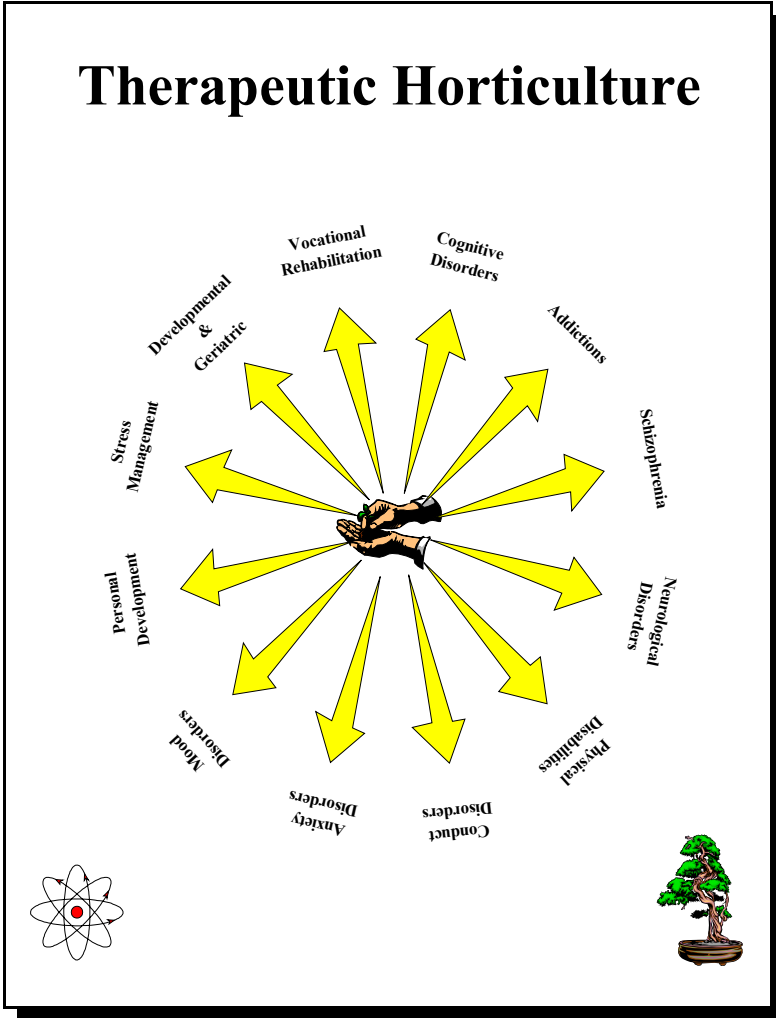
BEHAVIORAL RELATIVITY
is a very powerful and versatile model of human behavior firmly founded in the descriptive science of the basic principles of learning.
COGNITIVE ECONOMICS
adds values and value judgments

Behavioral Relativity is designed to make the unconscious increasingly conscious, to reveal the patterns of chaos in our daily lives, to create order out of disorder, to clarify alternatives, to predict the course of events, and to create choices where none existed — all matters of risk and opportunity management.

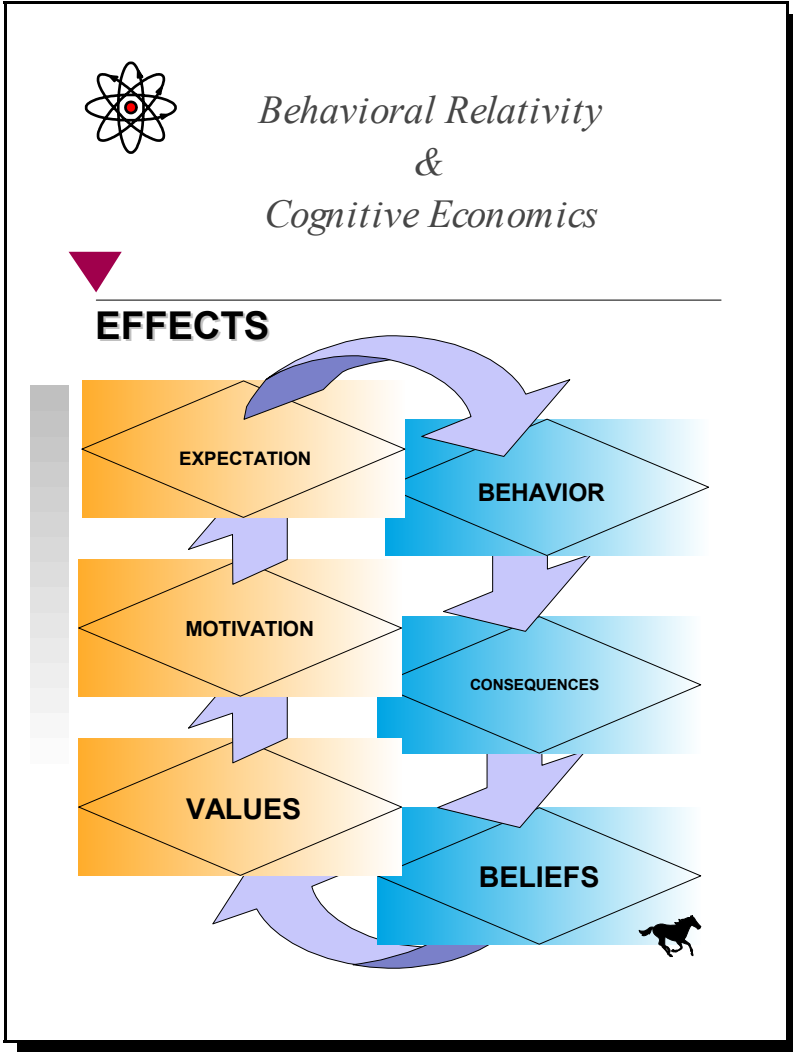
Cognitive Economics is Behavioral Relativity couched in economic terms — it is the economics of human behavior, the essence of management and personal development.

Behavioral Relativity and Cognitive Economics are about human nature, why people behave the way they do, how people become who they are, and how to change intentionally.

Sensory and perceptual development require an accurate balance between the learning processes of discrimination and generalization but the nature of current excesses and deficits may not be readily apparent or known. The point at which life becomes a process of dying or dying becomes a process of living is a matter of perception and one's perception is subject to change. It is these matters which horticulture therapy as currently defined and applied addresses.

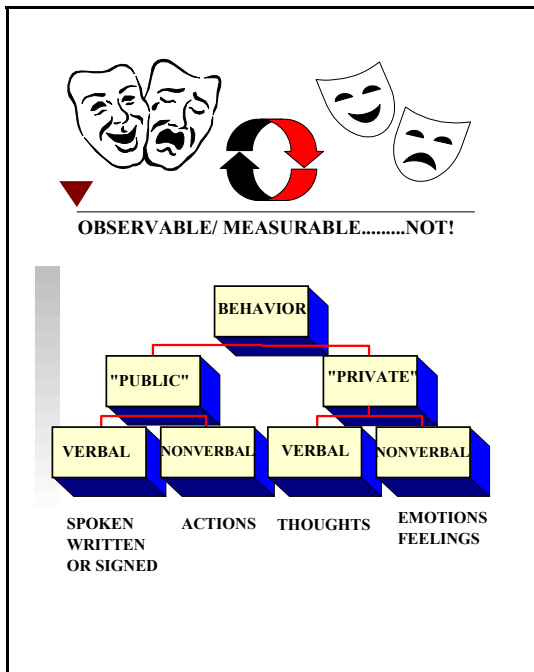


Horticulture therapy is a **field of learning about life and living**. Without order and structure there is apparent chaos but even the jungle and the wild life of the forest are well patterned and change lawfully regardless of our understanding or awareness of “the laws of change.” The patterns of life and living are highly sensitive to initial conditions and such conditions are always present and subject to change.



Therapeutic Horticulture

The awesome beauty and mystery of a rain forest matches that of the sea, and though mankind can not live in either without accurate knowledge and protective structure, mankind can effectively destroy both with little intent. Civilized man has exited and diminished the natural gardens of the world, the magnificent forests and jungles, and must now create patches of land for food production and buy flowers from a vender. Time was when fathers taught sons in the garden and food for thought dealt with matters of life and death. Such times have been lost and the lessons of the garden have been forgotten at great expense. Throughout the world, civilized man has imposed the order of time and space and differential reinforcement on the jungle but the laws of the jungle are loose in the city. The current effort is to again harness the laws of the jungle and again teach the lessons of the garden. The nature of the garden has changed but **the laws of learning remain the same.**

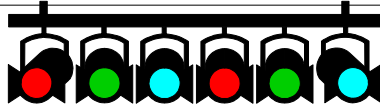


Time was when a father had much time and many times in the garden with a son and the lessons of the garden were **a daily matter of reflection and focus**. The son knew and trusted the father and the father loved and cared for the son.

However, the opportunity for such intimacy to develop is increasingly rare and strangers often teach more than fathers. Unfortunately, those who teach often no longer know or care or their good intentions are woefully misguided.



DESTROYING THE DESTROYERS



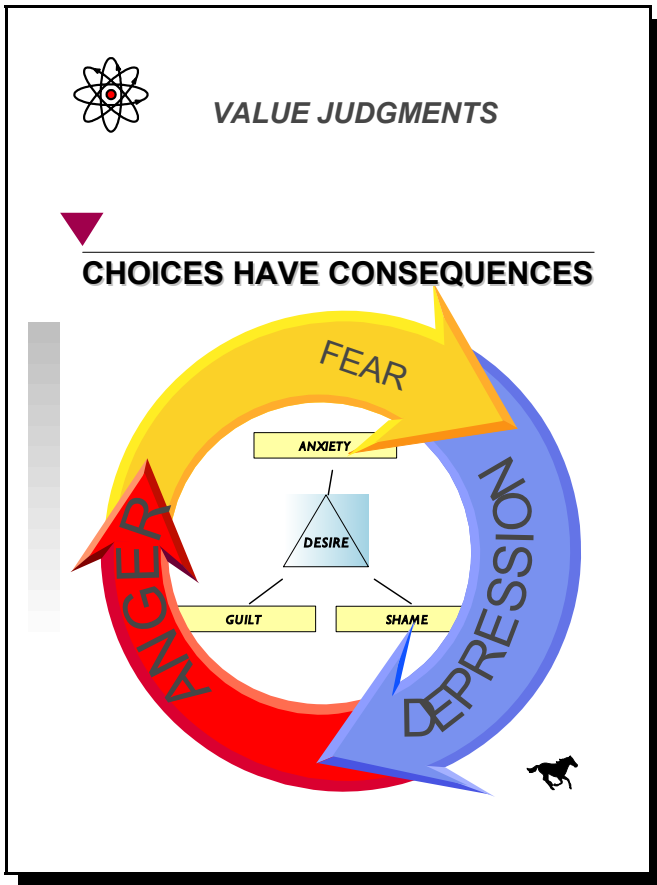
× MYTHS

- × the principles of learning are different for different people and problems.
- × reinforcement is good and punishment is bad.
- × similar behaviors have similar causes.
- × different behaviors have different causes.
- × love can do no wrong.

