

Simple Strategies to Change Behavior

Janet Vasquez

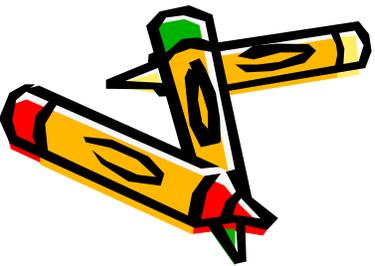
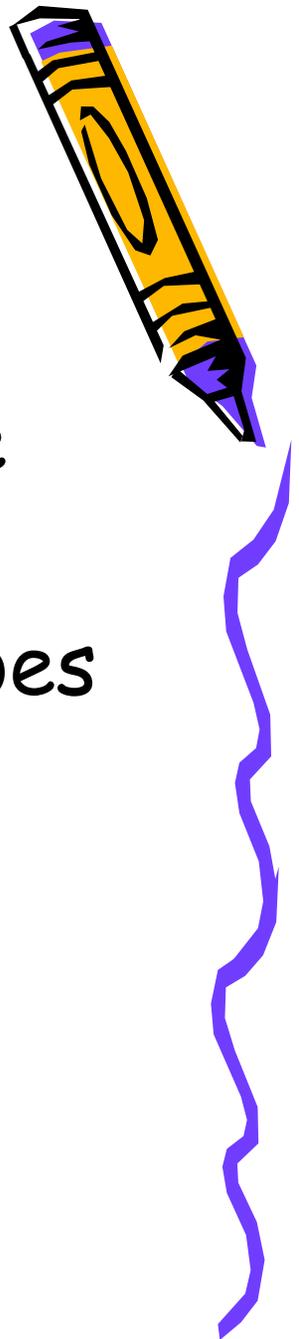
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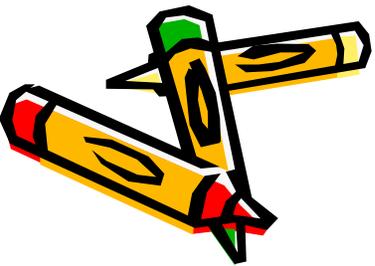
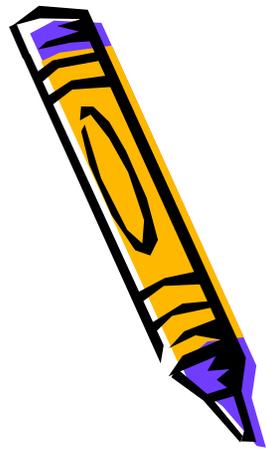


ABCs of Behavior

- Antecedent: What happens before the behavior
- Behavior: What action the child does
- Consequence: What happens after the behavior

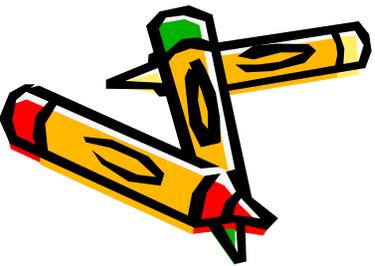
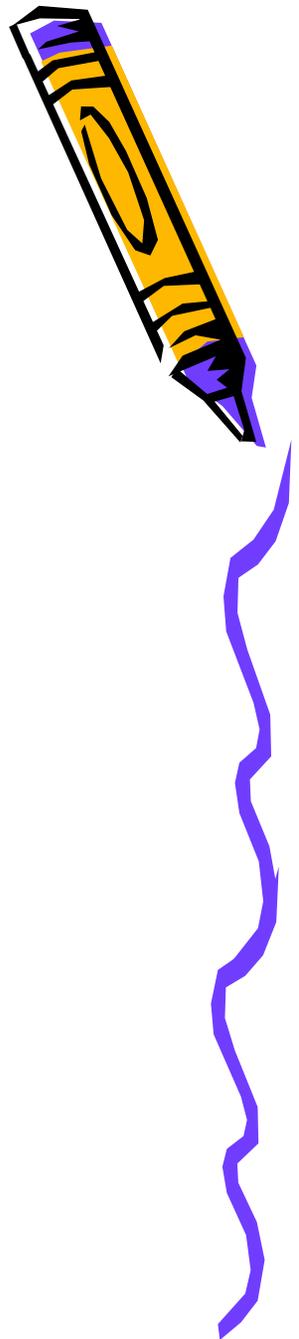


