



COLORADO
Department of Education

Adding to the Behavioral Tool Kit

Learning Outcomes

Building a deeper understanding of the importance of the function of behavior.

Identification of at least one specific strategy or intervention that you could try in the classroom.



Behavior Problems are a Signal of

Poor quality of life	Boredom	
Little control in life	Peer pressure	
Few choices	Mistrust	
Poor social Skills	Desire for attention	
Poor communication skills	Low self-esteem	
STRESS	Skill deficits	
	A feeling of not belonging	

It is easier to prevent behaviors than it is to address them once they have occurred.



Variables that commonly Influence the Occurrence of Problem behavior

Curricular/Instructional Variables

- Unpredictable schedule/change in routine
- Difficult task
- Little or no reinforcement in setting
- Curriculum is not meaningful
- Pacing of Instruction
- Lack of student choice
- Lack of task variation
- High rates of errors

Environmental Variables

- Temperature
- Noise
- Lighting
- Number of people in room
- Inadequate personal Space
- Seating positioning



Variables that commonly influence the Occurrence of Problem behavior

Health/Medical/Personal Variables

- Illness
- Allergies
- Pain
- Fatigue
- Hunger/Thirst
- Medication side effects
- Mood

Social Variables

- Presence of Staff
- Presence of peers/attention
- Changes in staff
- Disagreement with family/staff/peers
- Social outcast



Changing Problem Behavior

Problem Behaviors do NOT occur randomly they are related to other events that occur

There is a FUNCTION to every behavior

One problem behavior can serve several functions

In order to change behavior the intent and purpose of the behavior must be understood



Determine function

Sensory
Sense of Belonging
Initiate social contact (attention)
Escape/Avoidance
Obtain objects or events
Expression of Emotions or Feelings (Emotional Regulation)



3 types of functional behavior Assessments.



Brief functional behavior assessment

- Goal: to define the challenging behavior
- Process typically only involves a short interview with teachers, staff or parents who have dealt with or witnessed the challenging behavior previously.

Full functional behavior assessment

- Most commonly used
- Goal: to build an understanding of when, how, and why a problem behavior occurs, includes a summary statement describing the function of the behavior
- Process typically involves short and extended interviews, a record review, and direct observations of the challenging behavior.

Functional analysis

- Goal: to test the hypothesis generated by a full functional behavioral assessment so that an effective intervention can be implemented
- Combines direct observations and systematic experimental manipulations of the environment (antecedents and consequences) to confirm an understanding of the function of a specific behavior.



Parent Permission for FBA

Colorado law requires that the parent be notified of any test in the area of behavior.

The recommended testing must be described along with how the results will be used

Special Education and/or Section 504 Consent should not be used unless the child has been referred.

***"School personnel shall not test or require a test for a child's behavior without prior written permission from the parents or guardians of the child and prior written disclosure as to the disposition of the results or the testing there from."

(C.R.S 22-32-109 [1][ee].

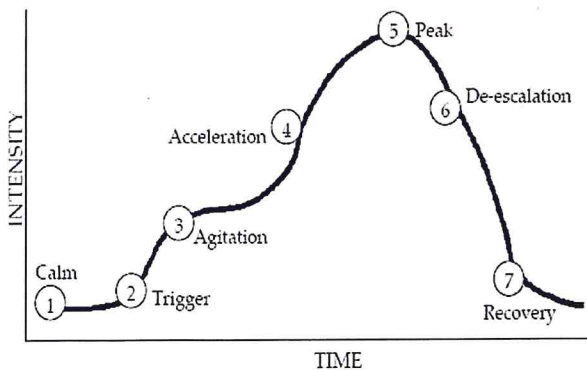


Behavior Cycle (Topography of the behavior)

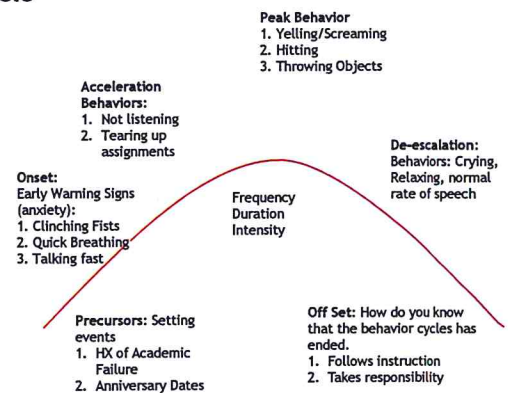
- Cycle
- On Set
- Course
- Off Set
- Precursors (Setting Events)
- Frequency
- Duration
- Intensity

