Basics of Behavior Management

Mary Ann Hubbard-Shepherd, PhD

HSP, BCBA-D, NCSP

IDEAs that Work

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

OPTC
Oklahoma Pediatric Therapy Center

Oklahoma Parents Center

Why is this training important?

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

OPTC
Oklahoma Pediatric Therapy Center

Oklahoma Parents Center

What type of strategy should I use?

o Antecedent-based interventions
  o Preventative and proactive
    o Occur prior to the behavior to make the behavior less likely to occur

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

OPTC
Oklahoma Pediatric Therapy Center

Oklahoma Parents Center

What type of strategy should I use?

O Consequent-based interventions
   O Reactive
      O Occur after the behavior has happened to make the problem less likely to occur in the future

_____

_____

_____

_____

_____

_____

_____

_____

Disadvantages of Reactive strategies

O Reactive strategies can lead to:
   O Emotional and aggressive reactions
   O Escape and avoidance behavior
   O Undesirable modeling
   O May lead to increased levels of noncompliance
   O Increases in undesired behavior in another location where the behavior is not punished

_____

_____

_____

_____

_____

_____

Reactive strategies fail to teach the correct behavior, only teaches what 'not to do'

_____

_____

_____

_____

_____

_____

_____

Changing our behavior changes others.

- Changing our behavior can help other change theirs
- Each of us have different preferences and motivations; so do our children
- Awareness of this allows us to be flexible in our approach to behavior challenges

"Insanity is doing the same thing, over and over again, but expecting different results"

First Things First….
Setting your child up for success

Expectations

Making expectations more effective

O How to establish expectations
- Specific
- Stated as '*DO*' statements

EDUCATION OPTC Oklahoma Pediatric Therapy Center

Expectations Across Environments

O Rules change across environments
- Use Visuals as signals
- Focus on what you want
- Use an indicator to signal what voice level should be in use
  - Clothespin
  - Magnet

Voice Levels

Indoor Voice →
- Free Time
- Lunch Time
- Gym Time

Talking Quietly →
- Independent Seatwork
- Library
- Walking in the hallway

No Talking →
- Group Instruction
- Test Taking
- Announcements

Practice Makes Perfect – New Behavior

O When teaching a new behavior follow these steps:
- O **Instruct** - Give a brief explanation of the behavior
- O **Model** - Show what the behavior looks like
- O **Rehearse** - Allow child to practice the behavior under supervision
- O **Evaluate** - Give feedback (positive and corrective)

EDUCATION OPTC Oklahoma Pediatric Therapy Center

Practice Makes Perfect - Response

- Opportunities to respond
  - The more chances children get to practice the right behaviors the better
  - Take advantage of naturally occurring situations and contrive situations when necessary

the MORE YOU PRACTICE THE BETTER YOU GET

Commands

Commands - Clear Instructions

- **Why**
  - Increase compliance
  - Reduce negotiation
- **When**
  - When it is important they do it right away
  - When you are not willing to give a choice
  - When there is a danger to themselves, others, or property

Commands - Clear Instructions (how)

o **How**
  o **Make sure you have their attention**
    o Move closer to the child
    o If appropriate say their name first
    o Use a signal to get their attention
      o Consistent saying 'Hey Hey'/'Class Class'
      o Consistent sound (clap twice)

Commands - Clear Instructions (how cont.)

o **Be directive**
  o Sit in your seat vs. Will you sit in your seat?
  o Put the toys away and go to your desk vs. Will you clean up for math?
o **If you give an explanation, give it BEFORE the command**
  o It is time for dinner, put the game away
  o It is time for lunch, turn in your papers
o **Follow with praise**

Commands – Clear Instructions (avoid)

Things to Avoid

o **Questions**
  • Would you like to
  • Will you
  • Can you
  • Why don't we
o **Chain commands**
  • Multiple steps

o **Commands followed by reason or other explanations**
  • This leads to the 'Why' game
o **Vague commands**
  • Be careful
  • Watch out
  • Use your manners
o **Let's Commands**

Your attention is the most powerful tool you have!!

