Behavior Strategies
Evidence-Based Practices

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Agenda

8:30-9:00  Introduction/Housekeeping

9:00-10:15 Antecedent

10:15-10:30 Break

10:30-11:00 Antecedent/Motivating Operations/Stimulus Control

11:00-11:30 Visual Supports

11:30-12:30 Lunch

12:30-2:00 Visual Supports

2:00-2:15-Break

2:15-4:00 Choices
Objectives

• The learner will be able to give examples of motivating operations and stimulus control.

• The learner will be able to define antecedents.

• The learner will be able to identify numerous visual supports.

• The learner will be able to implement numerous visual supports in his or her classroom.

• The learner will leave with useful visual tools to use in the classroom.
Antecedent Interventions

Strategies that focus on structuring and modifying the environment and conditions that occur before a behavior, so that the behavior is less likely to occur. (Proactive Approach)
In operant conditioning, antecedent stimuli are those that occur before a behavior.

Operant conditioning is a learning process in which behavior is sensitive to, or controlled by, its consequences.

Operant conditioning is also controlled by antecedents of behavior.

When antecedent stimuli control behavior, it is called stimulus control.
Antecedent

A = Antecedent

Find out the events that occur right before the behavior. When and Where?
Behavior

B = Behavior

Find out **What** is the observable problem behavior?
Consequence

\[ C = \text{Consequence} \]

Find out what happens after the behavior occurs? Why?
Activity Time

Guess the Behavior...
COMMON ANTECEDENTS

transitions
denied access
instruction/directive
new task
teacher attention to others
told “no”
waiting
corrective feedback
routine task
choice given
physical prompt
redirection
COMMON CONSEQUENCES

Laughter or attention from peers, teacher attention
Redirection to more appropriate activity
Nonverbal or verbal reminder
Verbal warning or reprimand
Natural consequences
Time Out
Extinction (planned ignoring)
Instruction/directive
Teacher attention to others
Told no
Waiting
Corrective feedback
Routine task
Choice given
Physical prompt
The goal of EBP is the integration of:

(a) clinical expertise/expert opinion,

(b) external scientific evidence, and

(c) client/patient/caregiver perspectives to provide high-quality services reflecting the interests, values, needs, and choices of the individuals we serve.
Evidence Based Practice

Before beginning any new practice or intervention with a learner, it is important to follow four general planning steps.

- Identify the behavior
- Defining the extent of the behavior (collecting baseline data)
- Establishing a observable and measurable goal or outcome
- Choosing an EBP
Identify the behavior or skill

- The behavior has to be measurable and observable
- All members should be able to identify the behavior in all settings
Observable behaviors:

- turning in homework
- requesting for help
- out of seat
- sharing with peers

Can you measure these behaviors?
Collect Baseline Data

• Once the behavior is clearly defined, data needs to be collected and determined how often and how long the behavior occurs before beginning an intervention.
• If the data collected show a trend, then the intervention can begin.
• Baseline data will also help you determine if the chosen evidence-based practice produced a change in the learner’s behavior or use of skill.
**D.A.S.H.**

**Define** behavior in observable & measurable terms

**Ask** about behavior by interviewing staff & student - specify routines where & when behaviors occur - summarize where, when, & why behaviors occur

**See** the behavior - observe the behavior during routines specified - observe to verify summary from interviews

**Hypothesize:** a final summary of where, when & why behaviors occur
1. **Define behavior in observable & measurable terms**

2. **Ask about behavior (by interviewing staff & student)** - specify routines where & when behaviors occur - summarize where, when, & why behaviors occur

3. **See the behavior**-observe the behavior during routines specified -observe to verify summary from interviews. DATA DATA DATA

4. **Hypothesize**: a final summary of where, when & why behaviors occur
Five Reasons for Behavior

• Attention
• Avoidance
• Access to a tangible
• Self Stimulatory – hardest to decrease
• Medical
Attention

• Mom on the phone and child keeps interrupting, mom keeps giving child attention and behavior will continue to occur when she is on the phone.

