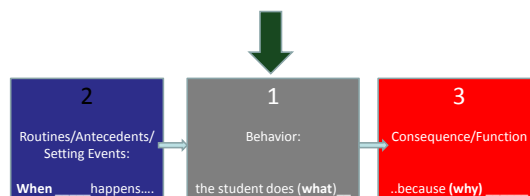


A Quick Review of Behavioral Terms

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Always Start by Defining the Behavior



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Defining Observable Problem Behaviors

- Definitions of behaviors need to be:
 - **Observable:** The behavior is an action that can be **seen**.
 - **Measurable:** The behavior can be **counted** or **timed**.
 - **Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts!**

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Which is described in observable and measurable terms?

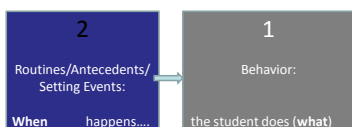
- hits with his fist –OR- aggressive
- bully –OR- takes money from peers
- psychotic –OR- says she hears voices
- arrives at class 10 minutes late –OR- irresponsible
- out of seat 55% of time –OR- hyperactive

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Once you have defined the problem behavior...

Then: **Where & When** does the behavior occur?

- Routines
- Triggering Antecedents
- Setting Events



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Antecedents vs. Setting Events

- **Antecedents** - occur immediately before and act as “**triggers**” for problem behavior
- **Setting Events** – indirectly “**set-up**” the problem behavior by **temporarily** altering the **value** of maintaining consequences.

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Examples of Antecedents: "Triggers"

- When told to "shut up" by a peer, Ben hits the student
- When asked to read aloud in class, Tracy gets up and tells jokes
- Jessie often begins to cry, when praised during circle time

* Note: these are also described in observable and measurable terms

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Examples of Setting Events: "Set ups"

- Lack of sleep or food
- Having a fight on the way to school
- Bad grade on a test / reprimands
- Forgetting to take medication
- Substitute teacher / changes in routine

Non-examples:

- Diagnosis of autism or ADHD
- "Bad" home life

* Note: Setting Events can be difficult to identify, are sometimes unknown.

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Review #2 (page 7)

After having an argument with his sibling at home before school, when peers approach Victor in the hallway and say, "Hello", he yells "Leave me alone!" and "Go away!"
Peers call him a weirdo and walk away.

What is the triggering antecedent?

- Peers approach and say "hello"

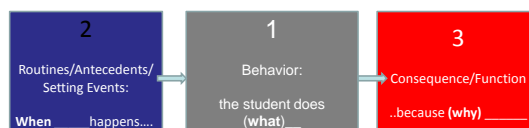
What is the setting event?

- Argument with sibling before school

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Once you have defined the behavior (the **What**) & know **Where & When** the behavior occurs...

Then: **WHY** does the behavior continue to occur (... what happens right afterwards)? What is the **REINFORCER**?



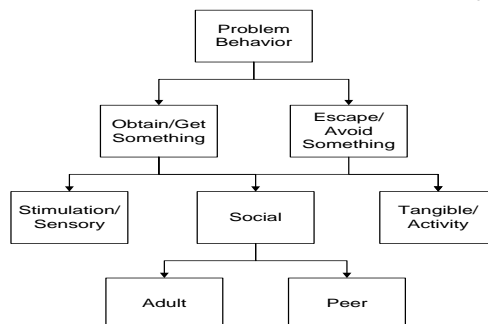
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Reinforcement

- If a behavior is continuing to occur it is being reinforced...
- A **REINFORCER**:
 - is an item, activity or event that **follows** a behavior and results in an **INCREASE** in that behavior.

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Functions that Behavior Serves (page 8)



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Common Functions of Problem Behavior in School Settings

Obtain/ Access :

- Peer attention
- Adult attention
- Desired activity
- Desired object/ items

Avoid/ Escape:

- Difficult Task
- Boring Task
- Easy Task
- Physical demands
- Non-preferred activity
- Peer or Adult attention

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Understanding Challenging Behavior as a Response Class

- **Response Class**- a group of behaviors that serve the same function.

