Addressing Behaviors

Presented by: Toni Shelby

Objectives:

- Understand that every behavior as a purpose
- Learn Environmental Strategies
- Learn Proactive Behavior Strategies

How Do Behaviors Develop?

By being reinforced! Negative behaviors develop when the action is rewarded with the desired outcome. Knowing this, and remembering it is key to addressing any sort of behavior.

Responding to Behavior

Proactive strategies

- Can prevent behavior or change behavior
- Environmental supports
- Behavior supports
- Focus efforts here

Reactive Strategies

- Do not create long-term change
- Crisis management
- Few choices

Every Behavior Has a Purpose

- Escape
- Avoid
- Gain Tangibles
- Attention
- Sensory Stimulation

What is the goal?

Teach and increase replacement behavior

Reduce negative behavior by making it ineffective

Negative Language: Don’t Look!

- Tell students what you want them to do
- Children don’t learn by being told what not to do
  - they learn by seeing and hearing what to do.
- Avoid Ending with a question, OK?
- offer at least one alternative that the child can do or
  - ask them for an alternative

Methodology of Behavior Change

Positive Reinforcement	Negative Reinforcement	Punishment	Extinction
• Positive behavior followed by positive consequences	• Positive behavior followed by the removal of negative consequences	• Negative behavior followed by negative consequences	• Negative behavior followed by removal of positive consequences

How do you feel about behavior?

Student who has behaviors

- Changeable
- Require attention
- Need to work on something

Behavior Student

- Value judgment
- Student at fault
- Not changeable

Meeting Students' Needs Proactively

Does their behavior impede their learning, or that of others?

- Behavior Plan
- Environmental Supports

Environmental Supports

- Reduce Stressors
  - Breaks – Prior to Behavior
  - Decrease task demands
  - Sensory stimulation
- Remove or avoid triggers
- Increase structure and predictability

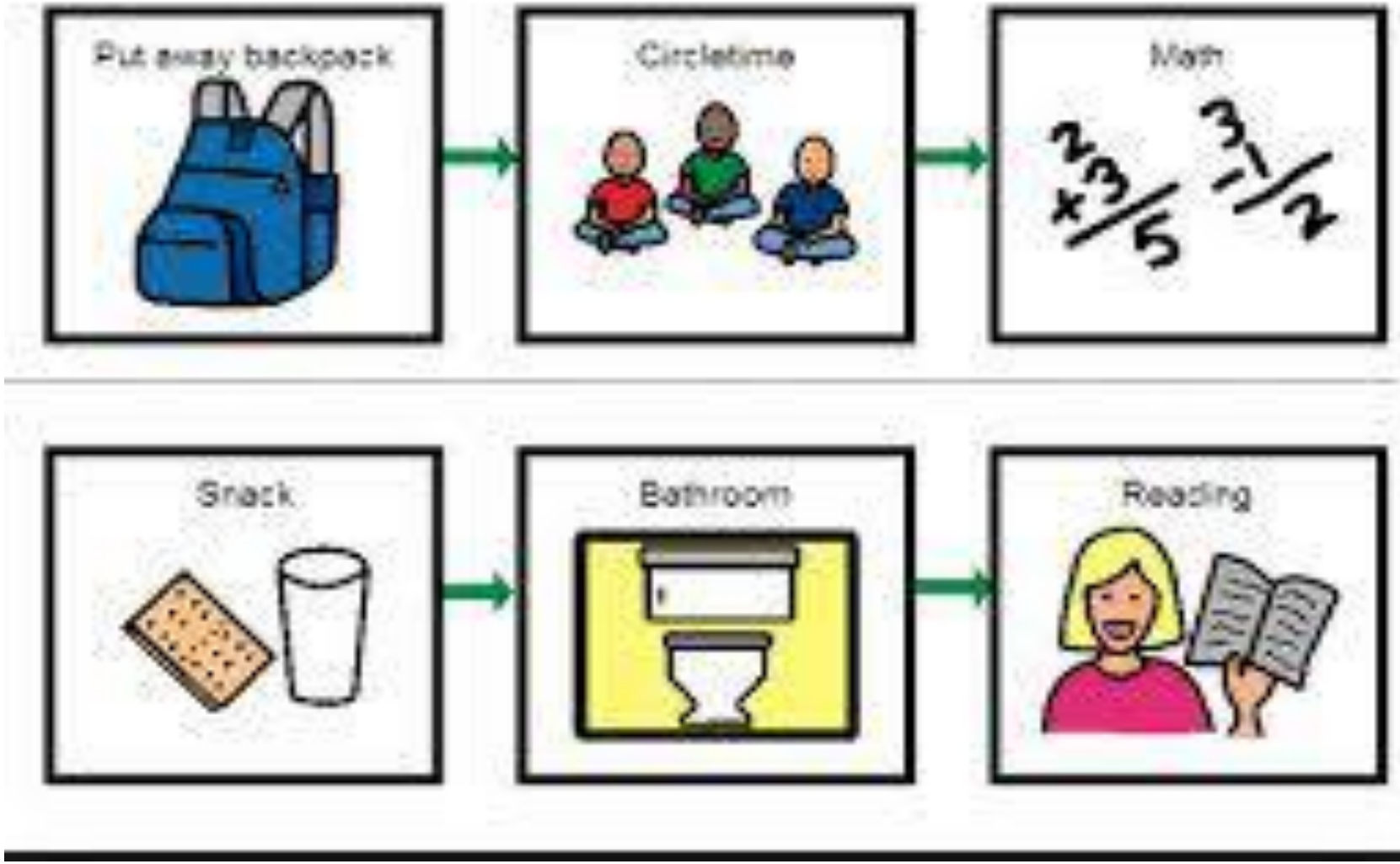
- Read cues and react before behavior occurs
  - Diffuse tense situations through re-direction and distraction
- Use De-escalating Language
  - Non-confrontational
  - Calm tone of Voice

