Practical Behavior



Interventions

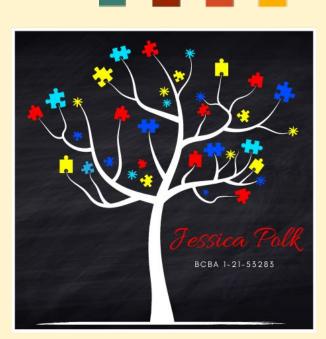
for the Special Education Classroom

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Lake Hamilton Behavior Specialist

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WHO:

- JESSICA POLK, BCBA (BOARD CERTIFIED BEHAVIOR ANALYST)
- LAKE HAMILTON SCHOOL DISTRICT BEHAVIOR SPECIALIST
- CONSULTANT: BRANCHES OF HOPE, POLK ABA
 - MINSTRY & EDUCATION SETTINGS
 - O SUPERVISION OF FUTURE BCBA CANDIDATES
 - O IN HOME APPLIED BEHAVIOR ANALYST THERAPY FOR CLIENTS

WHY DID I CHOOSE THIS

- I NEEDED HELP AS A MOM
- THERE WAS NO ONE IN MY AREA TO HELP
- I began studying not only for my own family, but also for other
 - **FAMILIES**
- THIS FIELD CHOSE ME
- I LOVE IT!!!









The Dead Man Test

"If a dead man can do it, it isn't behavior.

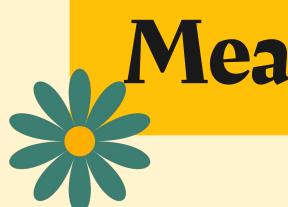
And if a dead man can't do it, then it is behavior."

Ogden Lindsley 1965

What is Behavior Anyway?



Observable



Measurable



Definable

What is Behavior Anyway? +++ The Dead Man Test

If Jon is non-compliant in class, is that behavior?

No, a dead man can do that.

It is not measurable, or definable itself

What is Behavior Anyway? +++ The Dead Man Test

If Jon screams profanity, is that behavior?

Yes, A dead man cannot scream

It is observable and measurable

If Jon is breathing, is that behavior?

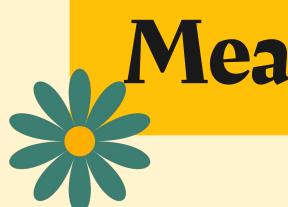
Yes, a Dead man cannot breathe

It is observable and measurable

What is Behavior Anyway?



