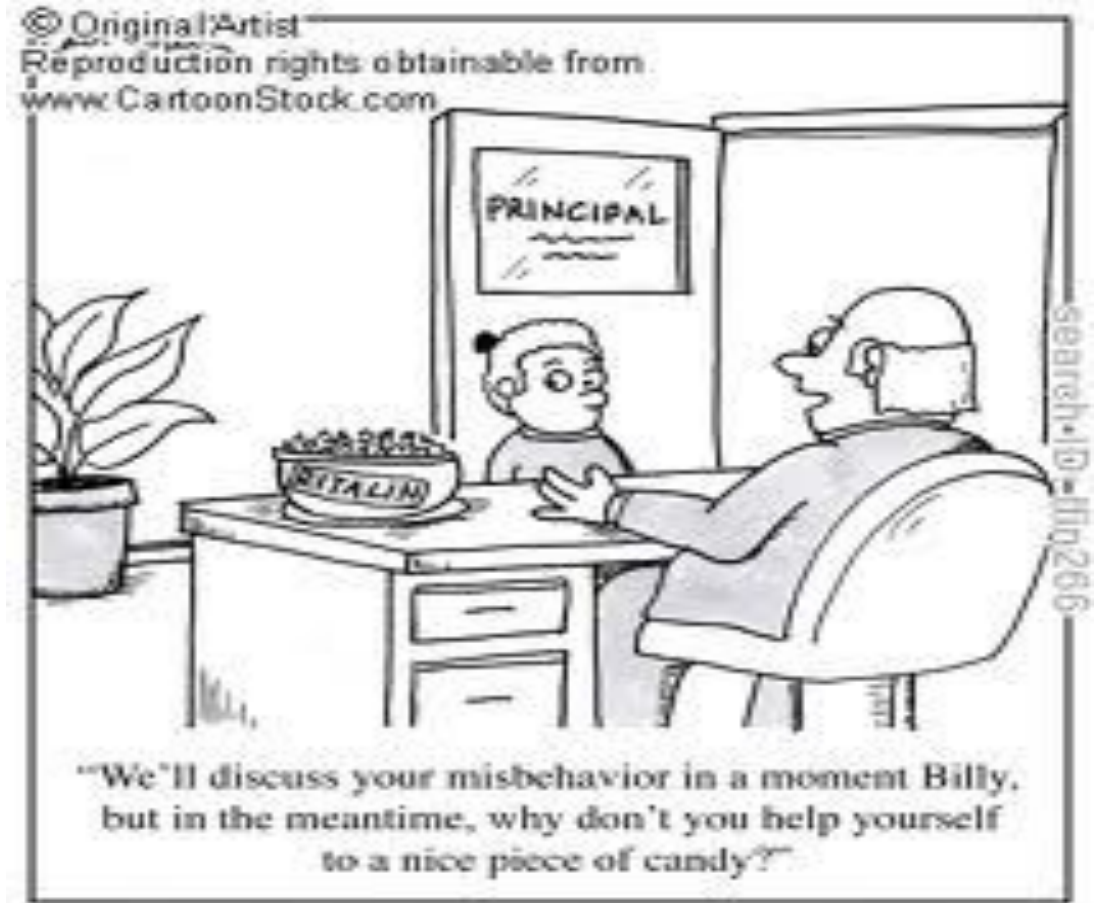


Proactive Behavior Support at Home

Shannon Reynolds M. Ed, BCBA

Training Agenda

- What does behavior tell us?
- How do we help to change undesirable behavior long term?
- Remote learning tips & strategies
- Questions/Comments