Visual Support

- Pictures or Words
- Used to cue behaviors or what to do
- Used to provide a bank to aid in communication

- Help Students:
  - Follow Rules
  - Understand what they are supposed to do
  - Transition from one activity to another
  - Make Choices
  - Communicate

Morning Schedule



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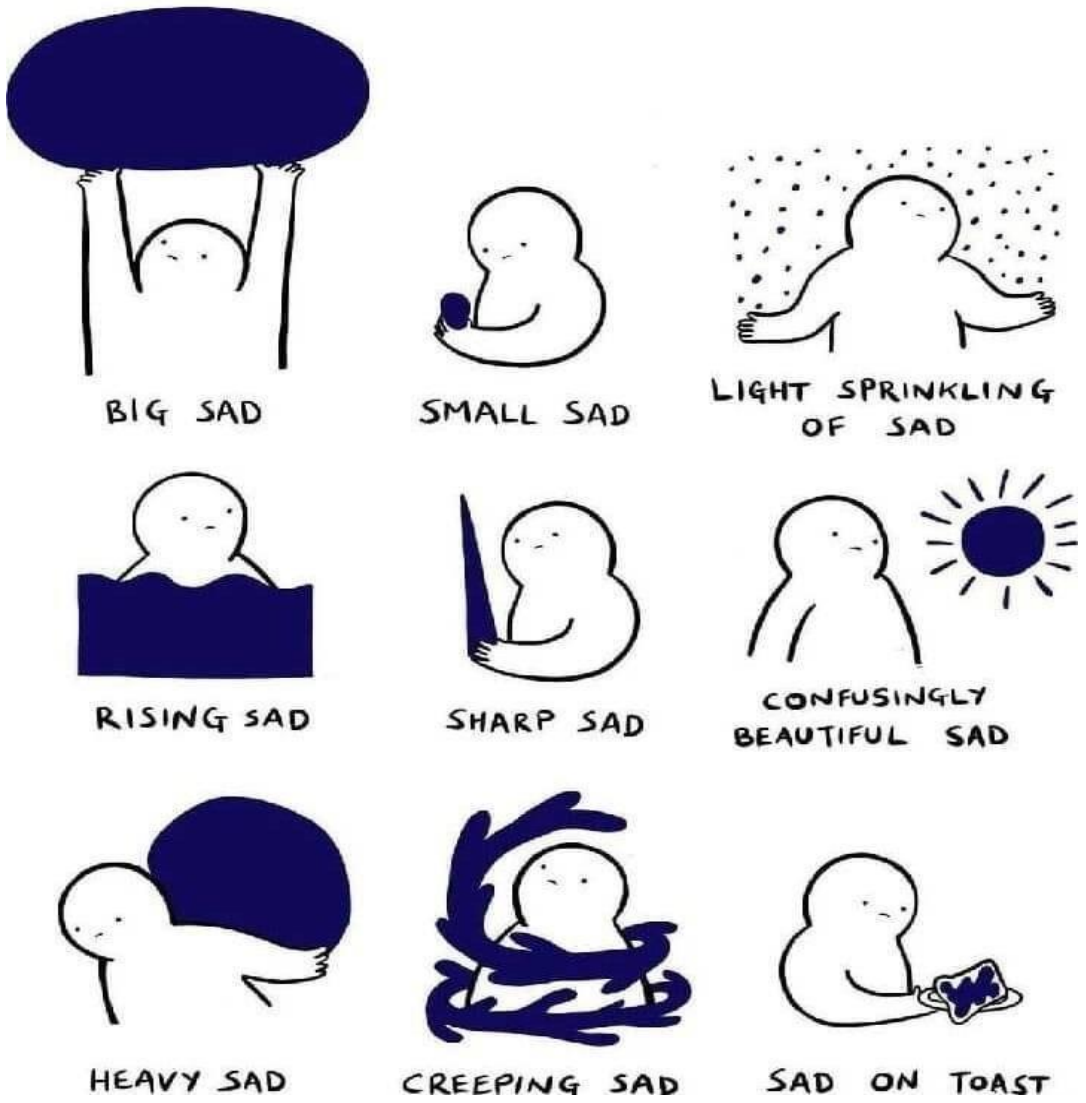
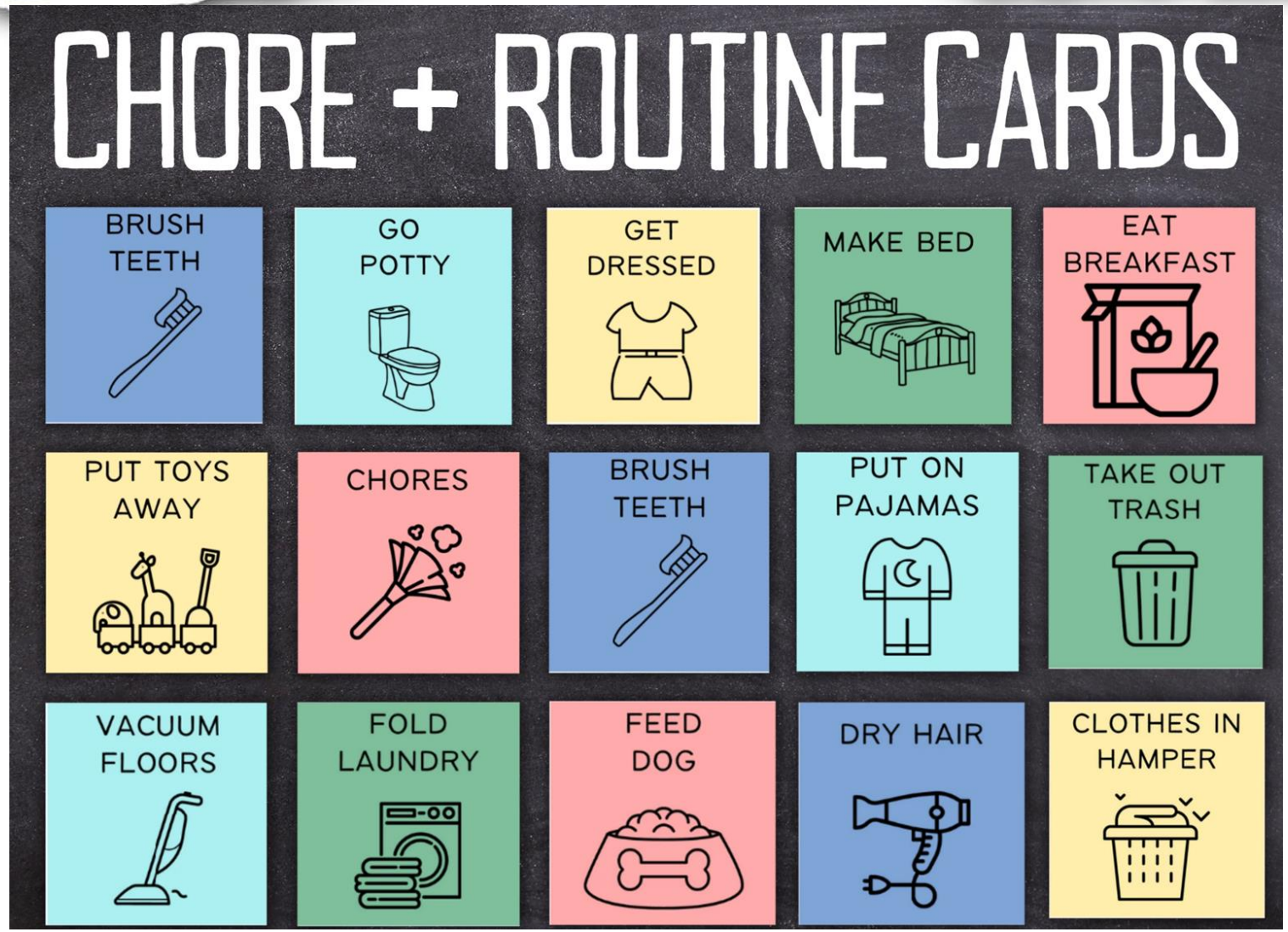
DESCRIBE YOUR SAD:



Visual Task

- Helps break down executive functioning skills
- Makes big things less overwhelming
- Decreases “forgetfulness”
- See the outcome



Verbal Praise

- Be very specific to the desired behavior
- Directed specifically to the student
- Increase the effort behind the change

Rewarding positive behaviors

- Strengthens the behavior you want to see
- When appropriate, reward “close” behaviors
- Must be achievable
- They need to be good!
- Reinforcement
  - Time with friend
  - Helper position or authority position
  - Decrease amount of work
  - Token economy/point system

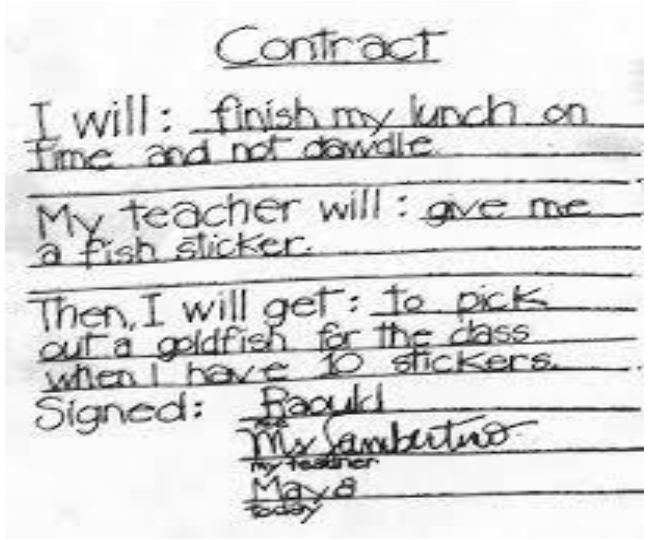
Social Narratives

- Describes desired behavior
- Helps prepare and practice behaviors
- Model appropriate social or Behavior interaction by describing a situation with relevant social cues, other's perspectives, and a suggested appropriate response

Resource: https://www.iidc.indiana.edu/irca/articles/writing-and-using-social-narratives.html#:~:text=Educators%2C%20paraeducators%2C%20parents%2C%20or,toward%20appropriate%20behaviors%20or%20responses.

Behavior Contract

- Positive Reinforcement Intervention
- Spells out Expectation of Student and Adult


Contract

I will: finish my lunch on time and not dawdle

My teacher will: give me a fish sticker.

Then, I will get: to pick out a goldfish for the class when I have 10 stickers.

Signed: Raould
Mr Lambertino
my teacher
May 8
today

Behavior Contract

I, _____, agree to make the following positive behavior changes:

_____
_____
_____
_____
_____
_____
_____

My efforts at meeting this goal will be considered complete when:

_____
_____
_____

When I successfully complete this contract, I will be rewarded by:

_____
_____

Student signature:_____

Teacher signature:_____

Parent signature: _____

Other school staff signature:_____

Date:_____

Ignoring

- Used for attention seeking
- Peers must ignore too
- Let the student know you will ignore it
- Consistency is what makes it effective
- Use when appropriate!
- Must teach Replacement skill

Normal Growth is:

- When learning new skills there are ups and downs
- Variables can affect performance
- Demonstration of the skill does not equal mastery
  - Golf
  - Driving
  - Art

Roles of staff with Behavior

Paraeducators

- Collect and provide data
- Implement the plan as trained
- Use preventative strategies
- Teach and reinforce replacement behaviors

Certified Staff

- Analyze behavior
- Develop a Behavior Intervention plan
- Train all staff on how to implement plan
- Teach replacement behaviors to staff and students
- Check in on success
- Adjust the plan if necessary, with the IEP team.