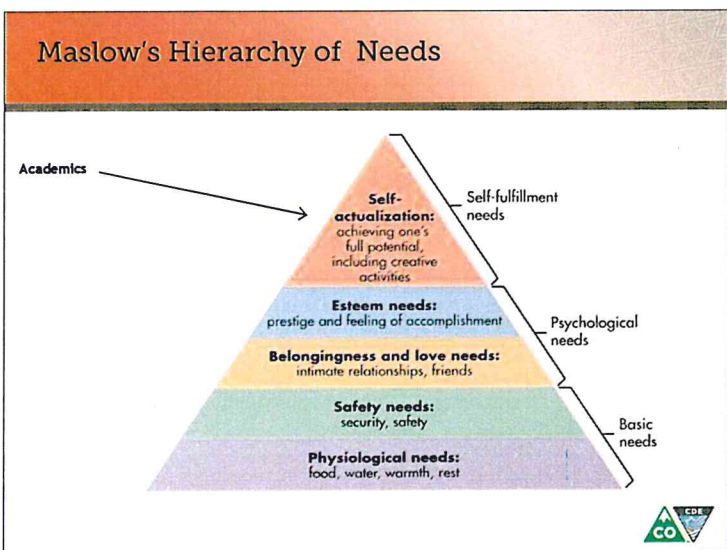
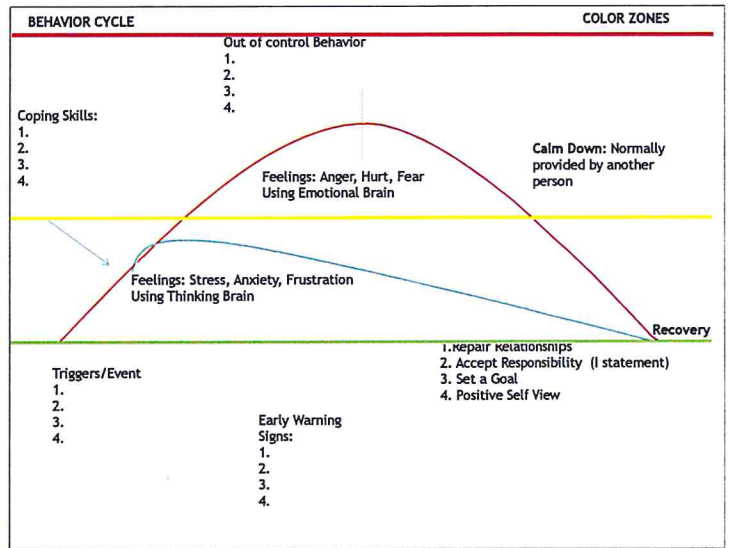
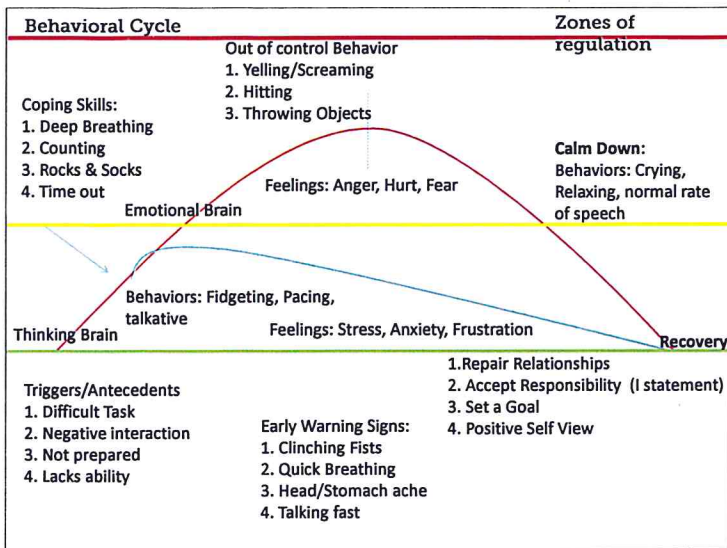


