



# HELPFUL HINTS AND HANDOUTS

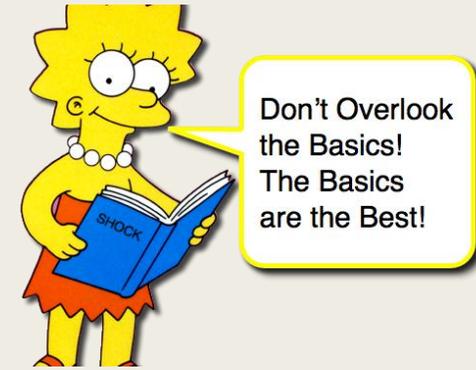
Terri Howard BCBA



# Helpful Hints and Handouts

- This presentation will provide you with a variety of helpful hints and handouts to help motivate and manage behaviors at home.

# Basics on Behavior



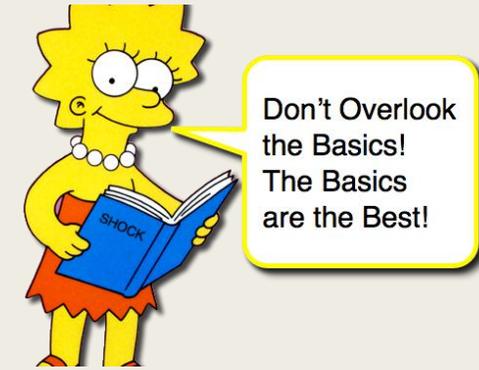
- There are just a few basic things to cover before we explore the handouts and their many applications
- The term “behavior” is not derogatory. It simply refers to the observable actions of others.
- All behavior (regardless of good or bad) maintains because it is useful to the one engaging in the behavior. This is true for kids and adults. This is true for children with and without autism or any other developmental difference. All of us humans use our behavior as a tool to communicate our wants and needs.
- Talking is a behavior and it communicates wants and needs
- Having a tantrum, throwing a chair or hitting is a behavior and it also communicates wants and needs.... It just looks different

# Basics on Behavior



- Individuals who have a hard time communicating with words (this includes those who can speak) may resort to using other forms of behavior to communicate.
- Any behavior (regardless of what it looks like) will continue to occur if it is **effective** in communicating what one wants.
- The individuals in the environment (teachers, parents, siblings, caregivers etc.) play a role in how effective a particular behavior is.
- Communication problems and inconsistency are 2 of the biggest reasons problem behavior persists .

# Basics on Behavior



- In addition to communication challenges and inconsistency playing a role in the maintenance of problem behavior, MOTIVATION is another key component.
- Usually, we adults want children to engage in behaviors they are not motivated to engage in. The key is to capture the child's motivation.
- Motivation is important because we usually ask kids to do things beyond their skill level or to do things they don't prefer.

# Basics on Behavior



- Motivation
  - - ensure children are being reinforced for behaviors you want to see more of
  - - be aware of asking too much from them
  - - motivation to do a task will diminish if the work to reward ratio is too low
  - - expecting the child to do something
  
- “because I said so” is not always good enough
  - - be clear and realistic about your expectations
  - - ensure your children are experiencing success DAILY and with EACH demand

# Objectives

Participants will be provided definitions and application examples of the following

- Communication Boards
- Token Board
- First / Then Board and Visual Schedules
- Task Analysis
- Sample Behavior Contract

# Materials

- All of the samples shared in this presentation can be duplicated with a few simple things:
  - *Paper and scissors*
  - *Computer with Word or similar to label*
  - *Velcro*
  - *Pictures (using real pictures from your natural environment or generic pictures)*
  - *Lamination paper (optional, but helps material last)*
  - *Construction paper for background contrast (optional)*