During independent work, Marcus often **talks-out, crumples up his papers, and puts his head down on his desk**, resulting in escape from difficult academic tasks.

- In this example, talking-out, crumpling papers, and "putting head down on desk" are all part of the same **response class**.

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From FBA to BSP

- The most important purpose of conducting FBA is to inform the development of comprehensive Behavior Support Plans that directly address the **FUNCTION** of student behavior
- **Start with** FBA results, specifically the **Summary Statement**

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Essential Components of FBA Summary Statements

- The summary statement should include an **observable** description of:
 - Targeted **Routine**
 - Any identified **Setting events** / "Set-ups"
 - **Antecedents** / "triggers" for problem behavior
 - Operationally defined **Problem Behavior**
 - **Consequences** that follow the problem behavior
 - **Primary Function** of problem Behavior
 - **Multiple Functions = Multiple Summary Statements**

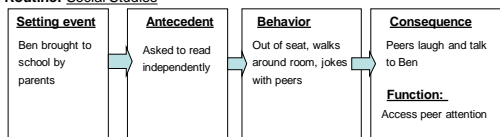
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Example

Summary Statement for Ben's Behavior

In Social Studies, when asked to read independently, Ben (a strong reader) often gets out of his seat, walks around the room, and jokes with peers. Ben's peers laugh and talk to him as he walks by. This behavior is most likely to happen on days when Ben's parents bring him to school (i.e., he doesn't ride the bus with friends).

Routine: Social Studies



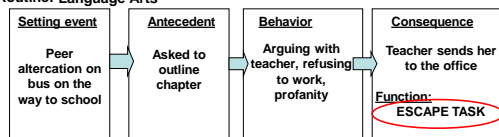
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Activity 1 (page 10)

Summary Statement for Jason's Behavior:

When Jason is asked to outline a book chapter in Language Arts, he often argues, refuses to work and uses profanity which results in being sent to the office for 'disrespect'. This behavior is more likely if Jason has an altercation with a peer on the bus on the way to school.

Routine: Language Arts

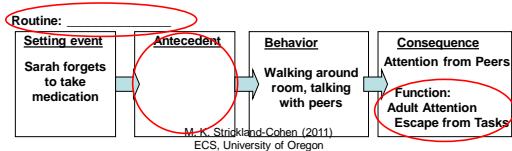


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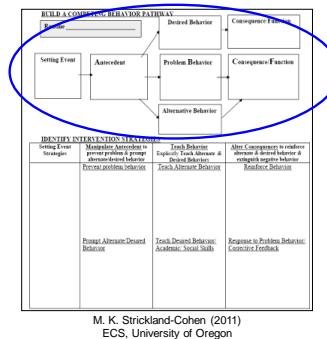
Activity 2

What is wrong with / missing from this summary statement?

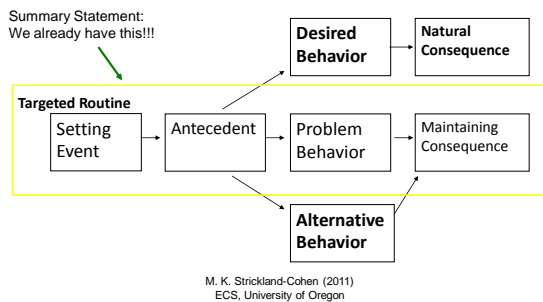
Sarah often leaves her seat without permission, walks around the room and talks with peers. Sarah's peers laugh and talk with her. This behavior is more likely if she has forgotten to take her medication before school. The function of Sarah's behavior is to gain access to teacher attention and to escape tasks.