Behavior Cycle (Topography of the behavior)



Behavioral Cycle





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Behavioral Tools

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Interventions by Function

Obtain: Adult Attention, Adult Feedback, Adult Help

- Directly teach, model, and practice appropriate words/actions for getting adult attention
- Strongly reinforce when appropriate ways of seeking attention are used
- Be very consistent in following through with classroom expectations for getting teacher attention (i.e., don't repeatedly recognize those who call out if hand raising is an expectation)
- Ignore inappropriate attention-seeking behavior whenever possible
- Schedule special times with teacher or other preferred adults (principal, custodian, specials teachers, volunteer, counselor, etc)
- When you ARE giving attention, give full attention - listen carefully and maintain eye contact
- Give attention for anything the student is doing well (catch them being good)
- Avoid letting student get attention through negative behaviors
- In addition to verbal recognition, give nonverbal attention/recognition: thumbs up, high fives, handshakes, smiles, winks, etc.
- Work at relationship building - show an interest in the student, give sincere compliments, find out about likes and dislikes, etc.
- Positive phone calls or notes sent home
- Have student write questions/concerns in a special notebook or journal for later review
- Send positive notes to student- encourage student to save them in a container or book
- Give attention before need arises
- Ask the student for help or opinion
- Give recognition and attention to students who are following expectations
- Restate classroom expectations related to getting attention without addressing the student directly ("Remember class, I'll be calling on someone who is raising their hand")
- Leave student a note such as: "I can talk with you at 1:30 today"
- Give gestures and nonverbal cues to signal the student to wait for attention, then make sure you follow through
- Make sure tasks and assignments are within ability level, so student won't need frequent adult attention and assistance
- Set up systems to help student organize - daily schedule, task check-off chart, color coding, etc. - these will minimize need for adult assistance
- Give student a certain number of colored sticks, cubes, or other objects to represent opportunities for getting teacher attention - when all objects are gone, student has to wait until a designated time to get more attention or assistance (this can help a student "tune in" to their frequent requests for attention, if this behavior has become habitual)
- Directly teach problem solving skills, so student can solve problems without adult assistance
- Keep a folder at student's desk filled with activities and work pages that can be done independently while waiting for help

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Pairing

- Associate yourself with "all good things" for the student.
- Control the reinforcers and deliver them to the student (NO demands!!!)
- Develop a positive, fun relationship with your student
- The learner sees you as someone fun and exciting to have around (Giver of all good things)



Pairing

- Allows you to work with the student in a positive way (Establishes relationship and rapport)
- Students are more willing to work for someone they like



Pairing

- Anticipate their needs and be ready
- Make sure to give them items *they* want
- Interact with them during play/downtime
- Do lots of things the student wants to do



Pairing

Who should pair?

- Everyone who will be in contact with the learner
 - Teacher
 - EA
 - Office staff
 - Kitchen Staff
 - Building staff
 - Other teachers
 - Students



Errorless Teaching

Not allowing the student to make a mistake (if possible) through the use of prompting verbally, physically and/or visually if necessary.

If a mistake is made, pause, (don't change the environment), present the cue again with a prompt. Then insert something different (like a receptive task), re-cue the learner with a faded or no prompt.



Errorless Teaching-key components

Prompting- verbal, physical or visual cues

Fading-reducing the “amount” of prompting

Shaping- taking an “approximation” and fine tuning it

Chaining- skills are broken down into their smallest units

Differential reinforcement- the better the response, the better the reinforcement

Teach to Fluency- using the components above, students learn the do the task independently



Mix and Vary

- **Reinforcers: Variable ratio-** initially reinforce every response...gradually fade to lesser and lesser response reinforcement. Aim for a VR schedule that allows for the presentation of several skills without losing the learner's motivation
- Learning manipulatives
- **Tasks/activities: Mix and Vary instructional demands-** don't always use the same language over and over
- Environment
- **Cues: Varied Cues-** from the beginning vary cues (find the, point to...)
- **Difficulty level: Intersperse Easy and Hard demands-** start with all easy the gradually fade in harder material/tasks
- **Teach to Fluency-** Percent correct is not enough, responding must occur immediately when cue is given



Getting the Behavior You Want

Anticipate Behavior

Data will help you know when and why behavior is occurring - expect it and plan accordingly!

