Challenging Behaviors Preschool Through Second Grade: Detection and Prevention

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Prepare Young Children to Succeed in School

• Suspending or expelling preschoolers and other young students is not an age-appropriate method for addressing behavioral problems.

• There are no short-term or long-term outcomes that will benefit a child when he/she cannot be in school to receive the needed support services due to out of school disciplinary measures.
Research has shown...

“using suspensions to punish children who are younger than seven or eight is ineffective particularly because at such a young age, children cannot understand the significance of a suspension or its use as a consequence for their behavior.”

Shira Baron, attorney for the Education Law Center (ELC), New Jersey
Current NJ State Law

• Bans suspensions and expulsions for preschool students.
• Senate No. 2081 extends the ban through second grade, except as provided in the State's "Zero Tolerance for Guns Act."
• Also prohibits out-of-school suspensions for students in kindergarten through second grade, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others.
...in addition

- The bill requires school districts and charter schools to implement an early detection and prevention program.
- To identify students in preschool through grade two who are experiencing behavioral or disciplinary problems.
- Provide behavioral supports for these students.
- May include, but need not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services.
Suspending children at young ages can have lasting impacts on their academic trajectory and is often ineffective in assisting children in understanding and managing their behavioral issues.

Sara Rimm-Kaufman, associate professor of education at University of Virginia, has found that in elementary school, problematic behaviors can be evidence of academic deficiencies. Other research suggests that behavior problems may be signs of undiagnosed disabilities. Using suspensions as a way to address an elementary student’s behavior not only deprives a child of important classroom learning time, but is also likely to exacerbate that child’s academic and behavioral struggles, while failing to effectively address the underlying causes of the behavior.

Shira Baron, attorney for the Education Law Center (ELC), New Jersey May 23, 2016
Office of Early Childhood

• Funded one preschool intervention and referral team (PIRT) for every 750 preschool students.
• In districts with less than 750 preschool children, one team is allocated for every 750 children in preschool through grade three.
• Primary role of the PIRT is to increase inclusion of children in general preschool classrooms and decrease referrals for special education.
• PIRT also serves as an essential resource to preschool classroom staff to modify children's behaviors that block successful participation in a general preschool classroom.
Take Away

- The legislation sends “an important message that suspension and expulsion is not appropriate for a young child.”

Cecilia Zalkind, president and CEO of Advocates for Children of New Jersey
Importance of Social & Emotional Learning (SEL)

• A recent study reported in the American Journal of Public Health followed 750 youngsters in 4 diverse U.S. communities from 1991, when they were in kindergarten, until they were 25 years old.
  • They found “statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use, and mental health.”


The Responsive Teaching Model

- Developed by Vance Hall and Marilyn Clark in 1979 while at the University of Kansas. Department of Human Development.
- Trains the classroom teacher in the application of behavior analytic principles and procedures.
- Hands-on approach based on experiential learning.
Responsive Teaching Steps

• Pinpoint the problem behavior
• Collect and graph data
• Perform a Functional Behavior Assessment
  • Indirect
  • Direct
• Implement a Behavior Improvement Plan (BIP)
• Continue to collect data
• Modify when needed
Causes of Problem Behaviors

- Nature vs. Nurture
Causes of Problem Behaviors
The kids who need the most love, will ask for it in the most unloving of ways.
Barriers to effective behavior management

a. Immediate solutions
b. Absence of a functional analysis (understanding why)
c. Minimal data collection (reliance on anecdotal observations)
d. Target behaviors poorly defined
e. Failure to assess reinforcer’s effectiveness
Barriers to effective behavior management continued:

f. Reinforcement often too weak, too delayed or both

g. Overemphasis on punishment

h. Underemphasis on skill building

i. Underemphasis on antecedent interventions

j. Unaware of own social behavior
What is an FBA

- Precisely describes the problem behavior(s)
- Specifies the circumstances and times the PB occurs
- Identifies the consequences that maintain the PB
- Develops hypotheses and summary statements (educated guesses) regarding the PB, the situations in which they occur and the maintaining consequences
- Collects direct data to support the summary statement
Summary Statement of FBA