✓ FACTS

- ✓ the basic principles of learning do not change any more than the basic laws of physics.
- ✓ you can't have one without the other and neither is better.
- ✓ behaviors can have multiple functions.
- ✓ different behaviors can have the same function.
- ✓ misguided love is as destructive as hate.

From generation to generation, good reason and critical thinking skills give way to personal, self-centered biases and bad judgment. “Self-esteem” and “feeling good” are increasingly taught as “rights to be provided for by others,” while personal responsibility and basic work ethics are seldom taught or experienced. The concerns of the day are matters of survival, and empty expectations are filled with anger and fear. **In such a climate the skills of deception and violence are valued and the work of the day is at the expense of others.** The garden is covered with asphalt and the plow is replaced with a gun.



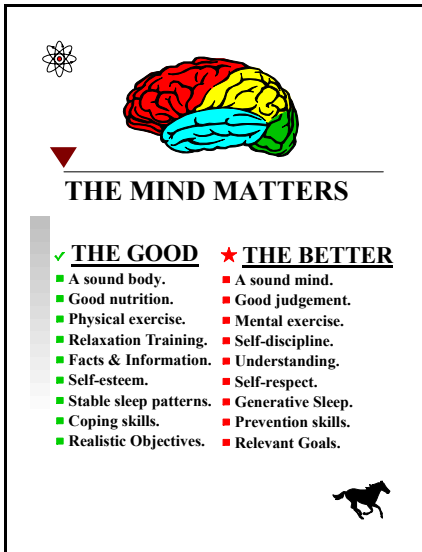
It is in this light that the current effort is undertaken and it is not undertaken lightly or without risk. It is undertaken with the clear expectation that **it can be accomplished by each person as an individual, that one person makes a difference, and that one person is worth the effort**. The initial task at hand is the reconstruction of the lost lessons of the garden. A reconstruction implies that such lessons were ever taught in the first place but no assumption is necessary to systematically develop such a lesson plan.



Therapeutic Horticulture

- A. Treatment Alternatives based on Task Analysis and individualized assessments.
- B. Data Based Evaluations Which Produce a Baseline Profile of Skills and a Range of Measurable Goals and Objectives.
- C. Environmental Arrangement Adapted According to Individual Needs for Supportive and Protective Structure.
- D. Treatment Activities Matched to Individual Interests, Abilities, Treatment Objectives, Time, and Resources.
- E. Treatment Activities Designed to Maximize Developmental Gains and Minimize Developmental Losses.
- F. Interpersonal Guidelines to Maximize Reinforcement of Adaptive Behavior and Minimize Maladaptive Behavior.
- G. Activities Designed to Create Opportunities for Reflection on Past, Present, and Future Decision Making and Choices.
- H. Treatment Activities Designed to Teach Systematic Problem Solving and Critical Thinking Skills.
- I. Seasonal Activities Matched to Paradigms, Analogies, Models, and Parables to Teach Life Affirming Adaptation.
- J. Instructional Opportunities for Self Analysis and Personal Development Based on the Basic Principles of Learning.
- K. Curriculum Guidelines For Special Populations, ranging from Developmental Disabilities to Geriatric.
- L. A "Person Centered" Holistic Approach Firmly Grounded in Descriptive Science and the Basic Principles of Learning.

The apparent chaos of the untended garden is lawful and subject to increasing knowledge and understanding. The inherent order of the universe can be discovered in the garden and the strange attractors of chaos are revealed as little matters of large effect. However, the discovery of such matters, like the garden itself, requires more than good intentions, patience and effort; it requires accurate knowledge, clear and relevant goals, effective and acceptable methods, protective and supportive management, and resources matched to benefits and the task at hand. In brief, such discovery requires **a good plan based on a functional analysis of life in the garden and a task analysis for the would be gardener.**



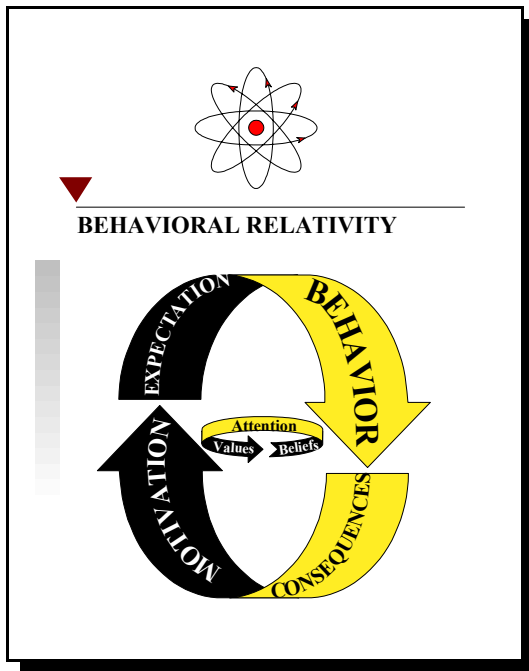
THE MIND MATTERS

✓ THE GOOD	★ THE BETTER
■ A sound body.	■ A sound mind.
■ Good nutrition.	■ Good judgement.
■ Physical exercise.	■ Mental exercise.
■ Relaxation Training.	■ Self-discipline.
■ Facts & Information.	■ Understanding.
■ Self-esteem.	■ Self-respect.
■ Stable sleep patterns.	■ Generative Sleep.
■ Coping skills.	■ Prevention skills.
■ Realistic Objectives.	■ Relevant Goals.

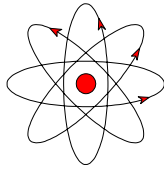
Behavioral Relativity is an instructional and problem-solving device, a communication tool that allows for describing, analyzing, preventing and solving problems of human behavior and adjustment. Although based on well established and generally accepted principles of learning, ***Behavioral Relativity*** addresses the internal reality of imagination as well as the external reality of our actions and reactions. ***Behavioral Relativity*** is

concerned with covert thoughts, feelings and perceptions as well as overt, observable and directly measurable behavior. Overt behavior is merely the tip of the iceberg for ***Behavioral Relativity***. The iceberg under the “behavioral environment” is cognitive and existential, consisting of beliefs, values, motivations, expectations, hopes and dreams, and the very ***real consequences*** of awareness, accurate knowledge and thought.

Behavioral Relativity is both a purely descriptive, functional model of human behavior based on the basic principles of operant and classical conditioning and it is the systematic extension of these “behavioral” principles to subjective, invisible, internal processes such as thoughts, desires and emotions. As it opens these aspects of life and living to “lawful” shaping and control, **personal responsibility is extended to “self-creation.”** Unlike other animals, humans have the capacity to change their self by intent.



Behavioral Relativity is a descriptive, functional, rational model of human behavior based on the basic principles of learning (operant and classical conditioning). It fosters critical thinking skills and it has no agenda of its own. It has proved to be a flexible and effective instructional and problem solving device, and it meets its **goal of keeping decision making at the lowest level possible --- at the level of the individual.**



FUNCTIONAL ALTERNATIVES

✗ STOP

- ✗ R+ of B-
- ✗ R- of B-
- ✗ P+ of B+
- ✗ P- of B+
- ✗ R+ of absence of B+
- ✗ R- of absence of B+
- ✗ P+ of absence of B-
- ✗ P- of absence of B-

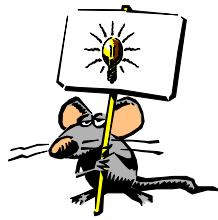
✓ START

- ✓ R+ of B+
- ✓ R- of B+
- ✓ P+ of B-
- ✓ P- of B-
- ✓ R+ of absence of B-
- ✓ R- of absence of B-
- ✓ P+ of absence of B+
- ✓ P- of absence of B+

R+ = Positive Reinforcement
R- = Negative Reinforcement
P+ = Positive Punishment
P- = Negative Punishment

B+ = Adaptive
B- = Maladaptive

Although descriptive and functional, Behavioral Relativity extends the functional analysis of behavior to the domain of the imagination by simply assuming that the principles of learning are identical for the external behavioral environment and the internal domain of the imagination. If knowledge is power, Behavioral Relativity empowers. “**Behavioral Economics**” or “**Cognitive Economics**” is simply Behavioral Relativity couched in economic terms (i.e., values added) for instructional purposes.



COGNITIVE ECONOMICS

■ FIRST!!!

— STOP

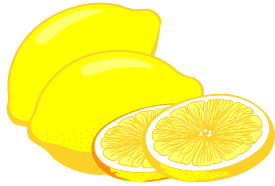
- REINFORCEMENT OF MALADAPTIVE BEHAVIOR
- PUNISHMENT OF ADAPTIVE BEHAVIOR
- USING MALADAPTIVE REINFORCERS
- USING MALADAPTIVE PUNISHERS

■ THEN...

— START

- REINFORCEMENT OF ADAPTIVE BEHAVIOR
- USING ADAPTIVE REINFORCERS
- USING ADAPTIVE PUNISHERS
- PUNISHMENT OF MALADAPTIVE BEHAVIOR

The past and future are figments of our imaginations but our memories are rooted in our senses, our desires and fears are learned, and our thoughts create and govern a virtual reality, much like a garden of flowers, fruits and vegetables. A little seed. A little water. A little time. A little circumstance. A little you. A little me. A little life. The lessons are in the living and the living is in the growing and the growing is in the care and the care is in the effort and the effort is in the provider and **the provider in the garden is you.**



Just A Thought ...