# Picture Communication Boards

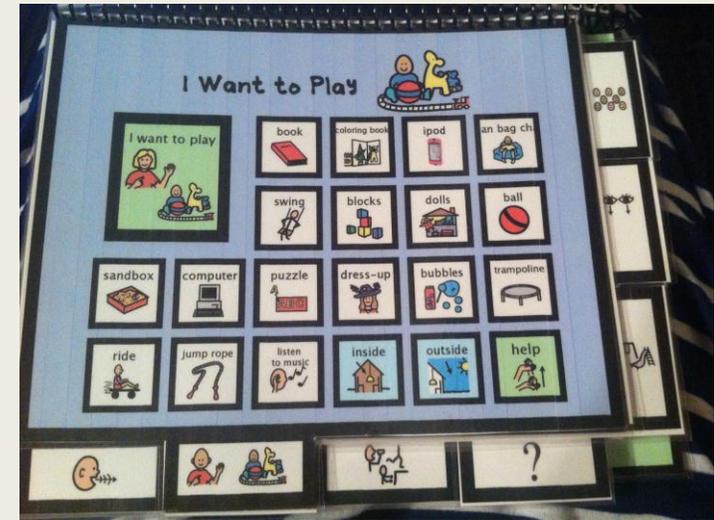


- Display small 2x2 inch pictures of frequently requested items
- Child can point to a picture of an item to communicate a want or need
- Pictures of items can also be individually laminated and attached with Velcro to a larger sheet of laminated paper. The child can remove the picture of the desired item and exchange it for the desired item.
- Important to respect the picture pointing or exchanging the same as you would spoken words because they essentially are the spoken words of the child.

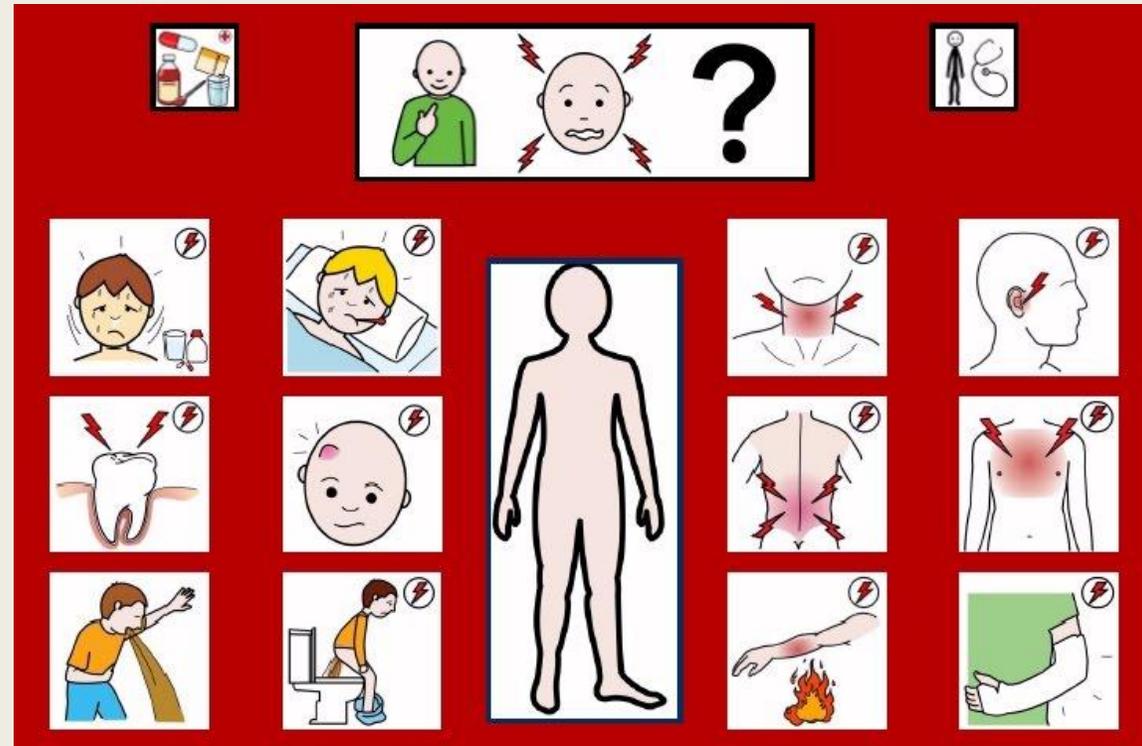
# Sample Picture Communication Board

- Can display many or few choices
- Can be a single page for limited communicators or multiple pages in a book for those with a larger repertoire of wants.
- Pages can be separated by common items
  - *Food (pizza, water, specific candy, chicken, rice)*
  - *Leisure activities (play, movie, iPad, trains)*
  - *Personal needs (pain, bathroom)*