• Mom completely ignores child: what will happen to behavior of interrupting mom when she is on the phone? Why? Because the behavior is not getting reinforced.
Avoidance

• Child is asked to pick up dirty clothes and he throws a fit. Mom picks up dirty clothes for him. What will happen to behavior of throwing a fit to avoid doing what mom asks?

• Mom HOH him to pick up dirty clothes and then he gets ice cream. What will happen to behavior of picking up dirty clothes?
Access to a tangible item

• Wal-Mart story- Child throws fit at Wal-Mart. Mom embarrassed gives into child and they get new toy? What happens to behavior of throwing a fit, especially at Wal-Mart?

• Child throws fit at Wal-Mart. Mom ignores child. What happens to behavior of throwing a fit at Wal-Mart for toy?
Self-stimulatory

- Child rocks body back and forth
- Child scripts a movie or parts of a movie out loud
- Automatically reinforcing
- Not dependent on outside reinforcement
Medical

- Child slaps the side of head whenever he has an ear infection
- Child who is non-verbal responds aggressively toward others by hitting or pulling hair whenever he has a stomach pain
- Child bites others when he has mouth pain
Choosing an Evidence-Based Practice

Ask questions about: child and family characteristics, goal outcome, teacher characteristics, and/or other resources available

- What are the strengths of the student including learning style, temperament, interests and motivators?
- What has and has not worked in the past at home and at school?
- What is particularly challenging for the learner?
- What is the goal trying to accomplish and in what learning domain?
- What is the knowledge and skill level of the teacher and other interveners?
Choosing an Evidence-Based Practice

- What EBPs have been used successfully by teachers and team members?
- What supports are being used effectively with the student?
- What equipment is needed and available to support implementation of the practice?
- What people and resources can be identified to assist with implementation (related service providers, siblings in the school, peers)?
- What additional learning experiences exist at the school or in the community that would be beneficial in achieving the goal (clubs, sports teams, community-based experiences)?
Establishing a goal

- The goal must be created in small steps
- The small steps can be monitored and progress can be made towards the broader outcome
# Antecedent vs. Consequence Interventions

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>• Minimize the Likelihood of the Setting Event</td>
<td>• Extinction</td>
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<tr>
<td>• Neutralize the Setting Event</td>
<td>• Scheduling Preferred Activities After Non-preferred Tasks</td>
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<tr>
<td>• Withhold or Eliminate the Antecedents Associated with Problem Behavior</td>
<td>• High Ratio Of Positive Reinforcement</td>
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<td>• Add More Prompts for Desirable Behavior</td>
<td>• Intervene Early In The Escalating Pattern Of Problem Behavior</td>
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<td>• Increase the Value of Reinforcement for Desirable Behavior</td>
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The Development of Stimulus Control

Antecedent → Behavior → Consequence

Telephone rings → Pick up phone and say “hello” → Friendly conversation
Stimulus Control

• Stimulus control is a term used to describe situations in which a behavior is triggered by the presence or absence of some stimulus.

• Stimulus control is based on a behavior’s history of reinforcement, punishment or extinction.

• It occurs when the presence of an antecedent alters the rate, latency, duration, or amplitude of a response (behavior).

• It is acquired when responses are reinforced only in the presence of a discriminative stimulus ($S_D^D$)
Stimulus control is said to occur when an organism behaves in one way in the presence of a given stimulus and another way in its absence. For example, the presence of a stop sign increases the probability that "braking" behavior will occur.
Stimulus Control Example

The ringing of a phone increases the probability of you answering the phone. Answering the phone occurs only in the presence of ringing and only in the presence of the phone ringing because “phone ringing” has been paired with reinforcement for answering.
Stimulus Control Example

If you have a powerful thunderstorm in your lightning-prone area of the country, you unplug your computers. Your behavior is "controlled" by the occurrence of the thunderstorms.
Comparison of Stimulus Control and Motivating Operations

• Similarities
  • Both events occur before a behavior of interest.
  • Both events can change behavior.