• IMAGINE ... BITING INTO A LEMON

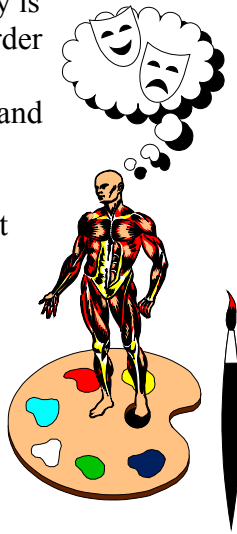
- If you did ..., you salivated, demonstrating the power of your thoughts to produce physiological effects.
- In fact, my thoughts (in the form of words) traveled through the air by way of sound and/or light, merged with your thoughts, and produced an observable, measurable, physiological effect in you.
- Thoughts and words can and do produce physiological effects, some of which you are aware.

✓ YOU ARE THE SELF YOU CREATED

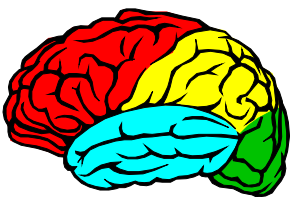
- ✓ Both Classical and Operant conditioning occur in the virtual reality of your imagination.
- ✓ Thoughts function as units of behavior and stimulus events (antecedents and consequences).
- ✓ You are the ruler of the domain of your imagination.
- ✓ Your focus of attention and thoughts can and do shape your desires, emotions, and behavior.
- ✓ The mind matters and mental exercise "works".
- ✓ What you imagine makes a difference.

All things are *relative* and even chaos is well patterned.

In our day to day lives, relativity is revealed in the regularity and order of things, in our recognition of patterns, matters of similarities and differences, causes and effects, antecedents and consequences, associations and relationships. It is this relativity that gives order and stability to our felt and experienced reality. It is this relativity that allows us to shape our behavior, and thus the behavior of others, to meet our needs. It is this relativity that allows us to plan and



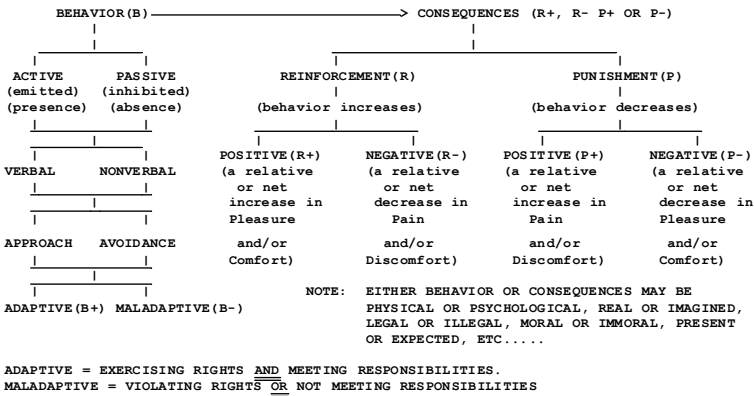
prepare for the future and to reflect on the past. It is this relativity that gives meaning to the events of our lives and affords us the structure and security of familiarity. It is this relativity that makes practice and repetition possible, that keeps the flood of our experiences from overwhelming us. It is this relativity, the perceived regularity and stability, the cycles and patterns of our nature and the nature around us, the interrelationship of time and space that allows for our learning and development, our predictability and control, or at least our risk and opportunity management. Ultimately, it is this relativity that gives us ***our sense of self***, the common thread that we weave across the fabric of time and circumstance, our hopes and fears, our values and beliefs,



our behavioral strategies and tactics, the patterns we create by and of our selves, our actions and reactions— ***our personalities***.

BEHAVIORAL ECONOMICS and RELATIVITY

PEOPLE WORK OR "BEHAVE" (i.e. EXPEND ENERGY, TIME OR RESOURCES) FOR (i.e. to get, keep) RELATIVE PLEASURE/COMFORT AND AGAINST (i.e. to avoid, get rid of) RELATIVE PAIN/DISCOMFORT.



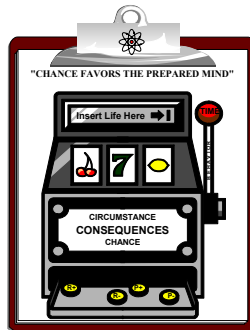
- Reinforcers are unique for each individual.
- People work (behave) for relative (net) gain: to increase pleasure/comfort and/or to decrease pain/discomfort.
- The same behavior may serve different functions and have multiple consequences.
- The function and potency of reinforcers change across time and circumstance.
- Reinforcement of any given behavior is punishment of alternatives and vice versa.
- Short term gains have long term costs and vice versa.
- Relatively low energy, high effect behavior is predisposed to selection.
- Behavior is lawful and the principles of learning operate independent of our awareness of them.
- Imagined behavior has real consequences.
- The principles of learning are amoral but values and beliefs are learned.
- One's behavior is another's consequence.
- What a person does not do is as important as what a person does.

People "behave" or act the way they do because of:

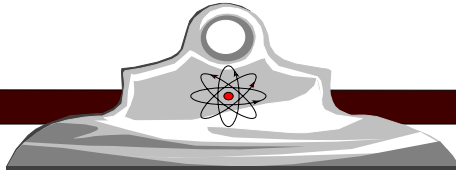
- their genetic makeup or heredity (developmental predispositions present at birth; a quality or trait transmitted genetically from parent to offspring ...);
- their learning history (past experiences--- memory, associations, habits, self-discipline, behavioral hierarchies, learned emotional reactions, response predispositions, anticipatory responses, beliefs, values, prejudices, attributions, biases for and against ...);
- their current physical/cognitive state (arousal, awareness, efficiency, fatigue, wellness, consciousness, sobriety, ...); and,
- their current life situation (context, focus of attention, expectation, motivation...).

In brief, people behave the way they do because of:

- ✓ what they can experience/do ...
- ✓ what they have experienced/done ...
- ✓ what they are experiencing/doing ... and
- ✓ what they expect/want to experience/do.



Humans appear to be driven to ***diminish uncertainty and to seek control***. ***Behavioral Relativity*** contends that this “drive” is directed and expressed through the equally powerful cognitive forces of generalization (similarities) and discrimination (differences) — the ***“I am ... not”*** of human experience. Combine the drive or need to diminish uncertainty and to seek control with the ***natural desire to increase pleasure/comfort and decrease pain/discomfort*** and you have the essence of ***Behavioral Relativity***.



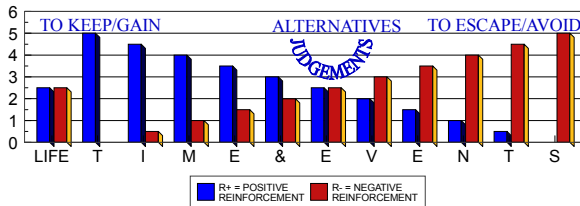
REINFORCERS

(A.K.A: THE "ENTICERS" AND "ENFORCERS")

- ▶ Positive reinforcers (rewards) and negative reinforcers (punishers) are unique for each person.
- ▶ The potency and function of a reinforcer changes across time, experience and circumstance.
- ▶ Any person, place, thing, or behavior can acquire rewarding or punishing properties.
- ▶ Pain/discomfort and pleasure/comfort come in many forms and have many names and we are all students and teachers of both.

PEOPLE "BEHAVE"/"WORK" FOR REWARDS AND AGAINST PUNISHMENTS.
 THE LOSS OF A REWARD IS PUNISHING AND THE LOSS OF A PUNISHMENT IS REWARDING.
 Short term gains have long term costs and vice versa.

REINFORCER POTENCY/MOTIVATION (frequency, intensity, duration)



R+ = behavior followed by a "relative" increase in pleasure/comfort.

R- = behavior followed by a "relative" decrease in pain/discomfort.

WHAT YOU DO NOT DO IS AS IMPORTANT AS (AND DEFINES) WHAT YOU DO.

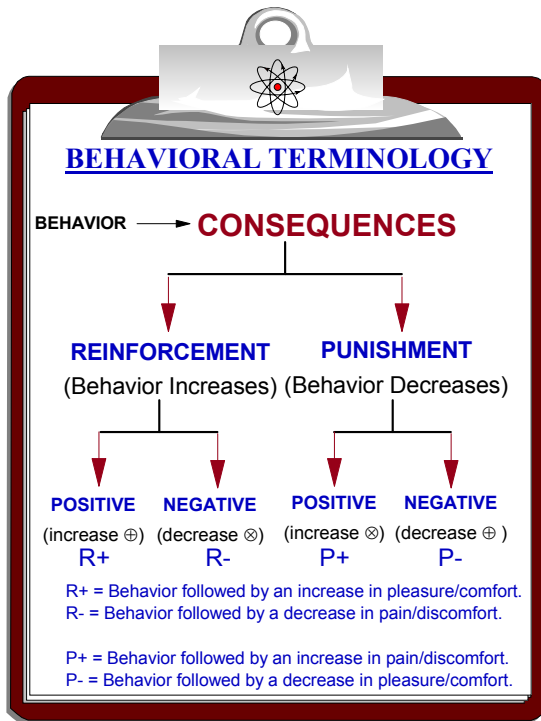
★ POSITIVE REINFORCER POTENCY SCALE

- ★ 5 = EXTREMELY REWARDING (EXTREME PLEASURE, INTENSE FEELINGS OF WELL-BEING, ELATION OR EUPHORIC REACTION; IF NECESSARY, WILL PERSISTENTLY AND REPEATEDLY EXPEND HIGH ENERGY, SACRIFICE LESS POTENT POSITIVE REINFORCERS, AND ENGAGE IN HIGH RISK BEHAVIOR OR INHIBIT ALL OTHER BEHAVIORS TO GAIN, MAINTAIN, KEEP, PROTECT). IF NECESSARY, WILL RUN THE ENTIRE RANGE OF RESPONSE HIERARCHY.
- ★ 4 = HIGHLY REWARDING (WILL "BEHAVE" OR WORK FOR).
- ★ 3 = MODERATELY REWARDING (WILL ACTIVELY SEEK).
- ★ 2 = MILDLY REWARDING (REACHES FOR, MOVES TOWARD).
- ★ 1 = VERY MILDLY REWARDING (WILL ASK FOR, WILL ACCEPT).

