

# Everyone Can do Something about Behavior

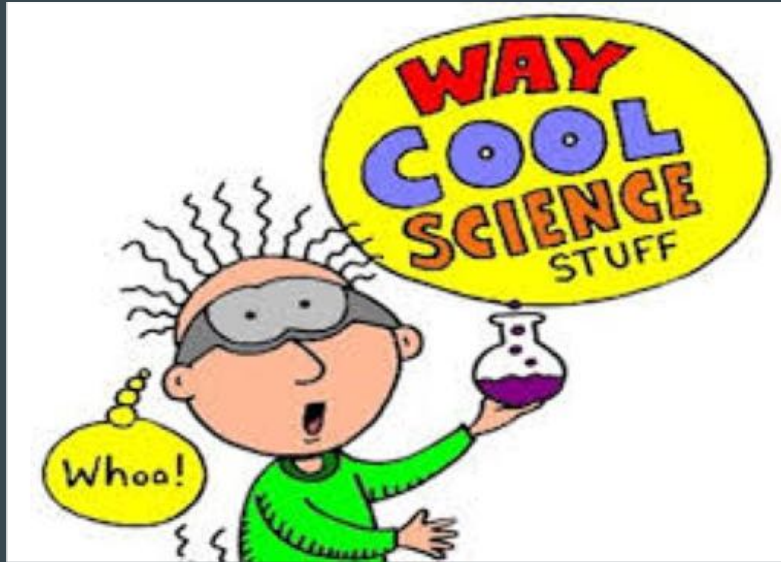
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Tiffany Crow, MA, BCBA