- **Quick Pacing** - helps reduce problem behaviors & increase on-task behaviors. Allows more time for practice and teaching to fluency



More Behavior We Want...

Say What You Want - Telling kids what exactly you want them to do helps set clear expectations (pairing with errorless teaching helps ensure kid success!!)

Less Words with More Meaning - keep directions short and simple and use language that is meaningful to them. Helps with understanding and compliance!



Principle of "Say It ONCE, then DO IT!"

Similar to the idea of errorless teaching!

Staff gives a direction - then use whatever level of prompting is necessary to assist the student in following through with the direction.

We want to teach students that we expect a response the first time we give a direction (not the 87th time, not when we use their full name, etc.).

Don't forget to fade your prompts!



First Then, If Then, When Then

The Principle of FIRST, THEN -

- Helps the student to sequence and predict tasks and behavioral expectations
- Assists student in learning to wait for desired items and activities
- Easy and natural build in of reinforcing items and activities and needs (ie, sensory strategies)



"You Can't, but You Can"

Follows the same principle of First, Then - teaches students to accept "No"

Say "You can't have the basketball, but you can have the koosh ball"

If the student continues to yell, scream, etc. - the offered item is put away until behavior is under control

Can also be used for activities that happen at a specified time - i.e., "It's not time for lunch, but it is time for snack."



Use of Precision Request Sequence

Please Do _____

Wait 30 seconds to allow compliance

I Need you to Do _____

Wait 30 seconds to allow compliance

I Need you to Do _____

Track Amount of Time to compliance (Length of consequence)

Consequences

Option 1: Loss of privileges until compliant

Option 2: Loss of Privileges for a specific length of time



Give Effective Commands

Vague Commands

Question Commands

Rationale Command

Multiple Commands

Frequent Commands

Specific One Step Commands (10 words or less)

Praise for following commands



Prompting: The process of cueing to assist in the performance of specific behavior

Verbal

Gestural: A motor behavior such as pointing that is presented to cue performance or a particular response

Physical: Guidance of performance using physical contact or touch



Fading

The gradual removal of prompts

Graduated Guidance

Process of fading promotes from verbal to physical to none at all.



Reactive Strategies

- Situational management- to react or not to react
 - Ignoring
 - Re-direction
 - Information Feedback
 - Contingent Instruction
- Active Listening
 - Emotional Message Reflection
- Stimulus Change Do something to draw attention in another direction
- Interpositioning
- Physical management



Chaining:

Systematically linking together individual behaviors into a larger chain of behaviors through the use of prompting and reinforcing.

Forward Chaining

- The first response is taught first and the last response is taught last

Backward Chaining

- The last response is taught first the and the first response of taught last.



Shaping

Reinforcement of successive approximations of behavior towards the desired behavior



Extinction

A procedure where the reinforce that has been sustaining or increasing an undesirable behavior is withheld.

Withholding a previously available reinforce

Example:

Student cussing-getting upset is the reinforce

Side Effect: Extension burst-will escalate the situation.



Behavior Contracts

Guidelines:

- Focus on only one behavior per contract
- Develop contract collaboratively with student
- Set realistic time frame and requirements
- Identify reward if contract is met
- Identify negative consequence if contract is broken
- Sample templates: Tough Kid Toolbox
 - <http://www.behavioradvisor.com/Contracts.html>
 - <http://specialied.about.com/library/templates/contract2.pdf>
 - http://www.teachervision.fen.com/tv/printables/MEHC_contract.pdf
 - <http://www.lsu.edu/teachall/text/behavior/LRBIpdfs/Behavioral.pdf>

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Sample Behavior Contract

Sample Behavior Contract		
Contract between _____ (student)	and _____ (teacher)	Date: _____
Description of behavior problem:		
Description of desired behavior:		
Plan for behavior change:		
Rewards or consequences of contract:		
Monitoring and evaluation of contract:		
Comments:		
Signed _____ (student)	Date _____	
Signed _____ (teacher)	Date _____	
Copies to:		