# Sample Picture Communication Board

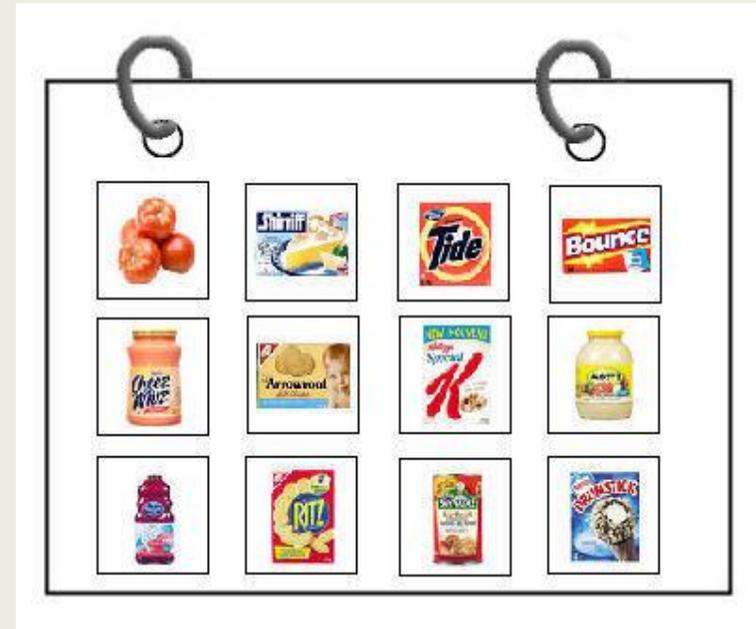


# Sample Picture Communication Board to Communicate Pain



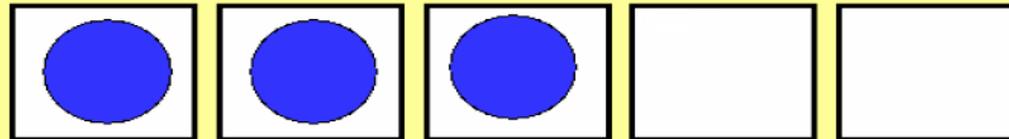
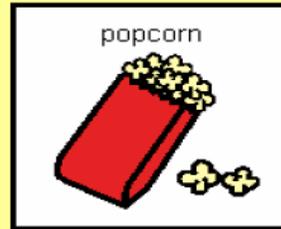
# Sample Picture Communication Board to Communicate Specific Items

- This one illustrates how you can use pictures of specific items rather than a generic picture symbol to allow for a more specific communication of one's wants or needs. If someone were to hand me the picture of the Bounce Fabric Sheets picture, there would be no confusion as to what was wanted.



# Token Board

I am working for.....



The circles can represent a portion of the completed task. (answers, math addition, coloured picture, sentence). Once all five are filled in the reinforcement is earned. It is important that the task be reasonable and achievable to promote success. Increase expectations as the students continues to meet with success. Vary the reinforcer in order to prevent satiation. The reinforcer must be highly motivating! You are only as good as your reinforcer.

# Token Board

- I'm working for....
- The child determines what they want to work for (just like you choose what you work for).
- You may show pictures of what is available for them to earn (movie, cookies, tickles), but don't go back on this. Make sure you have these items available

# Token Board

- Think of token as money earned for doing a specific task. The board is like the bank balance... it displays how many tokens the child has in the “bank”. The tokens can be exchanged for a desired item at a later time (just like you do with your paychecks)
- It is a method used to strengthen a desired behavior
- It should be fun and motivating for the child
- Your child should experience success using it so it remains an effective tool
- The “tokens” can be customized to represent the child’s favorite things (stars, cars, dots)
- Once the child earns a predetermined number of tokens, they are exchanged for a desired item.. The basic principle is that a child earns a certain number of tokens by engaging in desired behaviors and can exchange the tokens – effectively using them as money to pay for access to backup reinforcers

