

PRIMARY CLASS BEHAVIOR: The ABC's of SUPPORT



Hello!

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I love the gospel, teaching and special education



“We must remember that whatever our best-but-imperfect offering is, the Savior can make it perfect. No matter how insignificant our efforts may seem, we must never underestimate the Savior’s power. A simple word of kindness, a brief but sincere ministering visit, or a Primary lesson lovingly taught can, with the Savior’s help, provide comfort, soften hearts, and change eternal lives. Our clumsy efforts can lead to miracles, and in the process, we can participate in a perfect harvest.”

-Elder Vern P. Stanfill, “The Imperfect Harvest” April 2023 General Conference



A child who can't behave

If a child doesn't know how to read,
we teach

If a child doesn't know how to swim,
we teach

If a child doesn't know how to multiply,
we teach

If a child doesn't know how to drive,
we teach

If a child doesn't know how to behave
we teach? or punish?



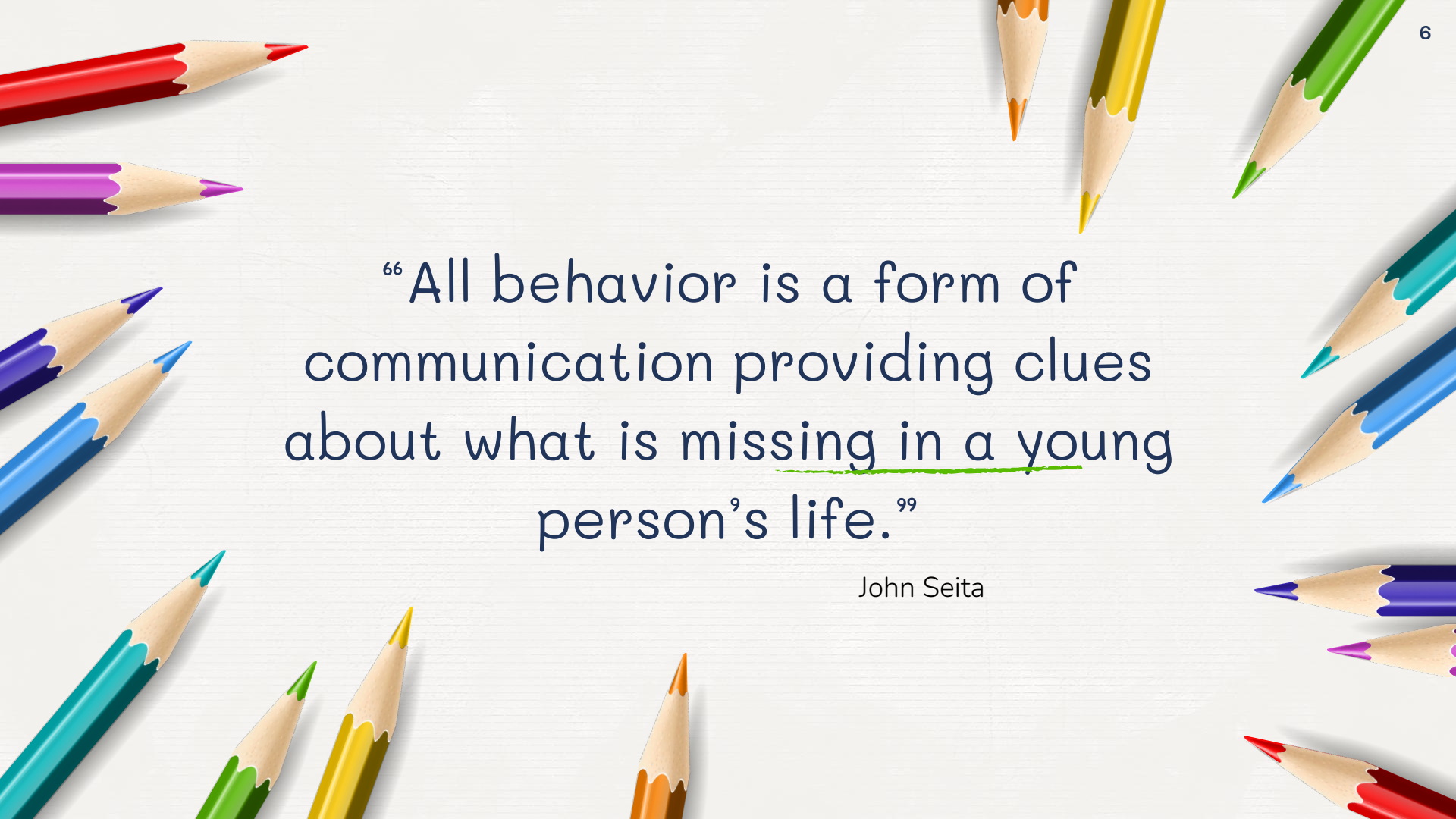
Herner, 1998



1. Behavior Basics

Let's learn






“All behavior is a form of communication providing clues about what is missing in a young person’s life.”

John Seita

Principles of Function-Based Support

- 
- Human behavior is functional
 - Behavior serves a purpose
 - Results/consequences of a behavior affect future occurrences of that behavior
 - Human behavior is predictable
 - Environmental conditions can set up, set off, or maintain appropriate or inappropriate behavior.
 - Human behavior is changeable
 - Understanding the predictors, consequences and function of problem behavior is key for designing effective interventions.

Functions of Behavior

FUNCTIONAL FOUR:

- Escape
- Attention
- Tangible
- Sensory



Behavior ABCs: Patterns of Predictability

Antecedents	Behaviors	Consequences
What happens before the behavior	What the student does <i>Communication</i>	What happens after a behavior





Which of the ABC's
can we have
influence over?

Antecedents

Is there something
we can change or adjust
right before the behavior
happens?



Antecedents

Examples:

- ★ Predictability
- ★ Task difficulty
- ★ Engagement
- ★ Seating
- ★ Student interest

*“An ounce of prevention
is worth a pound of
cure.”*



Behavior

- What is the deficit?