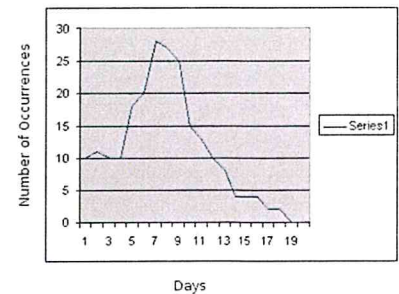
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<http://www.teachervision.fen.com/classroom-discipline/printable/6767.html>

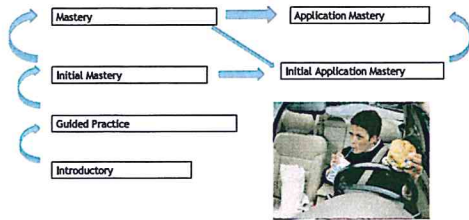


Extension burst

Extinction Burst



Mastery Level Of Learning



Contextual fit needs to be considered:

Does the intervention fit:

- Available resources
- Reasonable
- Staff skill Set
- Staff Comfort
- Culture of the school



Effective Teaching Strategies

- Anticipate Behavior
- Quick Pacing
- Say What You Want
- Less Words with More Meaning
- Say It Once and Then DO IT
- First, Then Principle
- You Can't but You Can...(teaching NO)



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Examples of Behavior Skill Building

Skill Gaps

Cognitive Gap

- Knowledge
- Teaching Missing Skills

Performance GAP

- Implementation
- Skill Mastery

Approximations

- Bridges the Gap

https://www.google.com/search?q=Backwards+Bicycle&rlz=1C1GCEU_enUS821US821&og=Backwards+Bicycle&aqs=chrome..69i57j0l5.13141j1j7&sourceid=chrome&ie=UTF-8



Emotional Gap

- Living in a place of Fear
- Stress or High Emotion Impact ability to make use of skill

SEL (Social Emotional Learning)

S Sequenced Step by Step Skill Approach

A Active Forms of Learning For Practicing Skills

F Focused Time and Attention on Skill Development

E Explicit Teaching of Social and Emotional Skills



Social Development

Teaching a child Social Problem Solving Skills

Teach Social Problem Solving method

- Identify the problem
- Who or what caused the problem
- What does each person think and feel
- Generate solutions (What are some plans)
- Pick a plan (which one is the best)
- Do the plan
- Evaluate the plan (did it work?)

Start the teaching process with easy made up situations

Even though a child might be able to come up with a plan, they might not have the skills to do the plan. Teach them the needed skills within the plan

Social Development

Teaching a child Social Problem Solving Skills

Demonstrate Social Problem Solving

- Externalize your thinking
 - Planning for dinner
 - Where to go out to eat
 - Plans for the evening
 - Minor problem with friends
 - Minor work problems with the boss

(No Adult only problems)

- Verbalize the problem solving process out loud as you go through the process.

Social Development

Teaching a child Social Problem Solving Skills

Guided Questioning

Facilitating the application of social problem solving through asking questions

- **Forced Choice Questions:**
 - you could try this (Option1) or that (Option2) What do you think would work best?
 - It looks like you have two options. This (option1) or that (option2) What do you think would work best?
- **Open Ended Questions:**
 - What can you do
 - I am confused. Explain it to me. How could you solve that problem?
 - How are you going to solve that problem? What is the first step? Then what will you do? OK now what's next?

Don't solve your child's problem

Social Development

Teaching a child Social Problem Solving Skills

Instruct in Situational Interpretation and perspective taking

Recommend for children over the age of 10 as this requires the ability to abstract.