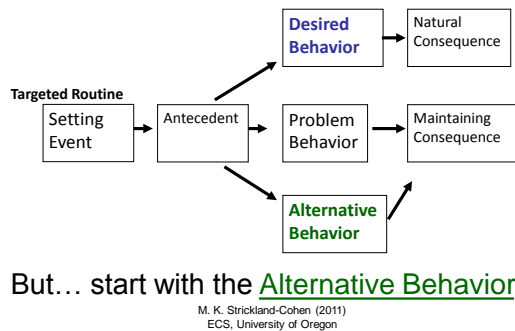
Competing Behavior Pathway



Developing a Competing Behavior Pathway



This is what we want...



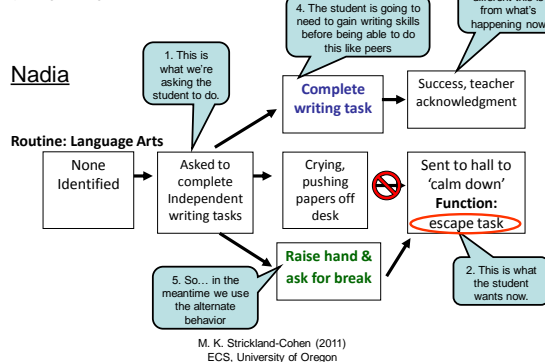
Desired vs. Alternative Behaviors

- Desired Behavior**
 - Long term goal = Follow classroom routines without problem behavior and with minimal supports
 - Often requires teaching complex skills that the student is lacking (e.g., academic skills, social/communication skills, organizational skills)
 - Alternative Behavior**
 - An immediate attempt to reduce problem behavior
 - Serves the same **FUNCTION** as the problem behavior
 - Allows team to implement support plan aimed at teaching new skills and increasing desired behaviors
- ★ Should be a behavior that the student already engages in or can be quickly learned with minimal instruction ★

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Why the Alternative Behavior?

Why not go straight to the **Desired Behavior**?



Three Essential Characteristics of Alternative Behavior

- Alternative Behavior:
 - Serves the same function as the problem behavior (reliably results in the same type of consequences as the problem behavior)
 - Is easier to do than the problem behavior
 - *Requires less (or at least no more) physical effort* than the problem behavior
 - Is socially acceptable

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Identifying Appropriate Alternative Behavior

- When Pam is asked to work on long-division problems in math class, she **argues, refuses to work, and uses profanity** in order to **avoid/escape the difficult task.**

Which is the **best** alternative behavior?

- ~~Move to sit by another student~~
- ~~Request adult attention~~
- ★ Request an easier task/worksheet
- ~~Ask if she can play on the computer instead~~
- ~~Ask for a reward for completing the task~~

1. Serve same Function?
Does it provide escape?

2. Is Behavior easier to do than problem behavior?

3. Is Behavior socially acceptable?

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Identifying Appropriate Alternative Behavior

- During independent reading time in language arts, Audrey **makes noises, talks out, and walks around the room.** The FBA has shown that this behavior is **maintained by adult attention.**

Which is the **best** alternative behavior? Why/Why Not?

- Ask to sit at the teachers desk during reading
- Raise hand and ask for a break
- ★ Request help/adult attention
- Ask for a reward for completing the task
- Request an easier task

1. Serve same Function?
2. Is it Easier?
3. Is it Socially Acceptable?

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Behavior Support Strategies

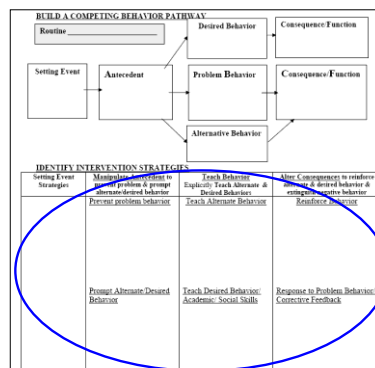
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Critical Components of Behavior Support Plans

- #1: Competing Behavior Pathway
- #2: Function-Based Behavior Support Strategies
- #3: Implementation Plan
- #4: Evaluation Plan

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Identifying Behavior Support Strategies



Identifying Behavior Support Strategies

| Setting Event Strategies | Antecedent Strategies | Teaching Strategies | Consequences Strategies |
|--|--|------------------------------------|------------------------------|
| Eliminate or Neutralize Setting Events | Prevent/Modify "Triggers", Prompts for Alt.Des | Teach Alternate / Desired Behavior | Reinforce Alt/Des Behavior |
| | | | Response to Problem Behavior |

Team identifies a range of strategies/interventions to address:

- Prevention
- Teaching
- Consequences

We consider the **FUNCTION** of the problem behavior when selecting these strategies.