What is Differential Attention?

Use Differential Attention for:

O Increasing desired behavior

O Decreasing undesired behavior

O Teaching ambiguous or broad behavior concepts

O As encouragement

What is Differential Attention - Avoid

Things to Avoid:

O **Criticism trap**
  O Providing negative attention can actually increase the behavior

O **Inadvertently Ignoring**
  O Leave well enough alone
  O Let sleeping dogs lie

O **Generic or nondescript praise**
  O Good Job
  O Thank you

Increase the *Quality* of Praise

Descriptive praise
- Be specific
- Indicate why it made you happy
- Indicate why it is important

Genuine praise
- Mean it when you say it
- Take time to say it

Praise with high intensity
- Close proximity
- Eye contact
- Change your tone of voice
- Have a party!

Increase the *Quantity* of Praise

- 2 praise statements to every corrective statement
- Even when you don't want to disturb them
- Provide it ALL DAY
- Make it guaranteed

Praise statements
for children with challenging behavior
should be provided at the rate of
6 statements every 15 minutes.

https://www.youtube.com/watch?v=C9eGz9hXfEI&t=1s

COMPLIMENT TEACHER

_____

_____

_____

_____

_____

_____

_____

https://www.youtube.com/watch?v=hxfAvkkUHfA

_____

_____

_____

_____

_____

_____

_____

_____

Minimizing Attention - what

O What to reduce attention for
- O Behaviors you want to see less of
- O Attention seeking behaviors

_____

_____

_____

_____

_____

_____

_____

_____

Minimizing Attention - how

How to minimize attention
- Remove eye contact (while still monitoring for safety)
- Increase distance between you and the child
- Position your body facing away from them
- Minimize verbal contact (Don't be a roller coaster!)
- Remove unnecessary physical contact
- Continue to provide supervision

Minimizing Attention – resume

When to resume attention
- Minimize attention as soon as the not okay behavior begins
- Stop minimizing attention 10-15 seconds after it stops
  - Begin attending to desired behavior

Minimizing Attention – special factors

Special considerations
- Praise someone else in the room engaging in a desired behavior
- Give a command
  - When you are sitting I will look at you
  - Give the statement neutrally, give it on a schedule (every 15 seconds)

Minimizing Attention

VERY IMPORTANT!
- It will get worse before it gets better, HANG IN THERE!
- Once you start you MUST follow through
  - If you do not follow through the behavior will be continually MUCH worse.

Minimizing Attention

DO NOT implement this procedure if:
- The behavior could increase
- There is a safety concern
- The behavior is a potentially dangerous behavior

When Differential Attention Doesn't Work

- **Pairing**
  - Take the time to build a connection with the child
  - Be engaged and enthusiastic
- **Development is not the same across children**
  - Depends on child's learning and social history
  - Performance vs. skill deficits

Reinforcement

Bribery vs. Reinforcement

FIRST   THEN

Bribery		Reinforcement
o Offered AFTER the child starts to engage in the problem behavior o Reward may be given prior to the completion of the task	VS	o Put in place PRIOR to the problem behavior o Reward is given after the desired behavior to increase the likelihood to occur again

Types of Reinforcement

Social
- Physical contact, proximity, social recognition, and praise
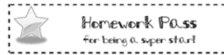
Tangible
- An physical item such as a toy, pencil, or sticker

Types of Reinforcement – cont.

○ **Escape**
- ○ The opportunity to avoid a non-preferred assignment, activity, or individual

Homework Pass
for being a superstar!

○ **Activity**
- ○ The opportunity to engage in a preferred activity

Not all children like the same thing, not all reinforcement is equal

---

Key factors when selecting reinforcers?