ABCs of Behavior

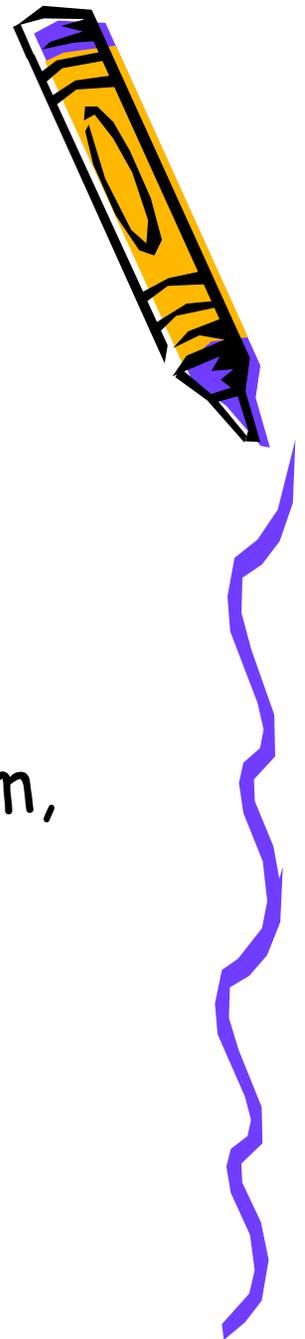


Simple Strategies

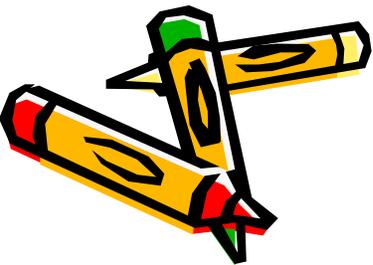
- These simple strategies manipulate the ABCs of behavior:
 - Antecedents manipulations
 - Communication Skills
 - Time out from positive reinforcement
 - Ignoring Junk behavior
 - Behavioral contracting
 - Token economy



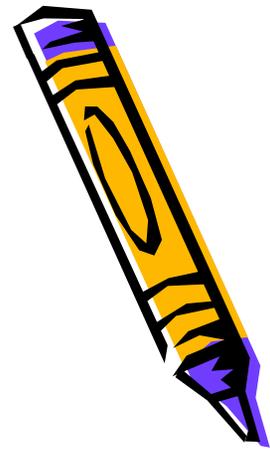
Antecedent Manipulations



- Come before the behavior.
- Attempt to prevent problem behavior before it happens and promote good behavior.
- Only effects behavior in the short-term, consequences (occurring after the behavior) will determine the long-term effects.



Antecedent Manipulations

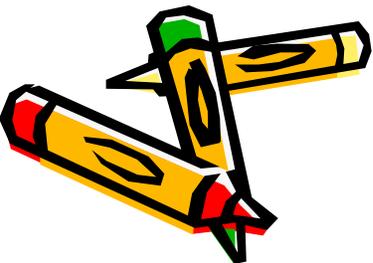


1. “Non-contingent” attention

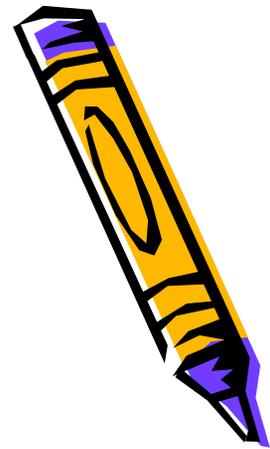
- Attention that is given throughout the day, without the child having to do a good or bad behavior before the parent gives them attention.

2. Enriched Environment

- Have many engaging activities for the child to access.



Antecedent Manipulations

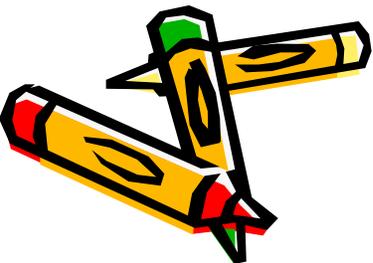


3. Give Choices

- Child can choose the chore they do and when they do it ahead of time.
- This can help eliminate arguments that lead to problem behaviors.

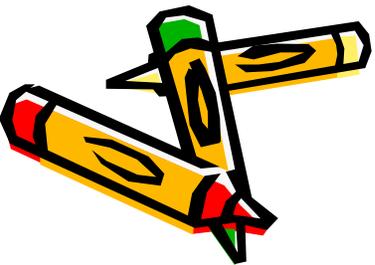
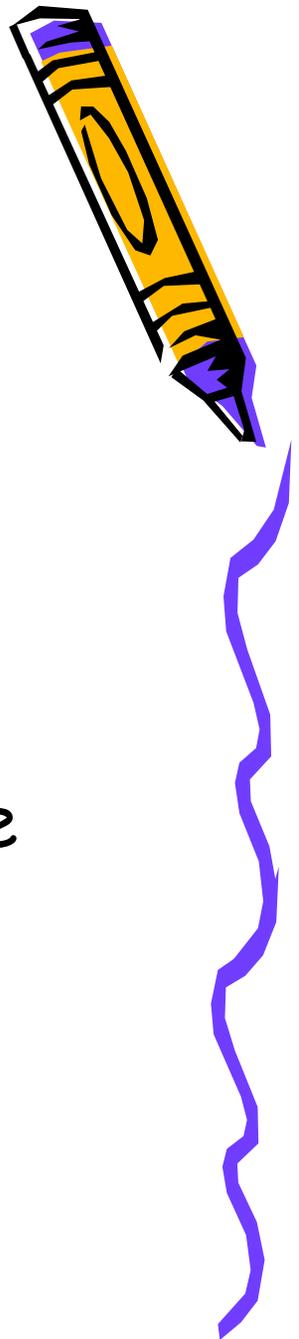
4. Build Behavioral momentum