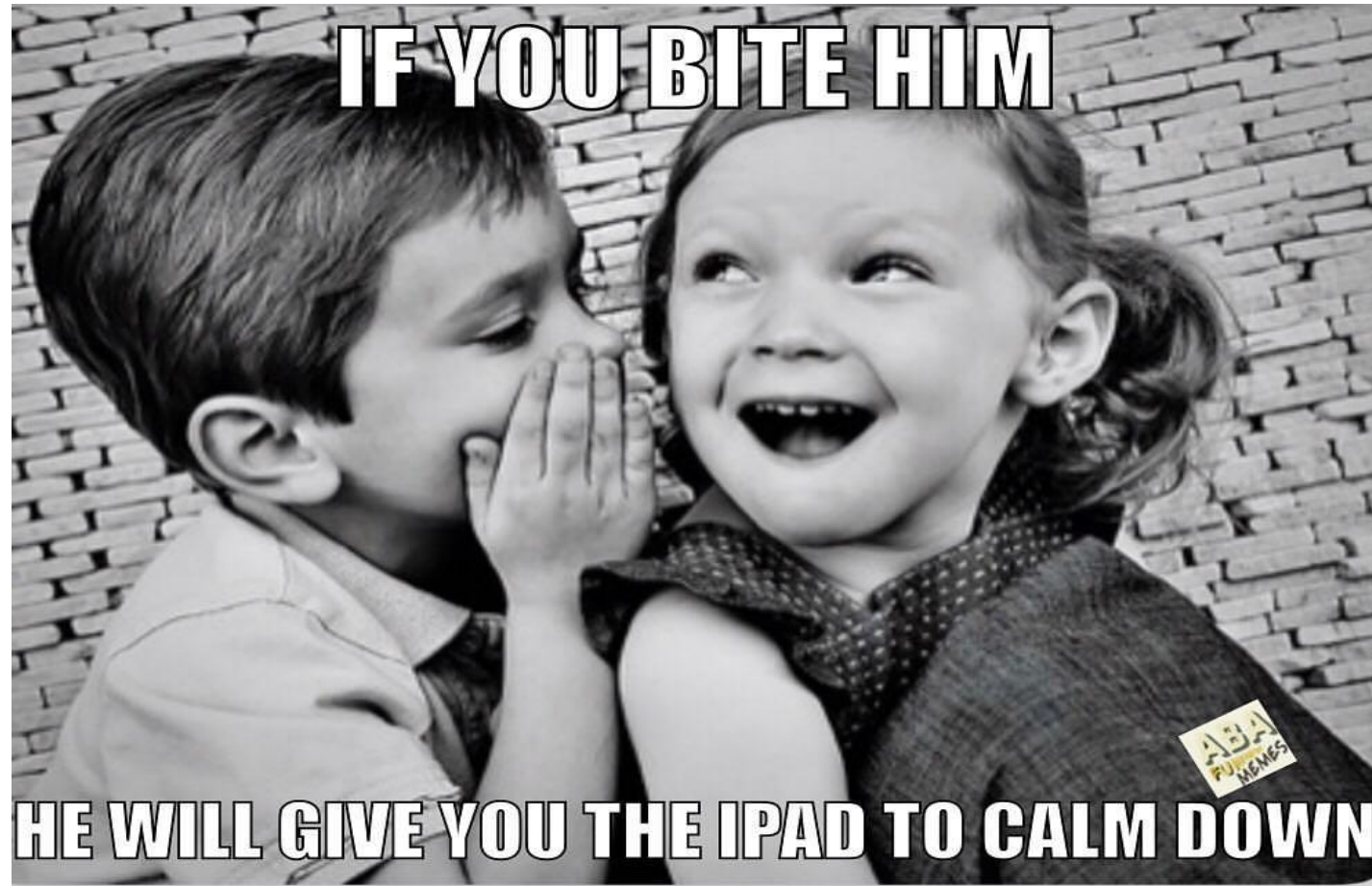


What is behavior?

- A. Someone's bad attitude towards others
- B. Anything a person says or does
- C. How someone feels about another person