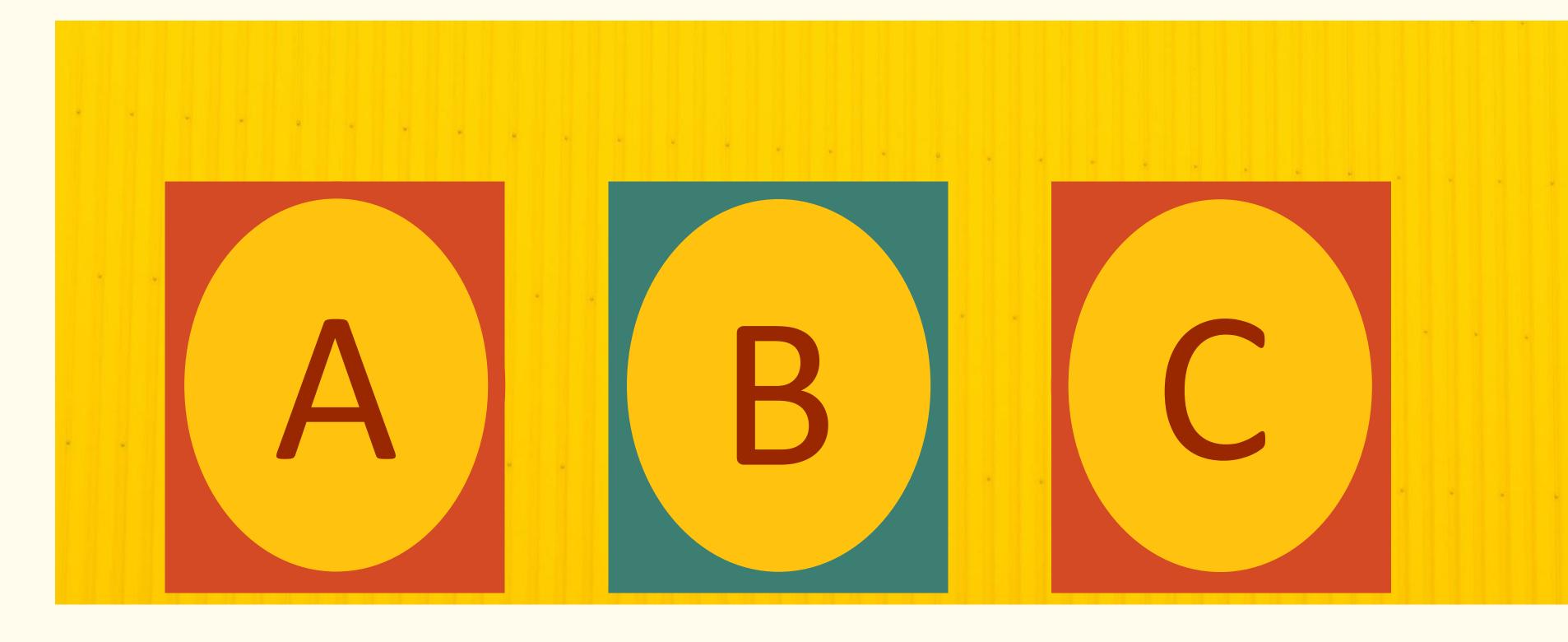
Observable



Measurable



Definable



Antecedent

What happens immediately before the behavior occurs?

Behavior

Observable Measurable Definable

Consequence

What happens immediately after the behavior occurs?



TRACK that BEHAVIOR

ABC data sheet

Let's track the boy in the green

shirt's behavior

TRACK that BEHAVIOR

Date &Time	Location and/or Activity	Antecedent	Behavior	Consequence	Other	
		Note what happened just before the behavior. (Ex. Therapists asks client to sit at table)	Describe the behavior using observable and measurable terms (Ex. "child yells "no" and hits therapist twice)	Note what happened immediately after the challenging behavior. (Ex. Therapists or parent reprimand)	Other information or comments such as duration, restarts, time to compliance, etc.	Initials
		sit at table)	and hits therapist twice)	(Ex. Therapists or parent reprimand)	etc.	



TRACK that BEHAVIOR

		Antecedent	Behavior	Consequence	Other	
Date &Time	Location and/or Activity	Note what happened just before the behavior. (Ex. Therapists asks client to sit at table)	Describe the behavior using observable and measurable terms (Ex. "child yells "no" and hits therapist twice)	Note what happened immediately after the challenging behavior. (Ex. Therapists or parent reprimand)	Other information or comments such as duration, restarts, time to compliance, etc.	Initials
5/1/24	Rm 2	J reading book	head on table	no attention	Duration 11s	JP
8:45 am	Reading Small Group	to sml grp		from staff or peers		
5/1/24 8:56 am	Rm 2 Reading Small Group	J reading book to sml grp	lay on back in chair	no attention from staff or peers	Duration 25s	JP



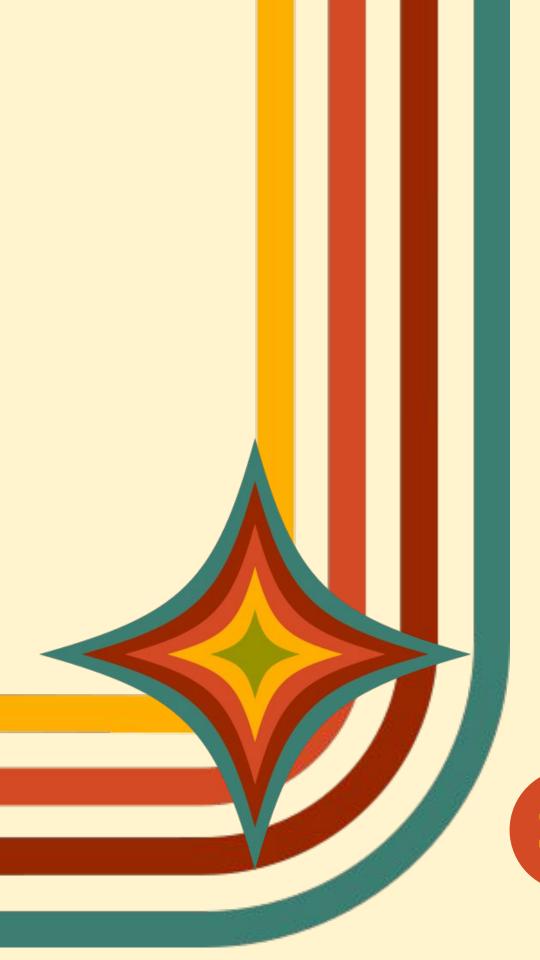
Behavior is Learned and Affected by Consequences







FUNCTION WHY?