- Ask your child to do several simple (high probability) tasks before asking them to engage in a less preferred task.



Antecedent Manipulations

5. Use clear, age appropriate instructions.
6. Gradually fade in tasks
 - Require only partial completion and slowly increase what is expected (like chaining)



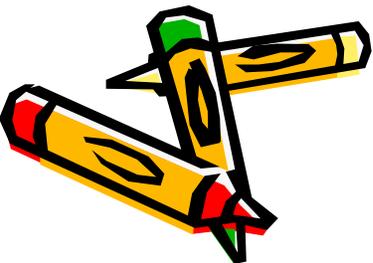
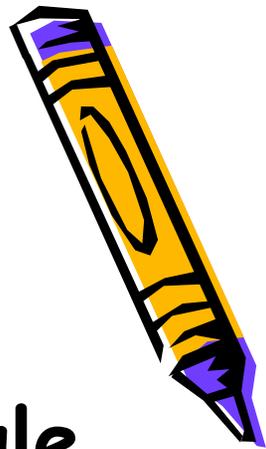
Antecedent Manipulations

7. Have a semi-predictable schedule

- Setting a routine gives the child consistency from day to day.

8. Inform client of what is next

- Giving the child a buffer time before some event or task demand can avoid emotional outbursts.

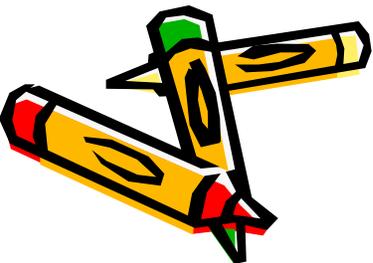
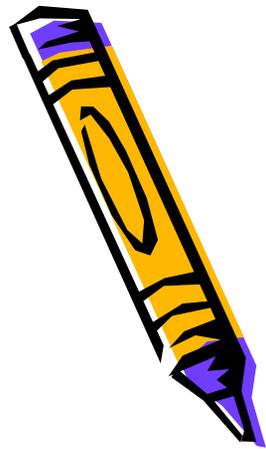


Antecedent Manipulations

9. Set expectations

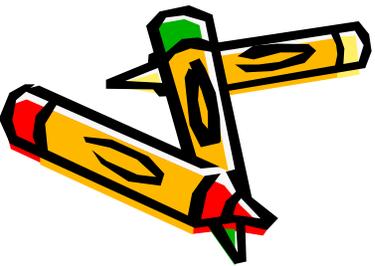
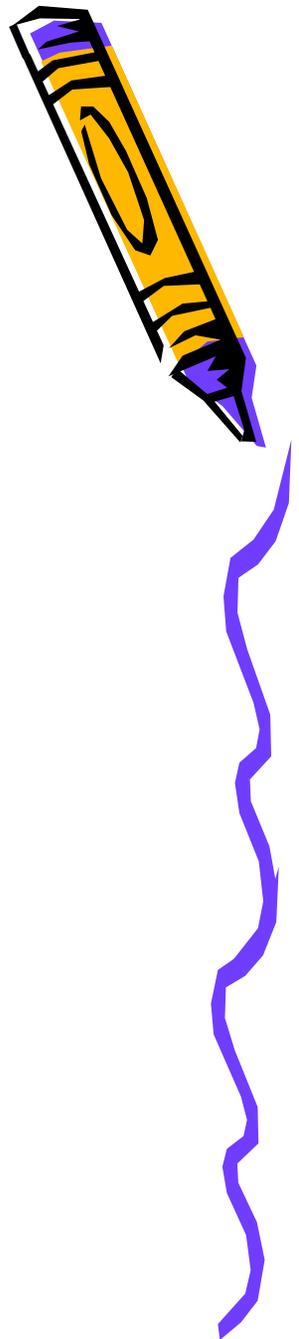
- Tell your child what types of behaviors are expected from them.