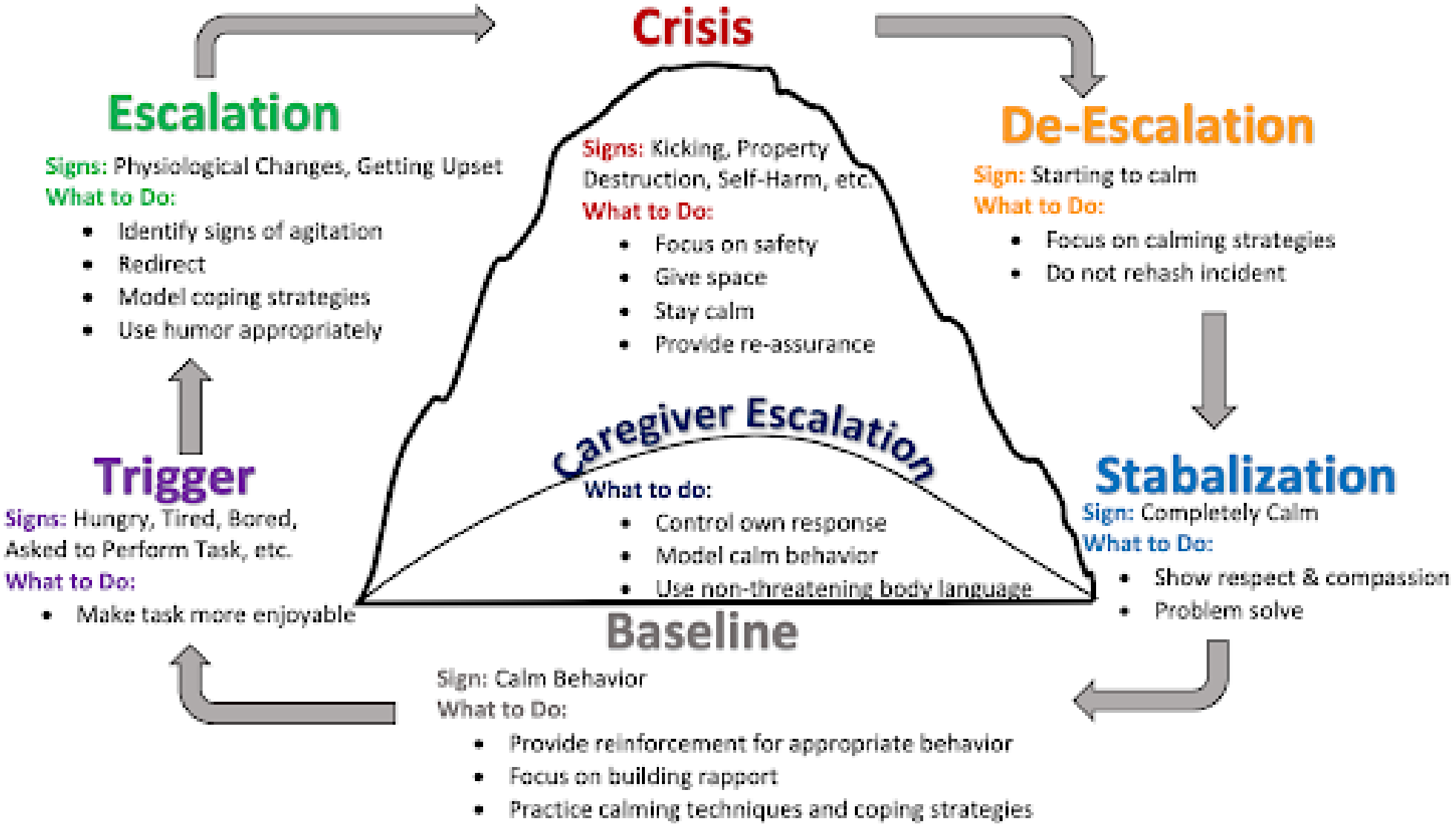
What to do if things are not working

- Avoid taking the behavior situation into your own hands
- Ensure that you are following the plan as intended
- Document everything

