# GOALS OF TRAINING

- Understanding the function of behavior and how to systematically approach it.

- Learn about reinforcement and strategies to increase expected behaviors.

- Learning how to utilize prompting and fading to increase independence.

- Ask questions specific to your needs and situation.

FUNCTION OF BEHAVIOR

What does he get out of behaving like this?

All behavior serves a function.

The student misbehaves to get or avoid something.

If the problem behavior is recurring, it must be working!

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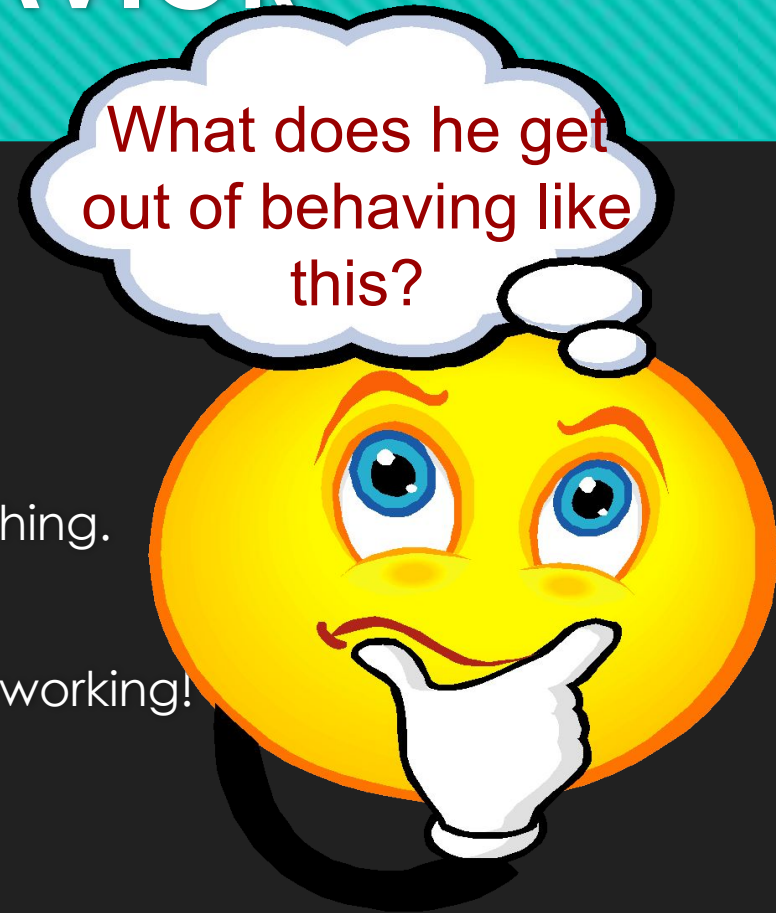
OPERATIONALLY DEFINING BEHAVIOR

- Often we categorize behavior, rather than describe it:
  - **Aggressive - - - - - - - "hits and pushes"**
  - **Impulsive - - - - - - - - "shouts out in class"**
  - **Non-compliant - - - - "leaves the room"**
  - **Disrespectful - - - - - "uses bad language"**
- States of mind rather than observable behavior
- Clearly defining the problem behavior, gives clues as to why it occurs

ABC's OF BEHAVIOR

- How does Behavior work?:
  - <u>Antecedent</u> (A): An event or item that immediately precedes a behavior ("trigger")
  - <u>Behavior</u> (B): Any directly observable and measurable thing a person does
  - <u>Consequence</u> (C): The immediate response or event that follows a behavior
- Behavioral change happens by modifying the Antecedent and/or the Consequences!
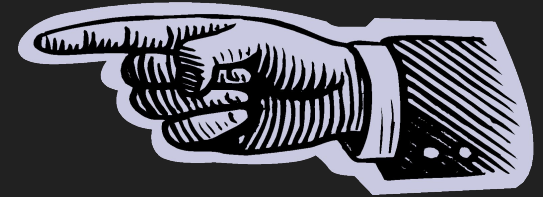
ANTECEDENTS & CONSEQUENCES

Antecedents –

- What happened immediately before the behavior that brought it about?

- What can be changed in the environment to prevent the behavior from occurring again?

ANTECEDENTS & CONSEQUENCES

Behavior serves a function

Consequences –

- What happened in response to the student's problem behavior?

- Did our response reinforce the problem?

- How can our response be changed to prevent the behavior from occurring again?