SENSORY

ESCAPE



TAKEASEAT



ATTENTO



TANGUSLE



SENSOTZY

WHY

These behaviors provide access to sensory stimulation.

*It feels good to engage in the behavior

WHEN

Sensory
behaviors
occur at any
time, in the
presence or
absence of a
person.

HOW TO RESPOND

Teach a functional replacement behavior that provides equivalent sensory input.

*Student mouths non-edible items; provide gum or a chew tube.



ESCAPE

WHY

These behaviors remove an undesired situation or person.

To get out of something they don't like.

WHEN

Escape behaviors occur at at a time when something is viewed as too hard, too boring or too loud

HOW TO RESPOND

Teach a student to request a break when needed.

Divide tasks into small parts or five within the activity choice.

*A student flops out of a chair; provide access to break card



WHY

These behaviors provide a reaction from others.

To are often described as "acting out"

WHEN

Attention
behaviors occur at
at a time when the
student desires
interaction with
another person.

HOW TO RESPOND

Teach a student to request positive attention.

*A student screams out, staff provides praise for having a quiet voice to other students



TANGTBLE

WHY

These behaviors provide access to highly preferred items or activities.

Ex: toy, iPad, book, math work, walk, game, coloring

WHEN

Tangible seeking behaviors occur at at a time when the student desires a specific item or activity

HOW TO RESPOND

Teach a student to request the item, wait, and/or exhibit a specific behavior before presenting the item

*A student begs to use iPad, (first complete math, then iPad time)



Think FUNCTION Not how disrespectful the behavior is!





SHIFT FOCUS FROM

"WHAT'S WIZONG-WITH 4007"

TO

"WHAT HAPPENED TO YOU?"





What skills does this

student still need to

learn to succeed here?"





Tier 1 Supports



Visual Schedule

Front Loading

BX Specific Praise

Calm- Down Spot

SEL

Model & Practice

Positive Behavior Supports

Brain Breaks

Attention Signals



Tier 2 Supports



Individual **Visual Schedule**

Timer for individual

Token Economy

Sensory Break

Social Story

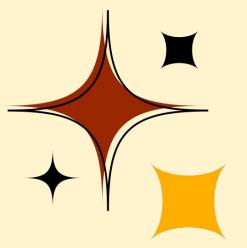
First/Then

Small Group Social Emotional

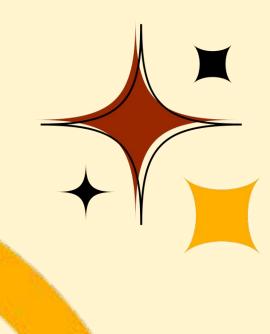
Calm Down Pass

CICO **Check in- Check out**

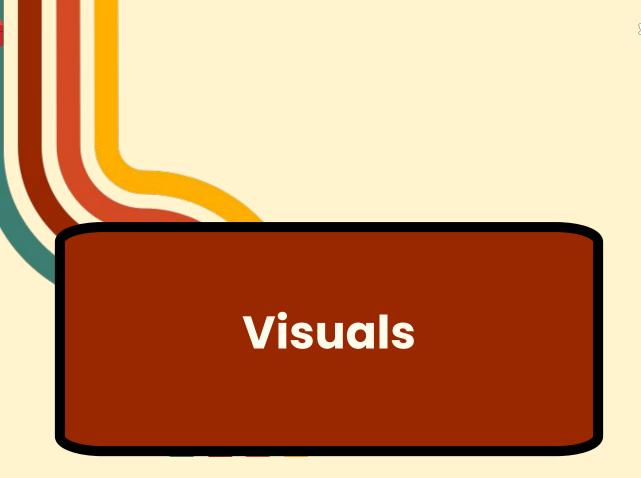




TIER 3



- Special Education Services
- One to One Counseling
- Functional Behavior Assessment
- Behavior Intervention Plan
- Crisis Plan
- Elopement Plan
- Alternative Learning Environment





 Rules/Expectations posted (large, clear)

Timers

Schedule

Posted assignments

 Post simple positively stated rules (e.g., "Be respectful," "Raise your hand to speak").