# Human Behavior



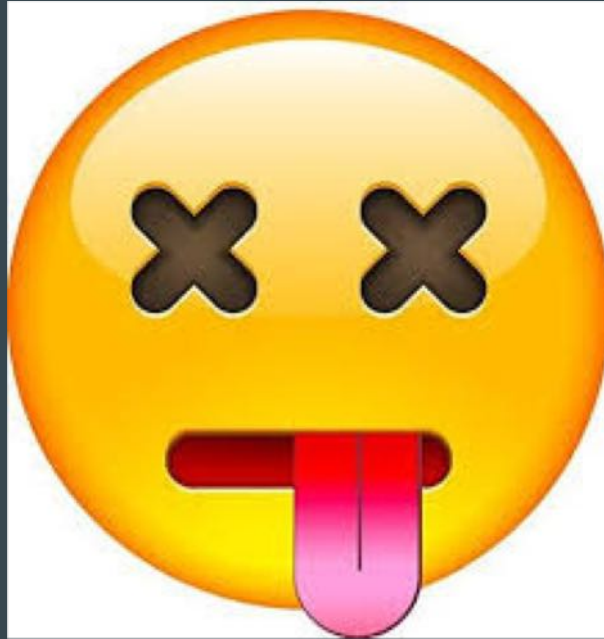
# Applied Behavior Analysis



# The Environment



# What is Behavior?

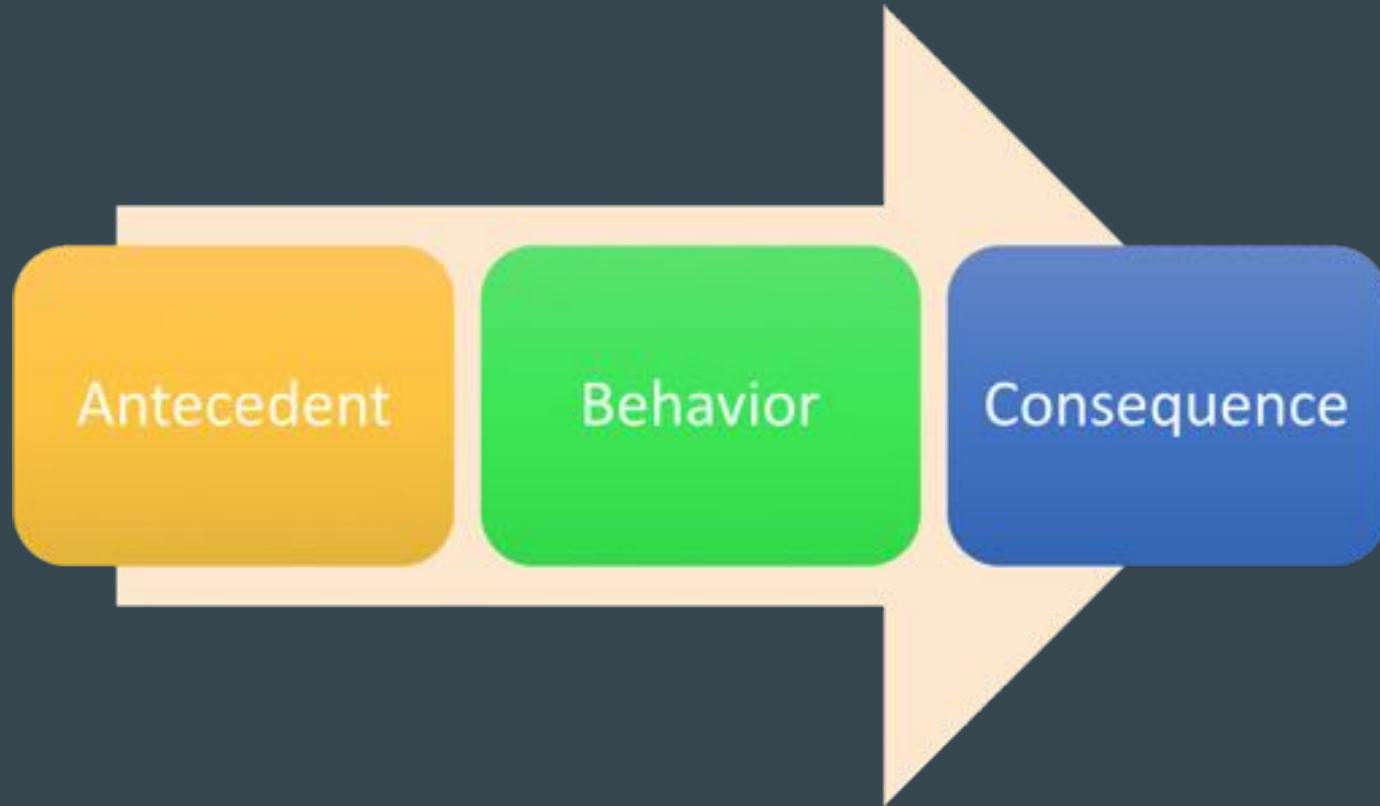


# Identify a behavior of social significance.

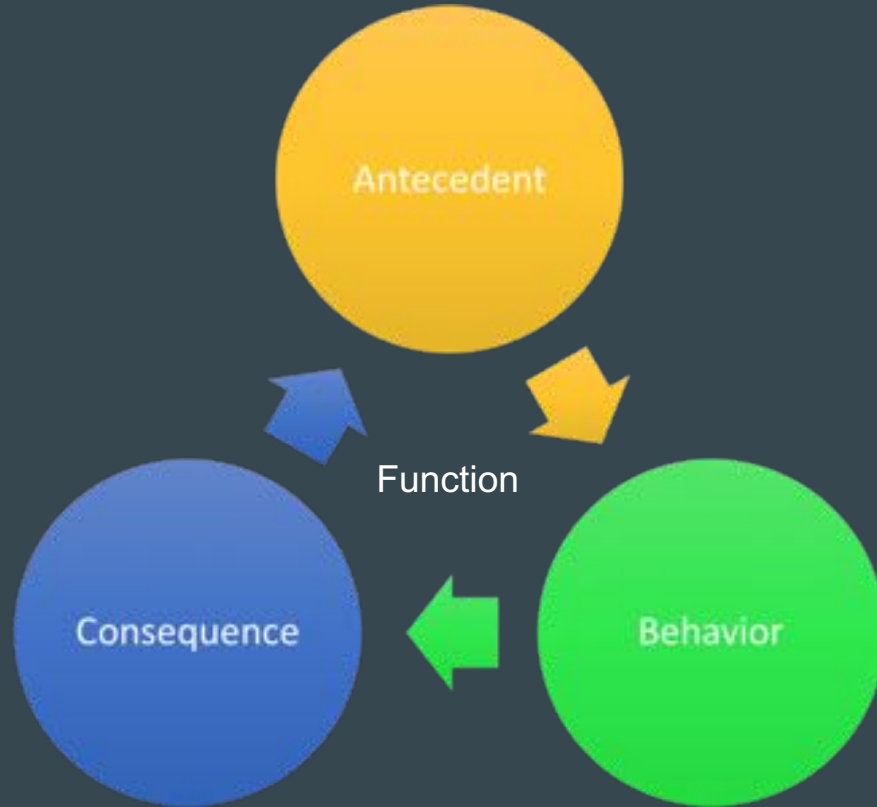
- Will the behavior change benefit the individual?
- Will the behavior change provide more opportunities for the individual?
- Does the behavior really need to be changed?