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Why Do We Consider Function?

- **Function-Based Strategies**
 - directly address the function of the problem behavior and are expected to improve behavior
- **Neutral Strategies**
 - unrelated to function of the problem behavior; might be a good behavior management strategy, but may or may not be effective in improving behavior
- **Contraindicated Strategies**
 - provides access to maintaining consequence following problem behavior and is likely to make the problem worse

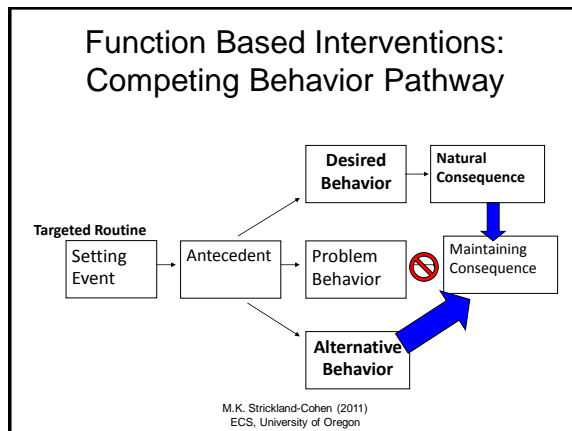
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Identifying Function-Based Intervention Strategies

Function-Based strategies...

- **DIRECTLY** address the function of the problem behavior by:
 - #1. Providing a way to access the maintaining reinforcer by engaging in appropriate behavior
 - OR...
 - #2. Preventing access to the reinforcer following problem behavior

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Prevention Strategies

Setting Events & Antecedents

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Review

- **Setting Events** indirectly "set-up" the problem behavior by **temporarily** altering the **value** of maintaining consequences
- **Antecedents** occur immediately before and act as **"triggers"** for problem behavior

Question:
What if the FBA information does not specify a setting event??

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Setting Event Strategies

These strategies are designed to:

- Eliminate identified setting events

Or

- Build in a neutralizing routine to defuse the effects of a setting event

| Setting Event Strategies | Manipulate Antecedent | Teach Behavior | Alter Consequences |
|--|---------------------------|---|--|
| Eliminate or Neutralize Setting Events | Prevent/Modify "Triggers" | Teach Alternate Behavior | Reinforce Alt/Des Behavior |
| | Prompt Alt/Des Behavior | Teach Desired Behavior/ Academic/ Social Skills | Response to Problem Behavior/ Corrective Feedback |

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Example: Eliminating Setting Events

- When asked to write in his daily journal in first period, Sam is most likely to engage in escape maintained problem behavior on days that he forgets to take his medication before school.
- Sam's team members (including his parents) have decided that Sam will go to the school nurse's office each morning to take his medication.

*By ensuring that Sam takes his medication, the team will be eliminating the setting event.

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Example: Eliminating Setting Events

- When asked to transition to a new activity, Charlie sometimes has tantrums (crying, screaming, flopping) that result in adult attention. This is most likely to occur when Charlie has not interacted with an adult for several minutes.
- Charlie's team members have decided that she will:
 - a) Be given a class "job" which will require her to interact with staff frequently
 - b) Receive frequent, intermittent teacher attention for appropriate and neutral behavior

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Neutralizing Routines

Setting Events → Antecedents → Behavior → Consequence

- **Neutralizing Routines:**
 - Diminish the effects of setting events that have already occurred
 - Act as "separating events" that occur between the setting event and the triggering antecedent

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Example: Neutralizing Routines

- When asked to complete academic tasks Ramona is more likely to engage in adult attention maintained problem behavior on days when she has a Conflict at Home before school.
- Ramona's team has decided to:
 - Build in a morning "check-in" on these days, during which Ramona spends 5-10 minutes talking with a preferred adult before going to class.
- The purpose of this routine is to help neutralize the effects of having the conflict at home.