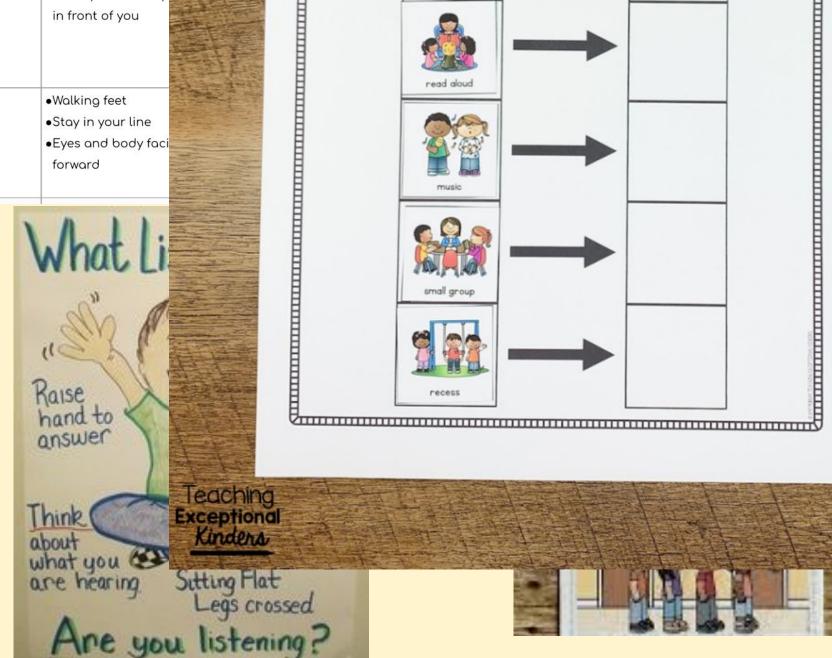


Wolf Way Behavior Matrix

	<u>Classroom</u>	Hallways
Be Respectful		Red zone voiceHands to selfEnjoy classwork wit your eyes only
Be Responsible		Walk on the correct Traveling position
Be Productive		 Walk directly to the destination Closely follow the ρ in front of you
Be Safe		Walking feet Stay in your line Eyes and body faci forward

Classroom Expectations

Listen and follow directions Stay in your seat Keep your hands to yourself Walk in the classroom Use your quiet voice



Schedule

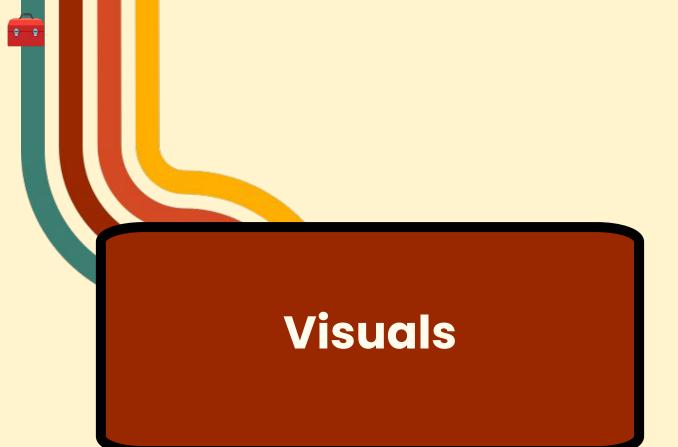
Done













Visual Supports Checklist

The **Visual Supports Checklist** is based on a review of current literature, practical knowledge, and reported experiences from early childhood educators on the topic of visual supports. For more information and additional resources for creating and using visual supports, please visit the University of Maine Center for Community Inclusion and Disability Studies' web page, "<u>Visual Supports Learning Links and Visuals Templates</u>" at http://ccids.umaine.edu/resources/visual-supports/



Note: the use of photos or images supports text in all of the following:

Understanding where to find things and where they belong.	Already using	Not yet using
A label on each child's cubby with an image of the child's face		
Labels on shelves indicating what should be kept or found there		
 At the beginning of the year, the photo is larger and the text is smaller. Begin to switch mid-year (matching children's development) and make the text larger and the photo smaller. Eventually, have children help to create or write the labels in their own language (can use different color for each language). Use lower case font for shelf labels (if the words are not proper nouns) and make them large enough (at least 22 point font size. Many places do not have the words large enough. For name cards, make the first letter uppercase and the other letters lowercase. 		
	Already	Not vet



BX Specific Praise

- Name the child
- Clearly describe the behavior
- Reinforces the exact behavior you want to see repeated.
- Use specific praise like "Great job following directions the first time!" instead of just "Good job."
- Example: "Jess, I love how you are sitting with your hands in your lap- you are ready to learn."