- ○ Reinforcement is anything that _INCREASES_ desired behaviors
- ○ Save strong reinforcement for behaviors that are more difficult for the child
- ○ Make reinforcement meaningful
- ○ Include children in identifying and selecting reinforcers

Increasing the Value of Reinforcers

○ Preferred items
○ Meaningful situations
○ Appropriate for the amount of work
○ Restricted/limited access at other times
○ Easily and quickly accessible
○ Immediately reinforcing

○ Sheldon reinforces Penny
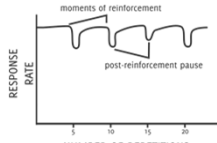   ○ https://www.youtube.com/watch?v=teLoNYvOf90
○ Marshmallow Test
   ○ https://www.youtube.com/watch?v=QX_oy9614HQ

The Post Reinforcement Pause
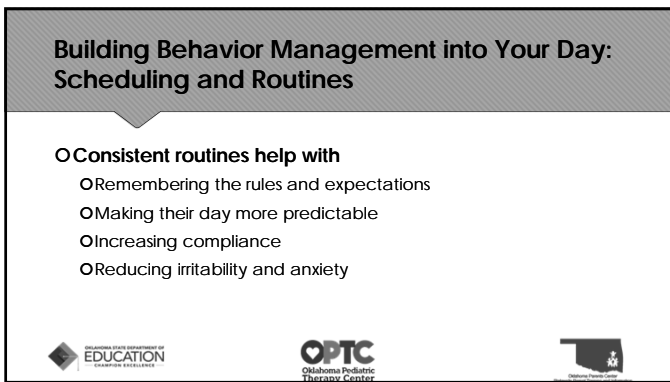
○ **Break in behavior after a child receives their reward**
   ○ Book-it Program

Choice and Scheduling

Building Behavior Management into Your Day: Scheduling and Routines

- Consistent routines help with
  - Remembering the rules and expectations
  - Making their day more predictable
  - Increasing compliance
  - Reducing irritability and anxiety
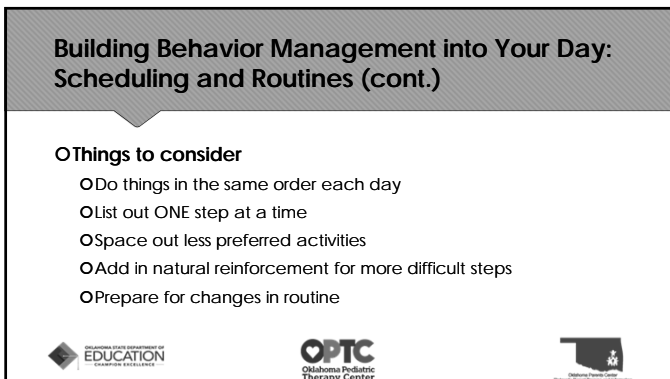
Building Behavior Management into Your Day: Scheduling and Routines (cont.)

- Things to consider
  - Do things in the same order each day
  - List out ONE step at a time
  - Space out less preferred activities
  - Add in natural reinforcement for more difficult steps
  - Prepare for changes in routine

Joey's Morning Routine

- Wake up
- Make the bed
- Eat breakfast
- Put dishes in the sink
- Brush teeth
- Take off pajamas and put them under the pillow

- Get dressed
- Pack bag with lunch, folders, pencil case, and notes
- Put on shoes
- Put on coat
- Get in car

Building Behavior Management into Your Day: Choices

- **Things to consider**
  - Provide two or three choices
    - Do you want to wear the red shirt or the blue shirt?
    - Do you want to use a pencil or a crayon?
    - Do you want to sit on the left or the right?
    - Do you want to change first or brush your teeth first?
    - Do you want to be the line leader or the caboose

Building Behavior Management into Your Day: Choices (cont.)

- **Things to consider**
  - Do not allow the child to add extra choices
  - Use as reinforcement for completing a less preferred or non-negotiable activity
    - First do your homework, then you can choose _____ or _____ during free time.
- **Provide choices when you are**
  - Trying to increase independence

Timers and Transitions

○ **Transition warnings**
  ○ Time is NOT constant
  ○ Provide a transition warning at regular intervals prior to the ending of an activity.
    ○ Example: You have 5 minutes left, 2 minutes left, 1 minute

Timers and Transitions – cont.