- Setting Event
- Antecedent (predictors)
- Problem Behavior
- Maintaining Consequence
- Example: When Joe is tired (setting), and Bill cuts him in line in the cafeteria (antecedent), Bill kicks Joe (problem behavior), in order to avoid having Joe in front of him (consequence).
• When Allison eats lunch in the cafeteria at school she tilts her head to the right, looks at her left hand raised to the level of her left eye and shakes her hand from the wrist rapidly for a duration of at least three seconds in order to provide herself with visual and physical stimulation.
Preparing Targets For Intervention

- Pinpoint target for change
- 3 Rules
  - High frequency
  - Capable of being observed
  - Educational/social significance
- Develop a precise (operational) definition
- Establish measurable criteria
Examples of Operational Definitions

• On-task behavior
  • Working on assigned task for seven consecutive seconds (Fielding & O’Leary, 1979)
  • Orienting toward and manipulating materials relevant to the assigned task or looking at adult/peer who was offering information on the topic (Todd, Horner, & Sugai, 1999)
Your Turn!

• Select a child in your class, school, family
• Use the 3 rules and choose a target behavior to address
• Prepare an operational definition
  • Who
  • What
  • When
  • Where
Eight Functions of Challenging Behavior

- Escape from a task that are too long or difficult
- Escape from a social situation
- Adult attention
- Peer attention
- Tangible for object
- Tangible for event or activity
- Sensory – Automatic positive reinforcement
- Sensory – Automatic negative reinforcement
# Functional Behavioral Assessment Scale

<table>
<thead>
<tr>
<th>Child's name</th>
<th>Michael</th>
<th>Date</th>
<th>3/24/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form completed by</td>
<td>Ms. G.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Directions

1. Enter a specific target behavior (e.g., she argues with others) rather than a more general description of the individual's behavior (e.g., he gets upset). Behavior should be described in measurable terms (an operational definition) so that others could clearly identify when it occurs.

2. Specify the situation where the target behavior is a problem (e.g., at home after dinner, during a classroom activity, lunch, during one-on-one teaching, in math class, etc.).

3. Rate each of the 24 items by circling the number that corresponds to how often the child engages in the behavior indicated within the identified setting.

<table>
<thead>
<tr>
<th>Target behavior</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of seat</td>
<td></td>
</tr>
</tbody>
</table>

**Operational definition: Michael's body is not in contact with his seat during class discussion and independent seat work.**

**Specific setting in which the target behavior may occur: During Language Arts between 9:15 and 9:50, Monday-Friday.**

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<table>
<thead>
<tr>
<th>Does the behavior occur . . .</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Escape and/or Avoid Task</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. When the child perceives a task as too boring?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>2. When the child perceives a task as too challenging or difficult?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>3. When the child perceives a task as too long?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>Escape and/or Avoid Social Situation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. When the child has to do academic work with other students?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>5. When the child needs to present (e.g., make a speech, play an instrument, etc.) in front of others?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>6. When the child enters a group of students who are playing?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>Adult Attention</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. When the child is trying to get an adult to look at, talk with, play with, or spend time with him/her?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>8. When an adult has stopped looking at, talking with, playing with, or spending time with him/her?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>9. When the adult is interacting with another child or adult?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>Peer Attention</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. When the child is trying to get another child to look at, talk with, play with, or spend time with him/her?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>11. When a child has stopped looking at, talking with, playing with, or spending time with him/her?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>12. When a specific child with whom he/she wants to interact has been interacting with another child or adult?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>Tangible Object</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. When the child is trying gain access to a preferred object (e.g., toy, game)?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>14. When a preferred object has been withdrawn or removed from the child?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>15. When an object is not working properly?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

*Functional Behavioral Assessment Scale (page 2 of 3) 59*
<table>
<thead>
<tr>
<th><strong>Does the behavior occur...</strong></th>
<th><strong>Never</strong></th>
<th><strong>Rarely</strong></th>
<th><strong>Sometimes</strong></th>
<th><strong>Often</strong></th>
<th><strong>Almost always</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tangible Activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. When the child is trying to gain access to a preferred activity (e.g., using a computer, playing sports, watching television, going to the mall)?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. When a preferred activity has ended or been removed (e.g., recess, television show ends, privilege removed)?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. When a specific activity is not going as expected or planned?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Automatic Positive Reinforcement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. When the child is engaged in a pleasant activity?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. When the child has no demands placed on him/her?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. Frequently or continuously, even if there is no one else present?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Automatic Negative Reinforcement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. When the child is experiencing some physical discomfort (e.g., headache, stomachache, sore muscles)?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23. When there is a loud noise present in the environment (e.g., screaming or crying)?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24. When the stimuli in the environment are significantly different than normal (e.g., change in temperature, lighting, seating arrangement)?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

*Functional Behavioral Assessment Scale (page 3 of 3)*
## Functional Behavioral Assessment Scale Scoring Form

Score the Functional Behavioral Assessment Scale by adding the items from each functional domain (e.g., adult attention). Each total is then divided by the number of items (e.g., 3). Finally, sort the domains by the highest mean score so that the domain with the highest mean score is ranked “1” and the domain with the lowest mean score is ranked “8.”

