

GOT BEHAVIORS IN YOUR GENERAL EDUCATION CLASSROOM?

- Learn how to effectively respond to challenging behaviors *before* they escalate, while promoting positive engagement and learning for all students.

TRAINING OBJECTIVES



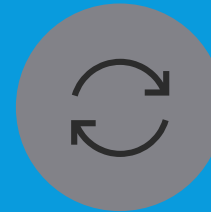
UNDERSTAND CORE
ABA PRINCIPLES



APPLY PROACTIVE
BEHAVIOR
SUPPORTS



USE
REINFORCEMENT
EFFECTIVELY



ALIGN CLASSROOM
PRACTICES WITH
PBIS/MTSS

CLASSROOM MANAGEMENT STRONG TIER 1 SUPPORTS

Key Foundations for a Successful Learning
Environment

CULTURE & COMMUNITY



HOW STUDENTS
FEEL IN THE
CLASSROOM
MATTERS



SOFT STARTS



COMMUNITY
CIRCLES



CLASSROOM JOBS
TO BUILD
OWNERSHIP



OPPORTUNITIES
FOR STUDENT VOICE
AND ENGAGEMENT



READ-ALOUNDS AND
SHARED BOOKS



STUDENT SURVEYS
TO IDENTIFY
MOTIVATION

CULTURE & COMMUNITY

How we make
students feel

How you feel
about them

Warm
environment

Kids feel like
they matter

PROCEDURES & ROUTINES

- Clear expectations for daily routines
 - Set at the beginning of the year and coming back from Christmas break
 - Spend the first days coming back just working on expectations and rules
- Consistent classroom organization and routines
- Students know where to find materials (e.g. a pencil).

PROCEDURES & ROUTINES

Organization
that reduces
downtime

- What do they do when they are done?
- Always have filler activities
- Downtime is behavior time
- Make transition quick and smooth

Predictable
routines
support success

- Is a visual scheduled posted?
- Is it easy to understand?
- Does it have enough information on it but not overwhelming with too much information?

BEHAVIOR & REINFORCEMENT

Explicit instruction
of expected
behaviors

- What are the rules?

Whole-class
reinforcement
systems

Group
reinforcement
opportunities

Individual
reinforcement
supports

Maintain more
positives than
negatives

Five positive for
every negative

WHAT IF THE TIER 1 ISN'T WORKING?

- What works for the last 99 students might not work for the 1 student. The student doesn't need to change, we need to change the procedure for that student.
- Kinder and some older students may not respond to a prize box at the end of the week.
 - They may need reinforcement a little more often.
- Get to know the kids more than just reading, writing, and math. Learn about their motivators and what makes them tick.
- Can't do an individual plan for each student. Make a plan for all the kids and get 80% of the kids doing the correct thing and dialed in so that you can help the other 20%.
 - Up the behavior support (tier 1) class wide until you get to the 80%.

BEHAVIOR MANAGEMENT USING ABA PRINCIPLES

Thinking like a Behavior Analyst for the other 20%

ABA IN THE GENERAL EDUCATION CLASSROOM



ABA IS THE SCIENCE
OF LEARNING AND
BEHAVIOR



FOCUS ON
OBSERVABLE,
TEACHABLE SKILLS



USE DATA TO GUIDE
DECISIONS



EMPHASIZE
PREVENTION AND
INSTRUCTION

PBIS & MTSS ALIGNMENT

Tier 1: Universal supports for all students

Tier 2: Targeted supports for some

Tier 3: Intensive individualized supports

ABA strategies support all tiers

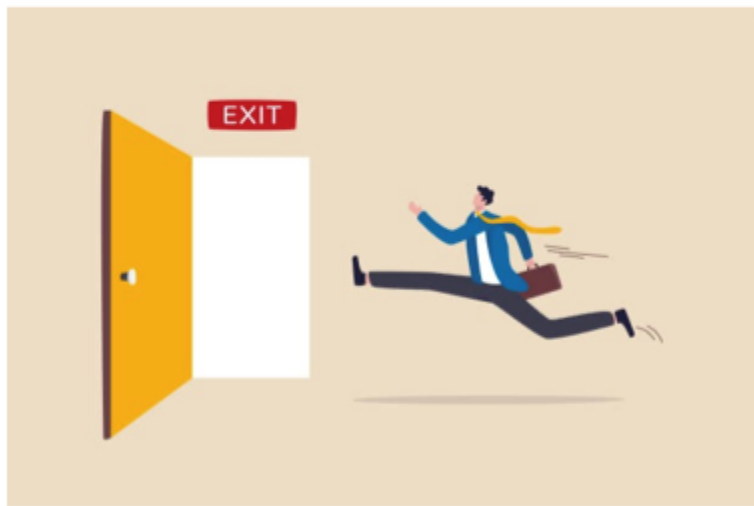
UNDERSTANDING THE FUNCTION OF BEHAVIOR

There are four functions of behavior



- Behavior serves a purpose
- Common functions: attention, escape, access, sensory
- We change behavior by changing the environment and teaching skills

ESCAPE



Behaviors with this function can be observed when a student engages in a behavior with the goal that it would allow them to escape the demand or activity

These behaviors are not only when a student runs away or exits the room. Behaviors such as hitting, screaming, or crying can also be the result of a student trying to escape the demand or activity

Escape Exemplified

Teacher gives Student a worksheet to complete.

Student does not want to complete the worksheet.

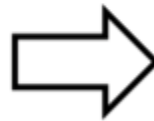
Student hits Teacher in hopes that Teacher would remove the worksheet.

This is an example of escape-based behavior.

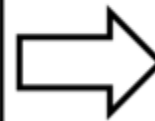
If Teacher removes the worksheet, the behavior of hitting when not wanting to complete work is more likely to occur in the future.