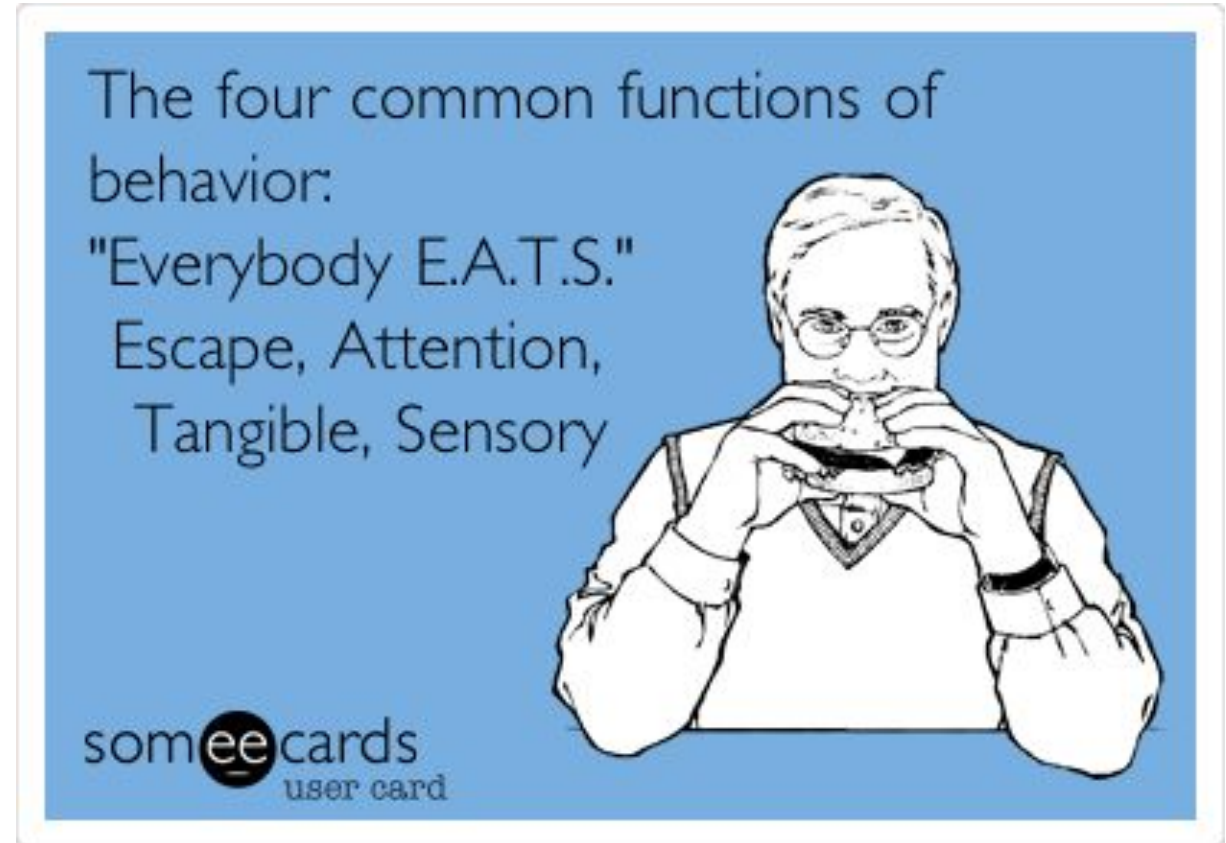
Examples	Non-Examples
Kicks desks	Hyper
Leaves classroom without permission	Non-compliant
Crying	Depressed
Rolls eyes, voice volume	Rude
When asked to do something, the child says no	Disrespectful

Behavior is Communication



Functions of Behavior

- What purpose is your child's behavior serving? What's the pay off that keeps this behavior going?



Escape

- To get out of something
 - Demands such as work, chores, transitions
 - To get away from peers/adults

- Example: Your child is told to unload the dishwasher. Your child yells at you. You send your child to their room to think about their disrespectful behavior.



Attention

- For some kids, all types of attention is good attention
- Example: Your child makes fun of another child. Their friend laughs.



Tangible

- I want something (item, privilege)
- Example: You're at Target, and your child whines loudly begging you for a certain item. You say no but they keep insisting and getting louder. You wind up buying them the toy.



Sensory (automatic reinforcement)

- Seeking sensory input (this feels good, this smells good, etc.)
- Avoiding sensory stimulation (this is too loud, too itchy, etc.)

- Example: A child twirls their hair while sitting for a long time.
- A child covers their ears when the class goes to the crowded lunchroom.