- NEGATIVE REINFORCER POTENCY SCALE

- ★ 5 = EXTREMELY AVERSIVE (EXTREME PAIN, PANIC OR RAGE REACTION; WILL EXPEND HIGH ENERGY AND ENGAGE IN HIGH RISK BEHAVIOR OR INHIBIT ALL OTHER BEHAVIORS TO DELAY, AVOID, DECREASE OR TERMINATE. IF NECESSARY, WILL RUN ENTIRE RESPONSE HIERARCHY).
- ★ 4 = VERY AVERSIVE (INTENSE PAIN, FEAR OR ANGER REACTION; WILL BEHAVE, WORK OR ACT-OUT AGAINST).
- ★ 3 = MODERATELY AVERSIVE (WILL EMIT OR INHIBIT BEHAVIOR TO ESCAPE/AVOID).
- ★ 2 = MILDLY AVERSIVE (WILL NOT ACCEPT, PUSHES AWAY, MOVES AWAY FROM).
- ★ 1 = VERY MILDLY AVERSIVE (PASSIVE ESCAPE/AVOIDANCE, DISCARDS).

It should be noted that the terms “*positive*” and “*negative*” have a special technical meaning when referring to a behavioral procedure — “positive” means something is added to the situation and “negative” means something is subtracted or removed from the situation.



$R+ = B \rightarrow + \oplus$.

[Positive Reinforcement = Behavior followed by the addition of a positive reinforcer.]

\oplus = a positive reinforcer, often called a reward. People usually mean a positive reinforcer or positive reinforcement when they simply use the terms

“reward,” “reinforcer” or “reinforcement,” but there are two types of reinforcers and two types of reinforcement procedures (i.e. positive and negative). A **positive reinforcer** is a stimulus event which increases the future probability of behaviors that it follows, and decreases the future probability of behaviors that lead to its removal or loss. A positive reinforcement procedure involves the presentation or **occurrence of a positive reinforcer following a behavior**.

$R- = B \rightarrow - \ominus$.

[**Negative Reinforcement = Behavior followed by the termination of a negative reinforcer**]

\ominus = a **negative reinforcer**, often called a punisher or an aversive stimulus. A **negative reinforcer** is a stimulus event which increases the future probability of behaviors that are followed by its removal, and decreases the future probability of behaviors that are followed by its occurrence. A negative reinforcement procedure involves the **removal of a negative reinforcer following a behavior**.

$P+ = B \rightarrow + \ominus$.

[**Positive Punishment = Behavior followed by the addition of a negative reinforcer**]

$P- = B \rightarrow - \oplus$.

[**Negative Punishment = Behavior followed by the termination of a positive reinforcer**]



It is “reinforcing” to gain \oplus or to lose \ominus
and “punishing” to gain \ominus or to lose \oplus .

**NEGATIVE REINFORCEMENT IS NOT PUNISHMENT ... BUT
TIME-OUT FROM POSITIVE REINFORCEMENT IS:**

Reinforcement means increase or strengthen and punishment means decrease or weaken. Any procedure that increases or strengthens a behavior is a reinforcement procedure. Any procedure that decreases or weakens a behavior is a punishment procedure. A *positive reinforcer* \oplus (sometimes called a reward) increases or strengthens behaviors that lead to or produce it. When a positive reinforcer \oplus is presented or occurs immediately after a behavior, the behavior is more likely to occur in the future under the same or similar circumstances.

A *negative reinforcer* \ominus (sometimes called a punisher or an aversive stimulus event) increases or strengthens behaviors that reduce, delay, avoid or terminate it. When a negative reinforcer \ominus is reduced, delayed, avoided or terminated immediately after a behavior (negative reinforcement), the behavior is more likely to occur in the future under the same or similar circumstances.

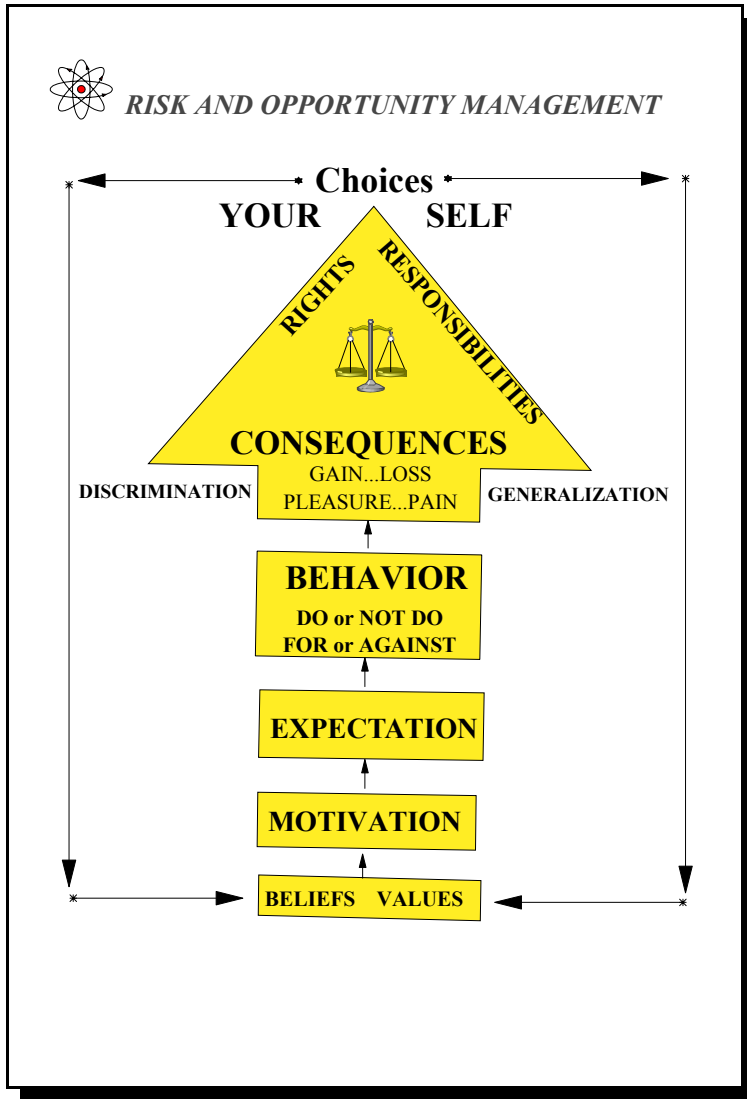
Punishment (technically called “positive” punishment) is the presentation of a negative reinforcer \ominus immediately after a behavior. **Punishment is not negative reinforcement.** Negative reinforcement is *increasing or strengthening a behavior* by the removal or reduction of a negative reinforcer

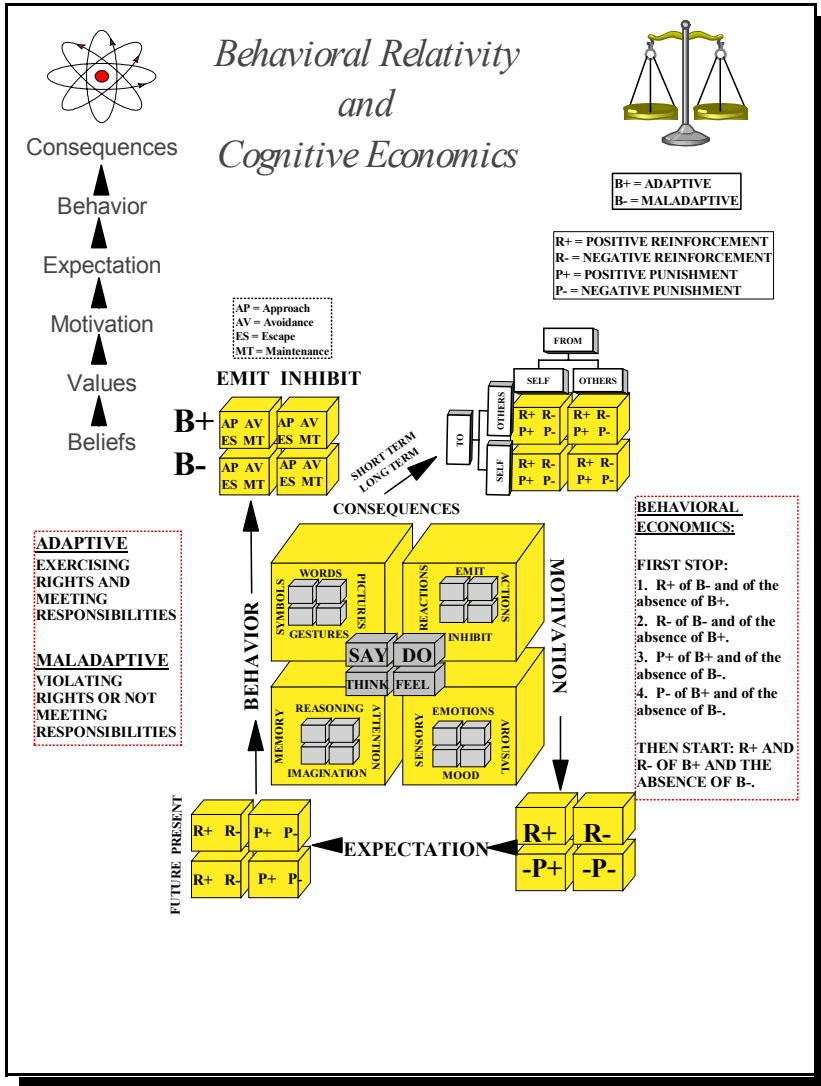
⊖, whereas punishment (technically, “positive punishment”) is *decreasing or weakening a behavior* by the presentation or increase in a negative reinforcer.

“*Time-out from positive reinforcement*” (technically, negative punishment) is a punishment procedure in which a behavior is decreased or weakened by the removal, reduction or delay of a positive reinforcer ⊕ as a consequence of the behavior.