There are two basic reasons why students do not do what we want:

- Because they don't know how (Skill deficit)
- Because they don't want to (Motivation deficit)



What we sometimes see as
a failure to **BEHAVE**
properly,

is actually a failure to

COMMUNICATE
properly.

www.notjustcute.com



Consequences

Everything has a consequence.

Everything.

Some consequences reduce behaviors. (Like what?)

Some consequences increase behaviors. (Like what?)



2. Antecedent Strategies

Prevention





“The absence of negative doesn't mean the presence of positive.”

Relationships



Optimism: Be Positive

The single strongest predictor of a successful behavior support plan:

The optimism of the parents, teachers, and the team.



Reframe Your Thinking

Pessimistic

- Singing time is a total nightmare.
- My child will never be able to do this.
- When is this going to be over?

Optimistic



3. Behavior

Teaching & Correction



Teaching

Teach

Demonstrate the
behavior step by step



Rehearse

Student repeats the
behavior 3 to 5 times



Reinforce

Reinforce! Reinforce!
Reinforce!



4. Consequence Strategies

Praise and Reinforcement



Behavior Speak

Reinforcement:

- Increases behavior
- Positive reinforcement:
 - ◆ *ADD* something to the environment
- Negative reinforcement
 - ◆ *REMOVE* something from the environment

Punishment

- Decreases behavior
- **DOES NOT** teach a new skill



Effective Positive Reinforcement

Bonus Formula: $A + V = X$ (tra long-lasting success)

- Don't forget **Anticipation** and **Variety**. The more excited your students are about the incentives that you offer, the more motivated they will be to work on the behavior. You set the stage for this by enthusiastic promotion, or in other words, "hype"!

Rules for Reinforcement

- The Golden Rule for Selecting Reinforcers
 1. Not cost a lot of money
 2. Not take a lot of time
 3. Be *natural* whenever possible



Types of Reinforcement

Natural	Edible	Material	Social	Activity
Sit by the Teacher Peer Tutor Help Custodian	Candy Takis Chips French Fries Juice Soda	Slinkies Stickers Markers Cards	Smiles High Fives Praise Statements	Dance Time Listen to Music Gym Time

Attention Reinforces Behavior



“Behavior goes
where
reinforcement
flows”
-Allison Lindsey



Behavior Specific Praise

Educator interactions should consist of no fewer than 5 positives to 1 negative (5:1)

- 8 to 10 positives to 1 negative should be used for the most difficult students
- The more difficult the problem behavior, the higher the ratio or positives to negatives should be



Behavior Error Correction



Coercion

THE COERCION CYCLE

Patterson, 1982

START

1

Parent/Teacher makes a request.

2

Child passively ignores them.

3

Parent/Teacher repeats request.

4

Child delivers a defiant "No!"

8

Parent/Teacher may freak-out.

7

Parent/Teacher may give up.

6

Child explodes in a nuclear rage.

5

Parent/Teacher makes a threat.

9

Child avoids the initial request.

10

Parent/Teacher become reluctant to make requests.

11

Child exposed to less demands.

12

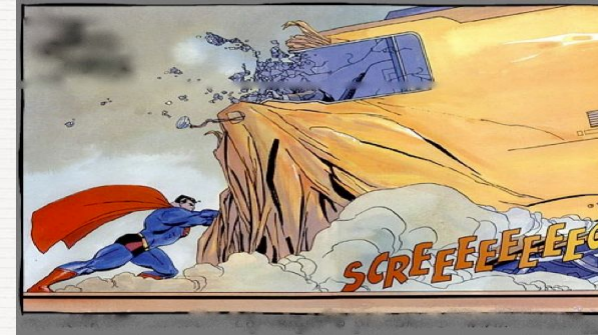
Child behavior requires a request.

REPEAT



How Do You Break the Cycle?

1. Understand the behavior.
2. Have a plan for the behavior.
3. Stick to your plan for the behavior.



CONSISTENCY



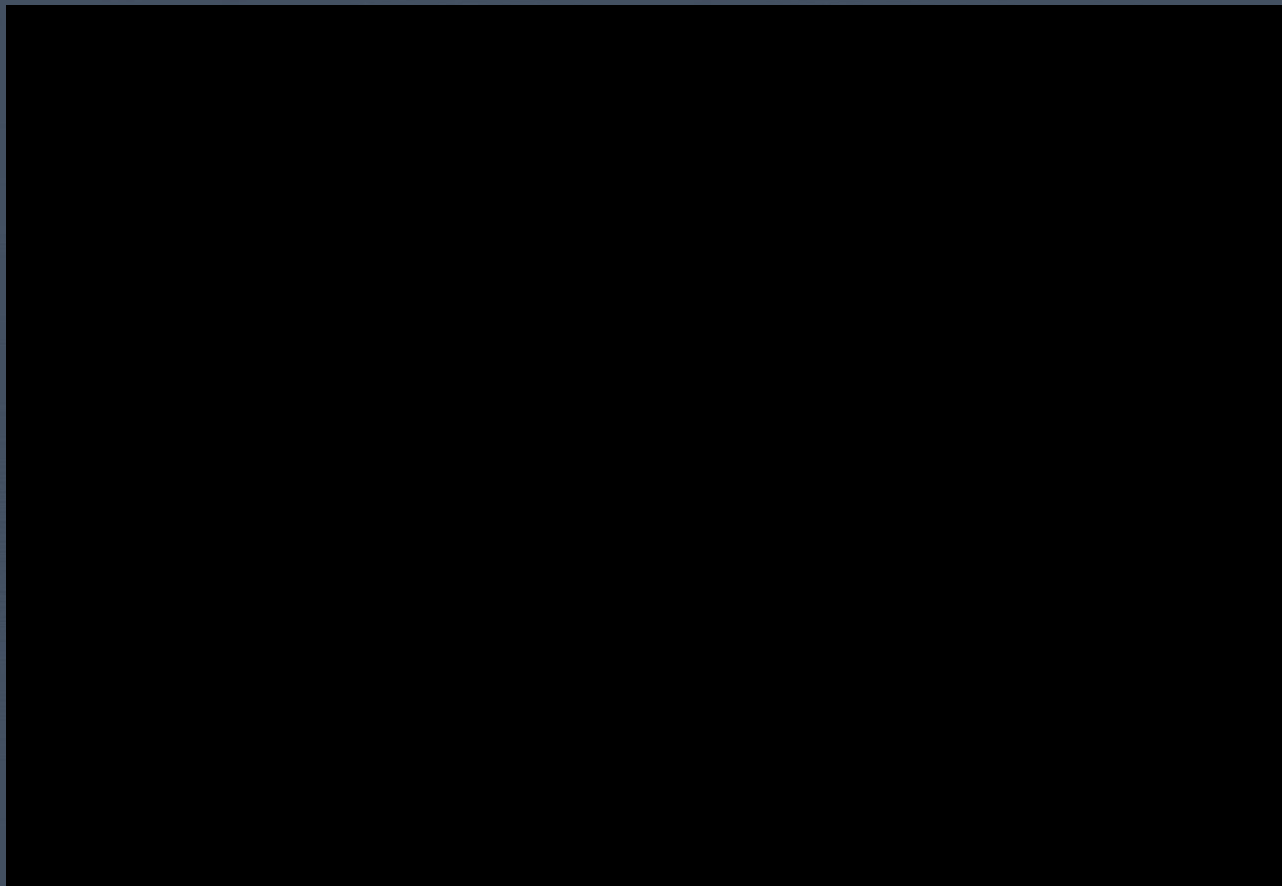
If a child can't learn the way we
teach, maybe we should teach
the way they learn.