• Motivating operation is something that changes the value of a stimulus as a reinforcer
  • Establishing operation (EO) makes the reinforcer more valuable
  • Abolishing operation (AO) makes the reinforcer less valuable
Motivating Operations

https://www.youtube.com/watch?v=DgWJ5AEI5gE
Motivating Operations

Frankly, I was expecting something a bit more sophisticated...
Motivating Operations Function

• Motivation is an important variable to consider when evaluating the function of behavior. As educators, understanding what motivates children to engage in certain behaviors (or not), allows us to better arrange educational environments and opportunities to encourage the development of new skills.
Motivating Operations

• Motivating Operations (M.O.) is an important ABA concept that refers to the internal processes or desires of an individual that change or improve the value of a certain stimulus.

• This change can improve the effectiveness or value of a certain reinforcer (E.O., or Establishing Operations),

• or it can reduce or lower the value of a certain reinforcer (A.O., or Abolishing Operations).
Functions of MO

• alters the effectiveness of some stimulus as a reinforcer
• alters the current frequency of all behavior that has been reinforced by that stimulus
"Fluid Loading" (providing free, unlimited, highly preferred fluids to drink) a child during potty training, to increase the likelihood they will have to urinate.
Removing Skittles as a reinforcer because you notice the child just plays with the candy and doesn't eat it. Then bringing the Skittles back the next month, to increase the likelihood the child will want the candy.
If you are trying to teach a child about automobiles, wait until they are playing with their Thomas the Tank Engine toy to have them learn the label "train".
MO Example

If you are working during a session with a child who is refusing to sit in their chair, go outside and have them jump, swing, run, hop, etc. and exert physical energy. Then take them back to the table, to increase the likelihood that they will want to sit down.
Don't work on self help skills such as proper fork grip and drinking from an open mouthed cup at arbitrary times of the day. Work on these skills during mealtimes so the child is more likely to want to use the skill so they can receive the reward (food).
Preventative Strategies before behavior/crisis occurs...

**Remember:** It is always harder to change behavior rather than prevent it.
Antecedent Interventions
Minimize the Likelihood of the Setting Event

- Medical Treatment For Illness, Pain, Allergies, etc.
- Change Schedule To Avoid Setting Event
- Establish Consistent Sleep Patterns
- Change Physical Environment To Avoid Setting Events
Neutralize the Setting Event

- Rehearse Schedule Before Each Transition
- Engage In A Highly Preferred Routine Prior To Antecedent Event
- Reschedule Canceled Events
- Provide High Levels Of Attention
- Provide Opportunities For Child To Make Choices And Exert Control
Withhold or Eliminate the Antecedents Associated with the Problem Behavior

- Avoid Using Verbal Demands When Presenting A Task To The Student Using Nonverbal Cues
- Change Schedule Temporarily By Switching To A More Preferred Activity
- Temporarily Present Easier Tasks
- Make Changes In The Environment Or Task
Add More Prompts for Desirable Behavior

● Provide Frequent Reminders To Use A Communicative Response
● Prompt Student To Use A Relaxation Strategy
● Help Initiate Positive Interactions With Peers
Increase the Value of Reinforcement for a Desirable Behavior

- Provide Frequent Attention For Positive Behaviors
- Intersperse Simple Requests To Increase Positive Feedback To The Child
- Provide More Reinforcement By Temporarily Decreasing The Amount Of Work You Expect Completed
Remove the Trigger for Problem Behavior

● Treat Medical and Health-related Problems
● Address Emotional and Physiological Issues
● Evaluate Problems Related To Medication Side Effects
● Reorganize The Environment So That The Antecedent Is No Longer Present
● Change The Way In Which A Demand Is Presented
Modify the Environment

- Change The Difficulty Of A Task
- Create Routines With High Predictability
- Use What The Child Likes To Organize A Task
- Offer Choices
- Intersperse High Probability Tasks With Non-preferred Tasks
- Get Involved In The Activities In Ways That Increase Interest
- Present Information Clearly And In A Simple Manner
- Use Visual Cues To Show When A Task Is Complete
- Provide Reminders To Engage In Positive Behavior
## Antecedent-Based Interventions

