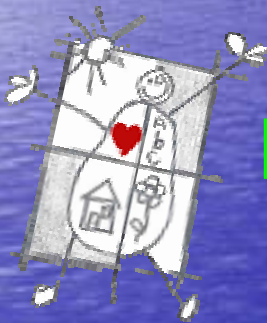


On Your Mark, Get Set, Let's BEHAVE!!

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Behavioral Innovations

A Monarch Behavioral Therapy Company

special kids, special needs, special help

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Section 1 – Problem Behavior Management

Behavior Analysis

Behavior Analysis is a scientific discipline that seeks to investigate the relationship between the environment and behavior by investigating basic behavioral phenomena as well as social and more complex behavioral phenomena.

There are some key points:

- Behavior is the subject matter
- There is Empirical Validity
- On-going measurement
- There is Social Validity

Behavior Analysis (Cont)

- Basic Science
 - Laboratory work
- Applied Science
 - General Developmental Disabilities (Adult and Child)
 - Business Applications
 - Gerontology
 - Autism
 - Counseling
 - Education
 - Addictions
 - Correctional Facilities
 - Behv Management

What Is Behavior?

Is anything a Person Says or Does

Behavior is NOT:

Good or Bad

It is Appropriate or Inappropriate

Why Does Problematic Behavior Occur?

Psychological Factors

Physiological Factors

Environmental Factors

Which of these things can be easily observed and changed?

Environmental Factors

- Antecedents

- Other people

- Can't get access to something desired

- Ergonomics

- Needs Help

- Physiological Conditions (e.g. pain)

- Parent Distracted

Environmental Factors (Cont.)

- Consequences

- Remove Something Aversive (e.g. pain)

- Reprimands

- Gains Access to Item

- Social Praise

- Undivided Parental Attention

- Time-out

Steps To Analyze Behavior

- Step 1

Observe the circumstances surrounding the behavior (e.g. what happened before and what happened after).

Steps To Analyze Behavior

- Step 2

Ask the Question:

Is the behavior appropriate/acceptable or inappropriate/unacceptable?

Steps To Analyze Behavior

- Step 3

Determine the appropriate management tactic (e.g. identifying alternative behaviors, redirecting, reinforcement, prompting, or punishment, etc.)

Management Tactics

- Punishment
- Identifying Alternatives
- Reinforcement
- Redirection
- Prompting

Management Tactics (cont.)

- Punishment

- Used as a last resort for behavior that could be harmful.

- If you decide to use punishment, you must be consistent or your problem will worsen.

- What you think is punishing may not be.

- You can't leave them with no behavior to engage in.

Management Tactics (cont.)

- Identifying Alternatives
 - Ask the question, “What would you rather the child do instead?”
 - If there is no alternative, the child will most often resort back to the problem behavior.
 - Physical = Physical
 - Verbal = Verbal

Management Tactics (cont.)

- Reinforcement
 - Appropriate and Inappropriate behaviors are reinforced!
 - One must be careful to reinforce desired behavior and not reinforce undesired as much as possible.
 - What you think might be reinforcing may not be.
 - Preferences are not always reinforcers but reinforcers are always preferences.

Management Tactics (cont.)

- Redirection
 - Must have something to redirect them to.
 - The behavior they are redirected to do must be reinforced.
 - The reinforcer used must be the same reinforcer that was encouraging the behavior you are replacing.

Management Tactics (cont.)

- Prompting
 - Prompts show a child what behavior you want them to engage in.
 - Physical prompts go with physical behavior.
 - Verbal prompts go with verbal behavior.

General Guidelines

- Look for the child doing “good”
- Focus on the positives
- Every situation is a learning situation
- Be as consistent as possible in how you handle behavior
- Use punishment as a last resort so that it maintains it’s effectiveness

Behavior Management Strategies (cont.)