<table>
<thead>
<tr>
<th>Domain</th>
<th>Total Items</th>
<th>Mean Score</th>
<th>Rank Order (1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape and/or avoid task</td>
<td>12</td>
<td>4.0</td>
<td>1</td>
</tr>
<tr>
<td>Escape and/or avoid social situation</td>
<td>2</td>
<td>1.7</td>
<td>7</td>
</tr>
<tr>
<td>Adult attention</td>
<td>7</td>
<td>2.3</td>
<td>2</td>
</tr>
<tr>
<td>Peer attention</td>
<td>5</td>
<td>1.7</td>
<td>5</td>
</tr>
<tr>
<td>Tangible object</td>
<td>6</td>
<td>2.0</td>
<td>3</td>
</tr>
<tr>
<td>Tangible activity</td>
<td>6</td>
<td>2.0</td>
<td>3</td>
</tr>
<tr>
<td>Automatic positive reinforcement</td>
<td>4</td>
<td>1.3</td>
<td>6</td>
</tr>
<tr>
<td>Automatic negative reinforcement</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

It is important to consider the whole child and not just their individual behaviors!
If you’ve told a child a thousand times and she/he still doesn’t understand, then it is not the CHILD who is having trouble learning!

Anonymous
RRINNGGG

DIDN'T YOU HEAR THE BELL? RECESS IS OVER. IT'S TIME TO GO IN.

I'M NOT DONE YET.

IT TAKES ME MORE THAN ONE RECESS TO WEAR MYSELF INTO A STATE OF SUBMISSION.
Question: What is a Behavior Intervention Plan?

- Specifies a challenging behavior
- Manipulates the antecedents and/or consequences of the behavior
- Teaches more acceptable replacement behaviors that serve the same function as the inappropriate behavior
- Implements changes in curriculum and instructional strategies
- Modifies the physical environment
- Collects data to evaluate effectiveness
Considerations for BIP

• Spells out how teachers, staff, peers and parents will change (not just how child will change)
• Plan should be directly linked to the FBA information
• Plan should be consistent with behavioral principles (technically sound)
• Plan should fit with values, resources and skills of those who put it together
Why I won’t provide a cookbook approach!

We need to be aware of the child’s motivation for the behavior
How a tantrum can occur for many reasons

Adult attention
Peer attention
Tangible object
Tangible activity
Automatic positive reinforcement
Escape a task that is too difficult or too long
Escape a social situation
Automatic negative reinforcement
The A, B, C’s

A = Antecedents
B = Behavior
C = Consequences

Keep a daily log of frequency, intensity, duration, antecedents and consequences for a target behavior.
Function

- a. Motivating Operation = Feelings prior to conflict
- b. Setting Event = Setting for the conflict
- c. Antecedent (predictors) = What started the conflict
- d. Problem Behavior = The child’s reaction
- e. Maintaining Consequences = Why it hasn’t changed
It’s not the function it’s the form

- a. The function of the behavior is legitimate
- b. The form of the behavior is the actual problem
- c. Change form, not function!
Importance of Increasing Positive Behaviors

When we spend time increasing the frequency of positive behaviors we decrease the time available for negative behaviors.

We teach children how to get positive attention. Negative attention is better for a child than no attention.
“I’ve been in here a long time, Mommy. Am I sorry yet?”
Attention

• Begin paying attention to students’ positive behaviors
• Catch The Child Pleasing Me
“He’s just doing that to get attention.”
I was pleased today when I saw you...
Praise

• It needs to be positive (avoid zap trap)
• It needs to be specific
• It needs to be immediate
• It needs to be sincere (yes, your student WILL know)
• Pony express praise
• Make eye contact and be in close proximity
Benefits of Praise

- Child feels happy
- Other children in the classroom learn how to get positive attention
- Improves the relationship between child and teacher
- Child wants to repeat the behavior (as do other students in the classroom)
Your child, ________________________________, has received this note home as a result of positive behavior today at _______________________________ School. Your child’s behavior exemplifies the type of behavior that we aspire to in our school. Congratulations!