De-Escalating a Behavior

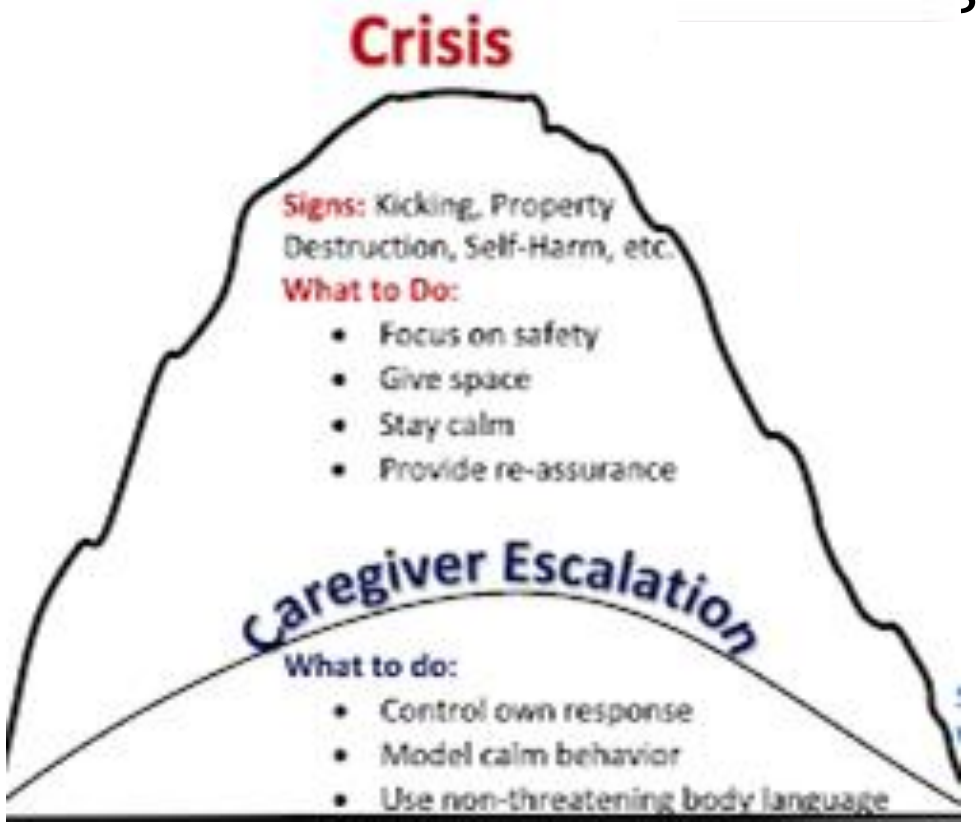
What do we do when the behavior is happening and there isn't a plan in place already?

Behavior escalation follows a pattern - it's important to learn that pattern!


Crisis
Signs: Kicking, Property Destruction, Self-Harm, etc.
What to Do:
• Focus on safety
• Give space
• Stay calm
• Provide re-assurance
Escalation
Signs: Physiological Changes, Getting Upset
What to Do:
• Identify signs of agitation
• Redirect
• Model coping strategies
• Use humor appropriately
De-Escalation
Sign: Starting to calm
What to Do:
• Focus on calming strategies
• Do not rehash incident
Caregiver Escalation
What to do:
• Control own response
• Model calm behavior
• Use non-threatening body language
Trigger
Signs: Hungry, Tired, Bored, Asked to Perform Task, etc.
What to Do:
• Make task more enjoyable
Stabalization
Sign: Completely Calm
What to Do:
• Show respect & compassion
• Problem solve
Baseline
Sign: Calm Behavior
What to Do:
• Provide reinforcement for appropriate behavior
• Focus on building rapport
• Practice calming techniques and coping strategies

Educator and Caregiver Escalation Cycle

You cannot see your reflection in a boiling pot of water.



Regulation

When do we address the crisis?

Questions?

Please direct questions or emails to Deana Smith at

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