- Seeing the situation from the other point of view.
- Look at pictures of people in magazines (what are they thinking, feeling)
- Make use of sports examples (referee and players perspectives)
- Reflect on past experiences
- Look for evidence (gather information)
 - Other person facial expressions
 - How did they behave afterwards

Learned Helplessness (Intervention Central)

- **Schedule:** Increase predictability
- **Work Break:** Make it available on request
- **Checklist for Academic Skills:** Make the complicated simple
- **Checklist for challenging situations:** Script transition times/routines
- **Choice Making:** Allow for student preference
- **Fix Up Skills:** Foster work independence-procedure/routine to follow when stuck
- **Goal Setting:** Get a Commitment Response
- **Effort:** Reduce task Difficulty
- **Performance Feedback:** Information is Rewarding-timely Feedback
- **Praise/Encouragement:** Catch them being good



Perfectionism Behaviors

- Procrastination
- Avoidance
- Excessive checking
- Reassurance seeking
- Overcompensating
- Repeating and correcting
- Excessive organizing and list making
- Difficulty making decisions
- Giving up too soon
- Not knowing when to stop
- Correcting
- Slowness
- Failure to delegate
- Hoarding
- Attempts to change the behavior of others



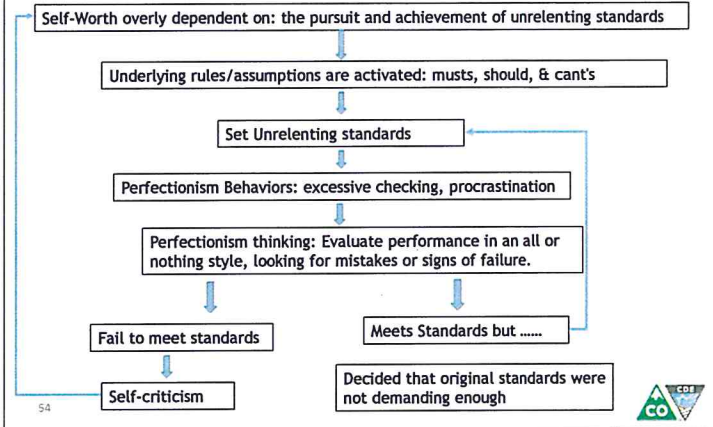
Perfectionism

- Self Criticism and Unhelpful thinking
- Black and white thinking
- Mental filtering (In and Out) focusing on only one aspect, typically the negative and not the positive
- Shoulding and Musting creating unreasonable demands or pressures (I must never make a mistake)
- Catastrophising blowing things out of proportion
- Labelling =global statement making (I am an idiot for not know the capital of Brazil)
- Jumping to conclusions assuming that we know what others are thinking (Mind Reading/predictive thinking)
- Magnification and Minimization Magnify positive traits of others and minimize positive traits of self-explaining that your positive achievements are not important.

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Model of perfectionism: How Perfectionism is maintained



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Perfectionism Interventions

- Relaxing Unrelenting High standards
 - **Start thinking in shades of grey**
- Being prepared to try new things (getting over the Fear of change)
- Goal setting with a time frame
- Practice
- Given permission to make mistakes
- Remember the unhealthy consequences of perfectionism
- Learn to laugh
- Reward self often
- Identification of obstacles to overcome

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Perfectionism

Roadblocks	Self-talk	Actions
Example: I'm scared of stopping after one hours practice, I need to work harder	Example: I know that if I make the effort to stop after one hour I may feel anxious in the short term, but in the long term I Will feel better. It will help me manage my perfectionism	Example: Ring someone and talk through advantages of onyx practicing for one hour. Stop after one hour.

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Select Mutism

Do not ask questions right away.

- Don't say "Hello", "Goodbye", or ask for "Please" and "Thank you" or eye contact. That's hard and will be learned last. Voice volume comes a little later too.
- Instead say something like: "It's so good to see you this morning; we're going to have a great day today."

BEST to start with descriptions and play by play sports casting.

- "Great job getting your book out. Now you're sitting down and picking up your pencil. Thanks for reading that passage thoroughly. Those shoes are cool, I wish I had a pair like that."

When warmed up, start by asking forced choice questions:

- "Did you like these problems better than the ones last night?" "Do you want to do the even or odd problems?"
- "Did you ride in a car or on a bus or something else today?"

Avoid yes/no questions.

When student answers a question - positively reinforce with a labeled praise - "Thank you for telling me pink!" "Great job telling me you want goldfish!"

Do not interpret non-verbals (mind-read). Act like you don't understand gestures.