What function does the problem behavior serve?

- Escaping a task/situation
- Seeking attention
- Requesting a tangible item
- Seeking sensory stimulation

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DATA COLLECTION

Student:_____

Behavior(s) of Concern:_____/_____/_____ School Site:_____ Teacher:_____

	Antecedent: What happened before behavior	Behavior: Specify	Consequence: What happened after the behavior	Check all that apply:	Comments:
Time Start: Time End: Activity: Frequency Count:				__Task Avoidance __Social Avoidance __Attention Seeking __Access to Materials __Self-Reinforcement __Other	
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WHAT IS THE PURPOSE?

☐ When we figure out why a person is engaging in behavior….

☐ You are better able to anticipate when a behavior may occur.

☐ You are able to more effectively deal with a behavior when it does occur.

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STRATEGIES TO ADDRESS BEHAVIOR

Escape

- Give student more choices; make it fun; give option for break; cooperative learning; use humor; more student involvement

Attention Seeking

- Spend individual time with student; teach student to REQUEST attention; assign responsibilities; encourage peer interaction; offer choices

Tangible Seeking

- Teach appropriate ways to get requested items/activities; establish motivation chart; offer choices and delayed gratification

Sensory Seeking

- Headphones; tactile stimulation (squeeze balls, textured items); chews; deep pressure; consult w/OT; sensory diet

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SOMETHING TO THINK ABOUT

What skill deficits are possibly/likely contributing to the problem behavior exhibited by the student?

- Academic Skills
- Social-Emotional Skills
- Communication Skills
- Vocational Skills
- Adaptive/Self-help Skills
- Sensory Needs

How are these concerns being addressed?

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☐ QUESTIONS???????

Basics of Reinforcement

Test Your Knowledge

- What does reinforcement do to behavior?

- Give an example of reinforcement?

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How to use Reinforcers to Increase Appropriate Behaviors

Everyday Reinforcers

Reinforcers shape the desired behavior

-Paycheck increases what behavior?

-Verbal praise after making a good meal increases what behavior?

-Getting a lollipop after the doctor's leaves increases what behavior?

-Vacations increase what behavior?

Reinforcement

- The consequence that strengthens a behavior
- Follows a behavior, which increases the likelihood that the behavior will occur again.
- Reinforcers are items, activities, actions, or words.
- If the consequence was reinforcing to a child, he or she will do the behavior again to get the same result. (i.e. child in the store)

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Reinforcement

- The effectiveness of the reinforcement largely depends on the strength of the reinforcer
- Over time we fade artificial reinforcers
- Build intrinsic reinforcement: the "want" to do good

The Non-Motivated Child

- What if you have a child who "doesn't like anything?"

- This happens when preferred items and activities are given freely or already part of the routine.

  - Snacks, TV, outings

- You need to establish reinforcers

Identifying Reinforcers

- Observation
  - High frequency behaviors
- Expose them to different items that could be potentially reinforcing
  - See what they pick
- Ask caregivers
  - RAISD questionnaire

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Example of Reinforcement

- Big Bang Theory

Developing Reinforcers

- Avoid satiation
  - Reinforcers will lose their value
  - You may really like chocolate… but if you eat too much, you will get tired of it!
- Deprivation creates "want"
  - Limit and save for "specific" behaviors
- Associate <u>potential</u> reinforcers with established reinforcers
  - Pair praise with food then fade food

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Categorizing Reinforcers

- Reinforcers have different values
- Differential reinforcement
  - Extraordinary R for extraordinary behaviors
    - Trip to Disneyland after a successful dentist appointment
  - Good R for good behavior
    - Mc Donalds after doing homework

Selecting Reinforcement Schedules

- How often should a Reinforcer be provided?

- Based on how often the problem behavior is occurring

- The reinforcer must by more motivating than the problem behavior

Schedule continued

- In the beginning…
  - Continuous (immediately after **every** good behavior/skill)
- After the skill is more fluent…
  - Intermittent (after 10 minutes, after 5 math problems, after 3 days of making the bed)
- Ultimate goal… reinforcement should occur at a natural frequency

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Effective Use of Reinforcement

1) **"Reinforcers" should be reinforcing**

- Will the child "work" to receive it; will it increase behavior

- Must be **motivating** to the child to produce behavior change

- Should be determined by the child (Reinforcement Survey)

- The child should have a high level of interest, positive emotional response, and/or seeks out the reinforcer

Effective Use of Reinforcement

2) **Reinforcement should be contingent**

- The child **ONLY** receives the reinforcer when the target behavior is displayed and **NOT** when inappropriate behavior occurs

- Expectations should be clearly defined

3) **Use a <u>Wide Variety</u> of reinforcers**

- Reinforcers lose effectiveness over time (<u>Satiation</u>)

Effective Use of Reinforcement

4) **Continually develop new reinforcers**

- Interests change over time

- Avoid having the child focus in on a select few reinforcers

6) **Pair social reinforcers with tangible items**

- Helps when fading out tangible reinforcement and increases the value of social reinforcement (social engagement)

- Ex) "Good Job", high five, etc.