Student is given
a worksheet



Student hits
teacher



Teacher
removes the
worksheet

ATTENTION

ATTENTION SEEKING

Behaviors with this function can be observed when a student engages in a behavior with the goal of getting attention or being noticed by others

These behaviors can be anything from a student eloping to a student destroying classroom materials and more.

Negative attention can also be reinforcing to a student who engages in attention-seeking behavior

Attention Exemplified

Student wants attention.

Student notices no one is giving her attention.

Student elopes from the classroom.

Teacher tries to get the student back to class which gives Student the attention she wanted.

This is an example of attention-seeking behavior.

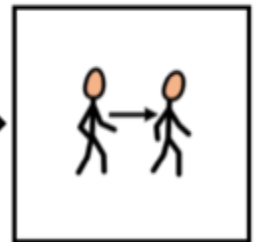
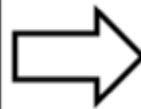
Student was given attention when she left the room, so she learned that eloping will get her attention.



No attention is
given

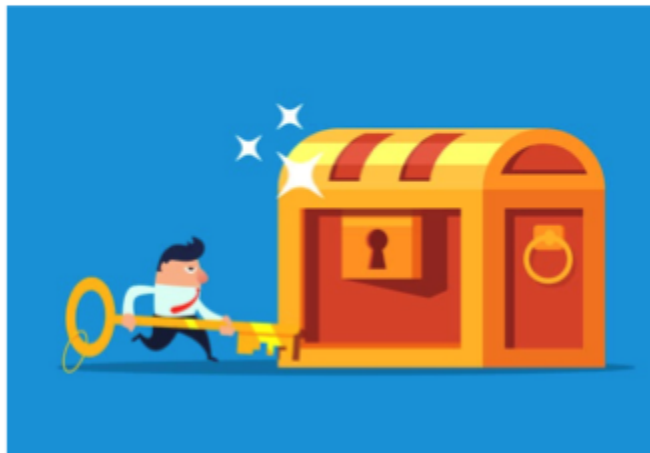


Student elopes
from classroom



Teacher gives
student
attention

TANGIBLE/ACCESS



Behaviors with this function can be observed when a student engages in a behavior with the goal of getting access to their preferred item or activity

These behaviors also appear different with each student. Some examples include climbing furniture, screaming, or biting

Tangible/Access Exemplified

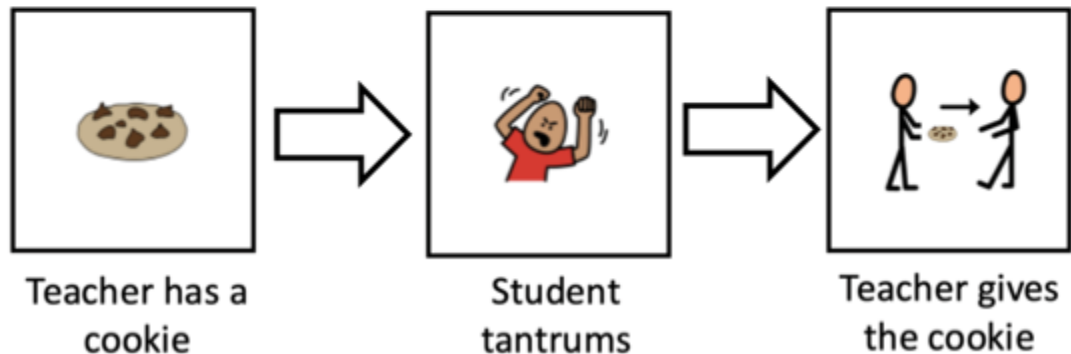
Teacher has a cookie.

Student wants a cookie but does not have one.

Student throws a tantrum (screaming, flailing, crying).

This is an example of access-based behavior.

If Teacher gives Student a cookie, the behavior of throwing a tantrum when wanting something is more likely to occur in the future.



SENSORY



Behaviors with this function can be observed when a student engages in active behavior that provides comfort to a sensory craving or need the student has

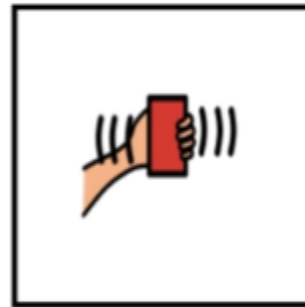
Sensory-seeking behaviors range with each student. Some examples include licking objects, chewing on fabric, rocking back and forth or repetitive humming

Sensory Exemplified

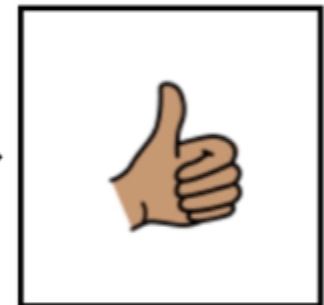
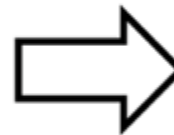
A student shakes an object in front of the lights.
This makes him feel good.
It provides necessary stimulation in the body.
Therefore, it reinforces the behavior.

Not all sensory-seeking behaviors are inappropriate
or need to be corrected.

It is important to consider that sensory needs also
need to be met in order for the student to
feel relaxed in his school day. If the
sensory-seeking behavior is inappropriate, then it must
be replaced with a behavior that can meet the same
sensory need for the student



Student shakes
an object in
front of the
light



Instantly gives
their body
stimulation.
Provides
reinforcement.