In order to change behavior, we must find what the child is communicating, and give them a meaningful and desired alternative behavior to use instead

Function of Behavior-Attention

If your child is motivated by attention, what are meaningful proactive strategies?

- Provide frequent verbal praise for behavior you want to see
- Use topic of interest as motivator (talk about Star Wars while they clean up their room)
- Use visuals (pictures) and gestures to re-direct (gesture towards the trash can that needs to be emptied vs. telling them to empty it)
- Use attention based incentives (reading to a younger sibling, zoom call with friend during lunch, doing chores with you, etc.).

Function of Behavior-Attention

If a child is motivated by attention, what is a meaningful consequences?

- Differential Reinforcement (respond to appropriate attention seeking and ignore/re-direct inappropriate attention seeking)
- Remove from attention
- Avoid providing negative or positive attention
- Exclusion from social activities



Functions of Behavior-Access to Tangible

If a child is motivated to access something, what are meaningful proactive strategies?

- Behavior Contracts
- Token Economy
- Provide choices/choice boards prior to activity
- Clearly define behavior that earns desired item
- First/Then
- Set behavior expectations that earn a trip to pick out something they like

Functions of Behavior-Access to Tangible

If a child is motivated to access something, what is a meaningful consequence?

- Behavior Contracts
- Token Economy
- Withhold highly preferred activities/items contingent upon desired behavior



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Functions of Behavior-Escape

If a child is motivated by escape, what are meaningful proactive strategies?

- Behavior Contract
- Token Economy
- Build break into schedule
- Teach your child how to ask for a break when needed
- Use visuals as a reminder to ask for a break PRIOR to problem behavior occurring
- Define a break area within your house and teach them how to ask for and use the area
- Teach your child to identify pre-cursor behaviors (ex. How do you feel BEFORE you destroy your paper? Are your shoulders tight? Face hot?)
- Set timers for when the break will occur, when they need to return, etc.

- **Communicate with your child's teacher so they are aware that your child may ask for a break and honor their request*

Functions of Behavior-Escape

If a child is motivated by escape, what is a meaningful consequence?

- AVOID removal of tasks & activities
- Provide incentives for task completion
- Provide incentives for participation
- Must complete work before being able to move on to a preferred activity
- Work completion at alternate time



Something to Consider...

If the work is too hard or they don't understand, this is a different situation.

We always want to look at all of the surrounding variables. If your child is having behavior because they are frustrated and don't understand the work, please reach out to their teacher to come up with a way for them to access the curriculum on their level.

If your child is using behavior to escape work because it's too difficult, having them do it at another time will just increase frustration. If you are unsure, please talk to your child's teacher.

Educational modifications and supports (graphic organizer, work sent home ahead of time, modified work, etc.) are also key to some instances of behavior.

Wait, Ask, Say, Show, Do

When asking a child to perform a task or action, follow these steps to help teach the child to listen to the request one time and follow through.

1. Give Directive (ex: pick up the toy)
2. **Wait** (wait approx. 5 secs with calm demeanor and no verbal response)
3. **Ask** (calmly ask, “What do you need to do?”)
4. **Say** (calmly say, “You need to pick up the toy”)
5. **Show** (pick up the toy and place in desired area, bring back to the original spot. NO VERBAL INTERACTION)
6. **Do** (Physically prompt the child to pick up the toy and place in the desired area. NO VERBAL INTERACTION)

•In order for this process to work, you must be calm and limit all verbal interaction. Do not talk outside of the script. If the child gives an appropriate response (they respond to your directive) give specific praise IMMEDIATELY (ex: What a great listener, you picked up your toy!). Be consistent, if the child becomes upset; wait and then continue the script until the action is complete.

Token Board


I am working for _____

--	--	--	--	--

I am QUIET when the teacher is talking

I ask for a break when I need it

I sit in my chair and do my work

I make good choices! 



@AngelinaHarper

The Premack Principle (Grandma's Rule!)

First

Then

Self-Monitoring Form


For virtual learning, this could look like:

Did I log into math today?

Did I complete the assignments?

Did I log into social studies today?

Did I complete the assignments?