There is a clear process to change behavior environmentally.

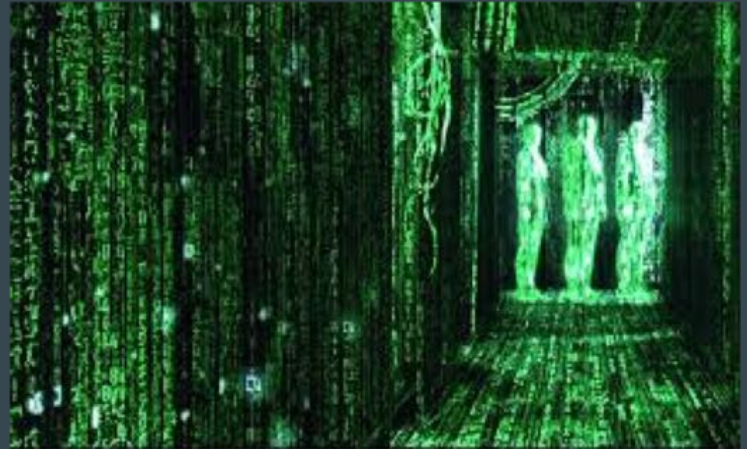


# Behavior can be predictable.

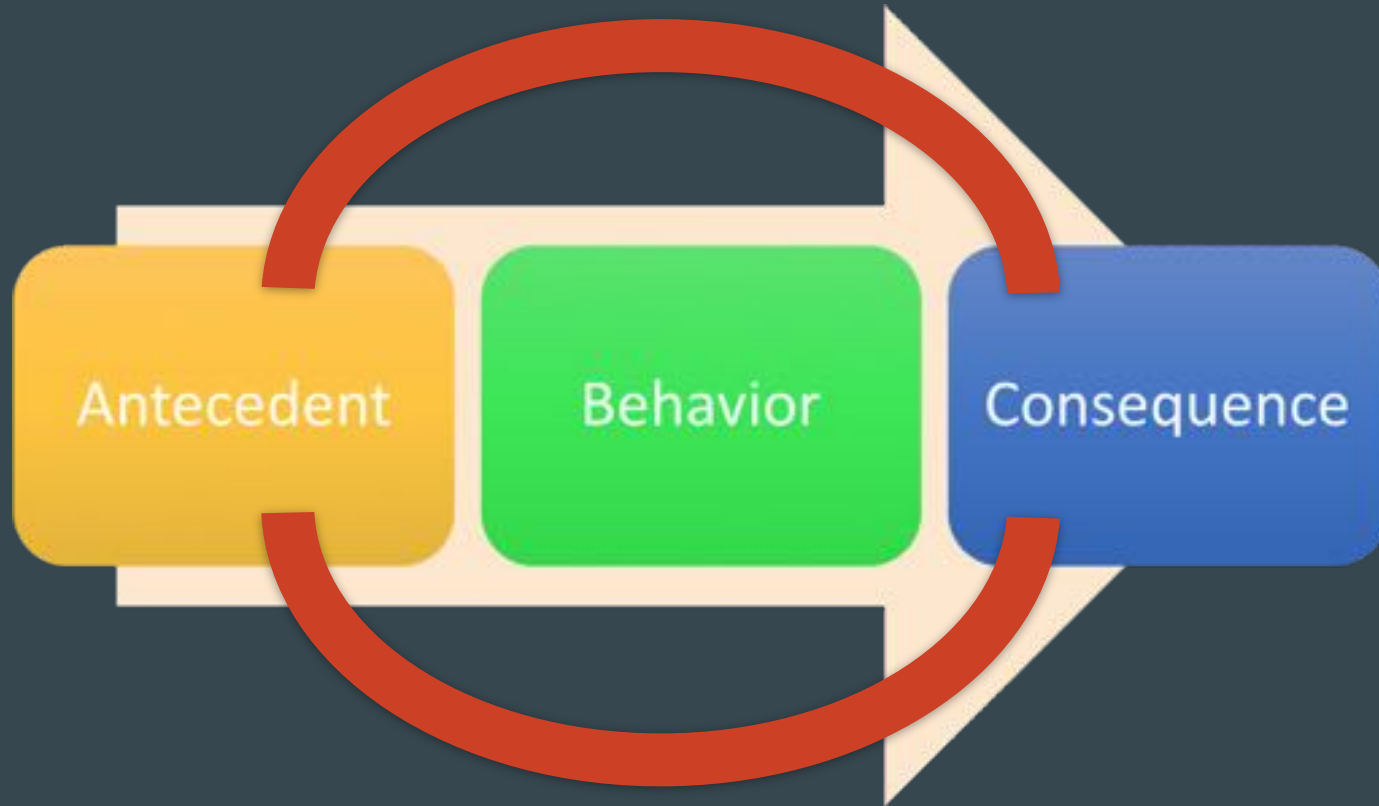




When behavior becomes predictable you have the tools to make change.