The ABCs of Behavior



The ABCs of Behavior

The Three-Term Contingency: *The ABCs of Behavior*

The three-term contingency is a fundamental concept in behavior analysis, describing the relationship between three essential components that influence behavior:

1. "**Antecedent (A)**": the event or stimulus that precedes the behavior. This can be a verbal instruction, a visual cue, or an environmental stimulus
2. "**Behavior (B)**": the action or response emitted by the individual. This can be a verbal response, a physical action, or an emotional reaction
3. "**Consequence (C)**": the event or outcome that follows the behavior. This can be a reward, punishment, or neutral outcome

The three-term contingency is often represented as ABC, highlighting the sequential relationship between these components

| |
|---|
| Do you know your ABCs ? |
| <u>A</u>NTCEDENT What happened before the behavior occurred? |
| <u>B</u>EHAVIOR What did the student/child do? |
| <u>C</u>ONSEQUENCE What happened after the behavior occurred? |

www.teachingdifferently.com

Understanding the Three-Term Contingency

The ABCs of Behavior

ANTECEDENT - BEHAVIOR - CONSEQUENCE

Also known as the
three-term contingency.

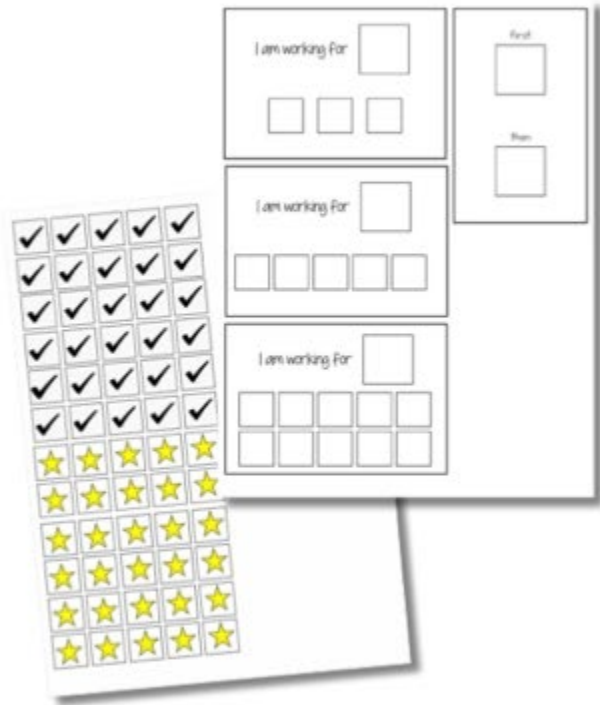
Helps us to explain, predict,
and change behavior.

ANTECEDENTS influence our actions and
CONSEQUENCES help us to decide whether or not we want
to engage in that same behavior again in the future.

Antecedent Influence: the antecedent sets the stage for the behavior, providing context and cues that influence the individual's response

Behavior Response: the behavior is the individual's reaction to the antecedent, driven by their learning history, motivations, and environmental factors

Consequence Impact: the consequence that follows the behavior can either reinforce (increase the likelihood), punish (decrease the likelihood), or have no effect on future behavior



Positive Reinforcement

What is Positive Reinforcement?

Positive Reinforcement is the process of rewarding or reinforcing desirable behavior in order to increase the likelihood that the behavior will be repeated in the future

Positive Reinforcement

What?

Positive reinforcement is used to increase the likelihood of a desired behavior.

How?

When a kiddo exhibits a desired behavior we use praise, privileges or other positive consequences .

Why?

We utilize positive reinforcement to create a motivating and supportive environment for our kiddos. It also encourages using new skills.

Example

Johnny shared his favorite car with his peer, we say "great job sharing" and give him another car.



When differentiating between whether an item or activity is being offered as reinforcement or as bribery, timing is everything

Reinforcement versus Bribery

Reinforcement

Reinforcement follows a behavior and results in an increase in future responding.

Reinforced behaviors result in motivated stimuli after the behavior occurs.

Reinforcement strengthens, maintains and increases behavior.

Reinforcement increases the likelihood of a behavior occurring again.

Learned behaviors are followed by reinforcement.

Reinforcement predicts the future probability of the behavior.

Reinforcement- the behavior occurs before access to the reinforcer.

Bribery

Bribery is the act of offering a preferred item or activity in attempts to influence a behavior in that moment.

Bribed behaviors occur only after receiving the item or activity first.

Bribery only influences the behavior in that moment.

Bribery does not result in an increase in future responding.

Influenced behaviors occur due to receiving a bribe before the behavior occurs.

Bribery only suggests a moment of the behavior.

Bribery- the reward is delivered before the behavior occurs.

What are the Benefits of Positive Reinforcement?

Fosters a positive learning environment

Increases student engagement and participation

Enhances self-esteem in our students

Encourages intrinsic motivation



What are Different Types of Reinforcement?

The 3 most common types of reinforcement used in the school setting are:

Verbal Praise

Physical Gestures

Tangible Reinforcers

What is Positive Reinforcement?

Definition :

Rewarding good behavior to encourage repetition.

Benefits:

- Improves behavior
- Strengthens relationships
- Fosters development

Examples:

- Verbal praise: Compliments and acknowledging effort.
- Physical affection: Hugs, high-fives, pats on the back.
- Tangible rewards: Stickers, tokens, extra playtime.



GROUP CONTINGENCIES (WHOLE-CLASS MOTIVATION)

Group contingencies can save time during instruction.

Instead of repeatedly administering a consequence to each member of a group, the teacher can apply one consequence to all members of the group from a logical perspective

A teacher workload may be reduced. Group contingencies have been demonstrated to be beneficial and producing behavior change.

A group contingency can be effective and economically require a few support staff or less time to implement.

Another advantage is that a teacher can use a group contingency in a situation in which an individual contingency is impractical.

A group contingency can be used in cases in which the practitioner must resolve a problem quickly as when serious disruptive behavior occurs.

A teacher can use a group contingency to capitalize on peer influence or peer monitoring because this type of contingency sets the occasion for peers to act as changing agents.

