

BEHAVIOR BASICS & CLASSROOM MANAGEMENT

OPPORTUNITIES COLLABORATIVE

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WHAT ARE MY OBJECTIVES?

- ▶ To provide basic behavioral foundations to build understanding
- ▶ To provide strategies to avoid negative results and promote success



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IT'S HELPFUL TO UNDERSTAND:

- Your students
- Behavior
- Tools/strategies
- Impact of your responses



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ESSENTIAL CONCEPTS**UNDERSTANDING BEHAVIOR**

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MOTIVATION

- Motivation is key in all aspects of life
- Motivation for children with ASD often associated with unusual interests
- Often needs to be considered for optimal outcomes
- It's ok for it to be tangible/extrinsic and work to establish more natural motivation
- Need to evaluate skill repertoire



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WHAT MOTIVATES YOU?

- money
- social events
- food
- time off
- punch cards
- cash back credit cards
- law enforcement, judicial system



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WHY SHOULD OUR STUDENTS BE MOTIVATED TO LEARN??

- To get a good job
- To go to college
- To contribute to society
- Pride, value to parents
- It's what they should do

Long term vs. immediate

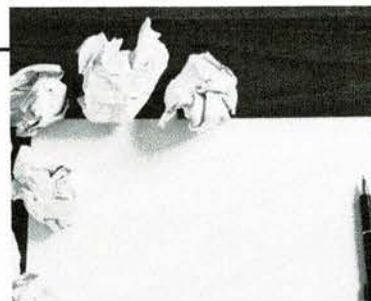
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FUNCTIONS OF BEHAVIOR

TO GET SOMETHING OR...

TO GET OUT OF/AWAY
FROM SOMETHING



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UNDERSTANDING HOW

NEGATIVE BEHAVIOR

GETS STRONGER!

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RESOURCE: THE BEHAVIOR CODE

NEGATIVE RESPONSES TO BEHAVIOR

- Behaviors are often unintentionally reinforced
 - general redirects
 - lecturing
 - calling student's name
 - body language, tone of voice, etc
- Response can be from adult or peer



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EFFICIENCY

PREDICTABILITY

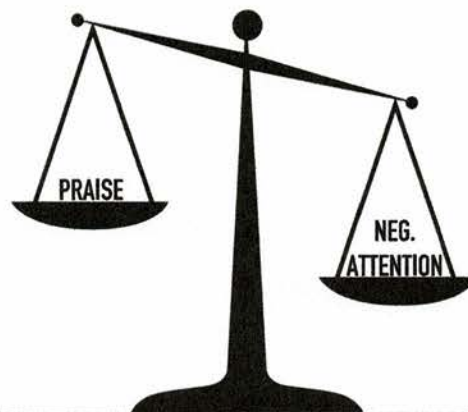
INTENSITY &
DRAMA

OBVIOUS
REACTION

VERIFICATION OF
POOR SELF
IMAGE

KEY ASPECTS OF NEGATIVE RESPONSES

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POSITIVE ATTENTION IS USUALLY
UNPREDICTABLE, SUBTLE, LOW INTENSITY AND
LOW FREQUENCY....AND REQUIRES HARD WORK

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**FOR BEHAVIORS THAT ARE LIKELY
SEEKING ATTENTION, INTERVENE
EARLY...**