# Token Board

- How many tokens is right for a child to have to earn?
  - *Depends on the child's age and learning history with token boards*
  - *Start with one token per year of age*
  - *Increase the number of tokens one must earn only as they demonstrate ability to “work” longer for their pay.*
  - *Most adults work 1-2 weeks for pay, but what if we had to work 4-6 week for our pay? Would that impact our work effort? Would we keep working there or find a job that paid quicker? Kids are the same. If they have to work too hard for little pay, why would they want to work? Would they be motivated to continue to work?*

# Token Boards- when to use

- Token board can be used for a variety of tasks where the child needs to complete several steps before gaining access to a reinforcer. Example:
  - *Bath time*
  - *Teeth brushing*
  - *Eating a meal*
  - *Homework*
  - *Duration tasks where they earn a token for every small increment of time engaged (sitting at a table, sitting quietly, waiting)*

# Token Boards

## Tips:

With any system you put in place for your child, consistency and fairness is key. Be sure you understand your own rules and don't change them.

Remember, when you use token boards or any contingency based procedure, whatever the child is working for is essentially their paycheck. It would not be fair for your boss to withhold your pay because

- he didn't have time

- it was inconvenient to deliver it

- he figured you could do more work before you earn it

and it is not fair to do that to a child.

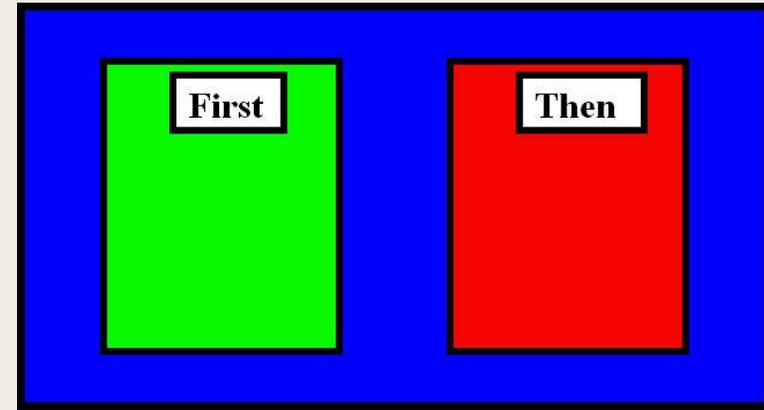


# Sample Token Board



- Use images on your child's token board system that your child likes. This will help with their motivation to use the token.
- Remember to display what your child is working for as this visual will serve as the motivation to keep working in order to earn it.
- If your child seems to lose interest in the desired item it may be because your demands are too great and the reward is too little. This may be similar to your boss asking you to work a full 5 hours for \$20.00. That may not be motivating enough for you to put forth 5 hours of effort for only \$20.00.

# First / Then Boards



- First / Then Boards are useful to visually display what the child has to do first before getting what they want.
- Some examples:

## FIRST

eat your dinner

do homework

take a bath

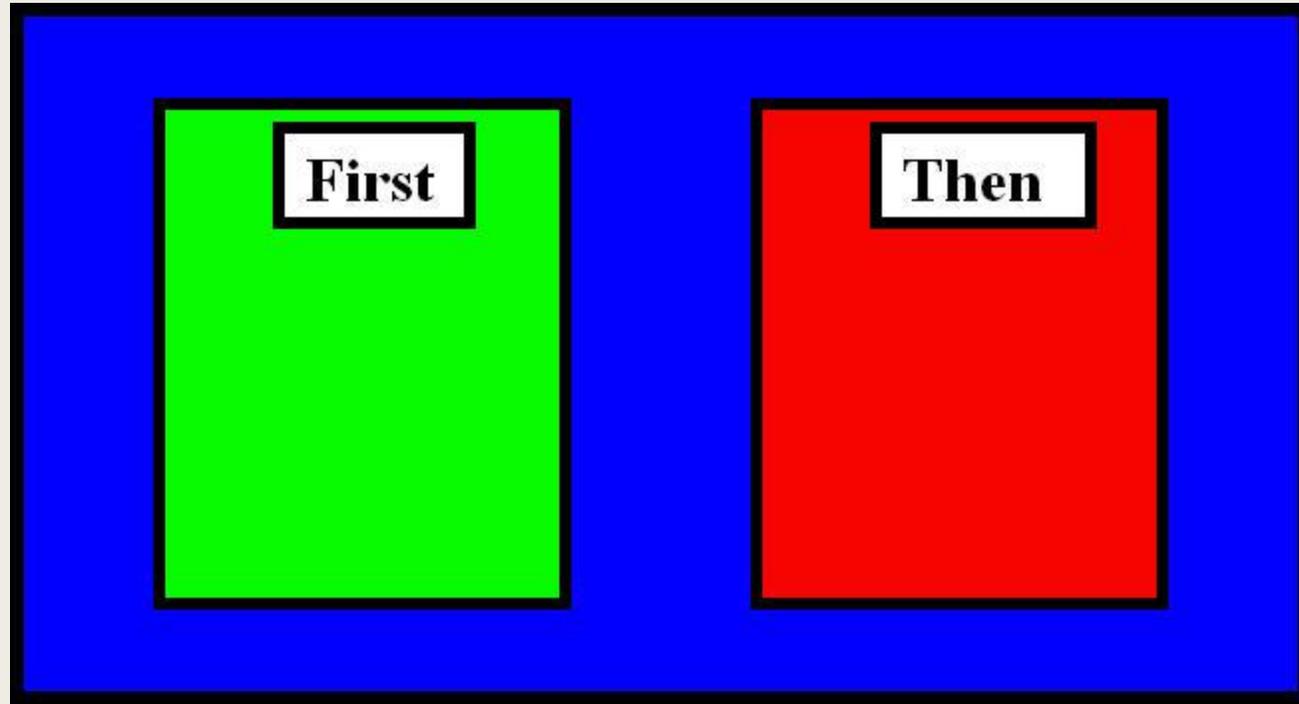
## THEN

get a treat

play outside

watch a movie

# First / Then Boards



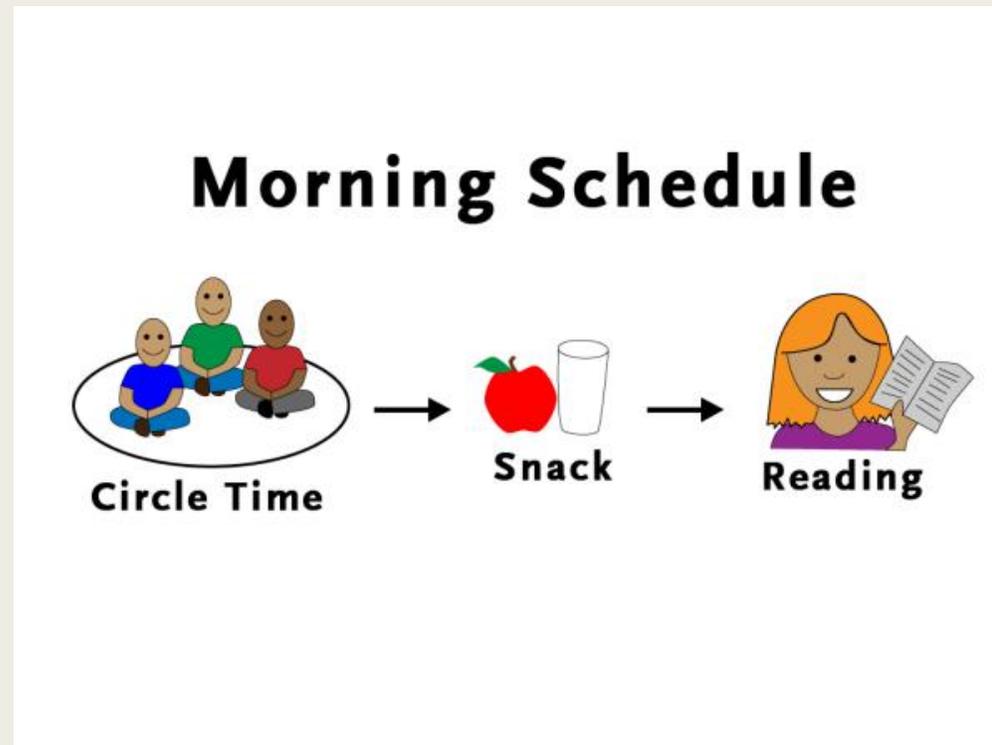
# Picture / Visual Schedules



- Similar to a written schedule that indicates the order of activities using WORDS, a picture or visual schedule uses pictures to indicate the order of activities.
- These schedules don't require reading
- They promote independence
- Display expectation
- Can list few or many tasks
- Can be individualized for individual children or used as a group schedule

# Picture / Visual Schedules

- Example of a simple group picture schedule that clearly displays the order of activities.



# Task Analysis

- A task analysis is when each step to a particular task is broken down into small individual steps. Any multistep task can be broken down into separate steps
- Task analysis are useful to help kids remember steps to new tasks
- Some common tasks that are taught using task analysis
  - *Tooth brushing*
  - *Shoe tying*
  - *Cooking (recipe)*
  - *Football play*
  - *bathing*
  - *writing a paper*
  - *dialing a phone*
  - *dressing*

# Task Analysis

- A task analysis can display each step with WORDS or PICTURES
- Written tasks analysis can be laminated and a dry erase marker can be used to mark off each step as it is completed to help the learner monitor their independence with the task.
- It can also be used by an observer (parent) to see which step their child is having trouble with or skipping. Indicate challenges with the dry erase marker so you can go back and reteach.



# Task Analysis

- The steps to a task can be displayed with pictures (or a picture / word combination) as a way to help children independently follow the steps to the task.



# Behavior Contracts

- Formal written agreement between you and your child regarding behavior
- Terms of agreement are negotiated between you and your child
- Effective in altering behaviors in children (and adults)
- Contracts help keep things consistent, honest and as errorless as possible
- It is common for parents to expect more than what was initially agreed upon