Everyone earns based on group behavior

Promotes teamwork and accountability

Best paired with clear expectations

Avoid public shaming

TYPES OF GROUP CONTINGENCIES

Independent:
Everyone earns
individually

Dependent: One
or a few earn for
the group

Interdependent:
Everyone works
together

INDEPENDENT GROUP CONTINGENCY

- **Independent Group Contingency — Brief Description**
- An **independent group contingency** is a behavior management strategy in which **each student earns rewards based solely on their own behavior**, even though the same expectation and reinforcement system is used across the whole group. Students do not gain or lose rewards because of peers' behavior, which promotes **individual accountability, fairness, and motivation** while still being efficient for teachers to manage in a group setting.

INDEPENDENT GROUP CONTINGENCY

- **When Independent Group Contingencies Are Most Effective**
- Classrooms with varied behavioral needs
- When minimizing peer conflict or pressure
- For students who are learning self-regulation skills
- As a step toward more independent behavior management systems

INDEPENDENT GROUP CONTINGENCY

- **Examples in an Elementary General Education Classroom**
- **1. Individual Behavior Points System**
- **Expectation:** Students follow classroom rules (e.g., raising hands, staying in seat, using kind words).
- **How it works:** Each student earns points or stars when *they* meet expectations.
- **Reinforcement:** Students independently exchange points for rewards (extra computer time, choosing a read-aloud book, small prizes).
- **Why it works:** Motivates each student without peer pressure or resentment.

INDEPENDENT GROUP CONTINGENCY

- **2. Independent “On-Task” Tracker**
- **Expectation:** Students remain on-task during independent work time.
- **How it works:** The teacher circulates and gives a sticker or checkmark to each student observed working appropriately.
- **Reinforcement:** Students who earn a set number of checkmarks choose a preferred activity.
- **Why it works:** Encourages sustained attention while allowing students to succeed at their own pace.

INDEPENDENT GROUP CONTINGENCY

- **3. Individual Desk or Folder Cards**
- **Expectation:** Following classroom routines (quiet transitions, lining up appropriately).
- **How it works:** Each student has a card that earns a stamp or punch when expectations are met.
- **Reinforcement:** A full card results in a reward for that individual student.
- **Why it works:** Clear, visual feedback supports self-monitoring and independence.

INDEPENDENT GROUP CONTINGENCY

- **4. Independent Homework or Participation Incentive**
- **Expectation:** Completing homework or participating appropriately during lessons.
- **How it works:** Students earn points individually for completed assignments or appropriate participation.
- **Reinforcement:** Points can be redeemed for classroom privileges (sit with a friend, classroom helper role).
- **Why it works:** Reinforces responsibility without penalizing others.

DEPENDENT GROUP CONTINGENCY

- A **dependent group contingency** is a behavior management strategy in which **the entire group earns (or does not earn) a reward based on the behavior of one student or a small, identified group of students**. The individual(s) are selected by the teacher (sometimes anonymously), and their behavior determines whether the whole class receives reinforcement. This approach can increase **positive peer attention, encouragement, and collective responsibility** when implemented carefully.

DEPENDENT GROUP CONTINGENCY

- **Best Practices for Using Dependent Group Contingencies**
- Select students **strategically and ethically** (rotate, choose likely success)
- Avoid publicly identifying a student who did not meet expectations
- Pair with explicit teaching and modeling of expected behaviors
- Emphasize encouragement over blame
- Use for **short durations** and clear goals
- **When Dependent Group Contingencies Are Most Effective**
- To increase class wide motivation quickly
- During transitions or structured routines
- When peer support can enhance success
- As a supplement—not a replacement—for individual behavior supports

DEPENDENT GROUP CONTINGENCY

- **1. “Mystery Student” System**
- **Expectation:** Follow classroom rules (listening, raising hands, respectful behavior).
- **How it works:** The teacher secretly selects a “mystery student.” If that student meets expectations during the lesson, the **whole class earns a reward**.
- **Reinforcement:** Extra recess minutes, a class game, or a dance break.
- **Why it works:** Encourages all students to model appropriate behavior and support peers positively—without singling anyone out.

DEPENDENT GROUP CONTINGENCY

- **2. Line Leader Challenge**
- **Expectation:** Quiet and orderly transitions in the hallway.
- **How it works:** The teacher observes one designated student (known or unknown). If that student transitions appropriately, the **class earns a point**.
- **Reinforcement:** When enough points are earned, the class receives a preferred group activity.
- **Why it works:** Promotes peer reminders and calm transitions.

DEPENDENT GROUP CONTINGENCY

- **3. Table or Group Representative System**
- **Expectation:** Staying on-task and following directions during group work.
- **How it works:** One student from each table is chosen as the representative. If the representative follows expectations, **the entire table or class earns a reward.**
- **Reinforcement:** Table points, earning a class celebration, or privilege.
- **Why it works:** Encourages students to positively influence and support the representative.

DEPENDENT GROUP CONTINGENCY

- **4. “Beat the Teacher” Behavior Goal**
- **Expectation:** Meeting a class wide behavior target (e.g., staying seated, respectful talking).
- **How it works:** A randomly selected student’s behavior is monitored. If the student meets expectations for the period, the **class wins** against the teacher.
- **Reinforcement:** Fun group reward such as a class game or choice time.
- **Why it works:** Keeps motivation high and maintains a playful, non-punitive tone.

DEPENDENT GROUP CONTINGENCY

- **5. Daily Behavior Spotlight**
- **Expectation:** Demonstrating a specific behavior (kindness, focus, responsibility).
- **How it works:** One student is selected (privately or publicly). If the student meets the behavior goal, **the class earns a star** toward a collective reward.
- **Reinforcement:** Class party, movie afternoon, or special activity.
- **Why it works:** Builds a positive classroom culture when paired with encouragement rather than pressure.