NEGATIVE REINFORCEMENT (R-)

✓ <u>Relief from pain/discomfort</u>	→ Learned
– Physical and/or Mental	→ Desired
– Real and/or Imagined	→ Worked for
– Adaptive and/or Maladaptive	→ Deserved
– Present and/or Expected	→ Interpersonal
– Behavior and/or Consequence	→ Valued
	→ Contingent
	→ Aware of
	→ Intentional
	→ De OR NOT
	→ Prima
	→ Mu
	→ Poté
	→ Experienced





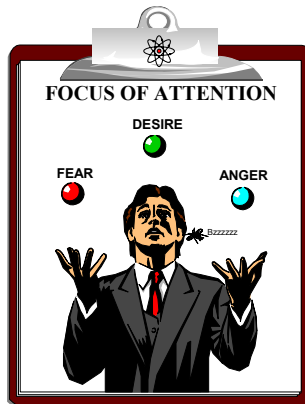
BASIC REALITY ORIENTATION

&

THERAPEUTIC INTERACTION

Therapeutic Interaction (i.e. “in vivo” therapy) is a **structured style of interpersonal interaction designed to teach progressively more adaptive behavior**. It consists of the systematic application of the basic principles of learning **during routine interactions** to selectively (i.e. differentially) reinforce relatively adaptive behavior and selectively stop all identified sources of positive and negative reinforcement for maladaptive behavior. Therapy is “acted out” in the “real world” --- or at least in real situations.

The more disoriented, disorganized, confused or limited a person is, regardless of the reason (anxiety, sensory-perceptual limitations, neurological dysfunction, developmental disability, drugs, hormonal imbalance, stress, etc.), the more critical it is to provide supportive structure and to focus on the here and now (present):



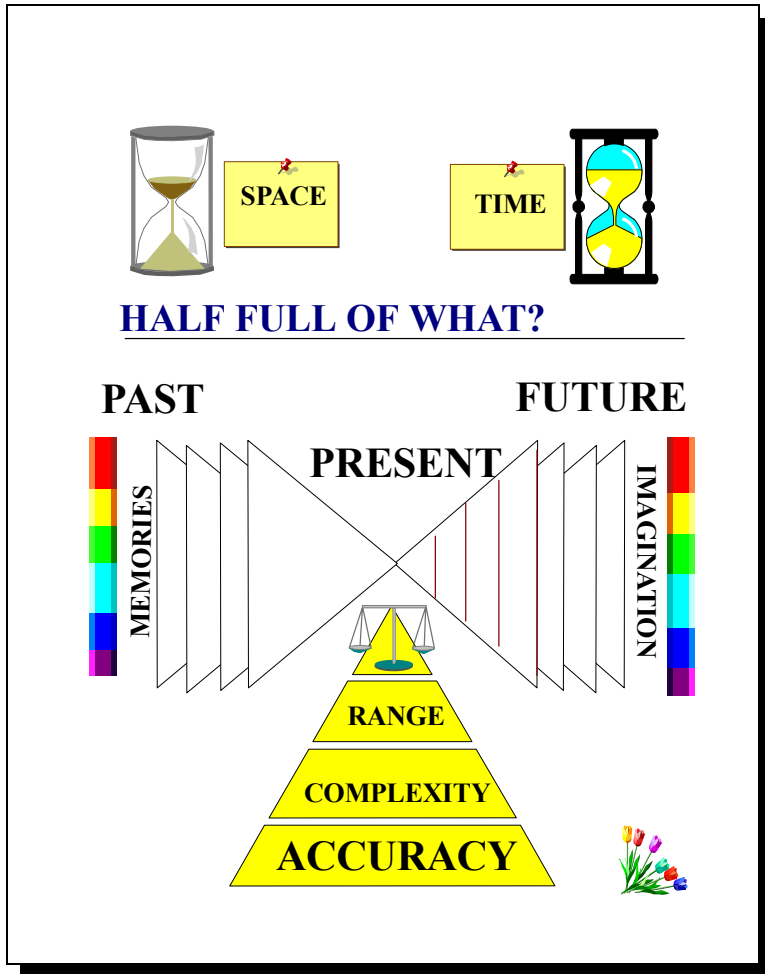
- Mediate Sensory Losses & Provide Supportive Structure by the Nature of Your Instructions: Know your clients' (you may substitute another term for "client" --- whatever is appropriate or politically correct for you) current sensory-perceptual limitations (hearing? vision?) and sensitivities (to sound? light? touch? odors?), and structure your interaction to increase information through other senses as indicated. Become a source of accurate information, stability, safety and security.

LOW COST-HIGH IMPACT BEHAVIOR IS PREDISPOSED TO SELECTION

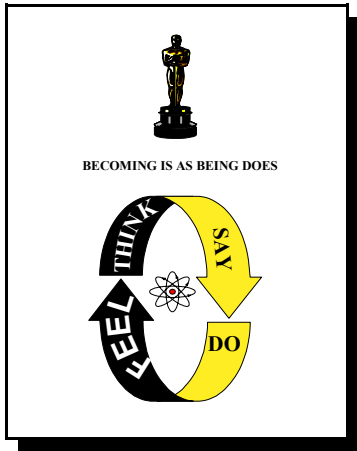
RESOURCE INVESTMENT

IMPACT	HIGH	LOW
	HIGH	LOW
HIGH	<p>BEHAVIOR HAS HIGH IMPACT BUT ALSO HAS HIGH RESOURCE COSTS.</p> <p>WILL NOT BE FREQUENT.</p> <p>MAY OCCUR WHEN NO ALTERNATIVE IS AVAILABLE OR KNOWN.</p>	<p>BEHAVIOR HAS HIGH IMPACT AND REQUIRES LITTLE RESOURCE INVESTMENT.</p> <p>BEHAVIOR IS VERY LIKELY TO OCCUR AGAIN ... UNLESS THERE ARE ADDED COSTS OR DECREASED GAINS.</p>
LOW	<p>BEHAVIOR HAS LOW IMPACT AND REQUIRES A HIGH INVESTMENT OF RESOURCES. ... NOT LIKELY. NOT WORTH THE COST.</p>	<p>BEHAVIOR HAS LOW IMPACT BUT REQUIRES A LOW RESOURCE INVESTMENT.</p> <p>MAY OCCUR DURING PERIODS OF BOREDOM - JUST TO KILL THE TIME</p>

- Focus on the Present With Respect to Both Time and Space: Reality exists only in the present --- the past is a matter of memory and the future is a matter of pure imagination. Reduce the need for abstract reasoning and redirect attention to present events.



- Describe the Current Situation: Talk about current events and activities ... what you are doing, what the client is doing, or describe some other present condition or circumstance. Interact with the client verbally in a normal manner even if you think the client does not hear or understand your speech. But, be careful to avoid incessant, irrelevant verbiage.



PAYING ATTENTION

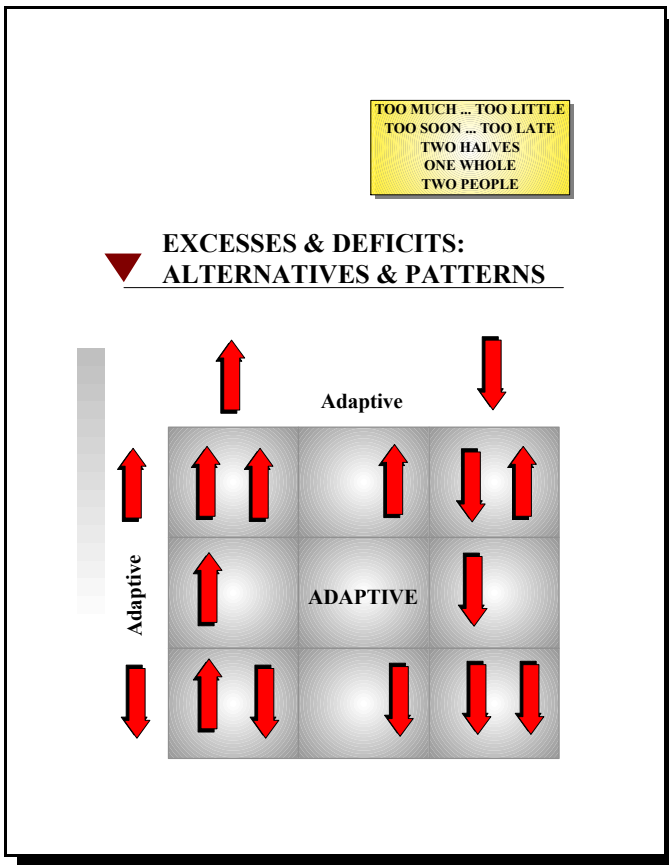
✓ ... TO LEARN ...?

- People pay attention to learn and learn what they pay attention to
- Paying attention to learn is a selective & active process

✓ ... TO TEACH

- People are motivated by the attention of others
- Paying attention to teach is a selective & active process

- ❑ If a Client is Becoming More Disoriented or Anxious, Emphasize Immediate Sensory Experiences: Literally call attention to sensory experiences (e.g. sights, sounds, tastes, smells, feelings) that the client has just experienced, is experiencing or is about to experience (use 5 seconds as a general rule of thumb). Routine activities of daily living are primary occasions for basic reality orientation (e.g. eating involves all five senses; drinking water may help refocus; experiences related to movement, even simple exercises may help; effective grooming --- taking a shower and redressing --- requires increased body awareness, external feedback and consideration of social standards).



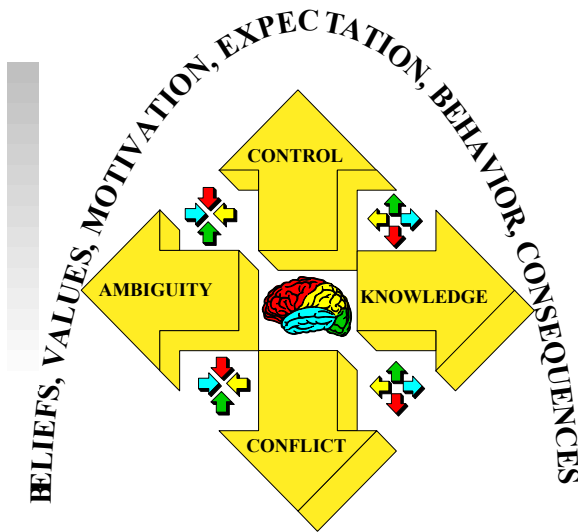
- ❑ Limit Questions to Those That Have Immediate Consequences for the Client or the Answer is Immediately Evident: Specifically avoid asking questions that are too complex or that you do not expect to be answered. Learn what kinds of information the client is capable of providing and what kinds of choices the client is capable of making.