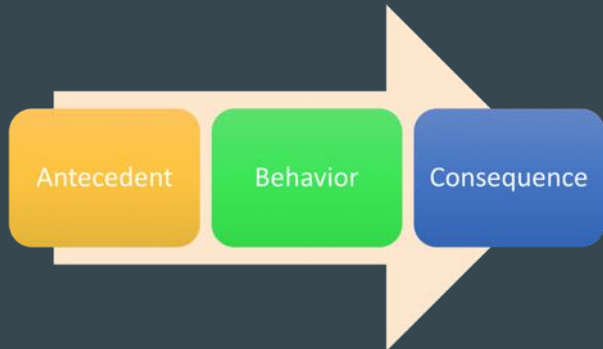


Determine the environmental events and change 1 or more.



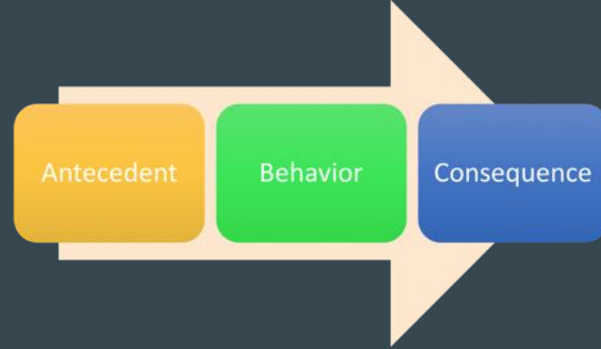
# Let's Unpack This...

- Antecedent (Trigger)
  - Presentation of Task/Demands
  - Removal of Preferred Activities
  - Diverted/Removed Attention
  - Lack of Stimulation
- Consequence (Pay Off)
  - Removal of Task/Demands
  - Presentation of Preferred Activities
  - Provided Attention
  - Provided Stimulation