INTERDEPENDENT GROUP CONTINGENCY

- An **interdependent group contingency** is a behavior management strategy in which **all students work together to meet a shared goal, and everyone earns the reward only if the group as a whole meets the established criterion.** Each student's behavior contributes to the outcome, promoting **teamwork, shared responsibility, and collective accountability.**

INTERDEPENDENT GROUP CONTINGENCY

- **Best Practices for Using Interdependent Group Contingencies**
- Set **clear, achievable criteria** (consider using a percentage rather than 100%)
- Teach and practice expected behaviors before implementation
- Reinforce **positive peer prompting**, not criticism
- Monitor for peer pressure or negative social dynamics
- Pair with individual supports when needed
- **When Interdependent Group Contingencies Are Most Effective**
- For building classroom community and teamwork
- When students can reasonably influence one another's behavior
- In classrooms with established routines
- As part of PBIS or MTSS Tier 1 supports

INTERDEPENDENT GROUP CONTINGENCY

- **Examples in an Elementary General Education Classroom**
- **1. Classwide Points or Token System**
- **Expectation:** Follow classroom rules (listening, respectful behavior, smooth transitions).
- **How it works:** The class earns points when *most or all* students demonstrate the target behavior.
- **Reinforcement:** When a point goal is reached, the **entire class earns a reward** (extra recess, class game, pajama day).
- **Why it works:** Encourages students to monitor their own behavior while supporting peers positively.

INTERDEPENDENT GROUP CONTINGENCY

- 2. “Whole Class On-Task” Challenge
- **Expectation:** Staying on-task during independent or group work.
- **How it works:** The class earns a checkmark if **everyone** (or a predetermined percentage, such as 90%) is on-task at a random check.
- **Reinforcement:** A set number of checkmarks leads to a group reward.
- **Why it works:** Builds sustained engagement and collective focus.

INTERDEPENDENT GROUP CONTINGENCY

- **3. Good Behavior Game (GBG)**
- **Expectation:** Minimize rule violations during instructional time.
- **How it works:** The class is divided into teams. Teams earn points when **all members** follow expectations during intervals.
- **Reinforcement:** Teams that meet the criterion earn a reward.
- **Why it works:** A research-based strategy that reduces disruptive behavior and improves classroom climate.

INTERDEPENDENT GROUP CONTINGENCY

- **4. Transition Timer Challenge**
- **Expectation:** Quiet, orderly transitions.
- **How it works:** The class earns success if **the entire group** completes the transition within the set time and behavior expectations.
- **Reinforcement:** Earning a class reward after multiple successful transitions.
- **Why it works:** Encourages efficiency and cooperation.

INTERDEPENDENT GROUP CONTINGENCY

- **5. Cooperative Kindness or Respect Goal**
- **Expectation:** Demonstrating kindness or respectful interactions throughout the day.
- **How it works:** The class earns a star if **no major incidents** occur and students help remind one another appropriately.
- **Reinforcement:** Accumulated stars lead to a whole-class celebration.
- **Why it works:** Reinforces prosocial behavior and positive peer interactions.

ANTECEDENT STRATEGIES

- Antecedent strategies in Applied Behavior Analysis (ABA) refer to techniques used to prevent or reduce problem behaviors by manipulating the environment or events that precede the behavior.

BEHAVIORAL MOMENTUM



USING REINFORCEMENT
TO INCREASE
PERFORMANCE OF LOW
PROBABILITY BEHAVIORS



PRESENTING A STRING OF
HIGH PROBABILITY
REQUESTS (REQUESTS
THAT ARE EASY FOR THE
CHILD TO COMPLETE)
FOLLOWED BY A STRING
OF LOW PROBABILITY
REQUESTS (REQUESTS
THAT ARE DIFFICULT FOR
THE CHILD TO COMPLETE)



THE REINFORCEMENT
CONTACTED THROUGH
THE HIGH PROBABILITY
REQUESTS WILL
ENCOURAGE
PERSISTENCE TOWARDS
THE LOW PROBABILITY
REQUESTS.



PROVIDING MORE
REINFORCEMENT
INCREASES THE
LIKELIHOOD OF THE LOW
PROBABILITY RESPONSE
OR NON-PREFERRED
TASK.

ENVIRONMENTAL MODIFICATIONS

1. Arranging the physical environment: Rearranging furniture or materials to reduce distractions or obstacles

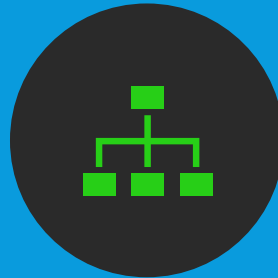
2. Visual supports: Using visual aids like pictures, schedules, or checklists to support understanding and organization

3. Sensory integration techniques: Modifying the environment to meet individual sensory needs, such as using natural light or reducing noise levels