-Ignacio Estrada



Good Teaching Is Good Teaching

Welcome to *Teaching Strategies for Children with Disabilities*, a video series produced by Brigham Young University's David O. McKay School of Education. As you watch this series, remember that the teaching techniques described in each segment can apply to all students in the classroom, even if that particular technique is utilized for an individual student.

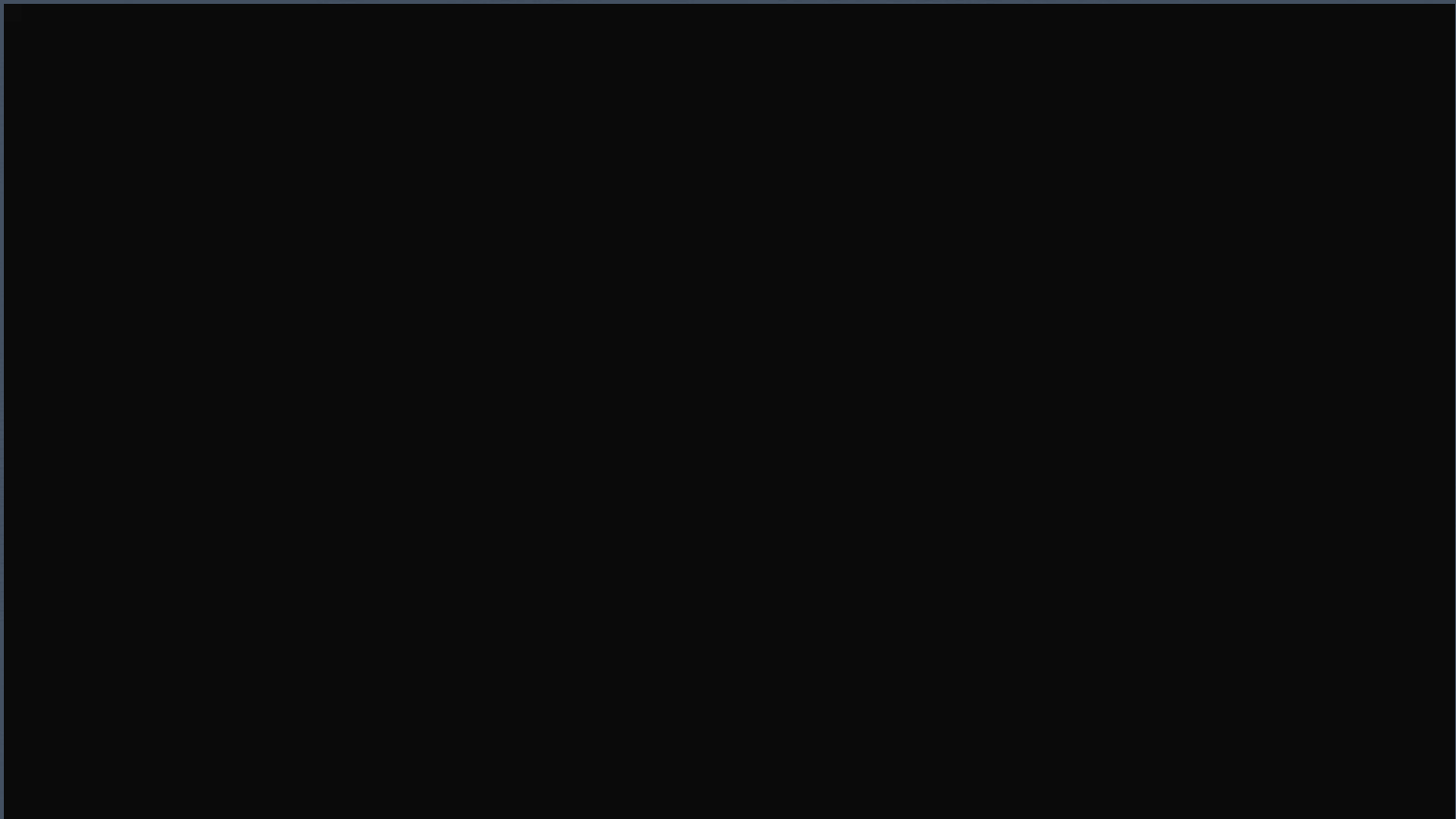




Attention Getter

Before beginning a lesson, it's important that your students focus and understand what will be covered.

