

An Introduction to Behavior Management

ABA based
strategies and
resources for
afterschool providers

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Inclusion for All Students

- More opportunities to interact with peers of all abilities positively impacts students *with* and *without* special needs.
 - higher academic achievement
 - improved school attendance
 - higher aspirations, improved social competence
 - improved behavior.



<http://www.afterschoolalliance.org/Special%20Needs%20IB34%20final.pdf>

What is Behavior?

- 3 important things to remember:
 1. Observable
 2. Objective
 3. Not a characteristic



What is ABA?

- **Applied Behavior Analysis**
 - scientific study of behavior.
 - systematic approach for influencing socially important behaviors
- ABA methods can support **all** people with varying needs.
- The overall goal of ABA is to
 - **Reduce and replace** negative, undesirable, inappropriate behaviors with positive (desirable, and socially acceptable behaviors)

<https://mayinstitute.org/new/acl.html?id=289>

ABA Teaching Methods

- **Prompting** by use of:
 - verbal cues
 - visual cues
 - demonstrating or modeling
 - gestural cues
 - physical prompting.
- **In the afterschool environment:**
 - visual schedules
 - checklists
 - timers

ABA is used to...

- **Increase behaviors**
 - On task behaviors and social interactions
- **Teach new skills**
 - communication skills, coping skills, and social skills,
- **Generalize skills** to new environments
 - From in-class environment to the after school environment
- **Reduce interfering behaviors**
 - e.g. tantrums, self- injurious behaviors, etc.

ABC's of Behavior

- **A is for Antecedent:**

- What was the student doing before the behavior happened?
- What were the people in the environment doing?
- Was the student asked to end an activity/start an activity or assignment?
- Was it loud? Were there a lot of people?

ABC's of Behavior

- **B is for Behavior**
 - what was the behavior that was observed?
 - Usually an action
 - Did the person hit, kick, cry, throw something?
- Remember, the behavior has to be **observable, objective, and is not a characteristic of the person.**
- Target Behavior

The ABC's of Behavior

- C is for Consequence

- what happened after the behavior?
- Was the student reprimanded?
- How did others in the environment react?
- Was he/she given something?
- Were they removed from the environment?
- The behavior gives the person **reinforcement** and contributes to it occurring or reoccurring.

ABC's are important

- They tell us **why** a behavior is happening
- The behavior has a history of “working” to get a need met.
- Those needs need to be **communicated**,
 - Lack of “appropriate” skills to communicate a need,
 - “Inappropriate” behaviors can be used to get that need met.
- **Data collection** = identifying patterns
 - When is the behavior most likely to occur?
 - What consequences they are most likely to produce?
- Help determine the **function** of those behaviors and what is reinforcing them.

https://youtu.be/UVKb_BXEp5U

Functions of Behavior

- **Sensory**: The behavior itself feels good.
- **Escape**: To get away from a non-preferred activity, setting, environment, or person
- **Attention**: Engaging in the behavior allows the person to gain attention from others
- **Tangibles/To Gain Access**: Access to desired activities, items, locations, or people

https://youtu.be/4G_4U_6IB1U

Functionally Equivalent Replacement Behaviors

- Appropriate Behaviors that get the same function met as the behavior you are trying to replace.
 - **escape:** requesting breaks, using timer, doing less of the assignment, asking to do something else
 - **attention:** asking using a normal speaking voice, attention when staying on task
 - **Tangibles/To gain access:** requesting for item, reinforce waiting, pointing/signing for object.
 - **Sensory:** a quiet corner, sensory toys or activities, bean bags, noise makers, etc.