<table>
<thead>
<tr>
<th>ABI Strategy</th>
<th>Description</th>
<th>Functions Addressed</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Using Learner Preferences</td>
<td>Tasks/activities are modified to increase interest.</td>
<td>Escape/avoid</td>
<td>Incorporating dinosaurs into a finger painting activity</td>
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<td>Using a Spiderman notebook for journal entries</td>
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<td>Providing snack after non-preferred activity</td>
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<td>Providing sufficient space between students</td>
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<td></td>
<td>Clearly marking areas of the classroom (e.g., work, leisure)</td>
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<td></td>
<td>Providing study carrels</td>
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<td></td>
<td>Providing a kitchen timer during non-preferred tasks</td>
</tr>
<tr>
<td>Altering the environment</td>
<td>Routines and schedules are changed to decrease interfering behaviors.</td>
<td>Escape/avoid</td>
<td>Changing seating</td>
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<td></td>
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<td></td>
<td>Changing line up procedures</td>
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<td></td>
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<td></td>
<td>Providing activities during wait time</td>
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| Implementing pre- activity interventions | Intervention is implemented before a task associated with the interfering behavior. | Escape/avoid         | Providing a warning about an upcoming activity  
Going over an assignment before class starts  
Providing information about schedule changes  
Using activity schedules                       |
| Using choice-making                   | Choice of materials or tasks is offered during activities or settings where the interfering behavior occurs. | Escape/avoid         | Choosing where to sit at snack  
Choosing which activity to complete first  
Choosing which toy to play with during free play  
Choosing whether to write with a pencil or a pen  |
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<td>Altering how instruction is delivered</td>
<td>Instruction is modified so that learner clearly understands what is expected.</td>
<td>Escape/avoid</td>
<td>Providing written rather than verbal instructions Providing instructions in a checklist rather than paragraph</td>
</tr>
<tr>
<td>Enriching the environment</td>
<td>Providing access to appropriate behaviors (rocking chair)</td>
<td>Get/obtain</td>
<td>Allowing quiet play with clay or doodling during lectures Allowing chewing gum instead of playing with saliva</td>
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</table>

Cihak, Alberto, & Frederick (2007); Kern, Choutka, & Sokol (2002); Luiselli (2008)
What do you think a visual support might look like?

http://padlet.com/akirby3/h0gw1d0amexu
Visual Support

- Visual supports are concrete cues that are paired with, or used in place of, a verbal cue to provide the learner with information about a routine, activity, behavioral expectation, or skill demonstration.
- Visual supports can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use visual supports in the home.
- If verbal language, which is considered transient or fleeting, is the only method used to communicate expectations, provide support and increase an understanding of language, then individuals with ASD may have extreme difficulty
Visual Support

- Visual supports provide expectations for the learner, increase on-task behavior, and promote independence. Research studies have shown that visual supports have been used effectively with many age groups to achieve outcomes in the following areas: behavioral, cognitive, communication, play, social, academic, adaptive, motor, and school readiness.
- Visual supports are tools that are used to increase the understanding of language, environmental expectations, and to provide structure and support for individuals with autism spectrum disorders.
Visual Support

• The process of teaching how to use a visual support varies based upon the category
  • Visual Boundary
  • Visual Cue
  • Visual Schedule
Visual Boundaries

• Can be created through a variety of arrangements. Visual boundaries may include furniture arrangement, labels, and color coding. The concept of visual boundaries is to visually define a section of the room or providing visual organization for a student with ASD or other special needs.
Visual Boundary

- Introduce the learner with ASD to the established boundary and point out the important boundaries and tasks completed in that area.
- Use modeling to teach the learner with ASD to stay within the boundary.
- Use reinforcement when learner with ASD stays within a boundary.
- Use corrective feedback when learner does not stay within the boundary.
Visual Boundaries
Activity Time!
Visual Cue

• A picture, graphic representation, or word prompt a student regarding a rule, routine, task, or social response.
Visual Cue

- Show the learner with ASD the developed visual cue.
- Stand behind the learner when prompting the use of the visual cue in order to make sure the learner is looking at the visual information and not the adult.
- Use concise, relevant words/terms while teaching the visual cue.
- Assist learner in participating in the activity/event with the visual cue.
Visual Cue

• Visual Count Down is a System or tool used to provide visual cuing for counting down time left in activity or task.
Visual Cue

Throat Sound

Lips Closed Sound

Lips Open Sound
Visual Cue Cards

https://drive.google.com/open?id=0B-44h5kyr2QTaERnTTBjaTdFX1U
Visual Cue

• Visual Prompt is any type of visual assistance that provide learners with information about how to use target skills correctly
Visual Schedule

• A procedural plan that indicates the time and sequence of each operation presented in a visual format.
Visual Schedule
Visual Schedules
Developing a Visual Schedule

When one is developing a visual schedule, these questions must be asked...