10. Prompt incompatible or alternative behaviors.



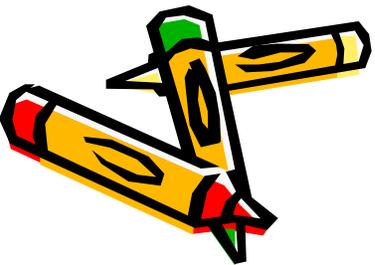
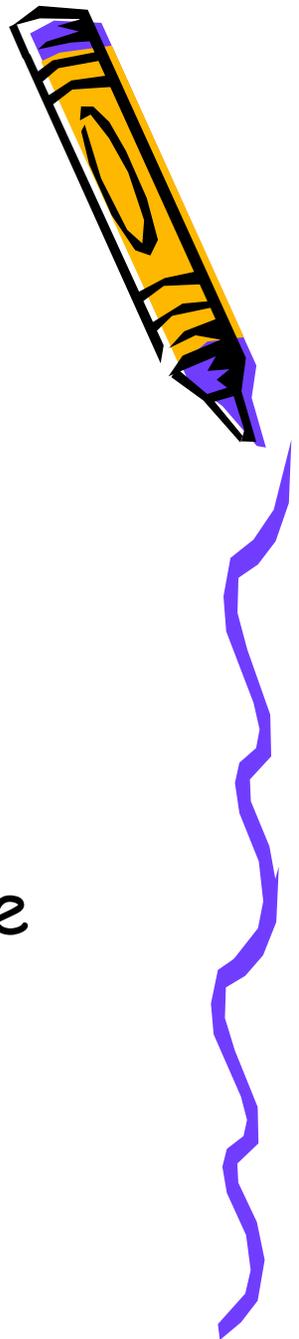
Communication Skills

- Teaching the child to communicate appropriately is a good way to reduce problem behaviors that function to get attention, to get a desired item or activity, or a break from task demands.

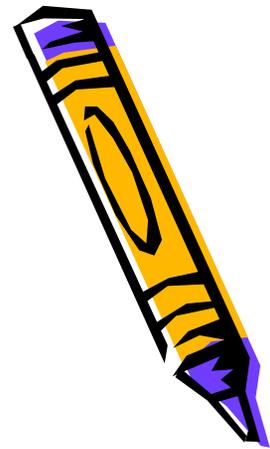


Communication Skills

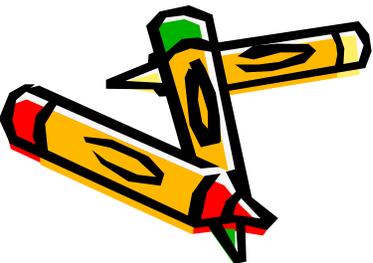
- Some simple skills to teach:
 - Asking for a break
 - Asking for attention appropriately
 - Expressing physical needs
 - Asking for help
- It is important that you reinforce these skills especially when they are first beginning to use them.



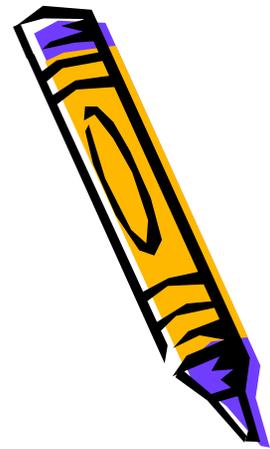
Time Out from Positive Reinforcement



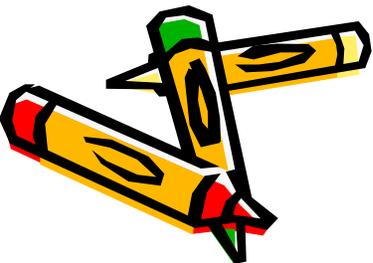
- Occurs after the problem behavior.
- It is the withdrawal of the opportunity to earn positive reinforcement for a specified time period.
- The effect is to reduce the future frequency of the problem behavior (has long-term effects)



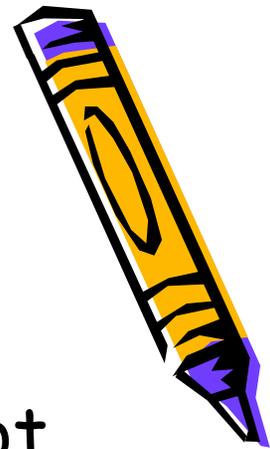
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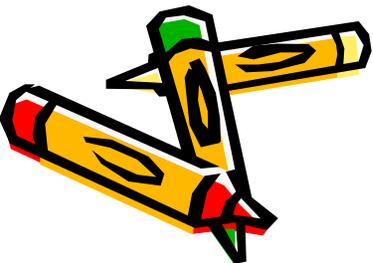
- Must make a distinction between “Time Out” and “Time In”.
- “Time In” must be desirable and fun.
 - The more desirable “Time In” is, the more effective “Time Out” procedures are.
- “Time Out” cannot be fun and interesting, or allow the child to escape task demands.