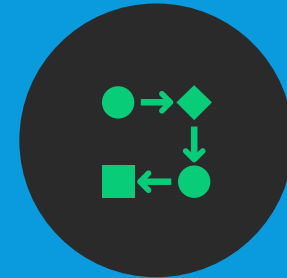
INSTRUCTIONAL MODIFICATIONS



1. CLEAR INSTRUCTIONS: PROVIDING CONCISE, SPECIFIC, AND EASY-TO-FOLLOW INSTRUCTIONS



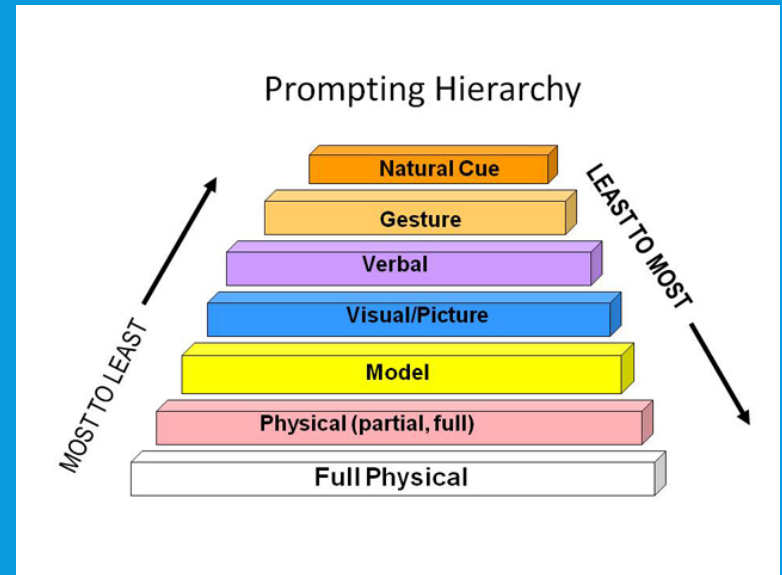
2. TASK ANALYSIS: BREAKING DOWN COMPLEX TASKS INTO SMALLER, MANAGEABLE STEPS



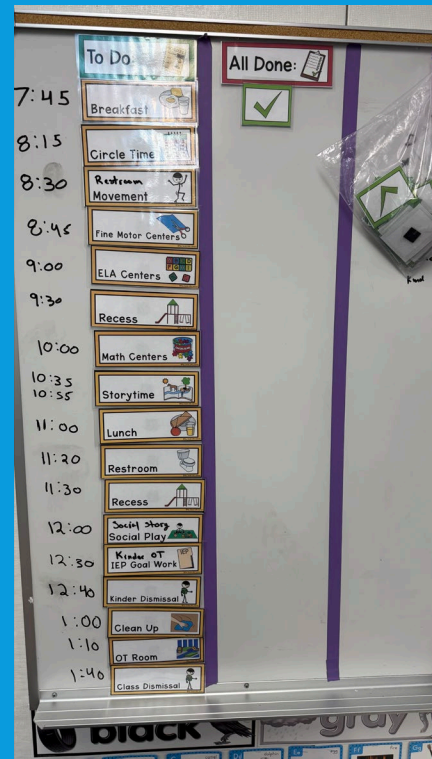
3. CHAINING: TEACHING A COMPLEX BEHAVIOR BY BREAKING IT DOWN INTO SMALLER STEPS AND REINFORCING EACH STEP

PROMPTING STRATEGIES

- 1. Visual prompts: Using visual cues, such as gestures or pictures, to prompt desired behaviors
- 2. Auditory prompts: Using auditory cues, such as verbal instructions or alarms, to prompt desired behaviors
- 3. Tactile prompts: Using touch or physical guidance to prompt desired behaviors



SCHEDULING AND ROUTINE MODIFICATIONS

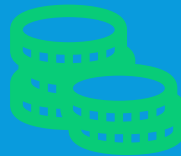


- 1. Visual schedules: Using visual aids to display daily routines and schedules
- 2. Transitions: Gradually transitioning between activities to reduce stress and anxiety
- 3. Predictable routines: Establishing consistent daily routines to promote a sense of security and stability

REINFORCEMENT AND MOTIVATION STRATEGIES



1. Positive reinforcement:
Providing rewards or incentives
for desired behaviors



2. Token economies: Using tokens
or symbols to reinforce desired
behaviors and promote
motivation



3. Choice-making: Offering
choices to increase motivation
and engagement

I am working for:

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Candy (3pts)



Toys (9pts)



Stationary (5pts)



Blocks (10pts)



Board Games (8pts)






TOKENS BOARDS

Name: David

Date: _____

POINT SHEET

| | |
|--|--|
| Eyes on teacher/work.  | |
| Raised hand to speak.  | |
| Followed directions first time.  | |



PARENTS PROVIDE THE REINFORCEMENT

When students can understand delayed reinforcement, you may want to work with the parents and have them provide the reinforcer at home contingent on the student's behavior at school.



This becomes a very effective method because they soon realize that what they do at school will also affect what happens at home. That also increases your collaboration with the parent.



Encourage the parent not to buy or add additional reinforcement for the child's good behavior. Instead ask the parent to think of things the child already likes to do at home and now make those things contingent for good behavior at school. This usually will be more reinforcing like something such as a video game or access to Netflix or something they always get right after school but now will not have access to that if they do not get engage in the targeted behaviors at school.

REDIRECTION AND DIVERSION STRATEGIES



1. Redirecting attention: Redirecting an individual's attention away from a problem behavior and towards a desired behavior



2. Diverting behavior: Diverting an individual's behavior away from a problem behavior and towards a desired behavior



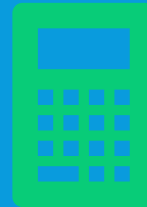
These antecedent strategies can be used individually or in combination to prevent or reduce problem behaviors and promote desired behaviors

REDUCING TASK DIFFICULTY



Reduce time and effort

changing exercise time from 15 to 10 minutes



Reduce the difficulty of the task

changing double addition math to single addition math facts

Allows the student to know the sequence of events

Choices can be embedded

Include flexibility





It's not bribery but can be bribery-like


FIRST-THEN

SELF MONITORING

| If Owen circles: | If Teacher circles: | I get __ points!!! |
|------------------|---------------------|--------------------|
| Yes | Yes | 2 |
| No | No | 1 |
| Yes | No | 0 |