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Antecedent Strategies

These strategies are designed to prevent problem behavior by:

- 1. Eliminating/Modifying** antecedents that "trigger" the behavior

AND

- 2. Prompting** Alternative/Desired behavior (pre-correction)

| Setting Event Strategies | Manipulate Antecedent | Teach Behavior | Alter Consequences |
|--|------------------------------|---|--|
| Eliminate or Neutralize Setting Events | Prevent/Modify "Triggers" | Teach Alternate Behavior | Reinforce Alt/Des Behavior |
| | Prompts for Alt/Des Behavior | Teach Desired Behavior/ Academic/ Social Skills | Response to Problem Behavior/ Corrective Feedback |

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Selecting Antecedent Strategies: Modifying Triggers

When identifying preventive antecedent strategies:

- Eliminate or alter the antecedent so student will no longer need to use problem behavior

The **BEST** antecedent **MODIFICATIONS** directly address:

- #1. The identified **ANTECEDENT**
- #2. The **FUNCTION** of the problem behavior

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Antecedent Interventions **Directly** address the identified antecedent

- **When asked to read aloud in class**, Kyle makes inappropriate comments and pushes his book off his desk
 - **Antecedent = Asked to read aloud in class**
 - Potential options that **more directly** address the antecedent
 - Give student passage in advance to practice pre-reading
 - Do not ask student to read aloud in class
 - Let student read 1 sentence directions that he is familiar with, instead of entire paragraphs from the text
- **Now, why is Function important?**

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Antecedent interventions **must address the function** the problem behavior serves

- **When asked to read aloud in class**, Kyle makes inappropriate comments and pushes his book off his desk to **avoid public speaking (not related to reading difficulty; related to extreme social anxiety)**.
 - Does the Intervention **address the Function** of Behavior
 - ~~Give student passage in advance to practice pre-reading~~
 - Do not ask student to read aloud in class (or respond publicly)
 - ~~Let student read 1 sentence directions they are familiar with, instead of entire paragraphs from the text~~

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Identifying Antecedent Strategies

- When Pam is **asked to work on long-division problems** in math class, she argues, refuses to work, and uses profanity to **avoid/escape the difficult task**.

Addresses:
 1. **Antecedent?** **Function?**
- Which is the **best** antecedent modifying strategy to **prevent** problem behavior?
 - Have student check in with teacher at beginning of class
 - Give student more time to complete the difficult tasks
 - ★ Give student an easier math assignment she can be successful with
 - Warn student she will be sent to office for using profanity
 - Allow student to practice long-division on the computer

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Identifying Antecedent Strategies

- **When asked to read independently at his seat**, Ronnie makes inappropriate noises and makes faces at peers. Based on the FBA data collected, the team agreed that the function of Ronnie's behavior is to **obtain peer attention**.
- Which is the **best** antecedent modifying strategy?
 - Provide student with an easier reading assignment
 - Remind student of school rules related to respectful behavior
 - Allow student to wear headphones during independent reading
 - ★ Ask student to work quietly 1:1 with a 'reading buddy'
 - Have student check in with the teacher at the beginning of class

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Antecedent Strategies: **Prompting** the Alternative/Desired Behavior

After the alternative behavior has been taught, **Prompts** and **Pre-corrections** are used to support and help remind the student to use alternative/desired behavior.