Your child exhibited strong behavior:

• following directions    helping the teacher
• helping another student    great homework
• outstanding participation    excellent test or quiz
Quick Tips

• Provide daily success for the students
• Encourage and reinforce positive self-statements
• Be active rather than passive: find out how to address the student’s needs and promote strengths
• View educating the student with a disability as an opportunity to become a more effective teacher rather than a “problem I have to cope with”
Relationship Enhancement Procedure

• It is useful to develop a special relationship between a supervising adult and the child.

• Establish a meeting time

• Away from the problem situation

• Let the child know that you are there to assist or help in any way possible.
Relationship Enhancement Procedure

- Talk to the child about his/her interests (e.g., basketball, piano, karate, X-box, Nintendo, etc.) Listen carefully and be non-judgmental. List at least three interests.
- Find out two areas that you have in common with the child.
- What does this child know about you? Give him/her time to ask questions.
- Identify a time and place to regularly talk to the child about the information obtained.
Important Emotional Skills

Emotional competence is the foundation for social competence:

1) Emotional Understanding
2) Emotional Expression
3) Emotional Regulation
Emotional Understanding

• Reading non-verbal cues
• Learning the unwritten social rules
• Thinking across settings
• Learning social consequences of your choices
• Knowing your triggers
KNOW YOUR ANGER TRIGGERS

“The problem, as I see it, is that you both are extremely adept at pushing each other’s buttons.”
IMPROVE FEELING IDENTIFICATION

happy
angry
excited
depressed
pensive
suicidal
Learning My Feelings Log

- What happened?
- Who was that somebody?
- Where were you?
- How did you feel?
- *Happy  *Sad  *Scared  *Embarrassed  *Mad

1 2 3 4 5 6 7 8 9 10
Weak  Medium  Strong

Learning My Feelings Log

- What did you do?
- How did you handle yourself?

Poorly  Not so well  Okay  Good  Great

- What will you do next time?
# Learning My Feelings Log

Child's name ___________________________ Date _____________

Form completed by ___________________________

**What happened?**
- [ ] Somebody teased me.
- [ ] Somebody took something of mine.
- [ ] Somebody told me to do something.
- [ ] Somebody was doing something I didn’t like.
- [ ] Somebody started fighting with me.
- [ ] Other ___________________________

**Who was that somebody?**
- [ ] Another child
- [ ] Teacher
- [ ] Parent
- [ ] Another adult
- [ ] Sister/brother
- [ ] Other ___________________________

**Where were you?**
- [ ] Classroom
- [ ] Lunchroom
- [ ] Playground
- [ ] Street
- [ ] Hallway
- [ ] Bathroom
- [ ] House
- [ ] Other ___________________________

**How did you feel?**
- [ ] Happy
- [ ] Sad
- [ ] Scared
- [ ] Embarrassed
- [ ] Mad

**How strong were your feelings? (circle best choice)**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak</td>
<td>Medium</td>
<td>Strong</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What did you do? (check all that apply)**
- [ ] Hit, pushed, kicked
- [ ] Screamed
- [ ] Ran away
- [ ] Cried
- [ ] Threw something
- [ ] Broke something
- [ ] Told adult
- [ ] Walked away
- [ ] Talked it out calmly
- [ ] Told another child
- [ ] Ignored
- [ ] Other ___________________________

**How did you handle yourself?**
- [ ] Poorly
- [ ] Not so well
- [ ] Okay
- [ ] Good
- [ ] Great

**What will you do next time?**

My plan is to ___________________________

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Mindfulness and Meditation

https://www.youtube.com/watch?v=SpjWb9teKSY
Frequent Feedback Procedure

- Often require more frequent feedback than other children
- May not be sufficient to wait until the end of a period or activity
- It may be more effective to give feedback more frequently
- Feedback can even be in the form of a predetermined non-verbal gesture
Rule Establishment Procedure

- Identify two to four rules for the child to follow.
- Rules must be specific, observable, positive, and anchored to a discrete situation
- Identify high risk situations
- Write them on 3x5 cards
- Present card and discuss
Basic Steps for Designing Rules