I need  to earn my reward

| Class |  I kept my hands to my self | |  I had a calm body | |  I listen to the teacher | | I need 5-6 points To get my  |
|-------------|---|---------|---|---------|--|---------|--|
| | Owen | Teacher | Owen | Teacher | Owen | Teacher | |
| Class time | | | | | | | |
| 8:15-8:45 | | | | | | | |
| 8:45-9:15 | | | | | | | |
| 9:15-10:45 | | | | | | | |
| 10:45-11:15 | | | | | | | |
| 11:15-11:45 | | | | | | | |
| 11:45-12:15 | | | | | | | |

5-6 points=

NONCONTINGENT REINFORCEMENT



ALLOWING THE STUDENT TO HAVE ACCESS TO REINFORCE IT, NOT CONTINGENT ON A CERTAIN BEHAVIOR TASK OR RESPONSIBILITY



PROVIDING THE REINFORCEMENT AT A HIGH ENOUGH LEVEL THAT THE CHILD DOES NOT ENGAGE IN PROBLEM BEHAVIOR BECAUSE HE IS RECEIVING ACCESS TO THE REINFORCER AT A HIGH ENOUGH RATE



SLOWLY INCREASE HOW OFTEN AND FREQUENTLY THE STUDENT GETS THE REINFORCER



IT IS KEY TO START WORKING ON REQUESTING AND TOLERANCE TRAINING (WAITING)

FUNCTIONAL COMMUNICATION TRAINING



Allow the student access to items with low response effort (point to mand).



Always say the word of the item when pointing.



Increases the independence of the point.



Working towards the student verbally saying the word.



Once the student is fluently requesting for items verbally, then work on tolerance training (waiting).

THINGS TO AVOID

- Take these phrases out of your vocabulary when providing early intervention:
 - “No thank you”
 - “No”
 - “Stop”
 - “Don’t”
 - “I don’t like that”
- These phrases don’t teach the child the desired behavior.
- This creates a withdraw in your relationship with the child.
- It doesn’t give an opportunity to make a deposit in the relationship with the child.

Tell the child what you want them to do

"Come sit"

"Soft hands"

"Walking feet"

"Feet on the ground"

"Listening ears"

Once you give the directions give them 3 to 5 seconds to respond then follow through with a prompt to ensure compliance.

If they listen independently then provide praise or other types of reinforcement.

TEACHING FUNCTIONAL SKILLS

KEY STEPS TO FUNCTIONAL COMMUNICATION

- To properly motivate a child, first prompt them to request for something.
- You might need to give them choices if they don't know what their options are.
- Once they request for the item right away say, "Yes you can have it" (even if they can't right away).
- If you need something from them then use your first then statement (first sit then trains).

Example: Tommy is playing with the magnet tiles while the class was given the direction to come to the tables. Approach Tommy and say "I like what you are building. Do you want to keep building with them?" If he says yes, say, "Ok. Let's take them to the table so we can keep playing with them."

Once at the table let him play with the tiles for a few minutes while you help the rest of the children. Once the other children are done, present the work to Tommy. At that point he might do the activity. If he doesn't then ask, "Do you want to keep playing with the magnet tiles?" After he says yes you can say "Great, first we need to do this then you can keep playing."

MAKE DIRECTIONS MEANINGFUL



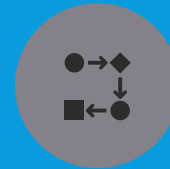
ALWAYS THINK
WHAT WILL THE
STUDENT BE
GETTING OUT OF
THE DEAL.



NOW YOU ARE
SHOWING THEM
YOU ARE INVESTED
IN THEIR WELL-
BEING NOT JUST
WHAT YOU NEED
THEM TO DO FOR
YOU.



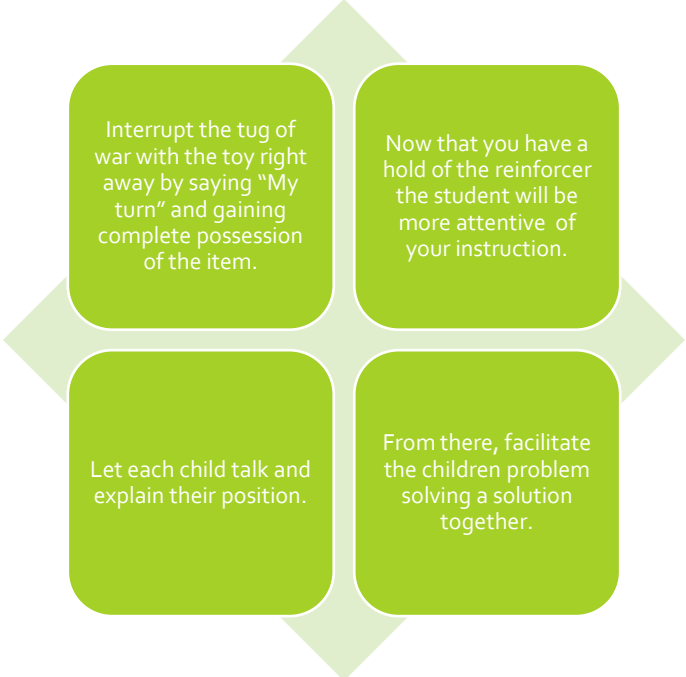
EVENTUALLY WE
WANT MORE
COMPLIANCE OUT
OF THE STUDENT
BUT AS THEY ARE
LEARNING THEY
WILL NOT SEE HOW
YOUR INSTRUCTION
IS GOING TO
BENEFIT THEM
MORE THAN
PLAYING WITH
PREFERRED ITEM
THEY ALREADY
HAVE OR WANT.



INITIALLY YOU
MIGHT NEED TO
BRING THE
PREFERRED ITEM
WITH YOU TO HELP
THEM TRANSITION.
MAKE THE NON
PREFERRED
ACTIVITY MORE
MOTIVATING.



USE THE PREFERRED
ITEM THEY
BROUGHT OVER AS
THE REINFORCER
FOR COMPLETING
THE NON-
PREFERRED
ACTIVITY.