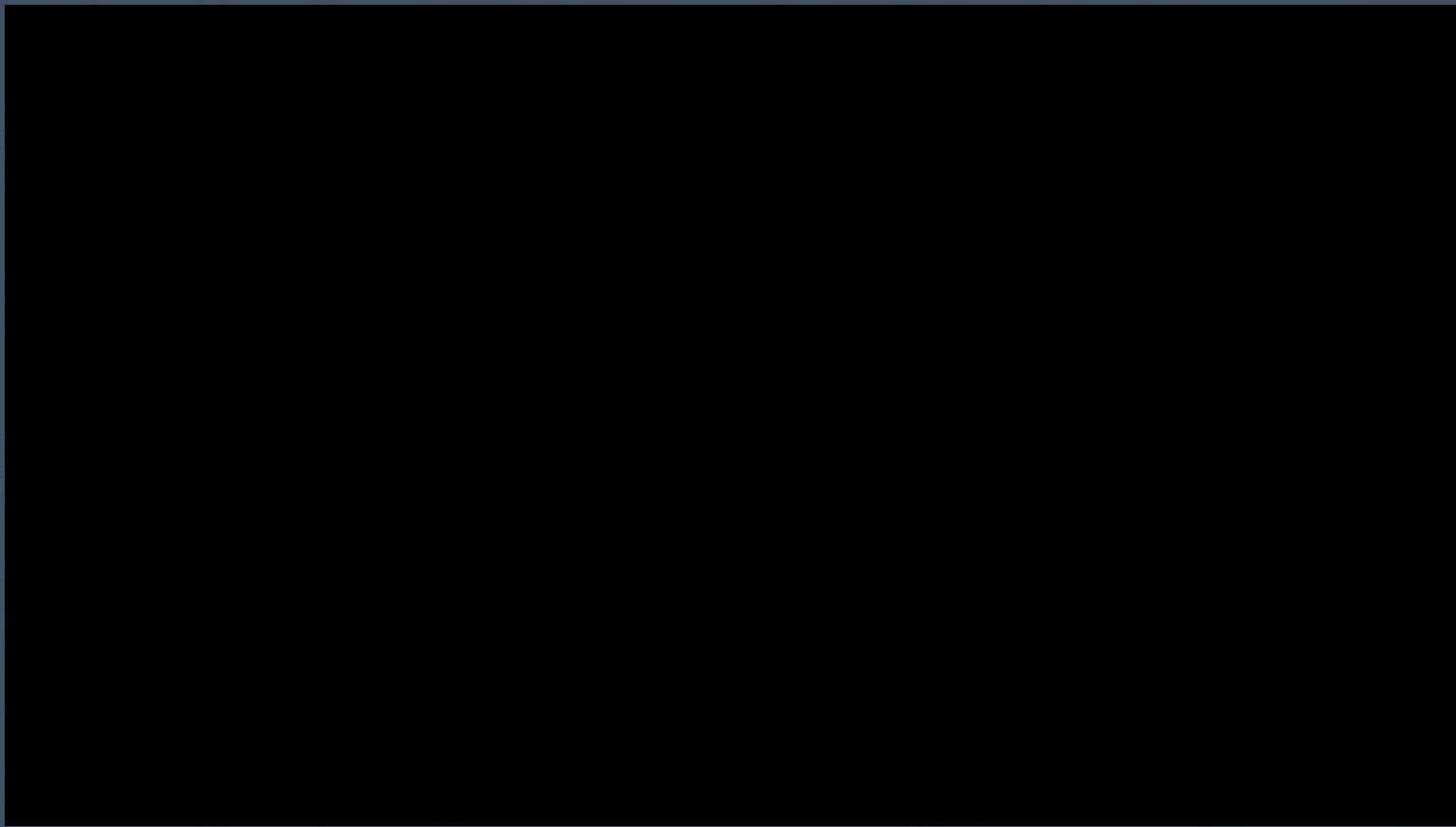
To accomplish this, use an attention getter.





State Objective

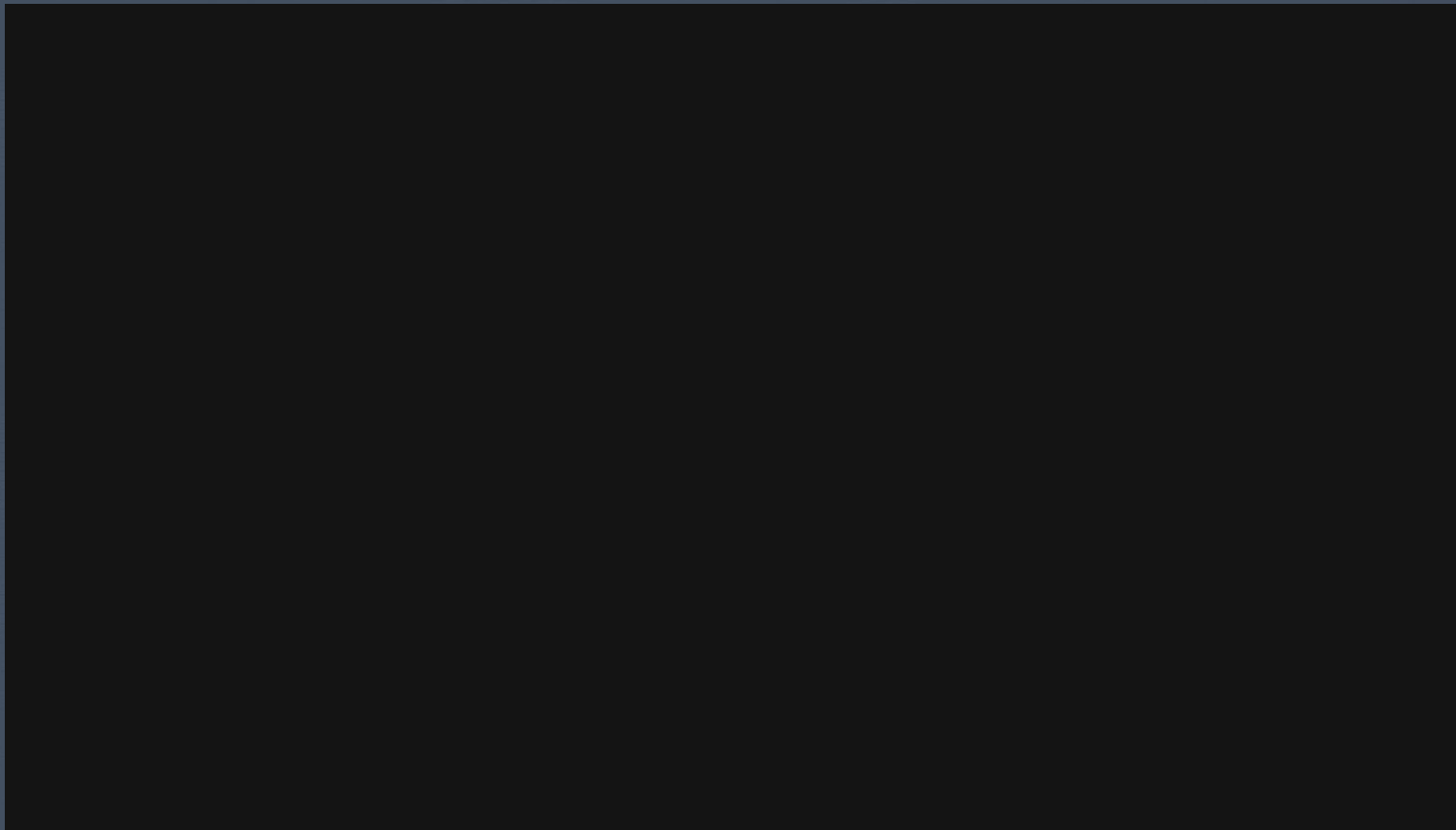
At the beginning of a lesson, it's important to clearly state the lessons objective—and to do it at the students' level of understanding.