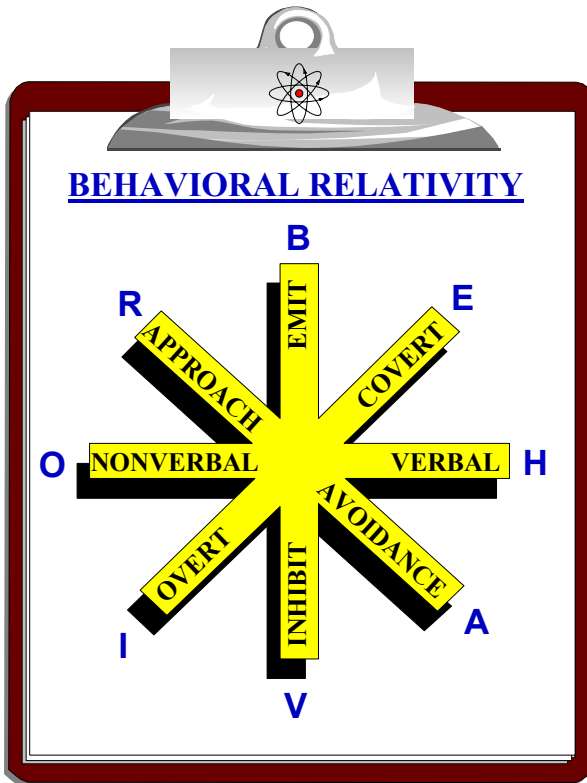
OPPORTUNITY CREATES CHOICES



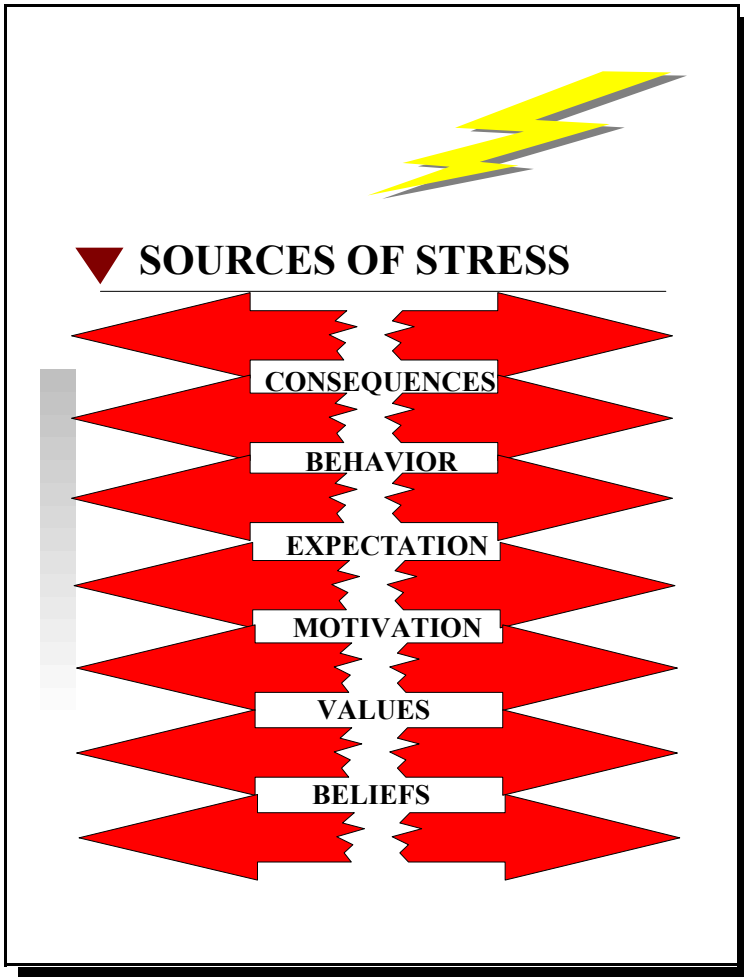
KNOWLEDGE CREATES OPPORTUNITIES



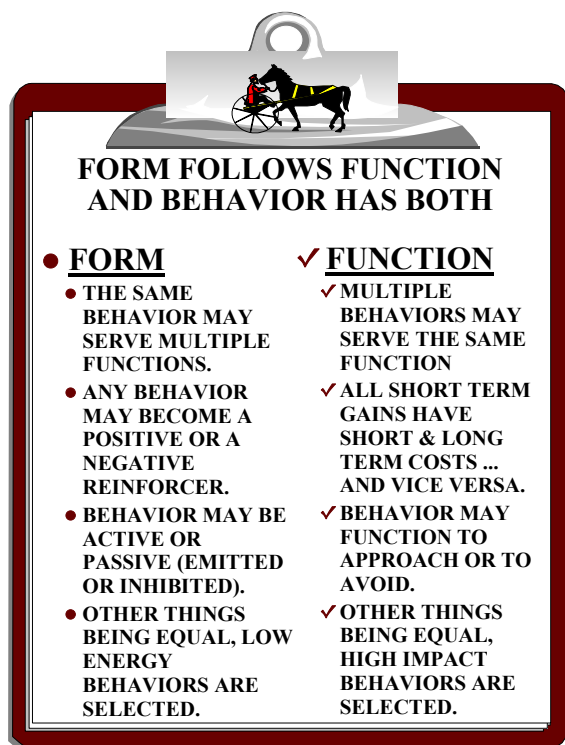
- ❑ Use the Same Basic Words Each day for Instructions and Identifying Objects and Actions: Do not say “soft drink” one day and “soda” the next or “sink” one day and “lavatory” the next, or “dinner” one day and “supper” the next.
- ❑ Be Specific Rather Than General, Simple Rather Than Complex: “Car” rather than “vehicle;” "shovel" rather than "tool;" "Help me lift this bag" rather than "Give me a hand here"...



- ❑ Avoid Unnecessary Directing by Commenting on Time or “Asking for Help”: “It is time to go to work” rather than “Go to work!”
“Help me get the weeds out of this garden” or “Your job today is getting the weeds out of the garden” or “Let’s get the weeds out of the garden,” rather than “Get in there and get the weeds out!”



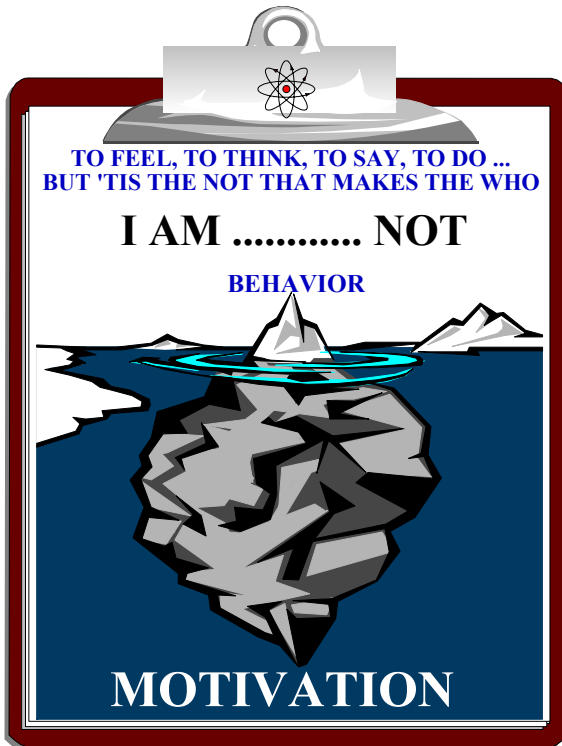
- ❑ Use Visual as Well as Auditory cues, Particularly for New Activities and Transitions in Activities or Locations. Show the client the steps to do in new procedures. Provide a visual demonstration of exactly what you expect the client to do.



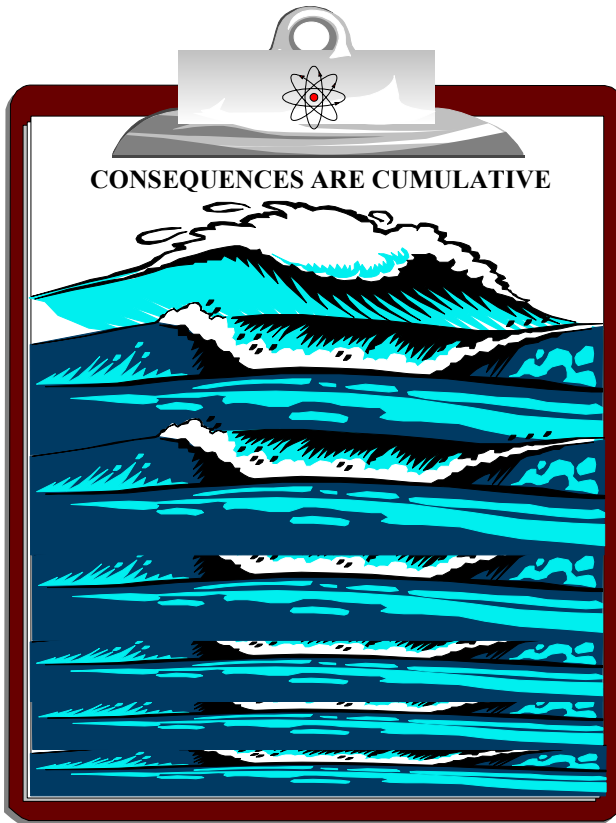
**FORM FOLLOWS FUNCTION
AND BEHAVIOR HAS BOTH**

<ul style="list-style-type: none">● <u>FORM</u>	<ul style="list-style-type: none">✓ <u>FUNCTION</u>
<ul style="list-style-type: none">● THE SAME BEHAVIOR MAY SERVE MULTIPLE FUNCTIONS.	<ul style="list-style-type: none">✓ MULTIPLE BEHAVIORS MAY SERVE THE SAME FUNCTION
<ul style="list-style-type: none">● ANY BEHAVIOR MAY BECOME A POSITIVE OR A NEGATIVE REINFORCER.	<ul style="list-style-type: none">✓ ALL SHORT TERM GAINS HAVE SHORT & LONG TERM COSTS ... AND VICE VERSA.
<ul style="list-style-type: none">● BEHAVIOR MAY BE ACTIVE OR PASSIVE (EMITTED OR INHIBITED).	<ul style="list-style-type: none">✓ BEHAVIOR MAY FUNCTION TO APPROACH OR TO AVOID.
<ul style="list-style-type: none">● OTHER THINGS BEING EQUAL, LOW ENERGY BEHAVIORS ARE SELECTED.	<ul style="list-style-type: none">✓ OTHER THINGS BEING EQUAL, HIGH IMPACT BEHAVIORS ARE SELECTED.