• Rules should be specific, observable, and measurable
• Rules should be limited
• Rules should be primarily positive
• Rules should reflect common classroom, home and community expectations (e.g., compliance, being prepared, raising hand and waiting to be called on, being on time, in-class behavior, transition behaviors)
Billy’s rules for arriving at school

1. I will walk in and say hello to my teacher in an indoor voice.
2. I will keep my hands to myself.
3. I will hang up my jacket and put my backpack away.
4. I will sit quietly in my seat and wait for directions.
Situation:  *Standing in line.*

Rule 1. *Keep hands and feet by your side.*

Rule 2. *Stand quietly.*

Rule 3. *Wait for the teacher to give the signal to go.*
I’m heading out to recess. I need to remember:
1. to speak and act respectfully towards others.
2. to act nicely and keep my hands to myself.
3. to give other students space and be as nice as possible.
4. to share activities and give others opportunities to play.
Rule Review Procedure

• Review these rules prior to each situation
• Use the cards with words and/or pictures
• Once the rules have been committed to memory, ask the child to name and describe the rules before an activity begins

• Rule Review Monitoring Form
  • High-risk Situation 1

Monday

Tuesday
Rule Evaluation Procedure

• **Student Self-rating Sample Peter**

End of recess review, my behavior has been

- Poor
- Okay
- Good
- Great

**Student self-rating with observer: Peter and his teacher**

End of class review

**Student**

- Poor
- Okay
- Good
- Great

**Staff**

- Poor
- Okay
- Good
- Great

These ratings can be added to the rule cards.
Rule Evaluation Form

- Criteria for ratings ("How well did you comply with the rules?")
- 1 = Poor: Unable to follow rules for most of class period
- 2 = Okay: Followed rules for most of period but had major violation
- 3 = Good: Followed rules for most of period but had minor violation
- 4 = Great: Had few or no difficulties
Rule Compliance Procedure

- Establish the use of positive consequences for adhering to the rule
- Has a reinforcement assessment been completed?
- Have you identified the most appropriate words for praise?
- Have you identified the most appropriate type of activity reinforcement?
- Is a Token Economy (point system) necessary?
Rule Violation Procedure: Primary Grades

- Simple correction
- Positive Practice
- Sit and Think
- Has a warning signal been established?
- Has the method been adequately explained to the student?
- Has the method been adequately explained to the class?
- Has parent cooperation been obtained?
- Has administrative support been obtained?
Deficits in Social Problem Solving

- Not able to fluently put the problem into words
- Difficulty in identifying feelings (emotions)
- Limited ability to generate solutions that are safe, fair and effective
- Unable to anticipate long-term consequences of solutions
- Hard to put the plan into skillful action
- May self-evaluate ineffectively
Problem-Solving Skills Training

• Focus on facets within the individual external and interactional events to promote prosocial behavior
• Problem-solving skills training
• Adults prompts the child verbally and nonverbally to guide performance
Problem-Solving Skills Training

- emphasis is on how children approach situations
- prosocial behaviors are fostered through modeling and direct reinforcement
- tasks involving games, academic activities, and stories
- model the cognitive processes by making verbal self-statements
- modeling and practice, role-playing, reinforcement, and mild punishment
Problem-Solving Skills Training

- What am I supposed to do?
- I have to look at all my possibilities
- I'd better concentrate and focus
- I need to make a choice
- I did a good job
Problem-solving skills training: HOTSAP

• How To Solve A Problem
• What is the problem?
• What is your goal?
• How do you feel? Rate your feeling?
• Brainstorm solutions
• Evaluate solutions
• Describe your action plan
• Did the plan work?

Monitoring Progress

• Data Collection
  • Target specific social skill and define
  • Criterion / expectation
  • Designate someone to monitor
  • Record behavior
  • Independent vs. prompting of behavior
Plan Ahead Procedure

- Review, in advance, any obstacles the child might encounter
- Help the child develop alternative solutions if these obstacles occur
- List three triggers/situations that cause problems for this child
- List 3 alternative solutions to these obstacles
- List 3 ways you will help prevent recurrent problems this child experiences
Social Buddy Procedure

• Identify another student or group of students, in advance, who can provide assistance during high risk situations
• These children can prompt and reinforce the demonstration of appropriate behavior
• Carefully select and train social buddies
• What prompts/cues will social buddies use to initiate appropriate behavior?
• What types of reinforcing comments will social buddies use when appropriate behavior is displayed
Social Buddy Procedure (cont.)