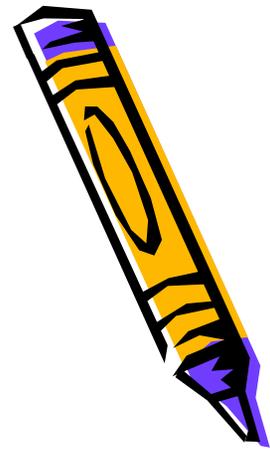
Time Out from Positive Reinforcement



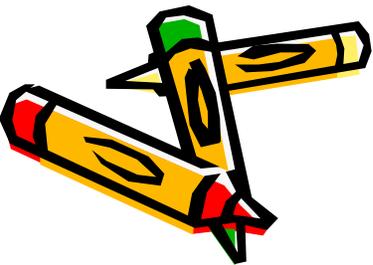
- During a “Time Out”, the child should not receive attention, including yelling at them, holding them in time out, eye contact, etc...
- Time out procedures can vary, sometimes it is on the couch in the same room as the parent, sometimes in a separate room, etc.



Ignoring Junk Behavior



- What is junk behavior?
 - Problem behavior that is not putting the child or others in danger.
 - Examples: whining, crying, yelling, rolling eyes, etc...
- Why does it happen?
 - To get attention or you to respond/react.
 - To get you to give in to them or go away.
 - To get you to comfort them.

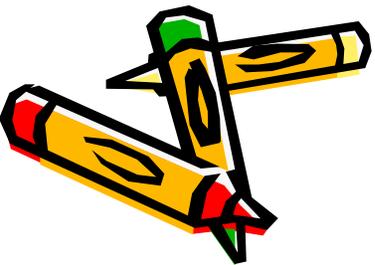
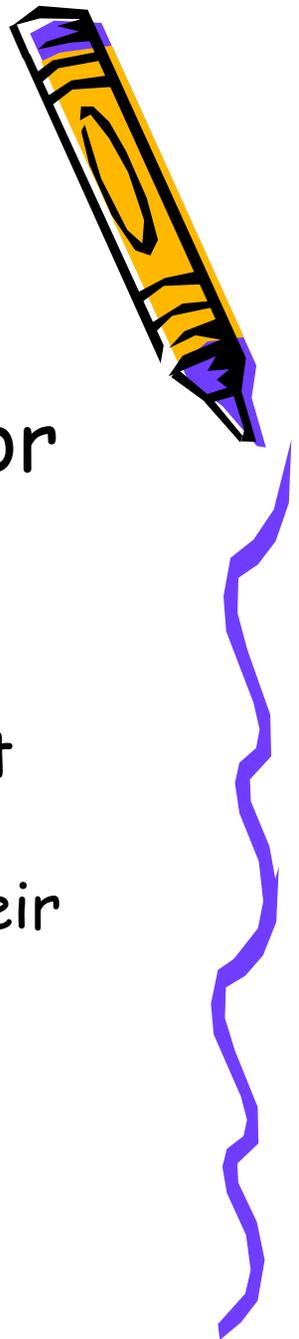


Ignoring Junk Behavior

- What do you do when junk behavior occurs?

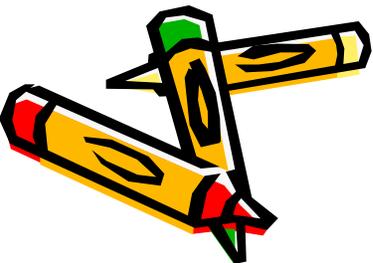
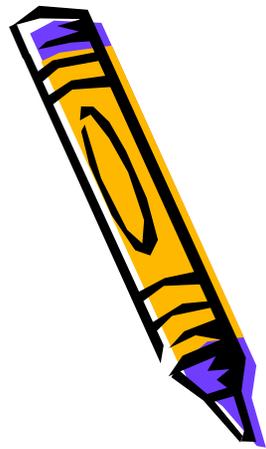
1. REMOVE ALL ATTENTION.

- This means no talking to them, yelling at them, making eye contact, gestures, or facial expressions that acknowledge their inappropriate behavior.