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Effective Use of Reinforcement

6) **Use age appropriate reinforcers**

  - Less stigmatizing and helps them develop age appropriate interests and friend/acquaintances

7) **Reinforcers should be immediate in the beginning**

  - Produces the highest level of behavior change

  - Establishes strong contingencies between the appropriate behavior and earning reinforcement

Effective Use of Reinforcement

8) **Reinforcers should be faded gradually**

- Move toward more natural reinforcers
- Dependent on the child, the response effort, and the quality of the reinforcer

10) **Label the behavior being reinforced**

- The child should know why they are being reinforced

10) **Utilize differential reinforcement**

- Different levels of behavior should be associated with different levels of reinforcement (i.e. amount and quality of reinforcement)

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Effective Use of Reinforcement

11) **Reinforcers should be Equally Motivating**

- The effectiveness of the reinforcement largely depends on the strength of the reinforcer

- Build intrinsic reinforcement: they "want" to do good

12) **Reinforcement schedule should be consistent**

- The more predictable the reinforcer, the more likely the target behavior will occur; if you promise something… follow through

Reinforcement

Remember...

1- We reinforce behaviors, not people

2- We need to be clear about which behavior(s) will receive reinforcement

3- The most effective reinforcement systems are those that are individualized to the learner.

4 – Preferences and reinforcers are not necessarily the same (e.g. just because I like orange tic-tacs does not mean I would do the dishes for a pack of tic-tacs)

5- Reinforcement is not something someone likes, rather it is simply something that follows a behavior, which increases the likelihood that the behavior will occur again in the future.
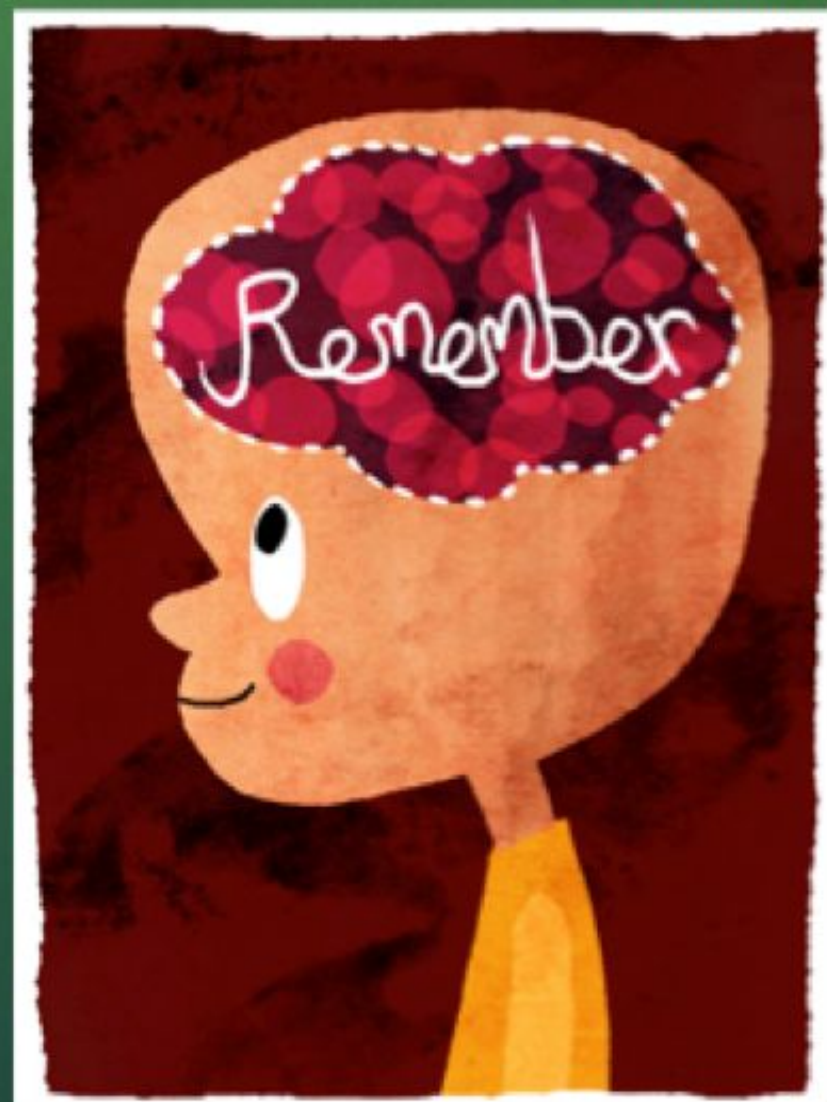
REMEMBER…