Attention Span

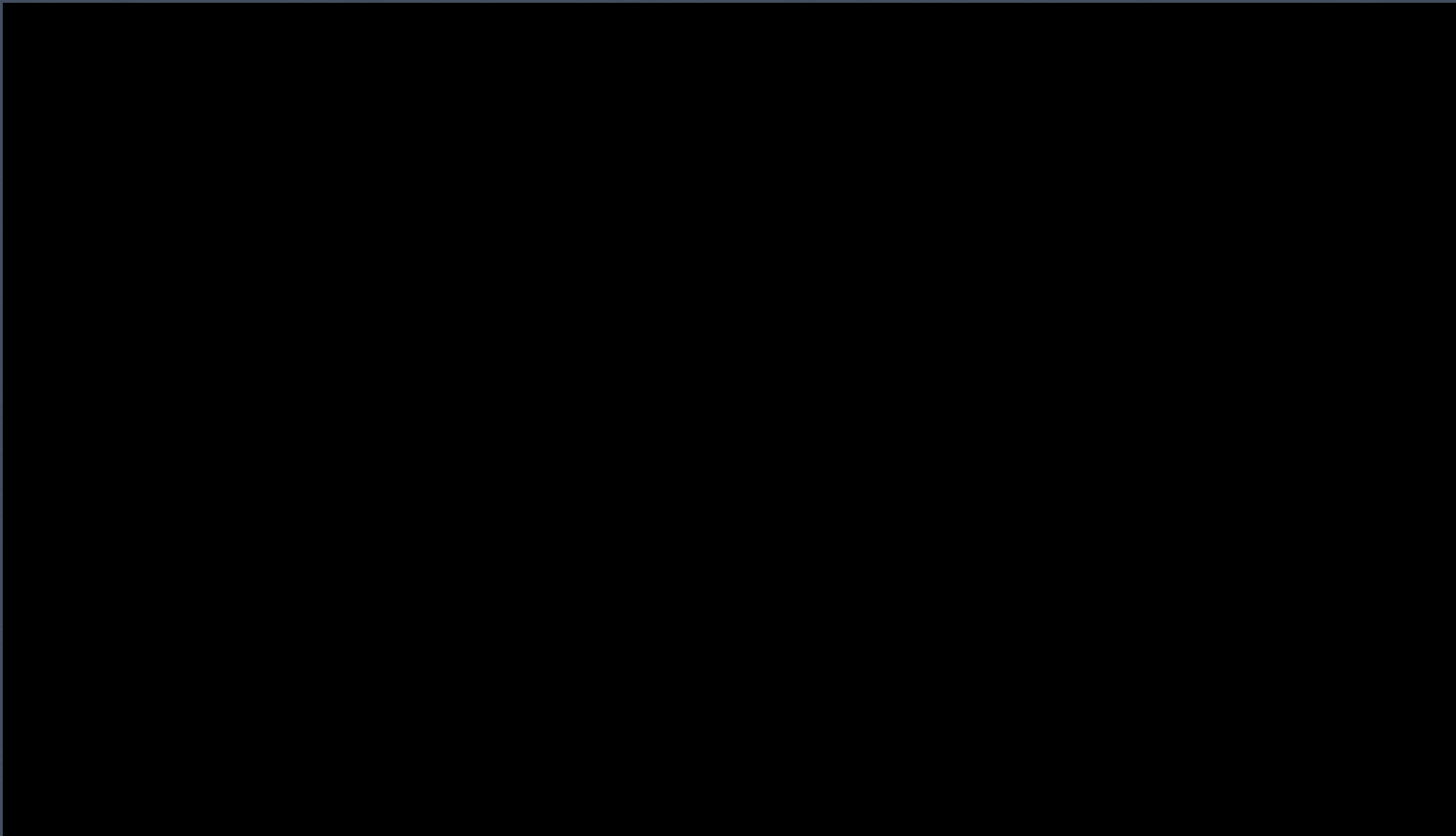
Be sensitive to students' attention spans, and create lessons that are tailored to their needs. Doing so will help them better learn the lesson.