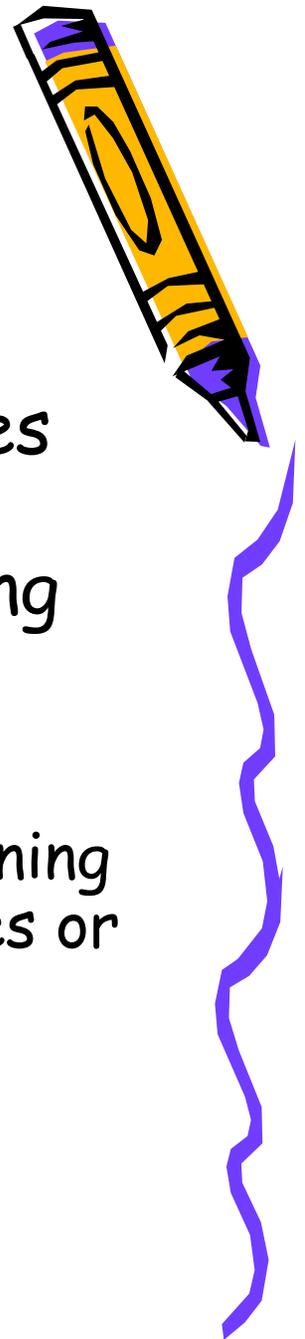


Ignoring Junk Behavior

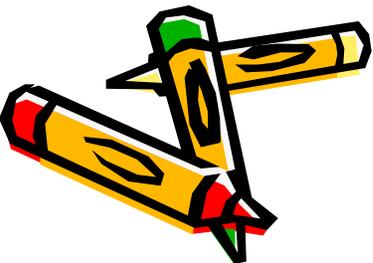
- 2. Stay cool
 - Don't let the "junk" behavior get to you
- 3. Don't give in
 - Giving in just teaches the child that bad behavior can get them what they want, and if they try hard enough and long enough they will get you to give in.



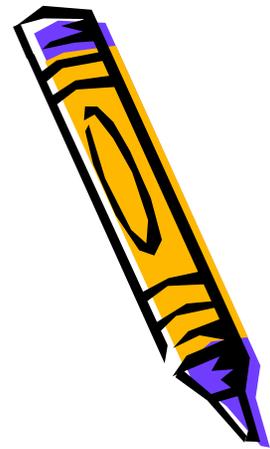
Behavioral Contracting



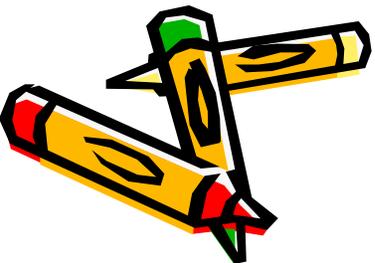
- It is a written agreement that identifies the expectations of the child and the consequences for meeting or not meeting these expectations.
- Make the contract age appropriate:
 - Keep it simple for younger or lower functioning children by making it colorful, using pictures or making a sticker chart.
- Make the contract all positive.



Behavioral Contracting

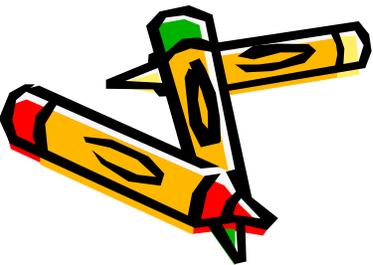


- What to include:
 - State the **appropriate behaviors** you would like to see.
 - **When and how often** you want these behaviors to occur.
 - What will be **earned** (not taken away) when the expectation is met.
 - Contract beginning and end dates, review times, and signatures if needed.



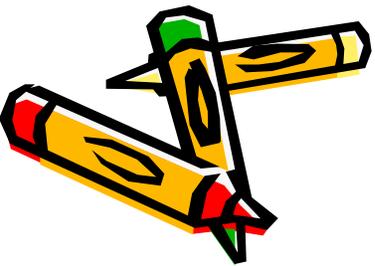
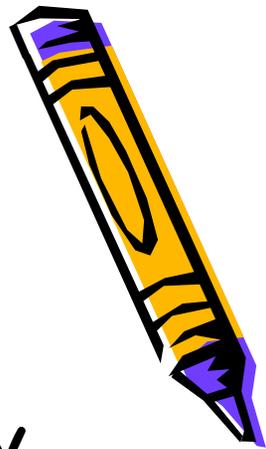
Token Economy

- Identify behaviors that are to be reinforced.
- Choose what you will use as a token. (Pick something the child cannot reproduce)
- Select items (reinforcers) that will be purchased with the tokens and assign them a value.

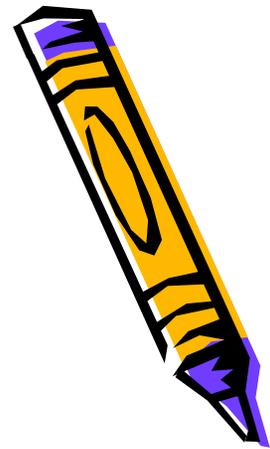


Token Economy

- Tokens are to be given immediately after behavior.
- Set a time to allow child to turn in tokens for reinforcers (could be daily or weekly... depends on child)



Review



- 1. Antecedent Manipulations:
 - A. Come before the behavior happens
 - B. Can prevent problem behavior before it happens and promote good behavior.
 - C Typically, have only short-term effects on behavior.
 - D. All of the above.