Name: Alex		My Self-Monitoring Form	
Date:			
<p>Today in class . . .</p> 	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N
	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N
	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N
	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N
	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N
Total number of Y (yes) = _____ My Goal = _____			
Signed: _____			
Student	Teacher	Parent	

Behavior Contract

Contract

I, _____, agree to do the following behaviors:

1. _____
2. _____
3. _____

When: _____

How Well: _____

If I am successful, I will receive _____,
given by _____, on _____.

Bonus Clause _____

Penalty Clause _____



(Student Signature)

Date

(Teacher Signature)

Date

Choice Boards



General Tips for Online Learning

- Set-up a designated work space. Let your student be involved in this. This could look like a desk, a table, a bean bag chair; anything that sets up a positive learning environment. Be strategic in ensuring it's away from the TV, kitchen, etc. (if possible).
- Set up their work area away from highly desirable items (games, toys, tv, etc.) Limit access to their favorite items so they can earn them for desired behavior.
- Make sure their materials are accessible and ready to go. Bins, baskets, shoe boxes, etc. are great for labeling and putting in things like pencils, paper, headphones, etc.
- Practice “learning behavior” throughout the day. “Show me what it looks like when you are focused on your teacher. Now show me what it looks like when you are having a hard time focusing. What can you do to help yourself?” (brainstorm ideas with your child such as taking a deep breath, standing up but staying near the computer, raising your hand to ask a question, etc.)

-Have students practice using the computer, headphones, mute button, etc. prior to instruction.

-Set-up behavioral expectations ahead of time. If helpful, post their schedule (visual, written, etc.) Tape a first/then board to their learning area and write in (or place a picture) of things like “first math, then 10 mins outdoor time”. First (something less desirable), Then (something desirable).

-Have reasonable expectations. If your child can only sit for 10 minutes, start with 9 minutes (so they can succeed) and slowly work your way up a minute at a time. Work with the teacher to set the same expectations.

-Set a timer for the expected work time. If they walk away or stop working during that time, pause the timer. Start the timer again when they begin to work. Once the timer goes off, they can earn their break.

-If possible, designate the start and stop times of their school day as well as snack, lunch and break time. Consistency is helpful for everyone.

-Schedule in breaks (they can earn more breaks, but make sure they have regular breaks regardless of behavior) so they can move around. Some fun movement breaks are dance parties, walk the dog, ride a bike, etc. If transitions are hard for your child, make their break something that's in close proximity to their work area and set a timer.

-Pack a lunch so your student can independently (or with minimal assistance) get their lunch.

-If YOU are on the phone/working, place a red card (or whatever you and your child decide) on your door. If you are available, place a green card on your door. Let your child know the best way to get your attention if they need something. If they follow these rules, provide specific praise and possibly an incentive.

-Reinforce your child at variable times. If you notice your child has been sitting nicely and working, stop and say, "You have been so focused on learning today! Quick 5-minute dance party (or fun video, interactive game, etc.) Do this frequently at first so they are exhibiting behaviors they know are likely to be reinforced.

Resources

<https://autisminternetmodules.org/>

<http://www.pbisworld.com/>

<https://youtu.be/lgaKLpSxQag> (social story on mask wearing)

<https://www.behaviorbabe.com/aba-techniques>

Resources

*The videos below were created by behavior specialists in Forsyth County schools. If these are shared, please provide credit to those who created them. **

Tips and Tricks for Successful Online Learning: video and flyer attached

<https://drive.google.com/file/d/18MAntbYF4xNV6Q8zi8yWLiC6IE4LR7fS/view?usp=sharing>

Strategies and Suggestions for a Successful Day of Learning: video and flyer attached

https://drive.google.com/file/d/11UPFwwhV8FbQw9MBbpagU_Tq-gFKCqRA/view?usp=sharing

Spring Break Ideas and Tips: video and flyer attached

https://drive.google.com/file/d/1usxdyvu4U7mbenp_UtVykv6jH-e5ge-/view?usp=sharing

Strategies for Self-Care and Routines: video and flyer attached

<https://drive.google.com/file/d/1lyYRjHaagLlUZGzZ6snlGrikCUq5u2iz/view?usp=sharing>

Questions/Comments

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