Using Visual Aids

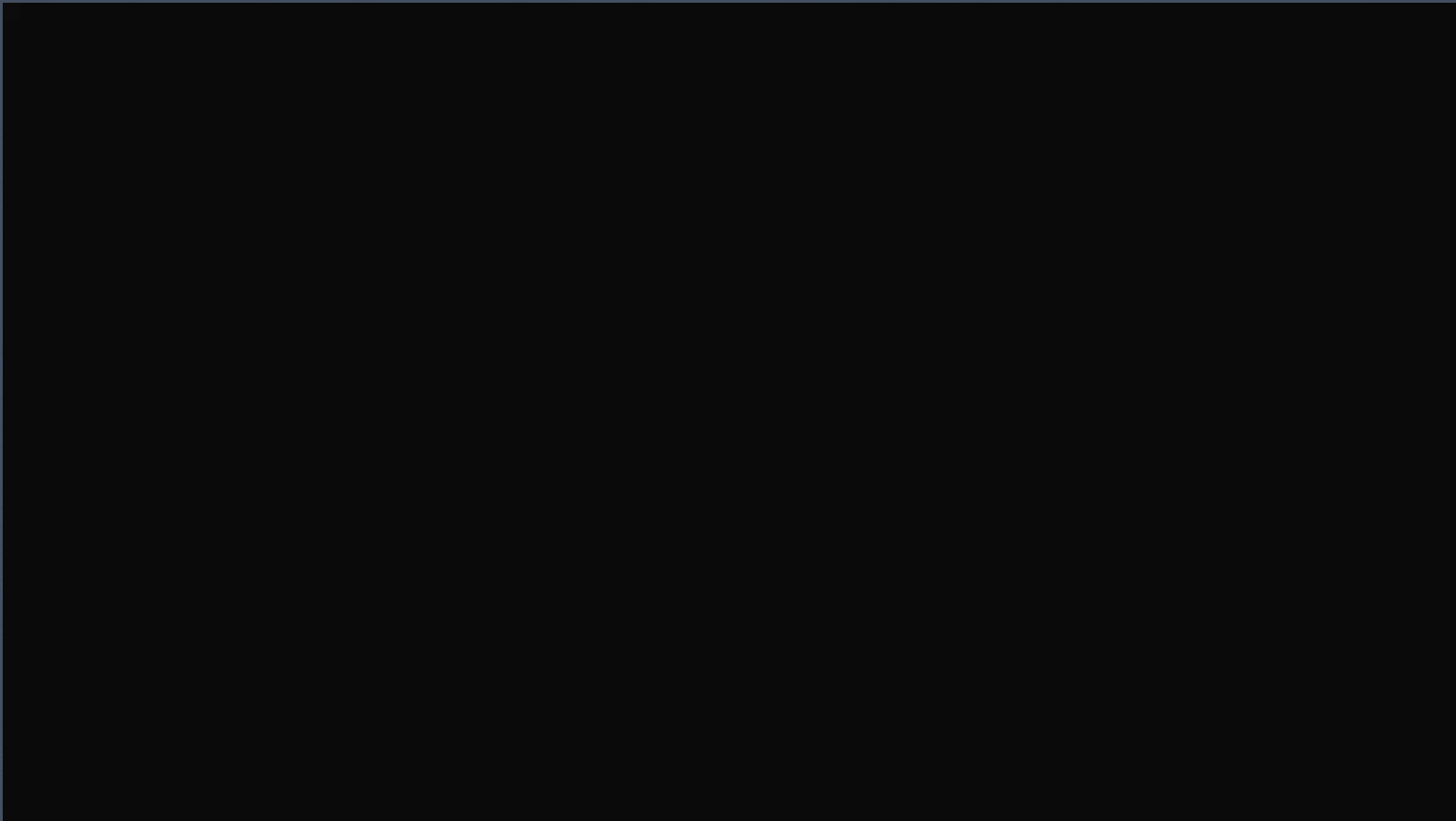
Often, lecturing is the default teaching technique; however, a technique that is more visual and kinesthetic in nature is often better, especially with students who have special needs.





Wait Time

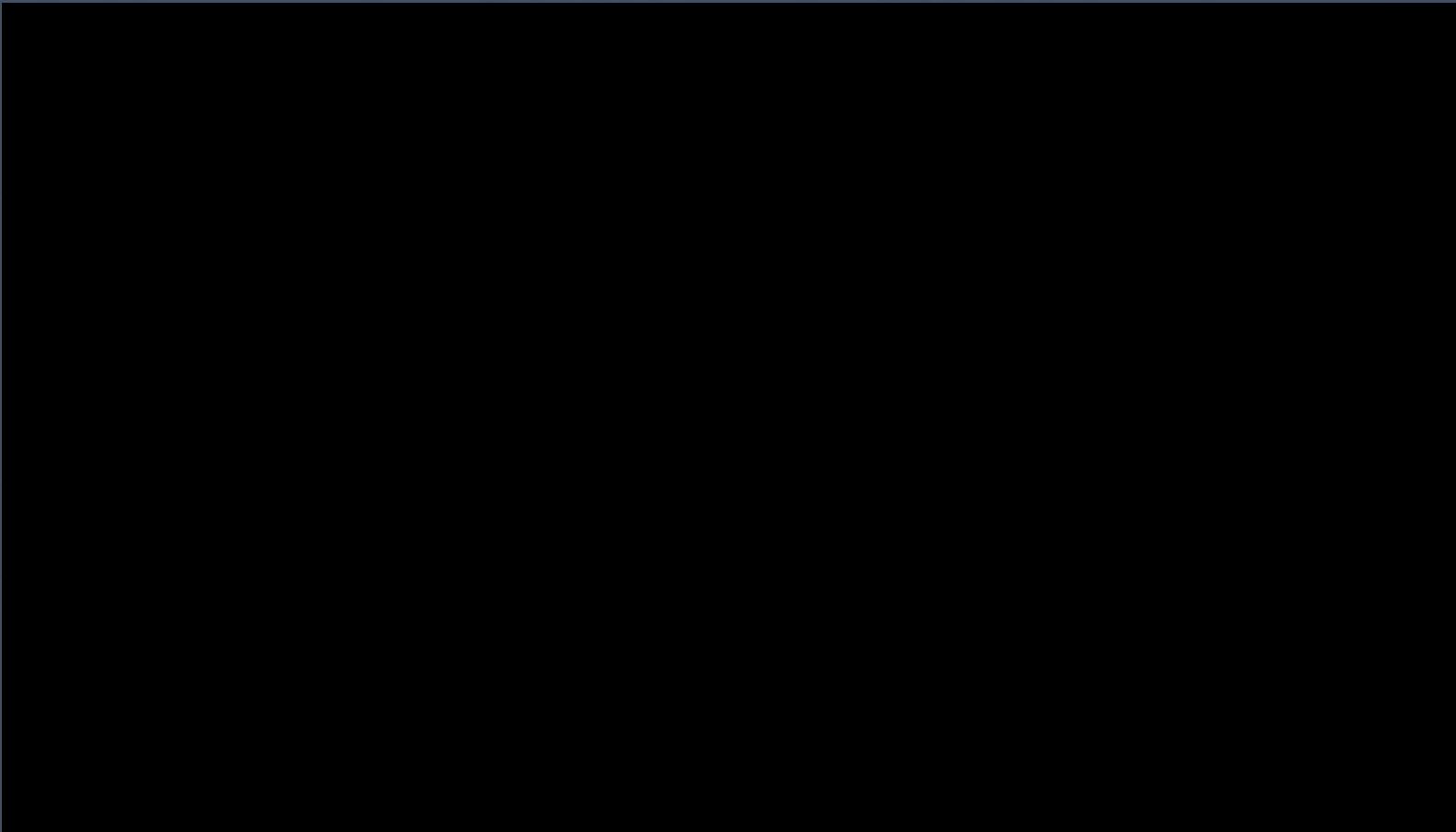
When asking students questions, teachers often do not wait long enough for an answer. Waiting for a longer period of time—up to 5 or 10 seconds—allows students to better contemplate questions.