**-PLANNED IGNORING WILL NOT WORK
ALONE**

**-NEED TO COUNTERACT WITH POSITIVE
& SKILL DEVELOPMENT**

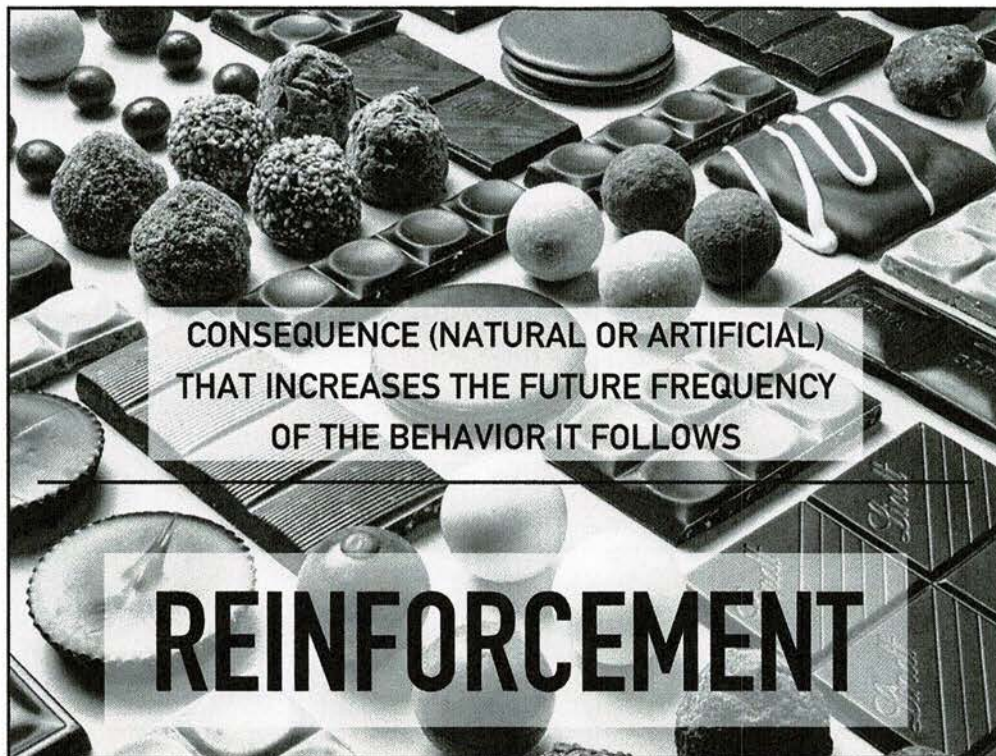


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**WE MAY NEED TO CONSIDER TEACHING
ADAPTIVE, APPROPRIATE BEHAVIOR
LIKE WE DO WITH OTHER CORE SUBJECT
AREAS, ACROSS THE ENTIRE DAY**

LEARNING HOW TO BEHAVE

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REINFORCEMENT VS. BRIBERY

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BEHAVIOR MANAGEMENT

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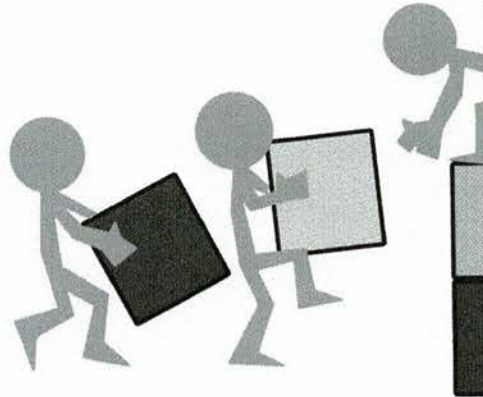
BEST PRACTICE STRATEGIES TO MINIMIZE BEHAVIOR PROBLEMS

- ▶ Establish routines, transition procedures and consistent expectations
- ▶ Keep students engaged in learning (content and response method)
- ▶ Build relationships, show interest in their interests
- ▶ Use natural, functional learning opportunities
- ▶ Provide opportunities to recognize positive prosocial behaviors and teach skills to replace problem behaviors

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RELATIONSHIP BUILDING TAKES TIME AND ENERGY

- Interact in the moment
- Find out what their interests are
- Show them you care
- Provide engagement opportunities within the day



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SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT SYSTEMS

Proactive:

- Catching students making good choices and/or demonstrating character choices
- Assemblies
- Visual representation of progress
- Self regulation, curriculum for character ed/social skills development

Reactive:

- School's disciplinary policy

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CLASSROOM SYSTEMS

Proactive:

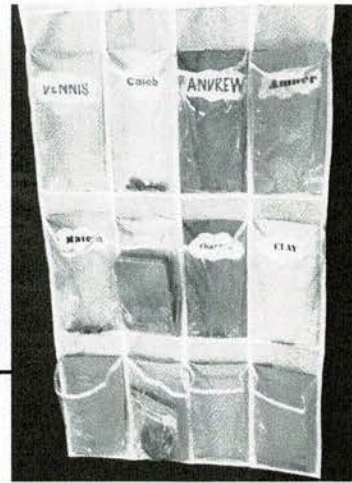
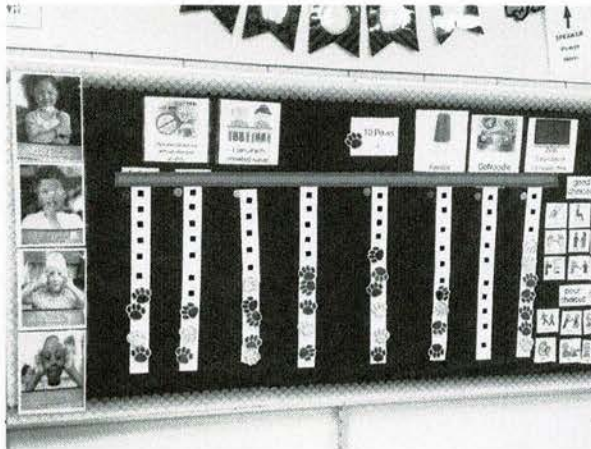
- Clear communication of classroom rules and behavioral expectations
- Classroom Token Systems
- Visual representation of progress
- Positive and engaging teaching environment!!!!

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GIVE POSITIVE FEEDBACK!!

- Sandwich anything constructive between 2 positives
- Ratios as high as 4:1 are found to be most effective
- Be specific
- Target a specific skill and reinforce it!
- Set a goal
- Build a relationship

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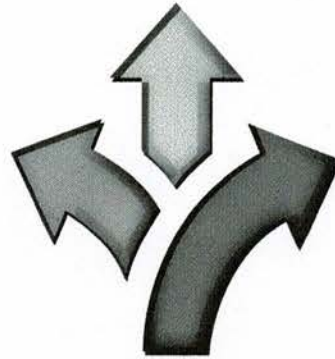


EFFECTIVE CLASSROOM SYSTEMS-THINK ABOUT MOTIVATION

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**IT'S NOT "IF" YOU ARE
SUCCESSFUL IT IS "WHEN"
YOU ARE SUCCESSFUL!!**