- **Do not use bribery**
  - Do not "up the reinforcer ante" during a problem behavior
  - When there is behavior escalation don't add additional reinforcers
  - Don't get into the habit of "reminding" the child of their reinforcers during problem behavior
    - "If you stop screaming, I will get you a soda."

Behaviors serve a function

- Behaviors are a way for people to communicate a want

- Everyone uses behaviors that they have learned from past experiences

- Everyone uses behaviors that work quickly and are easy for them

Always Remember…

- If the behavior occurs often… **someone** is maintaining it
    - REINFORCEMENT IS AT PLAY
    - Find **who** is reinforcing the problem behavior
- It is not the kid that needs to change… the adults must change their behavior
- ABA is based on modifying the environment to modify behavior
- We change our behavior according to our surroundings

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Prompting and fading

Hierarchy of prompts and how to fade them

What is Prompting

- Prompting is a procedure where a child is provided a cue in order to facilitate a correct response

- A prompt encourages a person to perform a desired behavior

- The goal of prompting is for the child to successfully learn to do the behavior independently

What is Prompting

- Using prompts speeds up the learning process and reduces frustration

- Prompts are a useful tool in teaching, it's important to wean the child off them very quickly

- Prompting can be used effectively, regardless of cognitive level and/or expressive communicative abilities across the age range.

Prompt Hierarchy

- <u>Natural Cue</u>
  - something in the environment, no assistance needed
- <u>Gestural</u>
  - point, shaking head, beckoning
- <u>Modeling</u>
  - perform behavior, imitation
- <u>Symbol</u>
  - picture, written, task analysis
- <u>Verbal</u>
  - states behavior to perform
- <u>Physical</u>
  - Hand over hand assistance- partial, full

Least Intrusive

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Most Intrusive

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PROMPT HIERARCHY

MOST TO LEAST PROMPTING

- Use most to least when teaching a new skill.
  - It is important to use the least amount of prompting
    - Example- "give me block"

PROMPT HIERARCHY

LEAST TO MOST PROMPTING

- This is used once the skill is learned.
- **The hierarchy is comprised of at least three levels:**
  1. The first level provides children with opportunities to respond without prompts.
  2. The remaining levels include prompts that proceed from least to most amounts of assistance.
  3. The last level should be a controlling prompt - a prompt that ensures that the child responds correctly.

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Example of Prompting

- Chocolate Milk Video

FADING

- **Fading**- Fading is the systematic withdrawal of prompts until a child can perform the desired behavior/task independently

- Weaning children off of prompts by gradually reducing the strength of the prompt

- Prompting and fading are widely used to build new skills

- Generalization to various people, environments, and behavior is essential

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Rules for Prompting & Fading

❖ **Defining target behavior**

- ☐ Define what the behavior we want to prompt
- ☐ Define the target behavior or skill you want the child to do
  - ▪ For example, "Manuel will increase his social skills" is not an observable or measurable definition of a target behavior. On the other hand, the definition "John will initiate (by speaking, giving a toy, or touching) three interactions with peers" allows teachers/practitioners to observe directly the target behavior and measure the learner's progress.

❖ **Identify suitable prompts**

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- ☐ Pick a prompt that will produce the target behavior

Rules for Prompting & Fading

❖ Select the types of prompts that will be used at each level of the prompting hierarchy

❖ Prompt to reinforce behavior

- Reinforcement provides the motivation for the child to learn

❖ Give the child time to respond.

- This will let us know if the child attempted a correct response and which level of prompt to use

❖ As the target behavior begins to appear, then begin to fade the prompt

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❖ Monitor Results

**QUESTIONS
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