- If you see pointing or shaking his/her head yes/no, say, "I see that you're pointing at the blue chair." You're nodding. Do you want to sit in the blue chair or somewhere else?"
- Waiting 5 seconds. If you ask a forced choice question doesn't answer - wait 5 seconds. Then repeat the question. It's important to give time to process and answer.
- (Five seconds feels like a long time to us when waiting for a response, but it is important before asking again!)

In small group settings, try polling the children. Ask everyone the same forced choice questions. For older children you can add, "Do you agree or disagree?"

- Say to each child in the group: "Do you like farm animals, or zoo animals best?" It's a first step to talking with peers in front of the teacher
- If other children say, "Xxxx doesn't talk/speak/etc.," PLEASE correct them and say, "Xxxx does talk a lot. Xxxx is working on building his/her brave muscles and talking at school."
- No negative reinforcement for NOT talking (no punishment, s/he's not being defiant).



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Reinforcement

Re-enforcer Inventory

Description of Primary Reinforcing Events	Not at All	A Little	A Fair Amount	Much	Very Much
A. FOOD ITEMS					
1. Candy					
2. Juice					
3. Milk					
4. Ice Cream					
5. Other Food					
B. TOYS AND PLAYTHINGS					
1. Stuffed Toys					
2. Blocks					
3. Toys with Wheels					
4. Marbles and Checkers Toys					
5. Other Toys					
C. ENTERTAINMENT					
1. Children's Television Programs					
2. Movies					
3. Learning Materials					
4. Other Entertainment					

APPENDIX C

FORCED-CHOICE REINFORCEMENT MENU

Name: _____
In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, the student. Below is a paragraph that provides instructions for completing a series of "forced-choice" survey items about individual reinforcement preferences. Please read the following paragraph carefully.

"Let's suppose that you have worked hard on an assignment and you think that you have done a super job on it. In this list about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark an 'X' in the blank that comes in front of it. Remember, mark only one blank for each pair."

1. _____ Teacher writes "100" on your paper. (A)
The first to finish your work. (C)
2. _____ A bag of chips. (C)
Classmates ask you to be on their team. (F)
3. _____ The first to do what you like. (D)
Teacher writes "100" on your paper. (A)
4. _____ Classmates ask you to be on their team. (F)
The first to finish your work. (C)
5. _____ The first to do what you like. (D)
A bag of chips. (C)
6. _____ Teacher writes "100" on your paper. (A)
Classmates ask you to be on their team. (F)
7. _____ The first to finish your work. (C)
The first to do what you like. (D)
8. _____ A bag of chips. (C)
Teacher writes "100" on your paper. (A)
9. _____ Classmates ask you to be on their team. (F)
The first to do what you like. (D)
10. _____ The first to finish your work. (C)
A bag of chips. (C)

"Rules" of Reinforcement

1. Reinforcers need to be powerful
2. Reinforcers should only be available when a target behavior occurs, not to pacify behavior
3. Use a variety of reinforcers
4. Pair social reinforcers (praise) with primary reinforcers (toys)
5. Constantly identify & develop new reinforcers
6. In the beginning, reinforcement should occur immediately
7. Later, establish a variable reinforcement schedule
8. Gradually fade reinforcement over time as skills are learned
9. Use the best reinforcing item for the best behavior or the hardest work



Determining effectiveness

When looking at how effective the use of reinforcers has been, ask yourself

- How much access is there to that reinforcer outside of you (Free Access Rule)
- How much motivation for that reinforcer is there
- How easy is it to use or set up
- Are you able to use a variety of reinforcers

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Resources

<https://www.cde.state.co.us/cdesped/behavior>

<https://www.interventioncentral.org/>

<https://www.pbisworld.com/>

<http://basicfba.gseweb.org/behavior-specialist-training/>

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Additional resources



https://www.amazon.com/Teachers-Encyclopedia-Behavior-Management-Problems/dp/1599090023/ref=sr_1_1?crid=3CEX36GUHBX3J&keywords=teachers+encyclopedia+of+behavior+management&qid=1566481435&s=gateway&sprefix=Teacher+Behavior+en%2Caps%2C185&sr=8-1



Any Questions????



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