- It is common for children to forget what they agreed to do initially.
- Since contracts are a written and signed document, the contingencies will be in writing for review

# Behavior Contract Components Clearly Define....

- The definition of the behavior the child is expected to demonstrate
- The positive consequences (reward, reinforcement) for performing the desired behavior
- The negative consequences if the child does not perform the desired behavior (do they simply not get the contracted item or is there an additional negative consequence)
- What the child is expected to do
- What the parent is expected to do
- The time component involved (hours, day, week, month)
- The contract should be in written form with copies for all parties involved

# Behavior Contract Components

Must be written



to avoid “he said-she said” battles



. CLEARLY spell out what the

child must do to earn \_\_\_\_\_.



Anyone should be able to read the contract and understand the expectation.

Be FAIR and REASONABLE.



Don't get crazy with your “lawyer talk”. Simple language will do just fine!



Avoid making changes to the agreement because you will likely end up with a child who will not trust your words in the future and will likely engage in battling you.



# Behavior Contract

Date \_\_\_\_\_

Agreement is made between (parent) and (child).

(Child) agrees to \_\_\_\_\_ (independently clean room) which is defined by:

All clothes folded and put away (includes clothes under bed)

All toys must be put in toy box (from under bed, closet, living room, etc.)

Floor will be vacuumed with no visible dust on floor

All trash must be in trashcan

This must be completed by 5pm Friday. If (Child) clean his room he will get \_\_\_\_\_ (a double scoop of ice-cream) Friday after dinner. If the room is not clean by 5pm Friday, (child) will not earn ice cream. (parent) will remind (child) to clean his room at 9am, 12pm and 3pm.

# Links

Here are a few links that have additional information on ABA and have a ton of information and handouts available.

- <http://www.behaviorbabe.com>
- <http://www.iloveaba.com/>
- <https://www.rethinkfirst.com/>
- <https://www.autismspeaks.org/>