

Think Like a Behavior Consultant

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Advanced Organizer

- Rationale for function-based thinking
- Principles of behavior
 - ABCs
 - Slow triggers, fast triggers
 - Defining behavior
 - Reinforcement/Punishment

Rationale for Function-based Thinking

The Need for Gen Ed Teachers

- Only 1% identified with severe EBD
- However 3%-6% estimated significant challenging behavior
- Teachers report being unprepared to meet needs of challenging student behavior
- High teacher stress and burnout associated with student behavior
- Early intervention for new onset problem behavior leads to more effective behavior change

Understanding the function (WHY) of behavior is the first step in changing behavior:

- Understanding allows us to:
 - To find an appropriate replacement behavior
 - To develop the best behavior support plan
 - To target the appropriate antecedents (to prevent the behavior from happening) and consequences (to stop reinforcing the inappropriate behavior and reinforce the desired behavior)



Principles of Behavior

What is behavior?

- ❑ **ANYTHING** we SAY or DO:
 - ❑ Focus on what is observable rather than intentions
 - ❑ Mental health concerns manifest in observable behaviors
- ❑ **HOW WE REACT** to our environment
 - ❑ Think of an anxious student
- ❑ Behaviors are **LEARNED** and continue because they serve a **PURPOSE** or **FUNCTION**
- ❑ We engage in behaviors because we have learned that a **DESIRED OUTCOME** occurs

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ABC's of Behavior



Antecedent
What happens immediately before the behavior that triggers it or makes it more likely to happen?



Behavior
What does the behavior look like?



Consequence
What happens immediately following the behavior that either increases/maintains or decreases the likelihood of the behavior occurring in the future?



Antecedents
What happens **before** behavior?

- ❑ Teacher gives a verbal direction
- ❑ Peers laugh at student
- ❑ Teacher asks students to transition to new activity
- ❑ Student didn't get enough sleep
- ❑ Student gets graded assignment back with a poor grade
- ❑ Teacher asks student answer to math problem

Slow Triggers
Fast Triggers

Behavior

- How we react to our environment
- Anything we say or do
- People may perceive behavior differently
- General description's of behavior: on task, off task, disruptive, hyperactive






Identify Behavior in Concrete & Observable Terms



General Descriptions	Concrete & Observable Descriptions
Student is <u>aggressive</u>	During lunch, when student doesn't get to sit where he wants, he hits other children with a closed fist on the arm
Student is <u>disruptive</u>	Student calls out and makes inappropriate comments during math seat work
Student is <u>hyperactive</u>	Student moves around in his seat, plays with items on desk, and gets out of his seat w/o permission during reading activities



Operational Definition

When student is given directions or non preferred activity to complete, student will exhibit **inappropriate behaviors**.

Inappropriate behavior examples: Student will yell, throw paper, throw pencil, throw self, or reach out to squeeze persons' hand or arm who has given instruction or given the student direct instruction to complete a task.

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Consequences

What happens **after** the behavior?

- Teacher gives a verbal reprimand
- Peers laugh at student
- Teacher ignores behavior/student
- Peer hits student
- Student sent to a different location (office, buddy room)
- Student plays with the toy

<https://search.yahoo.com/search?ei=utf-8&fr=aplw&p=examples+of+positive+punishment+video>

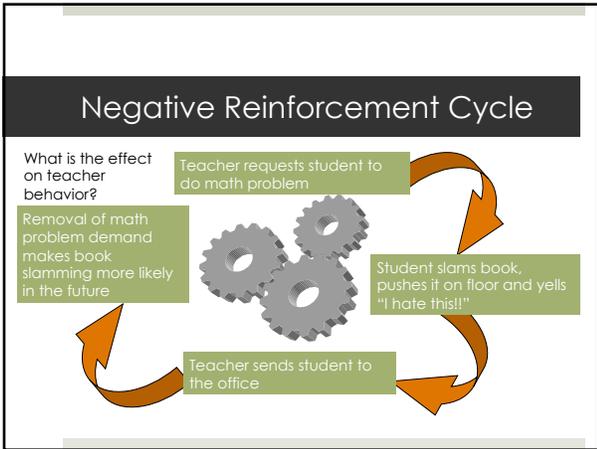
Reinforcement vs. Punishment

	Likelihood of Behavior Increases ↑	Likelihood of Behavior Decreases ↓
Something Added +	Positive Reinforcement	Positive Punishment
Something Taken Away -	Negative Reinforcement	Negative Punishment