Example:

- Pam's problem behavior is maintained by escape from difficult math assignments.
 - When handing out assignments, Pam's teacher will **remind** her that she can raise her hand and request an easier task (**alternative** behavior).
 - Pam's math assignments will include specific **visual prompts** to help her successfully complete the tasks (**desired** behavior).

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Teaching Strategies

Alternative & Desired Behaviors

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Teaching strategies help make problem behavior inefficient by teaching:

1. Functionally-equivalent alternative behavior
2. New desired skills/behavior

| Setting Event Strategies | Manipulate Antecedents | Teach Behavior | Alter Consequences |
|--|------------------------------|---|---|
| Eliminate or Neutralize Setting Events | Prevent/Modify "Triggers" | Teach Alternate Behavior | Reinforce Alt/Des Behavior |
| | Prompt Alt./Desired Behavior | Teach Desired Behavior/ Academic/ Social Skills | Response to Problem Behavior/ Corrective Feedback |

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Always Start with the Alternative Behavior

```

graph LR
    SE[Setting Event] --> A[Antecedent]
    A --> PB[Problem Behavior]
    A --> DB[Desired Behavior]
    PB --> MC[Maintaining Consequence]
    DB --> NC[Natural Consequence]
    
```

You have already selected a function-based alternative behavior!!!

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Teaching Strategies: Alternative Behavior

Never assume that the student already "knows" how and when to use the alternative behavior

- Develop an observable definition of the behavior
 - Identify and teach examples & non-examples of **HOW** and **WHEN** to use the alternative behavior
- Provide **MULTIPLE** opportunities to **Review & Practice** throughout the day

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Example: Teaching Alternative Behavior

Ronnie makes **inappropriate noises and makes faces at peers** which results in access to **peer attention**. The team has decided to teach Ronnie to **ask to work with a peer tutor**.

Ronnie will need:

- a) To be **explicitly taught what** "asking to work with a peer" does and does not look like, and **when** to use this skill
- b) **Pre-arranged** frequent opportunities to **review and practice** in natural contexts

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Next, teach content/skills needed to support student in achieving the **Desired Behavior**

| Setting Event Strategies | Manipulate Antecedents | Teach Behavior | Alter Consequences |
|--|------------------------------|---|---|
| Eliminate or Neutralize Setting Events | Prevent/Modify "Triggers" | Teach Alternate Behavior | Reinforce Alt/Des Behavior |
| | Prompt Alt./Desired Behavior | Teach Desired Behavior/ Academic/ Social Skills | Response to Problem Behavior/ Corrective Feedback |

This may be something to focus on right away, or only after the student is consistently using the alternative behavior

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Teaching Strategies: **Desired** Behavior

• Common Skill Deficits That Can Lead to Problem Behavior:

- **Academic deficits**
 - Avoiding difficult tasks
- **Social Skills deficits**
 - Attention seeking
 - Avoiding peer attention
- **Organizational skills deficits**
 - Escape from academic task demands
 - Avoidance of adult attention

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Teaching Strategies: **Desired** Behavior

To teach desired skills we may need to consider:

- Additional assessment to identify specific skill deficits
- More focused instruction in class
- Appropriate instructional grouping
- Additional support and practice at home
- Special Education support for academic skill deficits

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Example: Teaching **Desired** Behavior

- When Pam is asked to work on long-division problems in math class, she **argues, refuses to work, and uses profanity** in order to **avoid/escape the difficult task**.
- In addition teaching her to appropriately ask her teacher for an easier task, Pam's team has decided to:
 - Provide **additional small-group instruction in multi-digit multiplication & division** to help Pam learn to successfully complete math problems independently

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Consequence Strategies

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These strategies help make problem behavior ineffective by:

1. Reinforcing **Alternative & Desired** behaviors
- AND...
2. Minimizing reinforcement for problem behavior

| Setting Event Strategies | Manipulate Antecedent Prevent problem & prompt alternate/desired behavior | Teach Behavior Explicitly Teach Alternative & Desired Behaviors | Alter Consequences Reinforce alternate & desired behaviors & extinguish negative behavior |
|--|--|--|--|
| Eliminate or Neutralize Setting Events | Modify/Prevent "Triggers" | Teach Alternate Behavior | Reinforce Alt/Des Behavior |
| | Prompt Alt/Desired Behavior | Teach Desired Behavior/ Academic/ Social Skills | Response to Problem Behavior Redirection Extinction |

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Consequences: Reinforcing the **Alternative** Behavior

- When the student engages in the alternative behavior, provide the student with an outcome that matches the **FUNCTION** of the problem behavior.