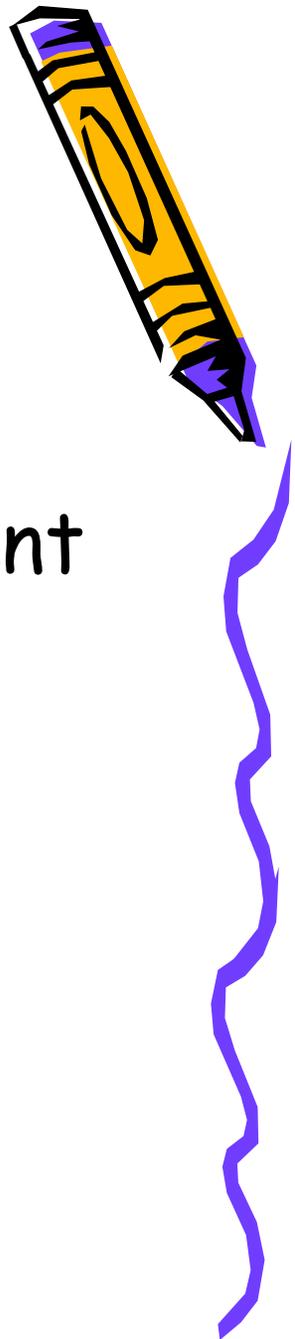
Review

- 2. Name three Antecedent Manipulations you can you to prevent problem behavior.

- 1

- 2

- 3



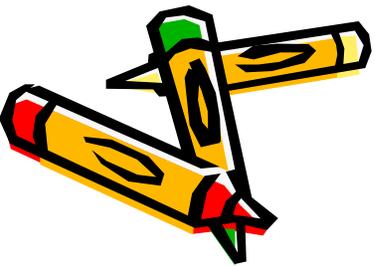
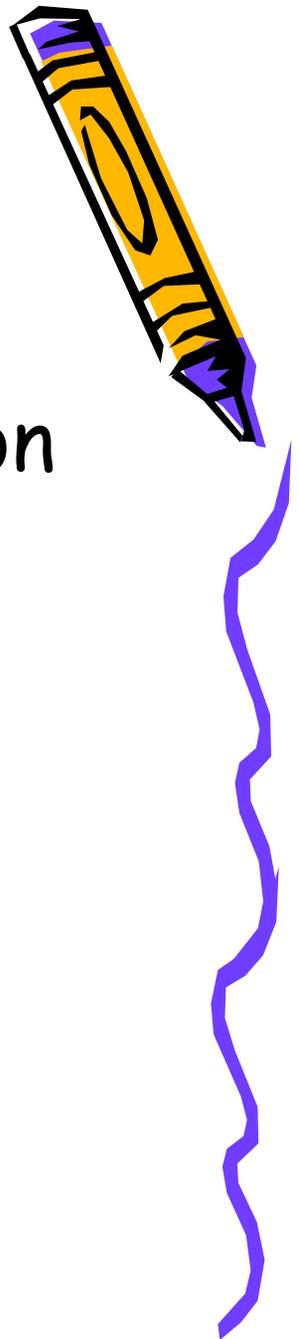
Review

- 3. What are 3 simple communication skills you can teach a child to help prevent problem behavior.

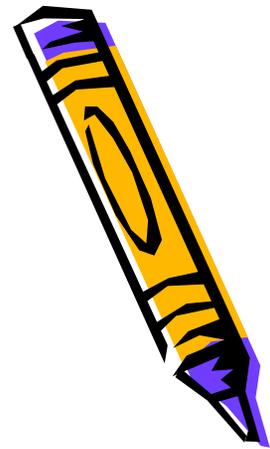
- 1

- 2

- 3



Review

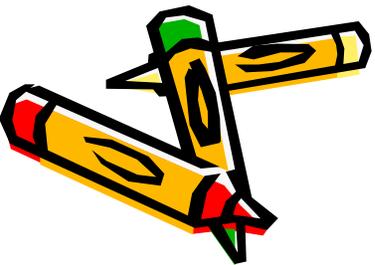
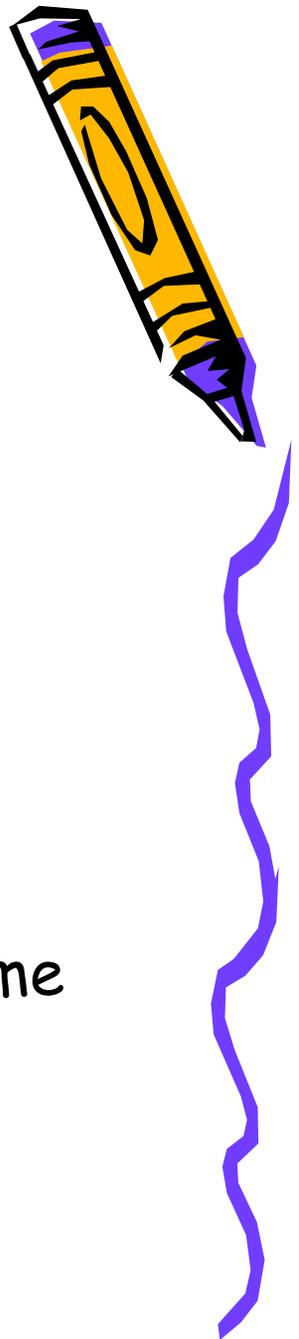