○ **Pre-teaching**
  ○ First – Then statements
    ○ First we are going to _____, then _____
  ○ Take time to explain the expectations and schedule
○ **Timers**
  ○ Auditory timers
  ○ Visual timers

Putting It All Together

Token Economies

Example Token Economy

				8 tokens = A prize from the treasure chest
				I get one token for each time engaged in a polite behavior.

Token Economy

O Token economies can be:
  - O Specific to one behavior
  - O Broad across the day/behaviors
O Considerations
  - O Start small
  - O Test it out before starting

How to Make Rules and Reinforcement Fun

O **Provides reinforcement for desired behavior in a planful way**
  O What will they earn tokens for?
O **Reduces reinforcement for undesired behavior, in a planful way**
  O Will they lose tokens?
  O If so for what?

Token Economy

How to Make Rules and Reinforcement Fun (cont.)

O **Remember it is an economy. You must balance supply and demand.**
  O If items cost too much then they will not be able to access them
  O If they cost too little then they do not be willing to work as hard
O **When distributing supply and demand**
  O Decide how many tokens they will receive for each behavior
  O They should be able to earn enough to access all of their activities at their current level

---

Level Systems

Example Level System

Homework Pass

Early Lunch

Computer Time

Brain Teaser Games

Quiet Reading

Level System Rules

I will move down 1 space if I:
- Talk while the teacher is talking
- Rip up my paper
- Pretend not to hear the teacher
- Look at my phone
- Stand up without asking
- Say "This is too hard" or "I don't want to do this"
- Scribble on my paper

I will move down 2 spaces if I:
- Throw
- Hit
- Kick
- Spit
- Yell
- Swear
- Run across the room

I can:
- Ask for help
- Ask for a break

When I am working I should:
- Stay seated
- Keep my hands and feet to myself
- Use a quiet voice
- Raise my hand if I need something
- Follow the teacher's directions
- Do my work

How to Make Rules and Reinforcement Fun

Level Systems

- ○ Great for addressing multiple undesired behaviors or a group of behaviors at once
- ○ Flexible implementation
  - ○ Can be used during whole group, small group or individual work periods
  - ○ Can be in place for a specified period of time or for the whole day

OKLAHOMA STATE DEPARTMENT OF EDUCATION CHAMPION EXCELLENCE

OPTC Oklahoma Pediatric Therapy Center

How to Make Rules and Reinforcement Fun – cont.

- ○ Considerations
  - ○ What will be effective reinforcers?
  - ○ What alternative behaviors do you want to see?
  - ○ What behavior(s) will children drop a level for?
    - ○ Are there less disruptive behaviors that might only result in a partial drop?
  - ○ How will children earn levels back?
    - ○ At the beginning of each day (low frequency behaviors)
    - ○ After an hour without any drops
    - ○ By engaging in an appropriate alternative behavior

OKLAHOMA STATE DEPARTMENT OF EDUCATION CHAMPION EXCELLENCE

OPTC Oklahoma Pediatric Therapy Center

Punishment

EDUCATION   OPTC

Punishment – cont.

O Punishment is anything that reduces the future frequency of behavior.

O Remember the limitations of punishment discussed at the beginning

EDUCATION   OPTC

Punishment – effective types

O Overcorrection

　O Practicing the correct response multiple times

　　O Ex: practicing walking in the hall, taking dishes to the sink 3 times

O Restitution

　O Restoring the environment to a state better than it was before

　　O Ex: Picking up what they threw on the ground PLUS helping clean up the table

EDUCATION   OPTC

Punishment – effective types (cont.)

O Response Cost

    O Losing access to a preferred item, reinforcer, token etc. as a result of challenging behavior

        O Ex: Losing computer time

Mary Ann Hubbard-Shepherd, PhD

Dr.m.a.Hubbard@gmail.com

405-324-0961