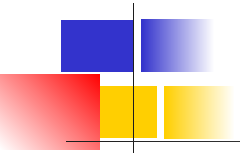


South Orange and Maplewood Schools



February Parent Workshop Series



The A - B - C's

Helping to Solve the Puzzle



What is Behavior?

Anything an individual does

- Appropriate behaviors
- Inappropriate behaviors





How We Learn...The A-B-C'S

"A"

Antecedent:

What occurs before the behavior
It can be the direction that you are giving

"B"

Behavior:

What the person does
It is the response the individual gives in relation to the direction

"C"

Consequence:

What happens immediately following a behavior
It is the reinforcement that you provide or the punisher



Reinforcement and Punishment



Reinforcement = something that the individual wants, will work for

Punisher = something that is aversive to the individual. It is something that is taken away

Remember what is aversive or reinforcing to you may not be aversive or reinforcing to another person



Practice

Antecedent

Father tells Seth it's time to get ready for bed and turns off the TV.

Behavior

Seth screams and cries and starts to jump up and down.

Consequence

Dad says, "OK, you can have 10 more minutes to watch TV, and then you need to turn it off."

What has Seth learned from this sequence of events?



Practice

Antecedent

Mom tells Mary to
put the dishes away.

Behavior

Mary starts whining
and complaining.

Consequence

Mom sends Mary to her
room.

What has Mary learned from this sequence of
events?



Practice

Antecedent

Mom is talking on the telephone.

Behavior

Peter starts throwing video tapes around family room.

Consequence

Mom hangs up the telephone and sits on the couch with Peter to watch his favorite video.

What has Peter learned from this sequence of events?



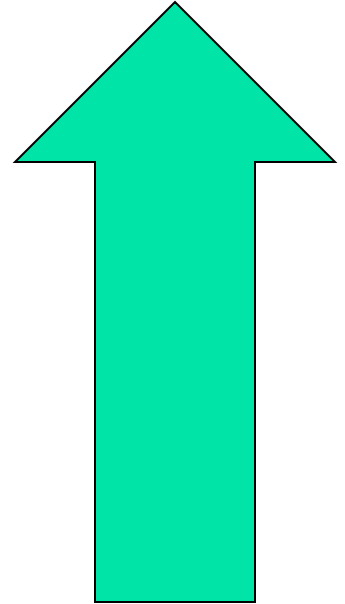
Behavior Change Procedures

- Reinforcement
 - Positive reinforcement
 - Negative reinforcement
- Punishment
 - Positive punishment
 - Negative punishment



Reinforcement

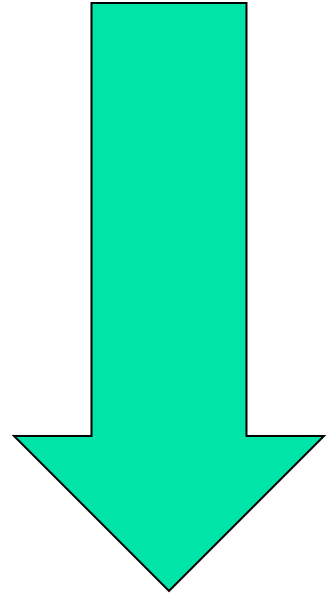
- By definition, reinforcement *increases* the occurrence of a behavior
- **Positive Reinforcement** (+) means you *add* something the individual wants
- **Negative Reinforcement** (-) means you *take away* something the individual finds aversive





Punishment

- By definition, punishment *decreases* the occurrence of a behavior
- **Positive Punishment** (+) means you *add* something the individual finds aversive
- **Negative Punishment** (-) means you *take away* something the individual wants





Reinforcement

- Is a consequence
- Must be functional & individual
- Immediately follows the behavior



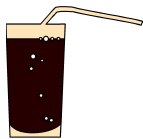
Reinforcement

- Must be used consistently
- Increases the behavior
- Maintains a previously learned behavior

Types of Reinforcement

- Primary Reinforcers

Food, Drink, Water



- Secondary Reinforcers

Social Praise, Games, Privileges, Tokens, Activities



- Sensory Reinforcers



- sitting in a rocking chair, applying lotion, playing with a favorite spinning top



Remember, when delivering reinforcement...

- Make it contingent
- Save the biggest for the best
- Be clear
- Be creative
- Be a ham

Remember, when delivering reinforcement...

- Gradually de-emphasize primary rewards
- Fade reinforcement gradually
- Shape behavior slow and steady
- Make certain your rewards are rewarding
- Remember that success is a reward



Remember, when delivering reinforcement...

- Give the reward as soon as your child performs the desired behavior
- Learn to pay no attention to certain unasked-for behaviors
- Phase out rewards
- End with a success

What behavior goals should we set?



Positive Behaviors we want to see more of

OR

Negative behaviors we want to see less of



Goals for Increasing Positive Behaviors

Example: Casey will clean her room at least once a week without prompting by the end of the school year.

- What behavior are we trying to increasing?
- SMART goal
- How do we get there?
 - Start with prompting
 - Choose reinforcement every time Casey cleans her room
 - Higher reinforcement if she does it independently

Goals for Increasing Positive Behaviors

Cont...



- Casey ONLY gets that reinforcement if she cleans her room.
- Self-monitoring
- Explain WHY this goal is important
- Review and revise as needed



Goals for Decreasing Negative Behaviors

Example: Cara will decrease having tantrums during homework time from once daily to once weekly by using the coping skills taught to her with the support of visuals by the end of the school year.

- What behavior are we trying to decrease?
- SMART Goal
- How do we get here?
 - Start with prompting. We may need more than visuals to start.



Goals for Decreasing Negative Behaviors

- Examples of visuals that may help decrease tantrums
- Choose reinforcement for every time Cara refrains from having a tantrum and picks a coping strategy
- If Cara picks a coping strategy we must HONOR it (give a break from homework) and reinforce it.
- Self-monitoring
- Explain to Cara WHY we need to use coping strategies instead of throwing tantrums.
- Review and revise as needed

Questions /
Comments

More Topics that will be covered

February - Behaviors at home & making progress towards behavior goals

We will use the survey results from this month to help us pick topics going forward!
Please be sure to fill-out the survey on the next slide so we know how to best plan for future workshops!

Thanks!

Survey

Please scan the QR code and answer a few questions about this workshop and future ones. Thank you for your input.



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References