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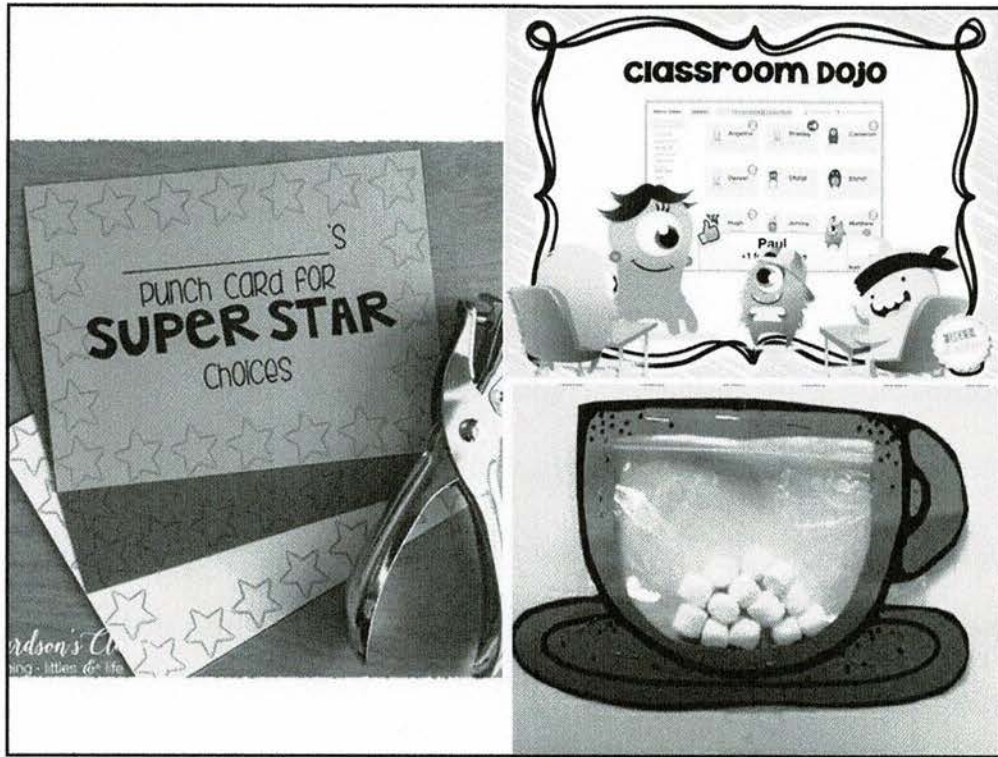
ADDITIONALLY,

**THESE STRATEGIES WORK ACROSS
MULTIPLE FUNCTIONS OF BEHAVIOR**

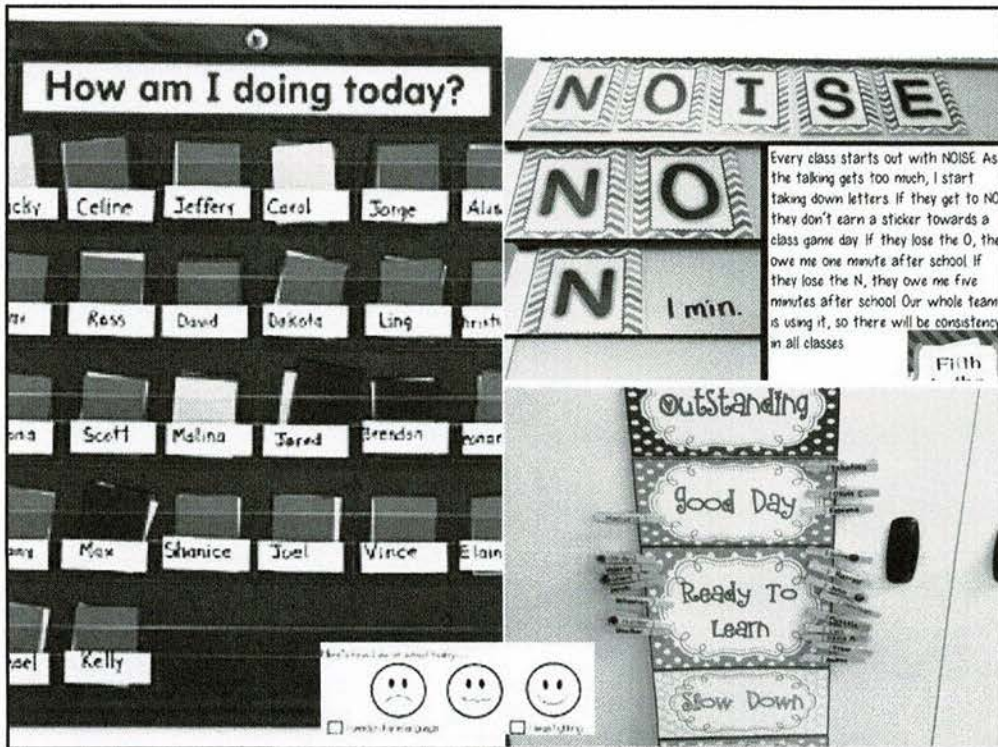
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**CLASSROOM
MANAGEMENT SYSTEMS**