Example:

If student raises hand and requests a break from a difficult task → quickly respond, by allowing the student to take a break.

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Consequences: Reinforcing the Alternative Behavior

- It is extremely important that the alternative behavior is reinforced:
 - Immediately
 - Consistently
 and...
 - Regularly (MULTIPLE opportunities to practice)
- This is necessary for the alternative behavior to successfully compete with the problem behavior.

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Consequences: Reinforcing Desired Behavior

- The goal is to ultimately have the student **move from** the **alternative** behavior to the **desired** behavior.
- Start with reinforcing **REASONABLE approximations** of the desired behavior
 - Considerations:
 - What is the student currently doing?
 - How does this compare to what we want?
 - **Will rewards be delivered often enough to strengthen and maintain behavior?**
 - Do we have a powerful reinforcer? Consider **FUNCTION!**

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What are REASONABLE Expectations?

- If the student is currently out of seat and off task for the most of the class period and is not turning in any completed assignments.
 - Probably **NOT** reasonable to expect:
 - To earn reinforcer, student will be on task for entire class period, and complete all assignments for one week.
 - More reasonable **INITIAL** goal:
 - Student will: a) be in seat and on task for at least 20 minutes of the class period, and b) turn in assignments that are at least 30% completed for 2 consecutive days.

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When possible use consequences for desired behavior that match the FUNCTION of the problem behavior.

- If the function of behavior is to **Gain Peer Attention**, for being in her seat and working quietly for 30 minutes the reinforcer might be:
 - 15 minutes to work with a peer buddy
- If the function of behavior is to **Avoid Difficult Tasks**, for staying on task and completing over 50% of an assignment the reinforcer could be:
 - a “Free Homework Pass”

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Reinforcing Alternative/Desired Behavior

- When Pam is asked to work on long-division problems in math class, she **argues, refuses to work, and uses profanity** in order to **avoid/escape the difficult task**. (Alt Behv: ask for easier task.)

Which are the **best** reinforcement strategies (2)?

- ~~Student earns teacher praise for staying on-task~~
- ★ Student is given an easier task when asks appropriately
- ~~Student can earn one “free homework pass” after completing all math assignments for three weeks~~
- ★ Student can earn “skip 5 problems” card for each 5 long-division problems completed
- ~~Student earns 5 extra recess minutes for completing all worksheet items~~

Reward for alternative behavior serves same function?

Reasonable expectations for desired behavior?

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Reinforcing Alternative/Desired Behavior

- During independent seatwork, Ronnie makes **inappropriate noises and makes faces at peers**. The function of Ronnie’s behavior is to **obtain peer attention**. (Alt Behv: ask to work with peer.)

Which are the **best** reinforcement strategies (2)?

- Student is allowed to sit by a preferred peer for 15 minutes, if he is quiet and on task during seatwork every day for a week
- Student will receive a “free homework pass” if he has no problem behavior during independent seatwork
- ★ When student is on task with no problem behavior for 15 minutes, he will be allowed to sit at back table and read with a peer
- Student is allowed to work with a peer when he makes noises and faces
- ★ Student is allowed to work with a peer when asks appropriately

Function?
Reasonable expectation?

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Identifying Consequence Strategies: Reinforcing Alternative/Desired Behavior

- During independent reading time in language arts, Audrey **makes noises, talks out, and walks around the room.** The FBA has shown that this behavior is **maintained by adult attention.** (Alt Behv: Ask to work with teacher.)