- What activities have been negotiated for participation?
- What form of continuous training will take place to maintain the SBP that has been instituted?
- Daily meetings?
- Weekly meetings?
- Reinforcement for Social Buddies (e.g., pizza party, certificates)
Cue and Review: HIGH-RISK SCHOOL SITUATIONS

• Starting the Day
  • 1. Hang up coat.
  • 2. Unpack book bag at desk.
  • 3. Place homework folder on desk.
  • 4. Put lunch box in closet.
  • 6. Return to seat and begin work.
One Problem At A Time

Professor Gallagher and his controversial technique of simultaneously confronting the fear of heights, snakes, and the dark.
Planned Ignoring: Your Attention May Be As Valuable As Money
Planned Ignoring

- No attention is provided upon the occurrence of the target behavior
- Must be consistent
- Beware the extinction burst!
Corrective Feedback

• Delivered in a calm manner
• Acknowledge positive aspect related to function
• Specify correct form of behavior
• Identify positive outcome
• Example: “I know you were eager to go out to recess, but it would help if you took a moment to put your supplies away so your desk is organized when we come back inside.”
Positive Practice

• Upon the occurrence of the target behavior the child has to perform the correct behavior to excess (e.g., ten times)

• Based on concept of loss of time and expenditure of effort as unpleasant. Has added component of strengthening the desired skill

• Example: child who runs in the hallway would be required to go back and walk down the hallway ten times
Use Time Out Effectively

Family Circus

“I’ve been in here a long time, Mommy. Am I sorry yet?”
Sit and Watch

• Explain entire procedure to child/class
• When target behavior occurs, calmly label it
• Direct child to location away from the group
• Direct child to sit and watch how the others engage in the replacement behavior
• After two minutes, approach the child and use the Teaching Interaction
Teaching Interaction

- Follows a script of questions
- Designed to teach personal responsibility
- Designed to teach cause and effect relationship
- Makes use of behavioral rehearsal
- “Why are you in Sit and Watch?”
- “What should you have done instead?”
- “Show me how you do that.”
Consequence events

• Obtain something (positive reinforcement)
  • Positive automatic reinforcement (listening to music)
  • Positive social reinforcement (smiles)
  • Positive activity/tangible reinforcement (TV)

• Avoid something (negative reinforcement)
  • Negative automatic reinforcement (headache)
  • Negative social reinforcement (corrections)
  • Negative activity/tangible reinforcement (hard task)
Rewards and Privileges

a. Self-reinforcement
b. Social reinforcement
c. Activities as reinforcement
   *Grandmothers Law
d. Symbolic reinforcers (tokens, points)
"You know, Mom, for a minute there—when you said, 'For the last time, no!'—I almost thought you meant it."
Daily Behavior Report Card

- May have pictures of the desired behavior to provide the student with visual cues
- Typically includes having the student’s teacher or paraprofessional rate the child on one or more specific behaviors
- Behavior are rated via a three-point Likert scale
- Recordings occur at the end of the period
- Baseline score gathered for about seven days
- Place copy or list on the child’s desk
# Daily Scorecard

**Student:** __________________  **Date:** ________________

- Please note the activity/class below the number (e.g., 1st = reading; 2nd = math; 3rd = art; 4th = lunch)

<table>
<thead>
<tr>
<th>Replacement Behavior</th>
<th>Pd. 1</th>
<th>Pd. 2</th>
<th>Pd. 3</th>
<th>Pd. 4</th>
<th>Pd. 5</th>
<th>Pd. 6</th>
<th>Pd. 7</th>
<th>Pd. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Keep hands and feet to yourself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Use appropriate language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and tone of voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Following directions the first</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>time given</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total # of Points earned for the day**

(add total from bottom of each column):

| Total | Total | Total | Total | Total | Total | Total |

**Points Rating for Behaviors 1, 2, and 3:**

0 = not at all

1 = somewhat or sometimes true

2 = mostly or completely true

---

**# Points needed to earn reward:**

*with any act of physical aggression, indicate Antecedent: __________  Consequence: __________

**Comments/Assignments:**

______________________________

______________________________

**Staff’s Signature**

______________________________

*Behavior Therapy Associates, P.A. * 732-873-1212; Fax 732-873-2584

*35 Clyde Road - Suite 101*  *Somerset, NJ 08873*
**Sample Daily Behavior Report Card—Elementary School**