Positive Reinforcement

<http://www.youtube.com/watch?v=JA96Fba-WHk>









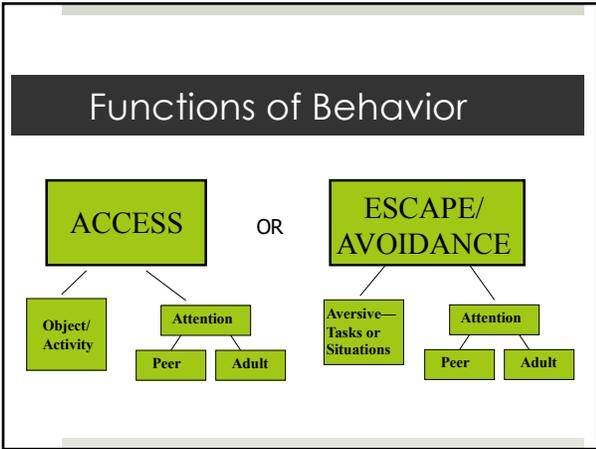
Negative Punishment

- Time Out From Positive Reinfor
 - Non exclusionary
 - Exclusionary
- No video games for 1 week
- Take away driver's license
- Loss of recess



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"Which am I supposed to do, 'Go to my room' or 'Have a timeout'?"

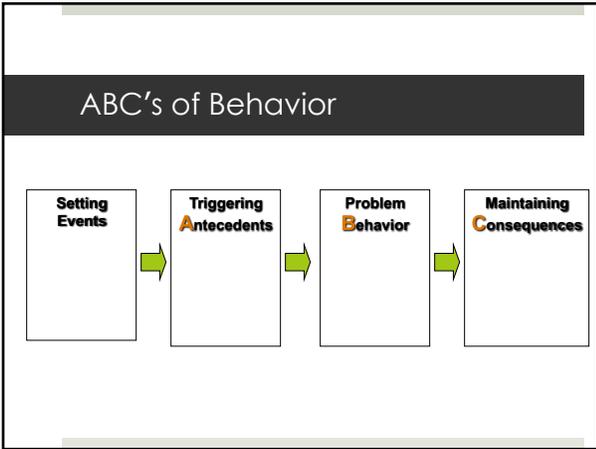


Reflect on Classroom Demands

- How effective are classroom management practices?
- Is there something teacher could be doing that is contributing to problem student behavior?
- Is there a mismatch between academic expectations and student skills?
 - Skill deficit vs. performance deficit

Skill Deficit vs. Performance Deficit

- Does the student have the skill?
 - Lacks ability or knowledge about how to behave or lacks motivation
- What to do:
 - Skill Deficit: Conduct lessons to develop skills and knowledge about appropriate behavior
 - Model, reinforce, and provide feedback
 - Performance Deficit: Provide reinforcement, prompts to perform behavior



Make a Statement About the Behavior

- When {antecedent/trigger} occurs
- the student {behavior of concern}
- in order to {perceived function}

Hypothesis Statement

When Jeff is given an independent writing assignment ...

he rips his paper up and throws it on the floor ...

in order to escape the writing task.

Setting Event Manipulations	Antecedent Manipulations	Behavior Manipulations	Consequence Manipulations
PREVENT		TEACH	RESPOND
<i>class</i> <i>Provide positive adult contact</i> <i>Sit with preferred peer</i>	<i>tasks</i> <i>Remind of alternative behaviors</i> <i>Do first problem together</i>		

Questions?



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