Which are the **best** reinforcement strategies (2)?

- ★ Student can play a game with the teacher if she works quietly (no more than 2 talk-outs) during independent reading
 - Student is allowed to work with a peer when she has been quiet for 15 minutes
- ★ Student allowed to work with teacher if asks appropriately
 - Student can eat lunch with the teacher if no talk-outs for one month
 - Student earns a homework pass for on-task behavior

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Consequences: Responding to Problem Behavior

- Responses to Problem Behavior should focus on two things:

#1. **Redirecting** to the **Alternative Behavior**

#2. **Extinction** of the Problem Behavior

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Responding to Problem Behavior: Redirection

- At the earliest signs of problem behavior, quickly **redirect** to the alternative behavior

Example:

- During independent work, Annie often talks out to get **teacher attention.** If ignored, Annie will begin yelling and throwing materials.
 - When Annie first starts talking out, her teacher will **immediately** remind her how to appropriately get adult attention and will praise Annie's use of the alternative behavior.

Question:

What type of reminder might Annie's teacher use?

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Responding to Problem Behavior: Extinction

- Do **NOT** allow the problem behavior to "work" or "pay off" for the student.

Escape/Avoid

- Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior
 - But... make sure student is capable of doing work... or provide support/instruction so student can complete the work

Attention (Adult/Peer)

- Eliminate/minimize the amount of attention for engaging in problem behavior
 - Limit verbal interactions/explanations
 - Create a signal to cue the student to use the alternative behavior instead
 - Teach peers to ignore problem behavior/walk away

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Responding to Problem Behavior: Extinction

- Important to note that extinction should **always** be combined with high rates of reinforcement for appropriate behavior.

Example:

- Darci engages in problem behavior that results in **peer attention.**
 - Darci's peers will receive "Duck Bucks" for ignoring her inappropriate behavior.
- Darci will **also** be learning how to interact with peers appropriately and will earn time with peers for alternative/desired behavior.

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Identifying Consequence Strategies: Responding to Problem Behavior

- When Pam is asked to work on long-division problems in math class, she **argues, refuses to work, and uses profanity** in order to **avoid/escape the difficult task.** (Alt Behv: Ask for easier task.)

Which are the **best** strategies for responding to problem behavior (2)?

Do strategies include:
1. **Redirection?**
2. **Extinction?**

- ~~Student is not allowed to participate in art project with peers~~
- ★ Student stays in from recess to finish work with teacher
- ~~Student writes an essay on what it means to be 'respectful'~~
- ★ When student begins to argue, she is quickly prompted to ask for an easier task
- ~~Student is sent to the office for arguing with teacher~~

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Identifying Consequence Strategies: Responding to Problem Behavior

- During independent reading time in language arts, Audrey makes noises, talks out, and walks around the room. The FBA has shown that this behavior is **maintained by adult attention**. (Alt Behv: ask for help from teacher.)

Which are the **best** strategies for responding to problem behavior (2)?

Redirection? Extinction?

★ When student begins to engage in problem behavior, she receives a brief visual prompt to ask for teacher help/attention

- Peers receive "Duck Bucks" for ignoring problem behavior
- Student goes to school psychologist's office to discuss her behavior

★ Teacher minimizes attention for problem behavior

- Student stays in from recess to finish assignment with teacher

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Identifying Consequence Strategies: Responding to Problem Behavior

- During independent seatwork, Ronnie makes **inappropriate noises and makes faces at peers**. The function of Ronnie's behavior is to **obtain peer attention**.

Which are the **best** strategies for responding to problem behavior (2)?

- The teacher speaks to the student in the hall and reminds him of the classroom rules
- Peers explain to the student that he is being disrespectful
- The student is reminded that his parents will be called if he continues to behave inappropriately

★ Peers are taught to ignore the inappropriate behavior

★ When the student begins to engage in the problem behavior, he is immediately prompted to appropriately ask to work with a peer

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