- **Attention Maintained Behavior** = Provide attention for desired behavior and ignore undesired
- **Escape Maintained Behavior** = Provide escape for task completion and/or contingent on “appropriate” escape behavior, and not on “inappropriate.”
- **Self Stimulatory Behavior** (behavior maintained by automatic reinforcement) = block the behavior or heavily reinforce alternative or incompatible behavior

<http://www.youtube.com/watch?v=Z8WpiueGP5s&feature=related>

Section 2 – Teaching Learning Disabled Children

What is Autism/PDD?

A Neurological impairment beginning at approximately 18 months characterized by:

- Social Deficits
- Language Deficits
- Motor Deficits
- Poor Eye Contact
- Stereotypic Behavior
- Little/no Toy Play

Prevalence Rates

- Prevalence rates of Autism on the increase:

1989	-	1:2,500
1997	-	1:1000
2000	-	1:500
2002	-	1:300
2003	-	1:291
2006	-	1:150
2007	-	1:150
2008	-	1:150

Etiology

- Several Theories:
 - Bad Parenting
 - Genetics/Hereditiy
 - Vaccination Link
 - Allergies (other biomedical possibilities)

There is NO known cause at this time!

What is Teaching?

If Learning is the product of repeated exposure to arranged environmental conditions, Teaching is the process of arranging the environment.

Let's Talk About That Different Learner

- What can you expect?
 - To modify instruction
 - The child may not understand
 - A higher level of frustration
 - The child might be easily distracted
 - Some problematic behavior
 - The unexpected.....

What to Do With That Different Learner

- Strategies for Classroom Management
- Strategies for Effective Teaching
- Use the Behavior Management Tactics from Section 1

<http://www.youtube.com/watch?v=kFgOEqIHp7I&feature=related>

Classroom Management - Token Systems

- Token Systems are systems established to deliver reinforcers when access to Primary or Back-up reinforcers are not available. Often used as an overall classroom management tactic.
- Highlights:
 - Easier to deliver
 - Can allow you to thin SR+ schedule more easily
 - Can be monitored by the child or instructor
 - Allow for ease of SR+ delivery in groups
 - Can be individualized

Classroom Management - Group Contingencies

- Contingencies of reinforcement or punishment that are based on group performance, and not individually based. Often used as an overall classroom management tactic.
- Highlights:
 - Easy to determine
 - Can foster resentment
 - Can foster teamwork
 - Easy to implement
 - Can't be individualized

Classroom Management - Activity Schedules

- Schedules of daily events (activities, tasks, assignments, chores, etc.) that allow for independent completion by providing a visual instruction. Often used as an overall classroom management tactic.
- Highlights:
 - Can be individualized
 - Promote independence
 - Can be in picture or text format
 - Allow flexibility in planning

Rules of Teaching

Set One; Instruction Delivery:

- Give the instruction one time before prompting**
- Do not repeat the instruction as a prompt**

Set Two; Asking Questions:

- Ask the question one time before prompting**
- Do not repeat the question as a prompt**

Rules of Teaching (cont)

Set Three; What to Do Before Beginning Instruction:

- Obtain child attention before beginning**
- Have materials prepared and ready before beginning**
- Identify goals prior to beginning/Prioritize objective for teaching session**

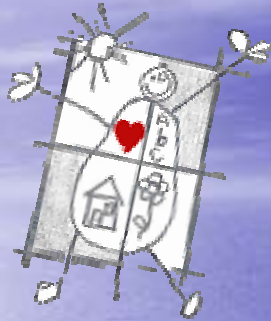
Set Four; Philosophy;

- Every child is individual and unique**
- Don't teach to the diagnosis, teach the child**

Prompting Strategies & Classroom Structure

- Types and ways to Prompt
 - Verbal
 - Physical
 - Gestural
- Structure in the Classroom
 - Post schedules
 - Maintain structure during transitions
 - Use visual examples/aids to support verbal learning
 - Identify instructional goals and how to break tasks down to meet goals

Thank You for your time!



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