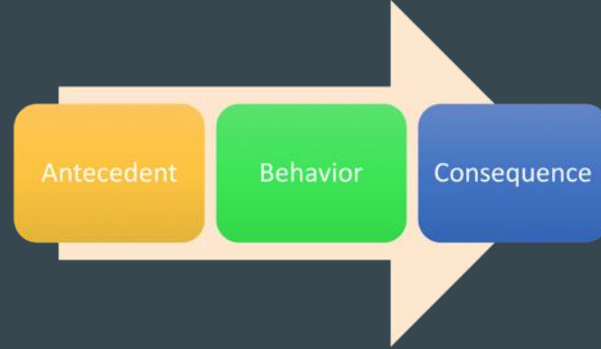
# Reinforcement

- Delivered after Behavior
- Increases the Behavior

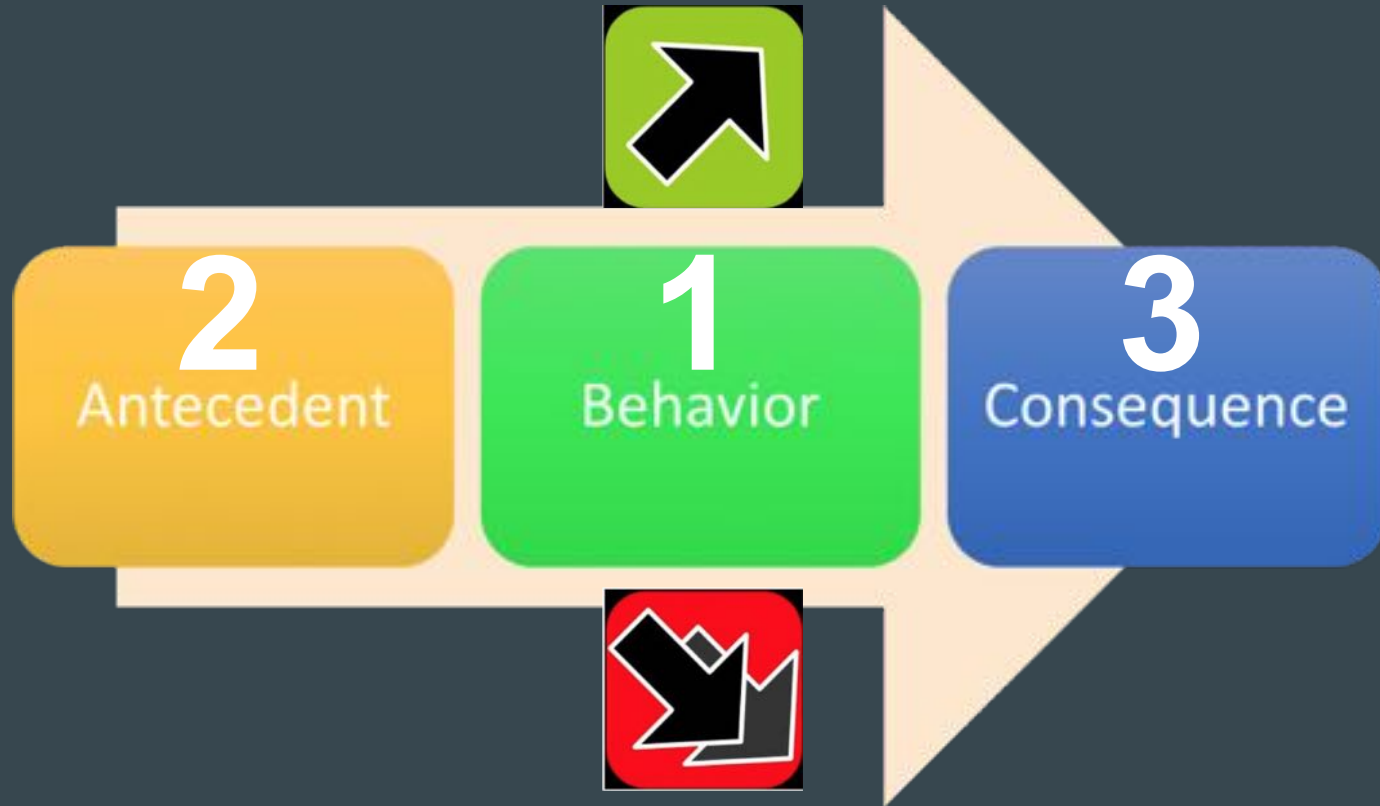


# Punishment

- Delivered after Behavior
- Decreases the Behavior



# Let's Practice Identifying the Environment.

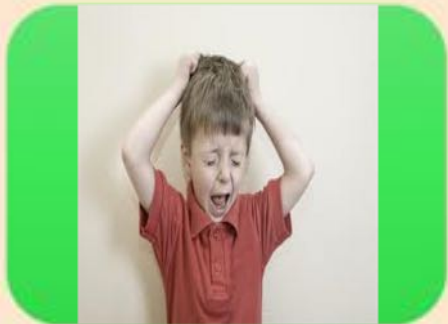














# Why



# Let's compare this to fishing...



Hair pulling



Tugging on mom



Screaming



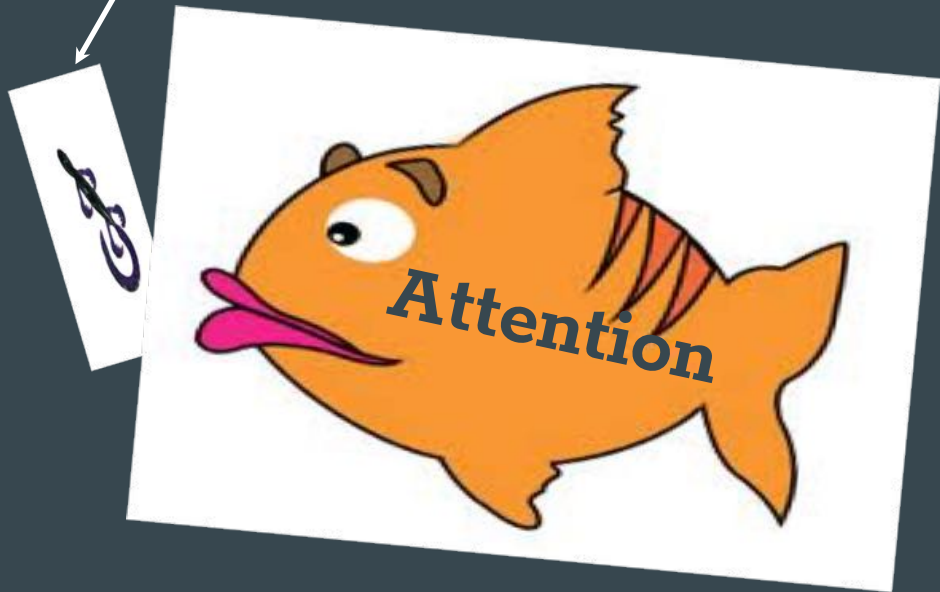
Picking on Sibling



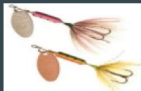
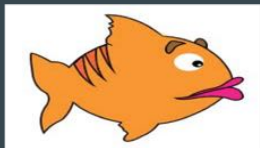
Being Polite