- ❑ Be Aware That Your Nonverbal Behaviors and Voice Tone are at Least as Important as What you say. Facial expressions are particularly important and should be consistent with what you say and the message you want to communicate. Regardless of what you are saying, a loud voice or a frown may be interpreted as anger or disapproval, whereas a smile may be interpreted as approval or mocking. Make sure the message you are sending is the one you intend.



- ❑ Whenever Possible and Not in Violation of Policy or Threatening.
Ignore Irrational Statements or “Emotionally Loaded” Statements and Refocus Attention to Current Events: Control your own emotions, ask for clarification if necessary, but do not argue with or repeatedly attempt to “counsel,” lecture or scold.



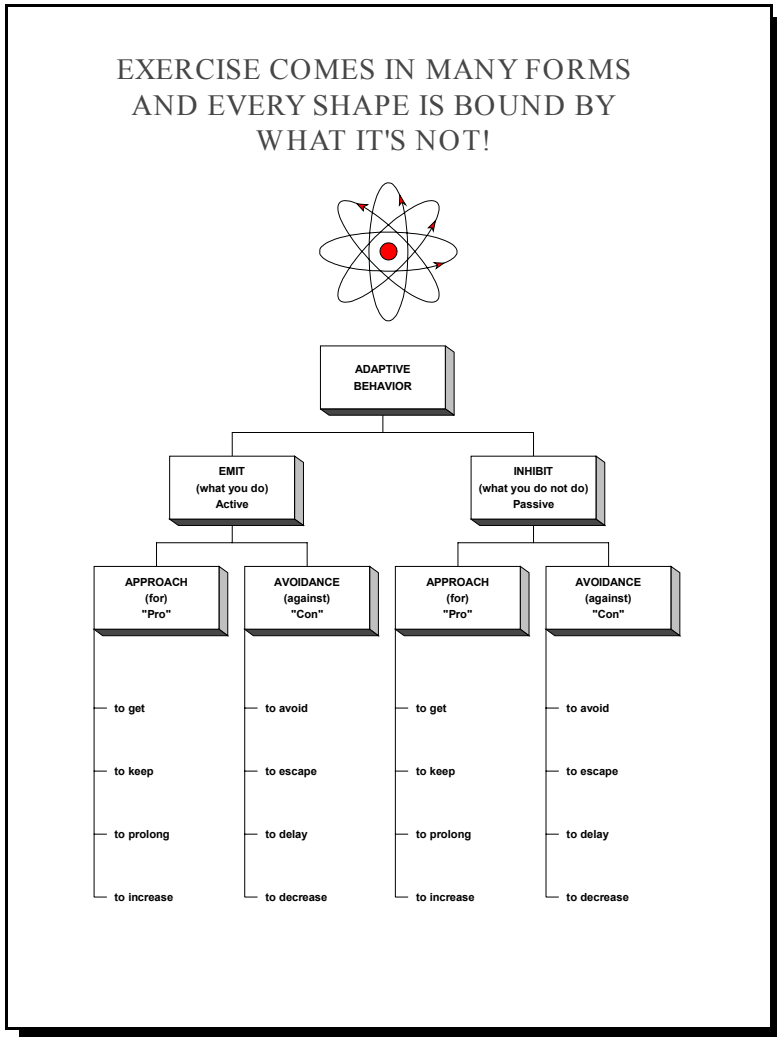
- ❑ Facilitate Personal Identity and Social Awareness: Use the client's name. Increase exposure to the familiar in unfamiliar circumstances and avoid unnecessary change. Place more emphasis on self-care (independence), increase opportunities to help, to work, make choices, to be responsible, to be needed, and to provide rather than receive care and reinforcement.



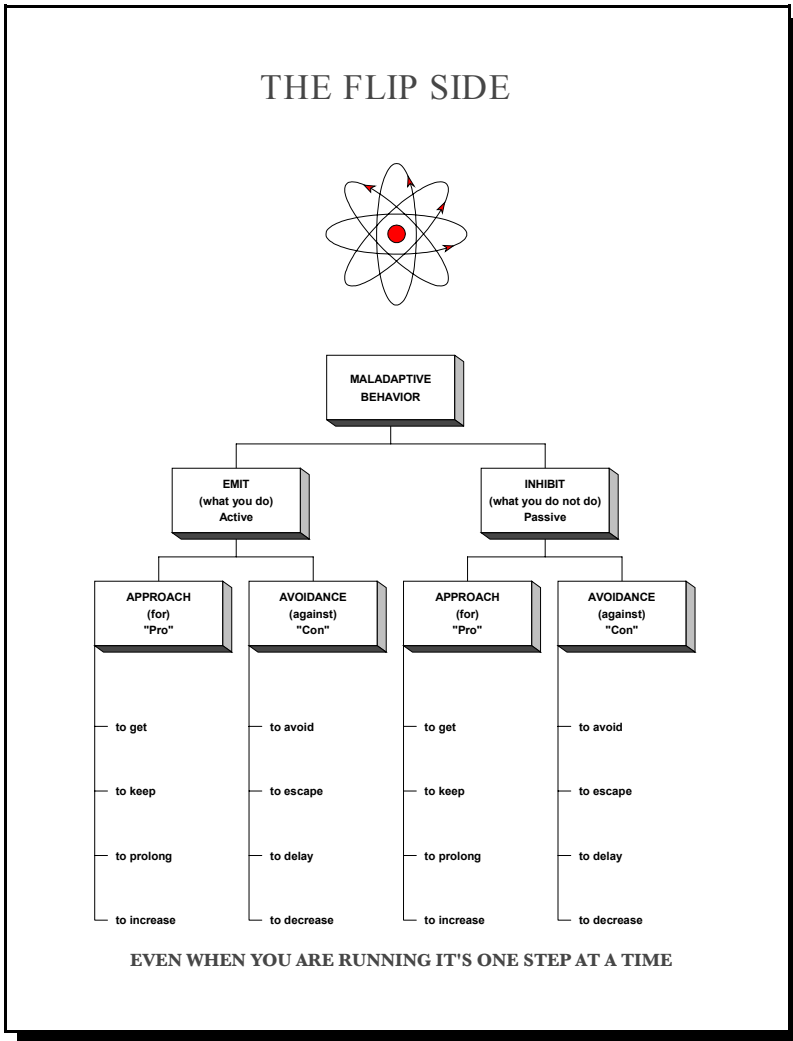
Rights & Responsibilities

- ✓ In a social environment **INDIVIDUAL** rights and responsibilities are interrelated.
- ✓ Each **INDIVIDUAL'S** rights and responsibilities are restricted and/or expanded depending on their various social roles and the contexts in which they are exercised.
- ✓ Each **CLIENT** right establishes a directly related **EMPLOYEE** responsibilities to teach and actively reinforce.
- ✓ Each **INDIVIDUAL** right is paired with its corresponding responsibilities & every responsibility has corresponding rights.
- ✓ **IN GENERAL**, rights related to personal safety and well-being take priority over rights related to property and habilitation or rehabilitation.

- ❑ Allow for Choices and Decision-Making Whenever Possible: Provide clear opportunities rather than forced participation whenever possible. Specifically avoid requiring participation in nonessential activities that are not reinforcing or meaningful. Give each client the opportunity to learn responsible behavior by allowing natural consequences within reasonable limits of safety and the right to risk.



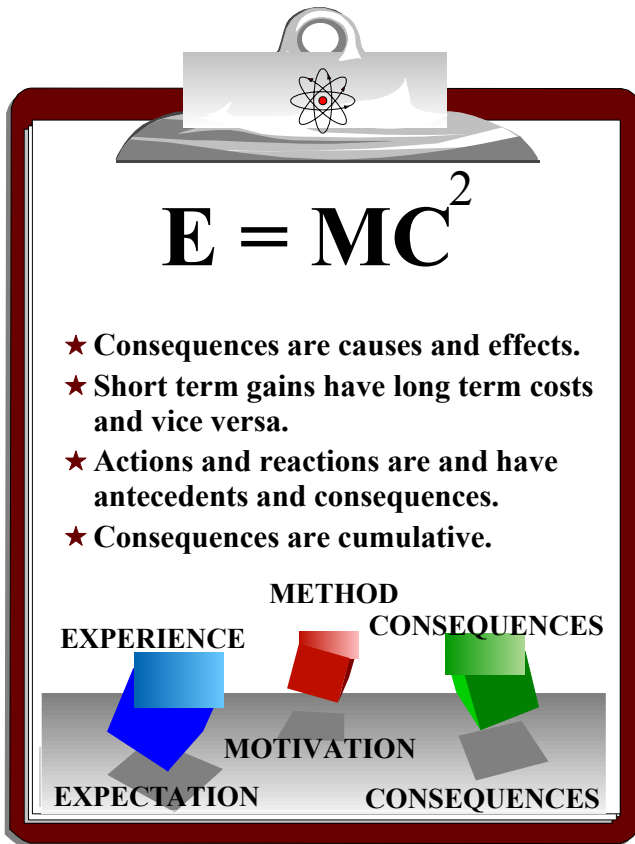
- ❑ Add Positively Reinforcing Elements to Relatively Unpleasant Activities and Follow Less Reinforcing Activities With More Reinforcing Activities.



- ❑ Be an Active Listener and Give Words More Meaning: Respond to what the client says, asking for clarification if necessary. Let the client know that your behavior can be controlled by appropriate words. Slow down your own pace. Decrease complexity. Avoid constant talking, meaningless verbal reinforcement and constantly repeating instructions. Allow the client time to respond. Avoid rapid, loud speech. Avoid sentences that are too long and complex. Avoid frequent shifts in time and space or topics. In general, make verbal interaction more reinforcing and less aversive.