- the location where the overall schedule will be displayed (e.g., on the whiteboard in the front of the room, on a bulletin board),
- the format of the overall schedule (e.g., pictures, words, a combination or formats)
- how/when the overall schedule will be used by staff/learners (e.g., Will staff reference it during morning meeting? Will learners manipulate it to indicate when activities are finished?).
Visual Schedule

The goal is for learners to use the schedule independently. Therefore, it is important for staff to choose a form that learners will be able to use independently after the initial teaching. Staff should choose from the following formats:

- objects that will be used in an activity (functional objects)
- objects that are symbolic of an activity (representational),
- photographs
- drawing or picture symbols
- words
- phrases or sentences
- combination of the above formats
Learners with ASD or other special needs often struggle with learning new skills or behaviors, especially when these behaviors are complex or have multiple components. Task analysis (TA) can be used to help break down and teach these chained behaviors. Chained behaviors are behaviors or skills which consist of multiple steps such as tying shoes, grocery shopping, writing a paper, or cooking.
• Once chained behaviors are broken into smaller steps, team members work with the learner to systematically teach the individual steps. As the learner masters the individual steps, the learner will gradually become more independent using the target skill or behavior.
Visually Structured Tasks

- Tasks that highly organized and incorporate visual instructions
Backward Chaining

When backward chaining is used to teach a target skill or behavior, the steps identified in the task analysis will be taught in reverse order beginning with the final step. Follow the steps outlined below:

• Provide assistance to learner with completing the initial identified steps.
• Prompt learner to perform the final step. Remember, to select the prompting procedure (least to-most prompting, graduated guidance, or simultaneous prompting) that would best assist the learner in understanding what is expected. Also, be sure to use visual supports if appropriate.
• Reinforce the learner for completing the final step.
• When the final step is mastered, the previous step is added one at a time.
Forward Chaining

When forward chaining is used, an adult begins by teaching the first step in the chain. As each step is mastered, the next step in the task analysis is then taught. Follow the steps outlined below:

• Prompt the learner to perform the first step identified in the task analysis. Use the selected prompting procedure (least-to-most prompting, graduated guidance, or simultaneous prompting). Be sure to use any additional created materials such as a video for video modeling or visual directions that could assist the learner in performing the skill/behavior.
• When learner completes the step, reinforce the learner with social praise and a tangible reinforcer if appropriate.
• After the first step is completed, guide the learner through the remaining steps.
• When the first step is mastered, the next step in the task analysis is added one at a time.
Total Task Presentation

For total task presentation, the learner is taught the entire task including each individual step until the chain is mastered. Follow the steps outlined below:

• Use a prompting procedure (least-to-most prompting, graduated guidance, or simultaneous prompting) and visual supports or video modeling to assist the learner in performing each step of the task analysis.
• Reinforce the learner for completing each step. Be sure to save the most effective reinforcer for the final step when the entire skill/behavior has been performed.
• Fade reinforcers as quickly as possible.
Visually Structured Task

Visual Task Analysis: Brush Teeth

- Put toothpaste on toothbrush
- Brush teeth
- Gargle
- Wipe face
- Top teeth

Visual Task Analysis: Bathe

- Wet hair
- Shampoo hair
- Rinse body parts
- Dry self with towel

- Bathe
Visually Structured Tasks: Task Analysis

We use structured task in our daily life. This is from a coffee shop.
Resources for Implementing Visual Supports

Offering Choices

How can this tool help?