- 4. When implementing a time out:
 - A You should give the child something to keep themselves busy, so they stay in time out.
 - B Give minimal attention to the child.
 - C. Withdrawal of the opportunity to earn positive reinforcement for a specified time period.
 - D. Both B and C.



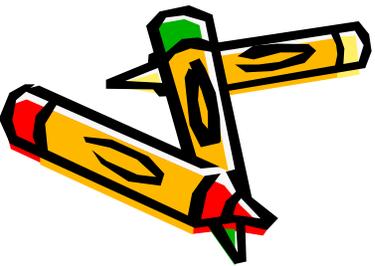
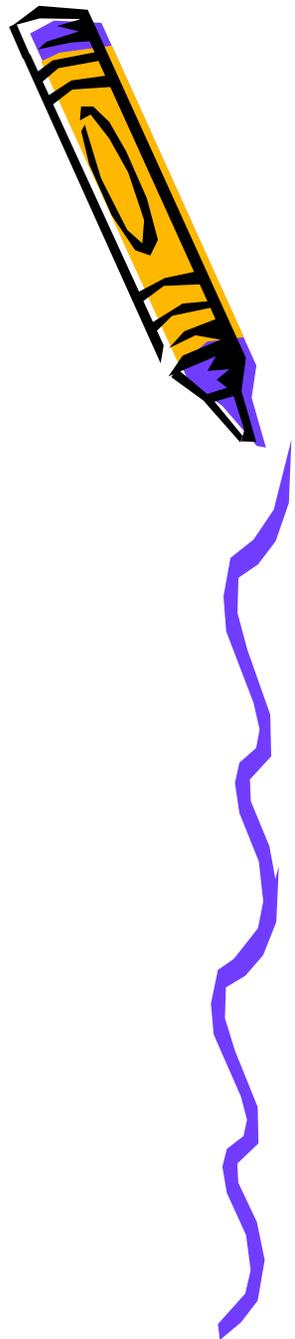
Review

- 5. What can make Time Out more effective?
 - A. Putting them in their room for Time out.
 - B. Making "Time In" fun.
 - C. Holding the child in Time Out when necessary.
 - D. Yelling at them every time they leave Time Out.



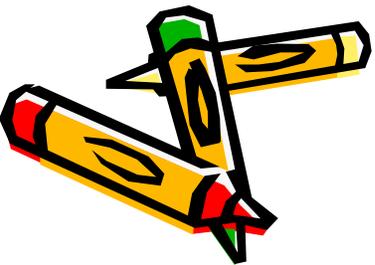
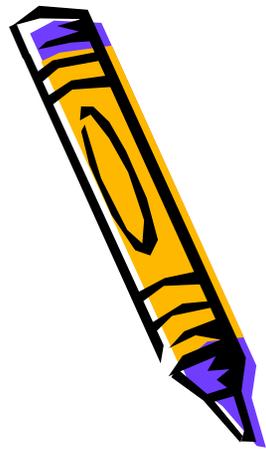
Review

- 6. Name 3 things you need to do when ignoring Junk behavior.
 - 1
 - 2
 - 3

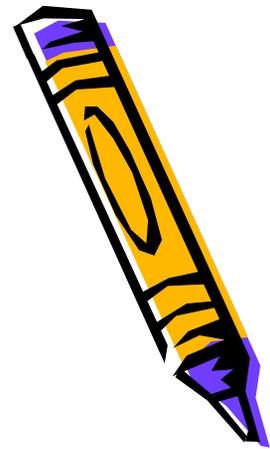


Review

- 7. A Behavioral contract should include:
 - A. Appropriate behavior you want to see.
 - B. When and how often you want to see these appropriate behaviors.
 - C. What the child will earn if they engage in these appropriate behaviors.
 - D. All of the above.



Review



- 8. When using a Token Economy:
 - A. You can give the child the token anytime as long as the behavior occurred sometime that day.
 - B. All reinforcers should be worth the same number of tokens.
 - C. Chose an item that cannot be reproduced by the child as the token.
 - D. Allow the child to turn in tokens whenever they have saved enough to purchase an item.