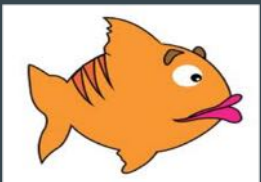
Pulling Hair



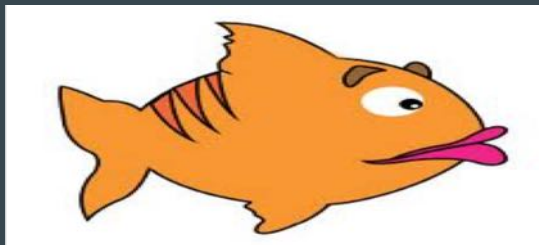
Tugging  
on mom



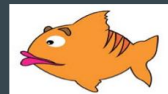
Picking on Sibling



Screaming



Being Polite

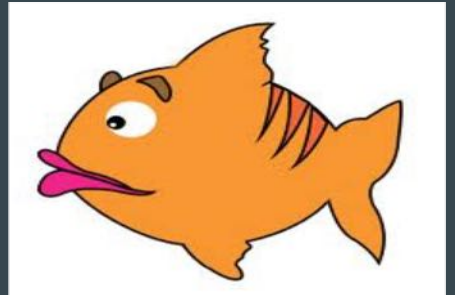


# Things you CAN do.

You can control WHEN to give the BIG FISH  
(pay off/consequence)

HOW MUCH pay off to give

Which BEHAVIORS get the pay off



When you SEE the environment, you can manipulate it





# Changes to the BPF environment



# How we work at BPF

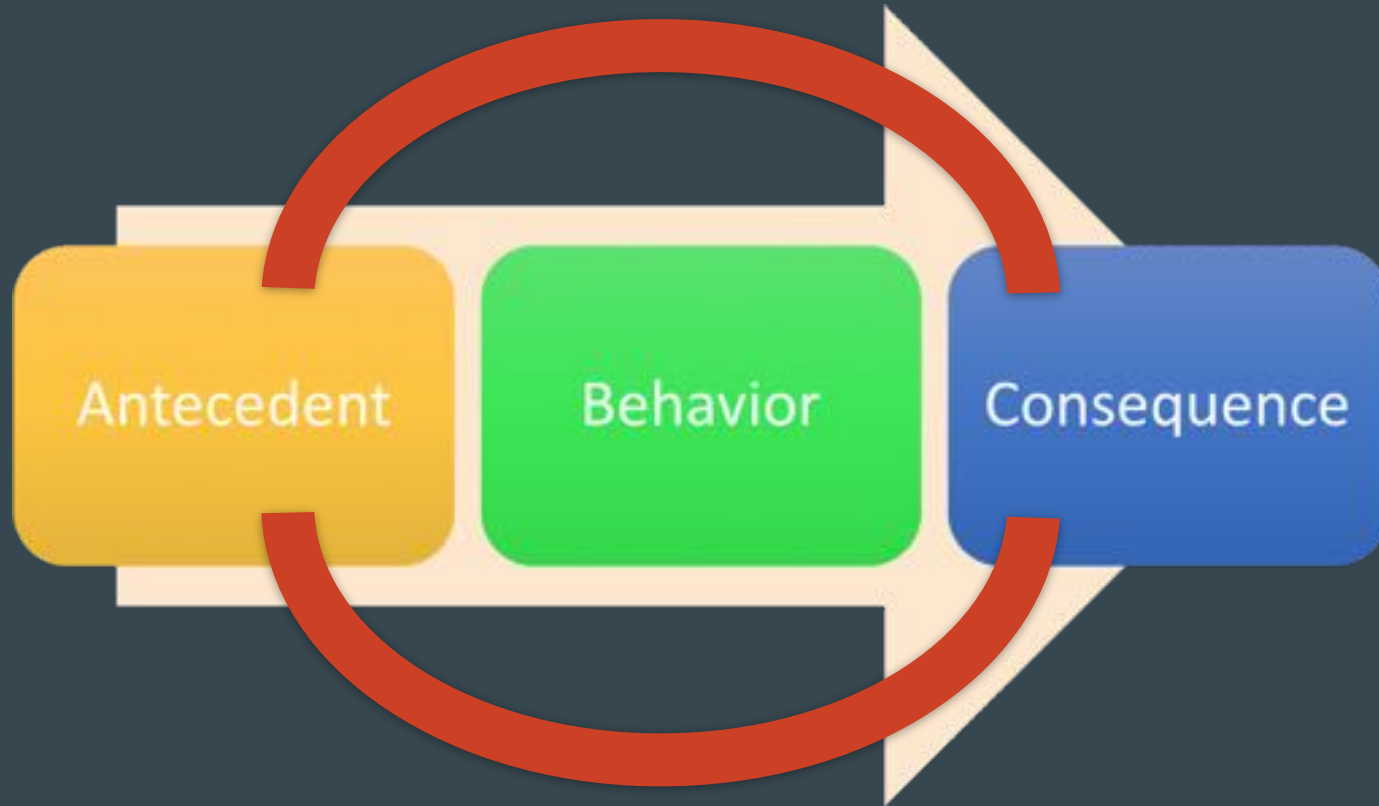
## General Behavior:

1. Small Group Leader reviews expectations individually
2. “Principal Talk” - Staff review expectations 1 on 1 outside of group
3. Parent Talk - pulled out of service or talk after
4. Refer to SGS

## Small Group Support (SGS):

1. Observe in setting without support
2. Ask SG leaders info
  - a. Behaviors
  - b. Preference
3. Motivation 1st
4. Plan + Motivation
5. Plan + Motivation + outside support

Determine the environmental events and change 1 or more.



# Colton



# Colton's Behavior

- What is the behavior to change?
- Antecedent?
- Consequence?
- Why is he doing this behavior?

[illegible]

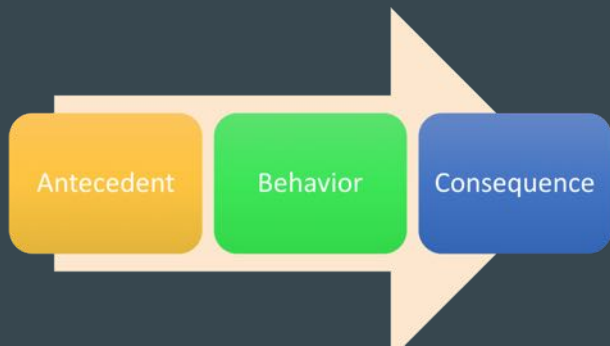
# Colton Observation

=

# Change Environment

- Behavior:
  - Leaving designated area
- Antecedent:
  - Large group/small group settings no attention
- Consequence:
  - Lots of high quality attention
- FUNCTION:
  - 1 on 1 high quality ATTENTION

- Behavior:
  - Leaving designated area
- Antecedent Change
  - Partnered him with cool leaders that give a lot of attention and endorse him to his peers
- Consequence Change
  - No response from preferred leaders
  - Support activity monitor from a distance for safety and gesture to his area



# Colton's New Environment



# Dylan



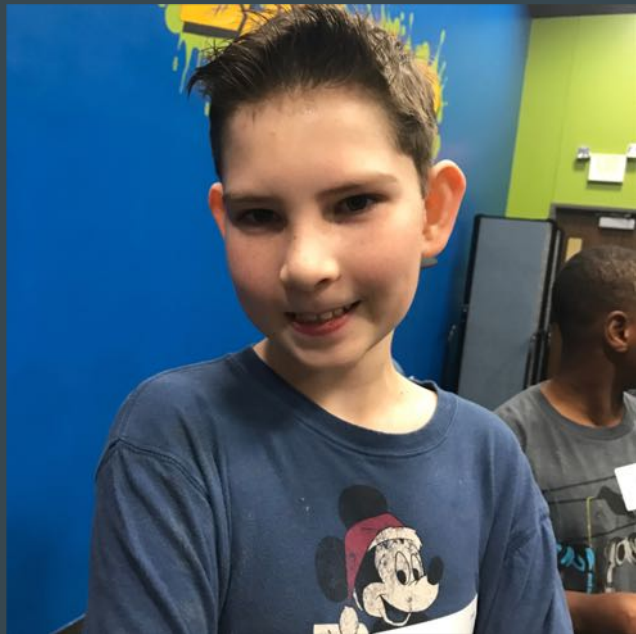




# Hannah



# Noah



# Noah - First visit



Behavior



Consequence



# Noah -Changes

Noah Goes to Church





# Noah Goes to Church



When I come to church I get my tag.