Interrupt the tug of war with the toy right away by saying "My turn" and gaining complete possession of the item.

Now that you have a hold of the reinforcer the student will be more attentive of your instruction.

Let each child talk and explain their position.

From there, facilitate the children problem solving a solution together.

INTERRUPTING CHILDREN FIGHTING OVER A TOY

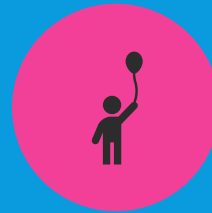
POSITIVE INTERACTIONS WITH STUDENT



PAIR YOURSELF AS THE REINFORCER. IF A CHILD IS FREQUENTLY RUNNING AWAY FROM YOU WHEN YOU WALK UP TO THEM THEN YOU COULD BE PAIRED AS AVERSIVE AND WITH ALWAYS TAKING THINGS AWAY OR ENDING THE FUN ACTIVITY.



WORK ON PLAYING MORE WITH THE STUDENT DURING FREE PLAY.



IF YOU DO NEED TO HELP THE CHILD CLEAN UP, SPEND A MINUTE OR TWO TO PLAY AND INTERACT WITH THEM POSITIVELY FIRST (WE ARE AT SCHOOL, THERE IS ALWAYS TIME).



BE MORE FOCUSED ON BUILDING A SKILL, NOT FOLLOWING A RIDGED SCHEDULE.

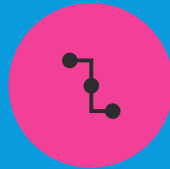
NARRATION



WHEN WORKING WITH A STUDENT WITH LOW COMMUNICATION SKILLS START OFF BY PLAYING WITH THEM AND WHILE PLAYING WITH THEM NARRATE WHAT THE TWO OF YOU ARE DOING TOGETHER.



KEY POINTS WHILE DOING THIS ARE FIRST DON'T OPEN NARRATE BY TALKING TOO MUCH OR GOING INTO TOO MUCH DETAIL OF WHAT YOU ARE DOING.



CHOOSE A COUPLE SIMPLE WORDS AND REPEAT THOSE WORDS OVER AND OVER AGAIN.



MAKE THEM EXCITING AND EMPHASIZE THEM.



EXAMPLE OF BUILDING BLOCKS: YOU COULD SAY "UP UP UP UP!" THEN AS YOU KNOCK THEM DOWN, YOU SAY "CRASH!"

SABOTAGE THE PLAY



Another way to create additional requesting opportunities is to sabotage the play with the child by messing it up in some sort of way that creates a communication opportunity for the child.

Example: while playing with trains, you might accidentally put your hands on the train track when the train comes around. It creates an opportunity for the child to ask you to remove your hand.



This also may include manipulating all the items so that you have them, and that the child needs to get each and every item out of the bin from you and needs to request for the item 1st before having access to it. This creates them asking for the same thing over and over again and creates fluency with requesting.

PAIRING THE WORK AREA



1

Bring the fun item to the work area.



2

Over time start to have them attend to the task first then have access to the item, but still have it with you at the work area.



3

Fade to staying at the work area for the whole time then transition to the play area after the task is completed.

HAVE THEM BE YOUR HELPER

Often students that are higher academically and don't have any type of diagnosis or characteristics of a disability could be board with the curriculum so providing them with additional activities can help with the hyperactivity we might see with them.

Provide them with special jobs and have them be a teacher helper.

Have them help with teaching a certain lesson and calling on students.

Give them additional tasks during targeted times that become problematic for the child.

Keep them busy and engaging in alternative activities during targeted time problem behavior.

TAKING A BREAK FROM THE CLASS



When you have a student that is verbal and shows to be on target with their development and academic skills, but you're still seeing problem behaviors, such as aggression or pushing students, then first always work on as much reinforcement strategies. Provide a schedule reinforcement if they maintain calm hands.



If you feel that you've exhausted the reinforcement strategies being provided, then using a break from activity strategy may be effective.



When a student becomes highly aggressive with staff or students, by simply removing the student from the activity for a short period of time, will serve as a consequence to the undesired behavior and will decrease the likelihood of the undesired behavior occurring in the future.

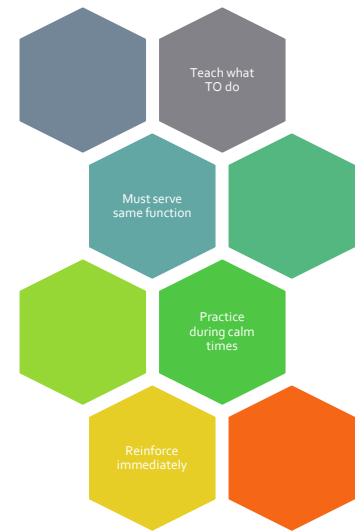


This can be done simply by walking the child over to an area with little to no reinforcement such as a bench or in an area where there are no toys. Setting a timer with the child 2 to 3 minutes in preschool is usually sufficient and letting the child know that they will need to take a break for that duration of time with you.



Once the timer goes off, you may talk to the student about appropriate behavior and inappropriate behavior, then allow him to go back to the current activity.

TEACHING REPLACEMENT BEHAVIORS



SIMPLE DATA COLLECTION



TALLIES OR
CHECKLISTS



FOCUS ON
PATTERNS



USE DATA TO
ADJUST
INSTRUCTION



KEEP IT
MANAGEABLE

FAMILY & TEAM COLLABORATION



Use consistent
language



Share
successes



Align
expectations



Celebrate
progress

KEY TAKEAWAYS



Behavior is
learned



Prevention
works



Consistency
matters



Small changes
= big impact

REFLECTION & NEXT STEPS



What strategy will you try first?



What support do you need?



How can your team collaborate?