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OTHER SYSTEMS

- Completing a picture with cut pieces (puzzle)
- Brownie points
- Mystery motivators
- Lottery systems with tickets
- Sports themed-touchdowns, slam dunks, home runs
- Group challenges

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Shoes off	Eat lunch by a friend	An awesome note or email home	Homework Pass	Complete an assignment outside
Extra Recess	Lead the class in checking an assignment	Lunch with the principal or a special person	Free Draw Time	Be the teacher's helper
Bring a Stuffed Animal	Extra technology time	Choose a spot	Operate the computer for a presentation	Chalk at Recess
Read to the class	Spotlight time	Chat break for the class	Show and Tell	Not walking in line on the way to specials
Use a fun pen	Arts and Crafts Time	Bring a Toy	Movie Time	Positive Visit with the Principal
Choose a Brain Break	Free choice time	Extra Credit	Complete an assignment with a partner	Play a class game
Sit at the Teacher's desk	Use special supplies	Be the messenger	Expert time-teach the class about your passion	Read to another class

FREE REWARDS

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**GOAL IS TO:
INCREASE PREFERRED BEHAVIORS
AND DECREASE UNPREFERRED**

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COMMON BEHAVIORAL PROBLEMS–MOTIVATIONAL OR SKILL DEFICIT?

- Refusal to follow rules/directions
- Attention seeking behaviors
- Inappropriate topics
- Bullying (heckling, making inappropriate comments)
- Disruptive behaviors
- Social skill deficits, inappropriate social interaction
- More extreme (stealing, aggression, harassment)

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THINGS TO CONSIDER:

- Are the target behaviors in their repertoire?
- Am I focused on a positive or replacement behavior (vs. negative)?
- Is the effort worth the pay off?
- Can they get the same things through problem behavior?
- Is the availability to "earn" frequent enough?
- Is the availability to "cash in" frequent enough?
- Are the items/activities available for purchase personalized and motivating?
- Could a group contingency be facilitated?

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PREVENTION:

**POSITIVE, ENGAGING CLASSROOM
CULTURE**

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INCREASING ENGAGEMENT:**TOOLS USED IN CLASSROOMS**

- ▶ KWL: Know, Wonder, Learn
- ▶ How many ways can you do it?
- ▶ Self Monitoring (How is your motor running? or "Zones" of regulation)
- ▶ Mix of child directed and adult directed activities, novel activities, problem solving, collaboration
- ▶ Stable routines and predictable rituals
- ▶ Humor
- ▶ Quick games, silly trivia (transitions, while waiting)

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GROUP INSTRUCTION TECHNIQUES

- ▶ Choral Responding
- ▶ Response Cards (pre-made or write on)
- ▶ Numbered Heads Together
- ▶ Whole Brain Teaching
- ▶ Visual timer
- ▶ Polls

"Helping Students with ASD Succeed in
General Education Classrooms", www.fit.edu/continuing-ed

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RESPONSE TO BEHAVIOR

REACTIVE STRATEGIES

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DEALING WITH PROBLEM BEHAVIOR

- Withdraw attention briefly
- Redirect, high predictability task (orient to listening bx)
- Proximity
- Give one verbal reminder of rule and accountability
- Minimal discussion of behavior and alternatives in the moment
- Self monitoring

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USE SHORT PHRASES

- Positive (or "can do") statements
- Can trigger the thinking part of the brain
- Using the same phrases to prompt target behavior
- Directive and walk away
- Neutral question
 - "What are you working on?" or "What do you need to be doing?"
 - Make sure it is not accusatory, could ask your colleague
 - Visual cue

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STRATEGIES FOR GIVING DEMANDS

- Use a neutral and calm tone
- Avoid yes-or-no questions, OK?
- Use declarative language-state the facts
- Provide choices
- Use indirect delivery-write it down, remind others, deliver and walk away
- Provide extended time to comply with timeframe (before gym vs. now!)