Student's name: Marcus
Date: November 20

**Directions:** Please write in the activity or class in the first row of the chart
(e.g., 1 = reading; 2 = math; 3 = spelling; 4 = lunch)

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Class/activity 1</th>
<th>Class/activity 2</th>
<th>Class/activity 3</th>
<th>Class/activity 4</th>
<th>Class/activity 5</th>
<th>Class/activity 6</th>
<th>Class/activity 7</th>
<th>Class/activity 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintained inside/quiet voice.</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>2. Maintained appropriate self-control and stayed calm</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>(kept body to myself, appropriate with materials, remained in class</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>unless given permission, used feelings words if needed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Completed assigned class work (0 &lt;= 33%; 1 = 33-67%; 2 = 67%)</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>I earn a sticker when I get two points for each behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total number of points earned for the day**
(Add total from bottom of each column)

<table>
<thead>
<tr>
<th>Total</th>
<th>Total</th>
<th>Total</th>
<th>Total</th>
<th>Total</th>
<th>Total</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total points earned: 44

0 = not at all true  1 = somewhat or sometimes true  2 = mostly or completely true

Number of points needed to earn award: 40

Comments: Struggled at start and end of day. Most difficulty centered on written work. Got upset when asked to correct work.

Staff signature: Ms. Biggs
Rewards Must Be Attainable
Warning!

- A token economy will only be effective if the learner desires the items.
- A token economy will only be effective if the learner can only access the items with the tokens.
- A token economy works best with a variety of reinforcers.
Tangible Rewards: An Example

- **Positive Reinforcement:**
  - Students receive a numbered ticket following display of any desirable behavior
  - At end of group, lottery for additional prize – students who have earned more tickets have a greater chance of winning the lottery
  - Increases engagement and participation in group
  - Efficient and effective positive reinforcement
  - Students to learn to manage frustration (not winning)
So Now you Know!

- What is wrong with the learner who won’t work for any “reinforcers?”
  - No motivation in effect for that item.
  - Right then, at that moment, it is not desired.
  - Behavior is too difficult to perform
  - Remember, motivation often changes!
Consistent, Contingent and Immediate

• The behavior exhibited just prior to receiving reinforcement is the one that is likely to increase
• Reinforce contingent upon the demonstration of the target behavior
• Reinforce immediately during or after the student demonstrates the target behavior
Relating Positive Behavioral Intervention Plans to Functional Behavioral Assessment

- Function 1: Adult Attention
- Sample Strategies
  1. ignore off-task behavior
  2. Sit and Watch
  3. attend to on-task behavior
Relating Positive Behavioral Intervention Plans to Functional Behavioral Assessment

Function 2: Peer Attention

Sample Strategies

1. reinforce Planned Ignoring
2. group contingency (e.g., child earns reward for group)
3. place with non-preferred peers
4. create classroom activities built around interaction with preferred peers
Relating Positive Behavioral Intervention Plans to Functional Behavioral Assessment

- Function 3: Tangible
- Sample Strategies
  1. Response Cost (e.g., loss of match box cars)
  2. Provide access contingent on appropriate behavior
Relating Positive Behavioral Intervention Plans to Functional Behavioral Assessment

Function 5: Escape/Avoid Task That is Too Difficult

Sample strategies

1. reduce task demands
2. allow task choice
Relating Positive Behavioral Intervention Plans to Functional Behavioral Assessment

Function 6: Escape/Avoid Task That is Too Long

Sample Strategies
1. Shorten length of task
2. Provide frequent breaks
3. Make task more stimulating
Relating Positive Behavioral Intervention Plans to Functional Behavioral Assessment

Function 7: Escape/Avoid Social Situation

Sample Strategies

1. Increase reinforcement for engagement
2. Use graded exposure
3. Use cognitive strategies
Key Points to Remember

• In any intervention, consistency is the key
• Record frequency and intensity data so you don’t give up too soon.
• Take into account the child’s motivation for the behavior and plan your reaction accordingly.
• Don’t label the child.
• Remember to reinforce positive behaviors
• Children feel better about themselves when they feel you are happy with their behavior
Communication with Parents

- Most effective results occur when parents and teachers (and caregivers) work in tandem.
- Make sure to emphasize the child’s strengths as well as areas of concern.
- Always start with the positive
- Communicate optimism for change