Active Participation

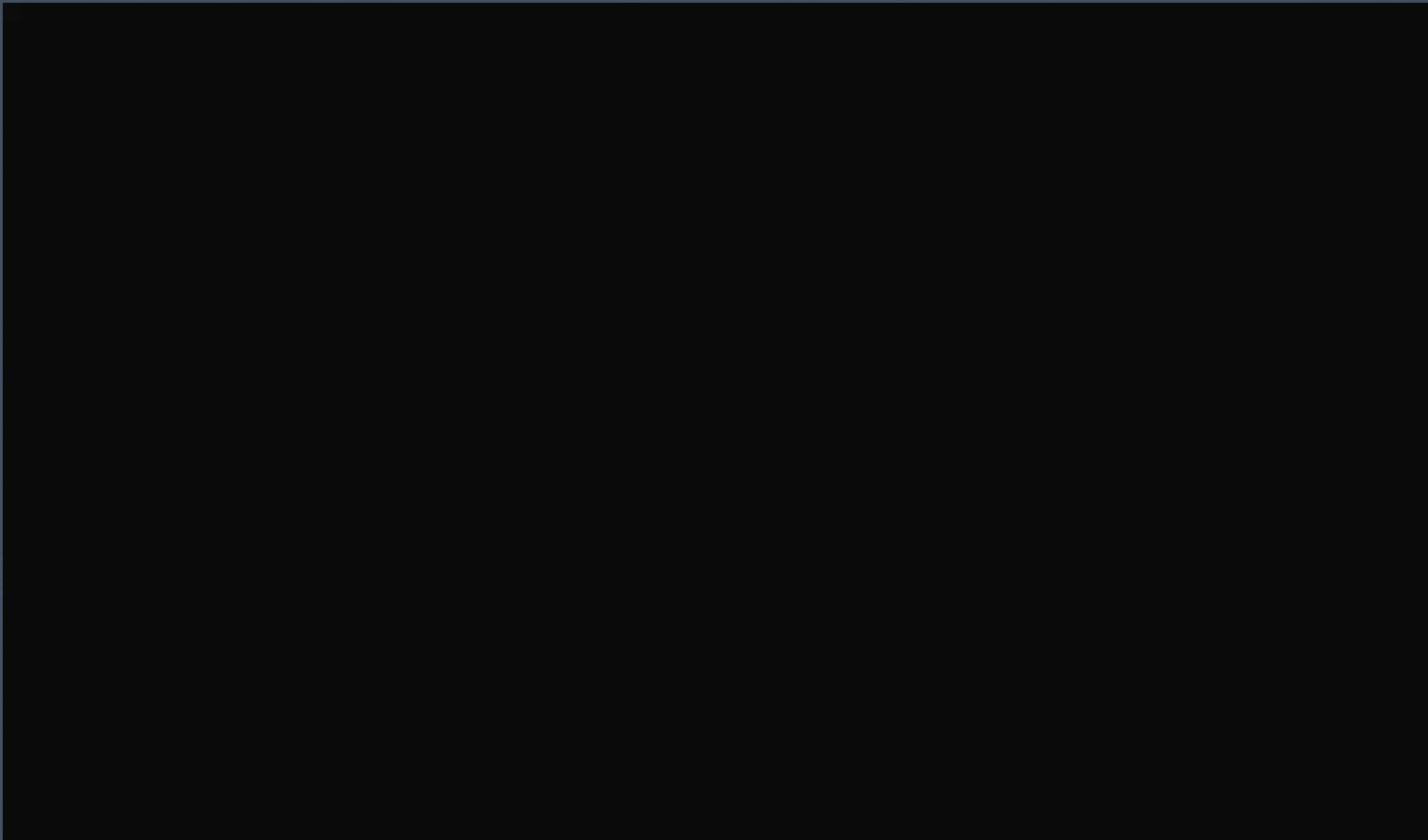
When active participation techniques are employed in the classroom, all children have the opportunity to engage with the lesson.






Music and Drama

Employing music and drama in the classroom can be highly effective, especially for students with special needs. When children learn songs and engage in role-playing, their learning becomes active.