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ARE YOUR STRATEGIES...

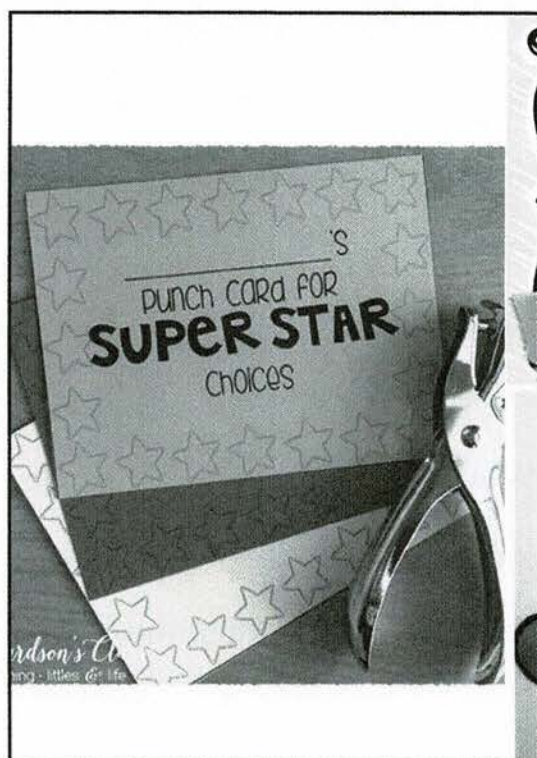
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Efficient and effective?

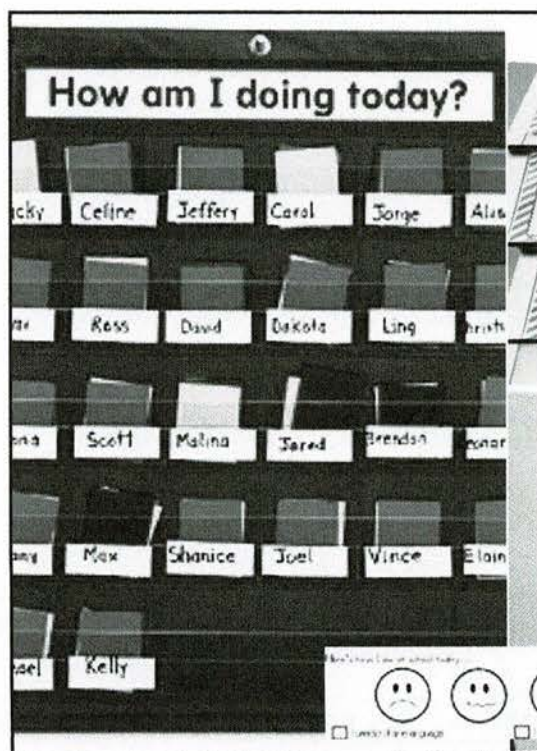
Clear?

Frequent and consistent?

Cost/benefit ratios balanced?



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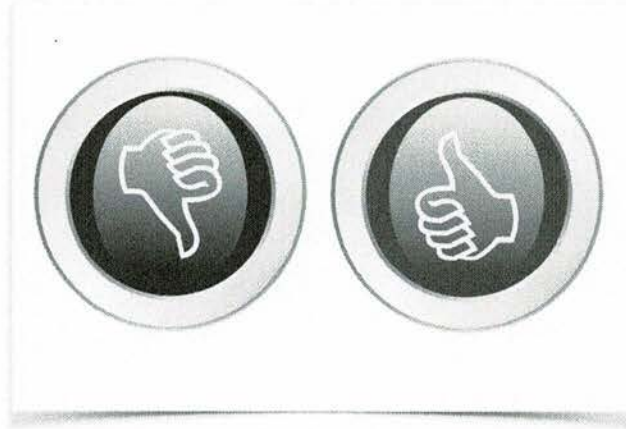
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