1. Giving students choices before or between assignments can reduce negative behaviors that are motivated by a desire to avoid or escape.
2. Offering students choices can increase their motivation.
3. Students with special needs sometimes engage in negative behaviors because they want to AVOID or ESCAPE certain situations. Offering choices is just one of many tools that can prevent triggers of avoidance and escape from occurring.
Offering Choices
Common Applications

When a student has a history of refusing to work …

• Let the student choose from preferred activities.
  • This includes the activity the student completes first.
  • This also includes materials for the student to use within the activity.

• Give the student two or more choices
  • Choices must be preferred.
  • Choices must developmentally appropriate.
  • Choices should be equal.
When we want compliance from our children, we should offer them equal choices.

2 math sheets – have the exact same problems just in different order with different icon or picture on top

Do you want to sit in the red chair or the blue chair?

Would you like to use a green pencil or a yellow pencil?
Activity Time!
Offering Choices
Other Common Applications

When you are teaching communication skills - Choice Board

- It forces the student to indicate in some fashion (verbally or nonverbally) what activities or materials he or she prefers. This could serve as the starting point to assessing functional communication.
Consequence Interventions
Extinction

● Withdrawing or terminating reinforcement that maintains problem behavior
● Includes strategies like ignoring problem behavior
Scheduling Preferred Activities After Nonpreferred Activities

- Use Preferred Activities and Items
- Schedule Preferred Events Immediately Following A Non-preferred Task: “As Soon As We Finish _____(Make The Bed, Brush Your Teeth, Take A Shower, Etc.), We Can ______!!! (Read A Book Together, Play Video Games, Go Outside, Etc.)”
- Avoid Threatening or Nagging The Child
- Use As a Natural Reason To Finish Task Quickly
Token Economies

A token economy is a system of behavior modification based on the systematic reinforcement of target behavior. The reinforcers are symbols or "tokens" that can be exchanged for other reinforcers.
Token Economies

Teaching a token economy includes:

○ The target skill or behavior they need to perform
○ Review with the learner how many tokens they need to earn before they can receive an item from the reinforcer menu
○ Provide a token to the learner each time the skill or behavior is displayed.
○ Explain to the learner why they are earning a token.
○ Learners select reinforcement from the reinforcer menu during a specified time.
○ To maintain learner’s interest and motivation, adjust prices and rotate items on the reinforcer menu.
○ Thin tokens and use tokens consistently across settings.
Token Economies

I am working for:

Playground

Star
Star
Star
Star
Star

I am working for:

Playground

Cookies
High Ratio of Positive Reinforcement

- Provide High levels of positive feedback
- Provide 4 positive statements for every demand or request
- Deliver reinforcement to child immediately when you observe her engaging in positive social behaviors
4 Positives for Every Negative

• Lanyard
  • 20 beads

• Start in the morning with all 20 beads on your left side

  • Every time you compliment a student on their appropriate behavior move a bead to the right side.

  • Every time you reprimand a student move 4 beads back to the left side.
Beads on a string

Move down when you use a behavior specific praise.

Laura A. Riffel, Ph.D.
www.behaviordoctor.org
Paper clips

• Put 30 paper clips in your left pocket or a cup on the bus.

• Every time you compliment a student, move a paper clip into the other pocket or cup.

• Every time you “get after” a student, move 4 paper clips back to where they started.
3x5 index card

Tears for positives

Tears for negatives

11 to 5

Laura A. Riffel, Ph.D. www.behaviordoctor.org
Where attention goes, behavior grows!
Intervene Early in the Escalating Pattern of Problem Behavior

- Use functional Behavioral Assessment Information To Identify Behaviors Maintained By The Same Function
- Intervene Early In The Chain Of Behavior
- Redirect Child Early In The Chain Of Problem Behaviors
To Be a Real Intervention it has to do the following:

• Reduce the behavior
• Be proactive- not reactive
• Match the function of the behavior
• Include a replacement behavior
• Include antecedent manipulations
• Include consequence modifications

https://www.youtube.com/watch?v=dK8DBp0xAic
Contact Information

• Julie Adkins: jadkins@crmail.k12.ar.us
• Amanda Kirby: akirby@nea.k12.ar.us