Using a Schedule to Help Reduce Anxiety

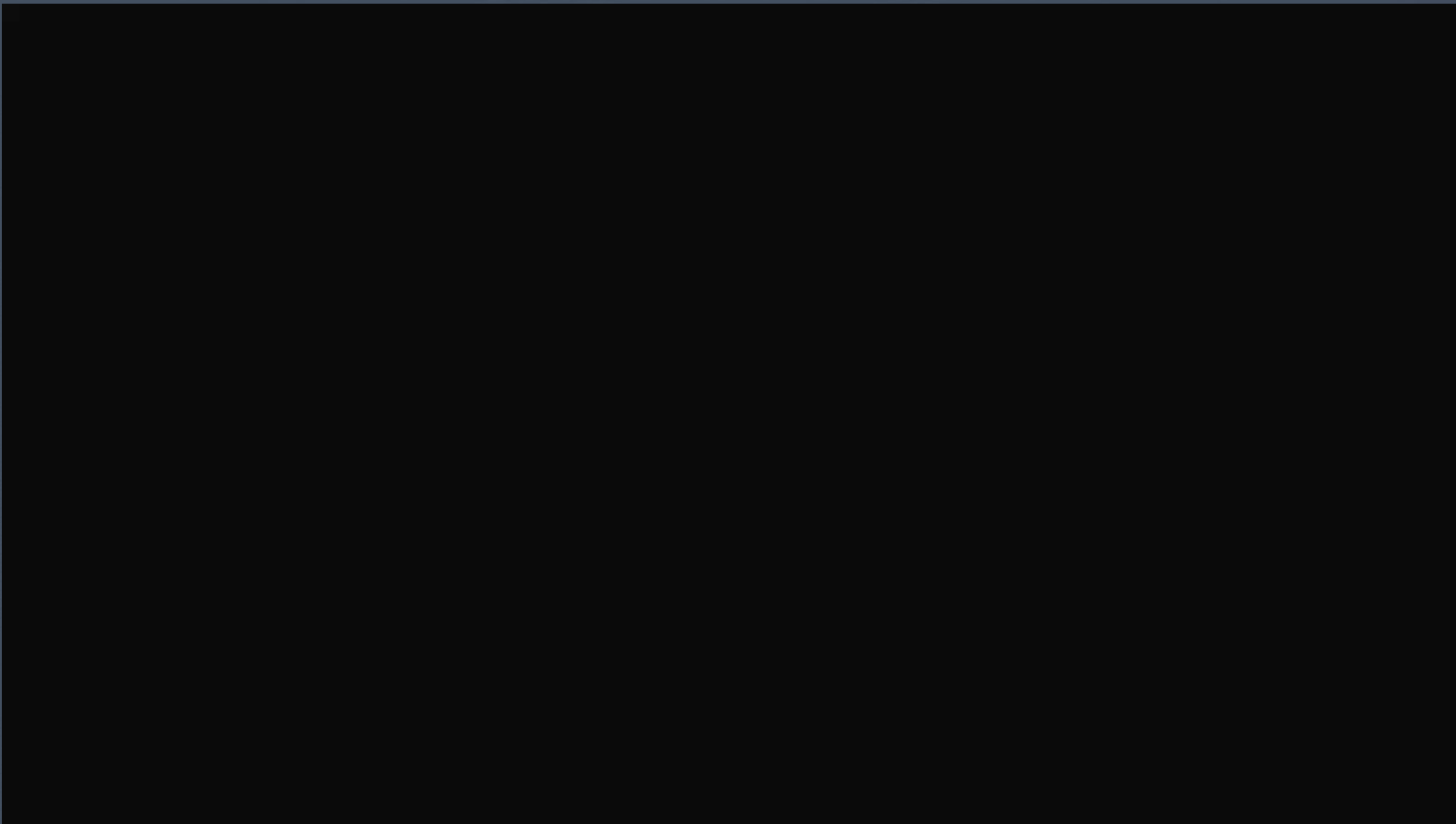
Having a clear classroom schedule for students can help reduce their anxiety.





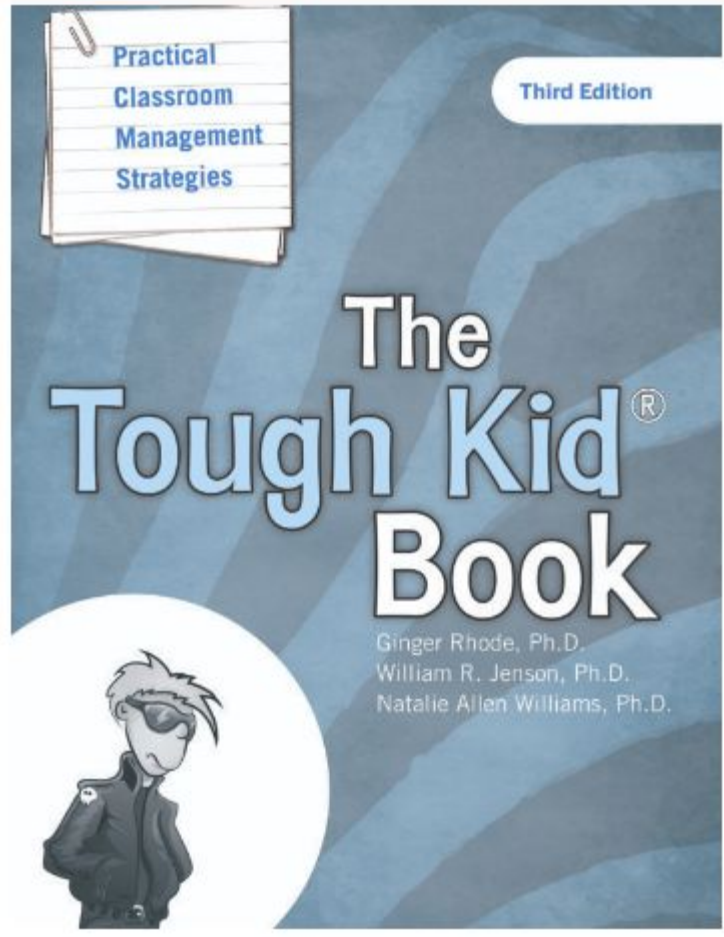
Positive Behavior Strategies

Teachers can be quick to point out bad behavior—but it's important to point out good behavior as well.



- ★ *Predictability*
- ★ *Task difficulty*
- ★ *Engagement*
- ★ *Seating*
- ★ *Student interest*
- ★ *Pre-correction*
- ★ *Rules & Routines*
- ★ *Transition Items*
- ★ *First-Then*





Think Celestial

“When you make choices, I invite you to take the long view—an eternal view. Put Jesus Christ first because your eternal life is dependent upon your faith in Him and in His Atonement.”

-President Russell M. Nelson



The Savior:

Is ALL about
RELATIONSHIPS

Is INTENTIONAL:
He RESPONDS
rather than
REACTS

Meets us
WHERE we are,
AS we are



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