Build Your Support Team

School Resources:

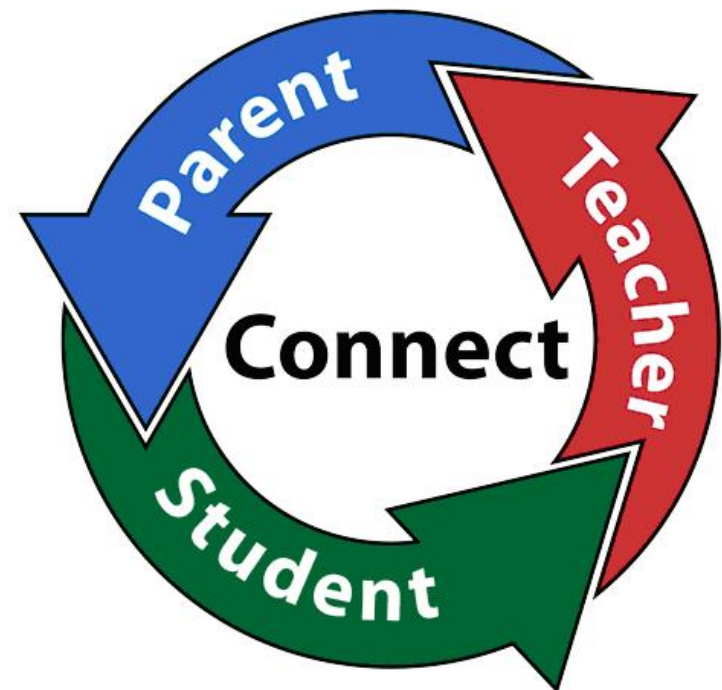
- Collaborate with teachers and classroom staff
- Open up dialogue with school personnel (e.g. Behavior Analysts, Counselors, Speech and Language Therapists.)
- Communicate with your team and have a plan in place for behavior episodes



- **Parents and caregivers** know their children the best.
- If you are anticipating a student with special needs, ask the parents about their child.
 - What motivates them?
 - How do they communicate frustration, wants, needs, etc?

Parent Survey-
Reinforcement Profile sheet

Parents and Caregivers



Reinforcement

- Why does this behavior keep happening?
 - Behavior allows person to access the function, or reinforcing stimulus that they were looking for.
- How do we change or replace the behavior?
 - By controlling the access to reinforcement, you can provide reinforcement to behaviors you want to continue to see instead of the inappropriate or interfering behavior.

Only Reinforce behaviors you want to see again

<http://www.appliedbehavioralstrategies.com/reinforcement-101.html>

Increasing Motivation

- **Motivation** can increase the likelihood the child will want to play and reinforcement will help you to teach the skills necessary to play.
- **Intrinsic Motivation:**
 - The child *wants* to do the activity
 - Self-motivated
- **Extrinsic Motivation:**
 - Outside motivation
 - Rewards
 - High-fives
 - Access to preferred items, activities

Premack

- **Premack-** “Grandma rule”
 - First/then: First neutral/difficult/non-preferred activity, then preferred/easy/reinforcing activity or item
 - Example:
 - “first do your homework, then you can play on the tablet/computer”
 - First/then chart or visual



Priming

- **Priming** is an intervention that helps prepare children for an upcoming activity or event in which they might have difficulty
 - New or unknown activities
- Keep priming short and concise
 - Provide exposure to the materials and general structure of new activities, tasks, and situations
 - Examples: calendar, steps of a game, rules, etc.



Timers and Visual Schedules

- **Timers**: structure activities that are difficult or non-preferred or that lack other types of structure.
 - **Non-preferred activities** the student is able to know
 - how long they will have to do the activity
 - when they will access a preferred or reinforcing activity or item
 - when the activity will end
 - **Preferred activity**
 - helps structure the time
 - Prepares them for when that activity will end or be taken away.
- **Visual schedules** can be used to prepare students for changes in their day

When Planning Activities

- Consider the student's interests, strengths, and abilities when choosing activities
- Students' interests rather than their needs should guide leaders when selecting activities
- Be willing to adapt activities and get creative
- Cooperative instead of competitive play activities
- Provide opportunities for students to lead, collaborate, and make choices

Choices, Choices, Choices!

- Choices help create a sense of shared control/shared ownership
- Focuses on the *I can* instead of *I can't*
- Encourages kids to think for themselves
- If choices are within a group environment, it teaches kids to compromise
- Model emotions you want them to have when you offer the choices

Resources

- **PBIS- Positive Behavioral Interventions and Supports** <https://www.pbis.org/>
- **The National Center for Quality Afterschool Programs**
<http://www.sedl.org/afterschool/>
- **Autism Speaks**
<https://www.autismspeaks.org/>

Resources

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- ABC's of Behavior
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- Functions of Behavior
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