After I get my name tag I go check in at room 11.





I do not go in the blue hallway.



I go down the long hallway to room 11



In room 11 I check in and get ready.



I can color, bounce or sit in room 11.



I can go to large group when I am ready.

Long Hallway



Game Room



I can go to the large group room when I am ready.





# Noah today



# Liam





# Liam today





When the environment is a mystery but action is **NEEDED!**



# Motivation -

- Determine a behavior you want to see happening.
- Determine something the person wants.
- Allow the person to earn the reward for exhibiting desired behaviors



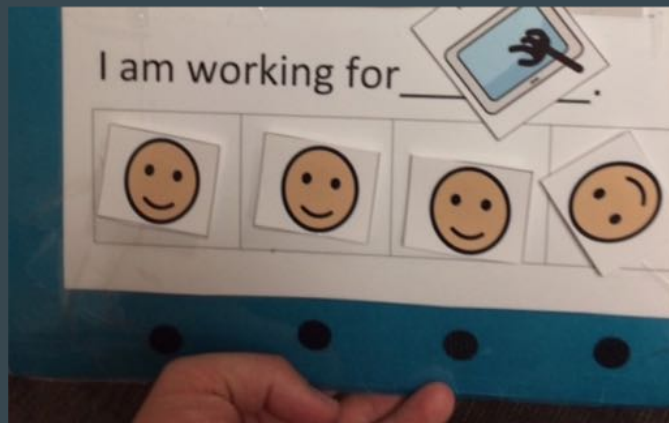
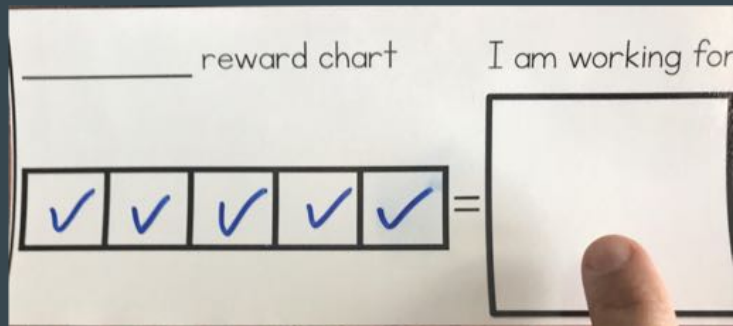


Fading---This is not the end goal, merely the beginning.

- Ultimate Goal is to reach natural rewards and fade the extrinsic
- We only have 1 hour per week
  - Be willing to give a little
  - Use what is motivating

# Token Economy

- Pick a system
- First time teach the system
- Every week have “check in” and review how to get points
- Always get them the reward if they’ve earned it
- HINT: Make it easy initially and then get harder



H	O	T	T	A	M	A	L	E	S

# Tantrums when leaving the toys.

	<p><b>Toys at Clubhouse:</b></p> <p>Pick a toy from the Clubhouse toy basket.</p>
	<p>Hand the toy to your teacher and listen to rules to keep your toy.</p>
	<p>At Clubhouse hold the toy in your lap.</p>
	<p>Sit in one spot with your toy at clubhouse. No crawling.</p>
	<p>You can hold your toy while dancing and singing.</p>
	<p>When it is time to watch the story you and your toy sit on your bottom.</p>
	<p>You must listen quietly to keep your toy at Clubhouse.</p>





# Stay in area #1





# Stay in area #2



# Escalated Behavior

- Plan-
  - Set criteria -What behaviors cannot be tolerated in the general/inclusion setting?
  - Define behaviors that cannot be tolerated in the general environment.
  - Who responds when the environment cannot tolerate behavior?
    - What do they do, where do they go, who is their back up?
- What we have done-
  - Have volunteers that are trained in crisis de escalation, crisis management (MANDT, CPI)
  - Train security volunteers in HOW they are to respond and assist
  - Communicate plan to EVERYONE (parents included)

# Team Work

- Training
- Discussion about concerns or future concerns
  - PA
  - Elopement
  - Escort
- Written Protocols
- Clear ID
- Debrief and reassess



# Positively Reinforce your volunteers



in her participation on Sunday mornings! We were not the biggest "players" in Hannah's decision but the "behind the scenes" work that we do assisted in her hearing about Jesus! This is what we do it for. Your role matters!

displaying a grumpy the hard work and instructions.



Queen of Environmental  
Manipulations.



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