- ❑ Focus on Adaptive Rather Than Maladaptive Behavior: Keep comments about maladaptive behavior to an absolute minimum --- do not “counsel,” scold, fuss at, plead with, beg, promise, remind about, or repeatedly give instructions without follow through. Focus on current or expected adaptive behavior. Keep criticisms to a minimum and provide corrective feedback in terms of what actions you want rather than what actions you do not want



SUMMARY OF DEVELOPMENTAL “GOLDS”



I. RELATE TO ... NOT AT:



- A. Learn to Listen and Listen to Learn.
- B. Know Skills, Limitations, Interests, Precautions, Likes and Dislikes, the Function and Meaning of Behaviors, and Current Status.
- C. Give Words Meaning.



II. HONESTY IS STILL THE BEST POLICY:

- A. Accurate Feedback.
- B. Consistency.
- C. Predictability.

III. CONTROL YOUR OWN SELF FIRST:



- A. Emotions.
- B. Needs.
- C. Conflicts.

IV. AVOID ASSUMPTIONS:



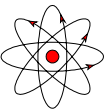
- A. Motives.
- B. Expectations.
- C. Myths.

V. PROVIDE SUPPORTIVE STRUCTURE:



- A. Protect.
- B. Mediate.
- C. Describe.

VI. LEARN TO TEACH:

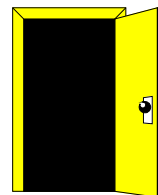


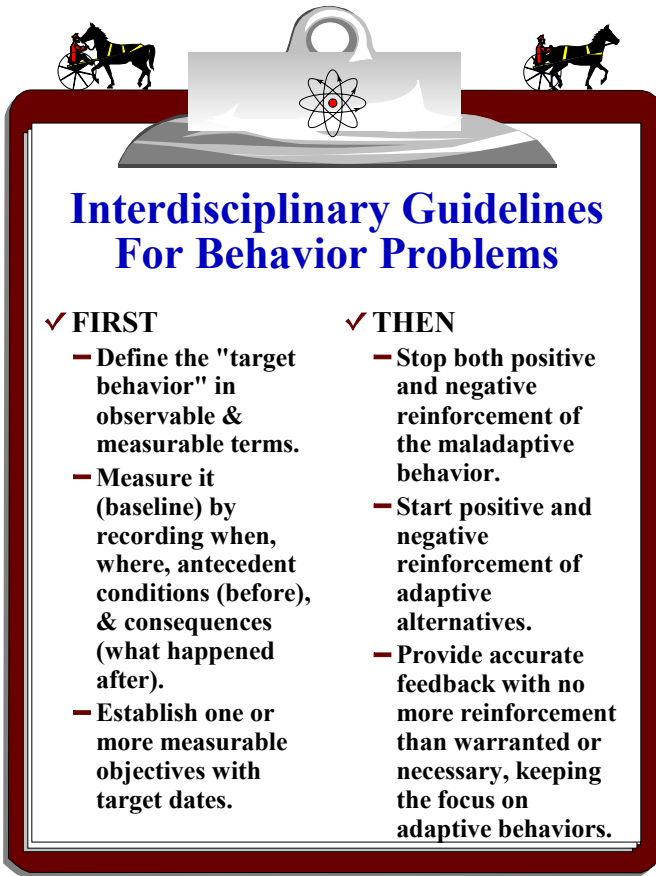
- A. Basic Terminology.
- B. Basic Principles of Learning.
- C. Cognitive Economics.

VII. TEACH VALUE BASED BEHAVIOR:



- A. Rights and Responsibilities.
- B. Adaptive Limits.
- C. Instructional Consequences.





Interdisciplinary Guidelines For Behavior Problems

<p>✓ FIRST</p> <ul style="list-style-type: none">- Define the "target behavior" in observable & measurable terms.- Measure it (baseline) by recording when, where, antecedent conditions (before), & consequences (what happened after).- Establish one or more measurable objectives with target dates.	<p>✓ THEN</p> <ul style="list-style-type: none">- Stop both positive and negative reinforcement of the maladaptive behavior.- Start positive and negative reinforcement of adaptive alternatives.- Provide accurate feedback with no more reinforcement than warranted or necessary, keeping the focus on adaptive behaviors.
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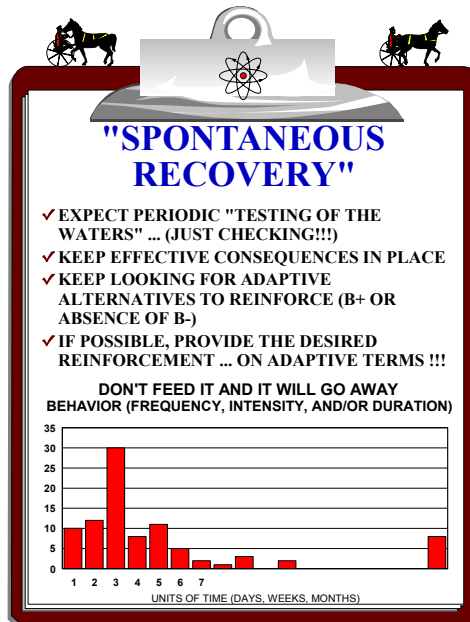
"EXTINCTION BURST"

- ✓ EXPECT THINGS TO GET WORSE BEFORE THEY GET BETTER
- ✓ WEATHER THE STORM
- ✓ DO NOT ADD RESISTANCE TO EXTINCTION
- ✓ EXPECT A BEHAVIORAL HIERARCHY

BEHAVIORAL CONTRAST
BEHAVIOR (FREQUENCY, INTENSITY, AND/OR DURATION)



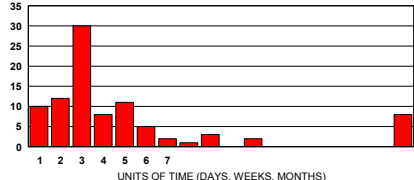
Units of Time (Days, Weeks, Months)	Behavior (Frequency, Intensity, and/or Duration)
1	10
2	12
3	30
4	8
5	12
6	5
7	2



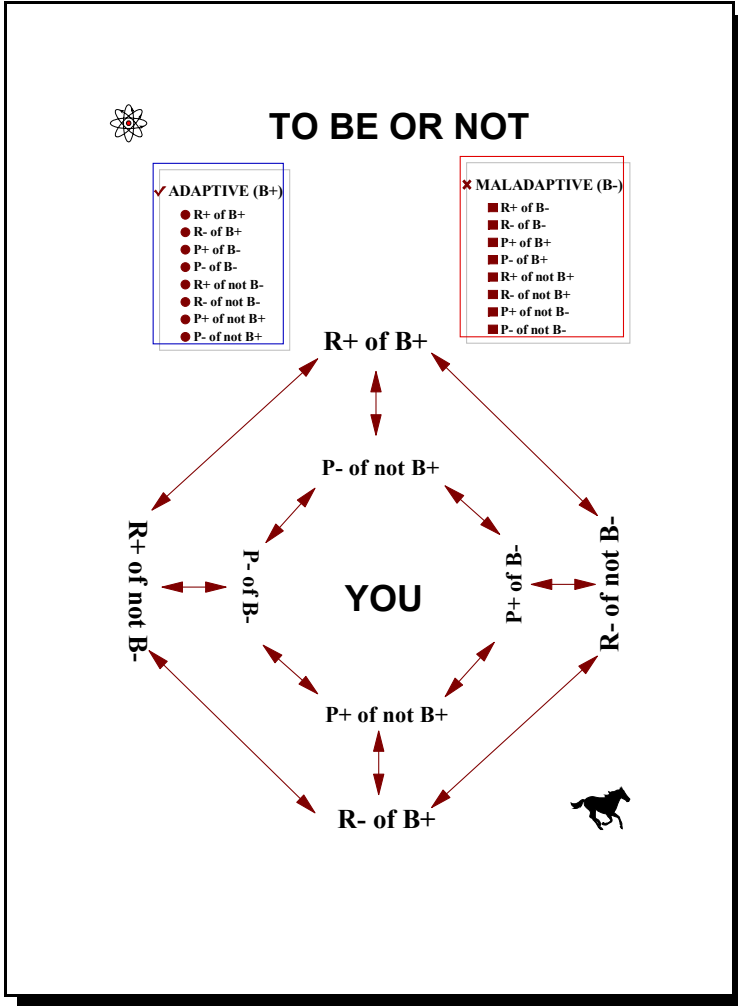
"SPONTANEOUS RECOVERY"

- ✓ EXPECT PERIODIC "TESTING OF THE WATERS" ... (JUST CHECKING!!!)
- ✓ KEEP EFFECTIVE CONSEQUENCES IN PLACE
- ✓ KEEP LOOKING FOR ADAPTIVE ALTERNATIVES TO REINFORCE (B+ OR ABSENCE OF B-)
- ✓ IF POSSIBLE, PROVIDE THE DESIRED REINFORCEMENT ... ON ADAPTIVE TERMS !!!

DON'T FEED IT AND IT WILL GO AWAY
BEHAVIOR (FREQUENCY, INTENSITY, AND/OR DURATION)



Units of Time (Days, Weeks, Months)	Behavior (Frequency, Intensity, and/or Duration)
1	10
2	12
3	30
4	8
5	12
6	5
7	2



The diagram features three instances of the text "YES!!!". One is positioned above a red triangle pointing downwards. Another is above a pair of hands holding a small green object. The third is to the right of the hands. A horizontal line is drawn below the red triangle, with the text "YES!!!" in red below it.

■ Behavioral Relativity

- Structure
 - Descriptive Terminology
 - Operational Definitions
- Analytic Power
 - Functional Analysis
 - Value Analysis
 - Self Analysis
- Behavioral Guidelines
 - Basic Reality Orientation
 - Therapeutic Interaction
- Whole Person
 - Overt Behavior
 - Imagination

■ Horticulture

- Focus
 - Professional Organization
 - Therapeutic Domain
- Treatment Activities
 - Task Analysis
 - Developmental Continuums
 - Assessments
- Adaptability
 - Structure
 - Context
 - Individual or Group
- Universal Interest
 - Diversity
 - Cost Effective



Life Affirming Adaptation

**Without form and void
To day begins
As each time must
Till it ends.**

**Indeed, this day too
Yesterday will be
And in between
'Tis where you'll find me.**

**As time becomes
A memory you see
We create ourselves
What we will be.**

**There'll be storms without
And many pains to bear
So shape me with strength
and bind me in care.**

**For I am you see
Yet to be
The self one day
You'll know as me.**

Shaping the Self