Calm- Down Spot

- Tier 1 Supports
- Location
 - a. furniture
 - b. easily accessible
- Meaningful Resources
 - a. minimal decor/posters
 - b. quiet materials: 2-3 items
- Timer
 - a. teach how to use
- Clear Expectations
- Model & Practice
 - a. you use it
 - b. allow students to practice it, reinforce





How to create a CALM DOWN CORNER



Social Story

Calm- Down Spot

- soft spot
- poster how to calm
- small box of items
- timer













Moving Slowly

To be used with *The Zones of Regulation™* curriculum Reproducible E

The **ZONES** of Regulation™



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From The Zones of Regulation** by Leah M. Kuypers • Available at www.socialthinking.com

Loss of Some Control

Out of Control

Relaxed

- Morning Meeting Start the day with greetings, feelings check-in, and a social question
- Use visuals Emotion cards, calm-down charts, and turn-taking signs
- SEL read-alouds Storytime is a powerful time for teaching feelings and friendship.
- Weekly focus One SEL skill per week (e.g., "This week we practice waiting our turn!")
- Praise SEL behaviors "You were such a good problem solver when you asked for help!"









What It Looks Like

Model
Show students exactly what to do
Teacher silently shows "how we line up"

Practice

Students try it—with feedback
Students line up 3x (the right way)

Reinforce
Give positive feedback
"I saw Jess keeping her hands to herself!"

Model & Practice









Model & Practice



Focuses on preventing challenging behavior and teaching appropriate behavior through positive reinforcement, consistent expectations, and supportive environments.

It is not about punishing bad behavior—it's about creating systems and strategies that sitive ort positive choices before problems arise.

Positive
Behavior
Supports



Behavior is Learned and Affected by Consequences



Bribery

- · Child is in control
- Offering a preferred item or activity to try and stop or influence a behavior in the moment
- · Occurs after problem behavior has already begun
- Stops behavior in the short-term, but increases it in the long-term
- Favorable to the person giving the bribe



Positive Reinforcement

- · Adult is in control
- Preferred item is delivered contingent (after) an appropriate behavior occurs
- Increases, strengthens and maintains the appropriate behavior long-term
- · Favorable to the leaner



Independent

Dependent

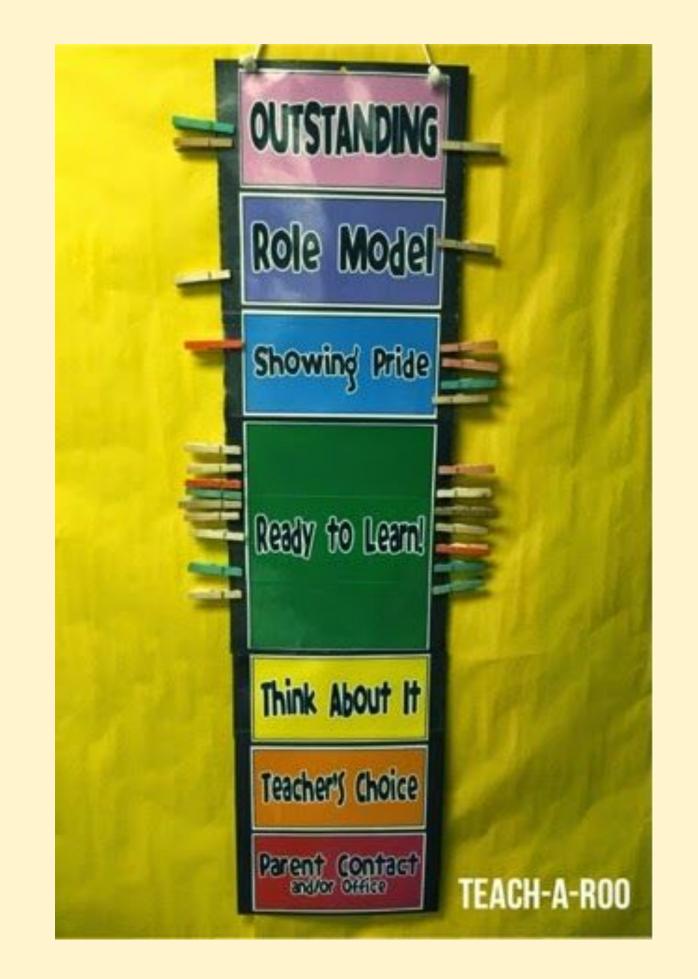
Interdependent

- If Liam meets the goal, he earns a sticker.
- If Amara talks during rest time, she doesn't earn one—but others still can.
- If Sarah meets the goal: the class celebrates with a dance party.
- If she doesn't: the class does not earn the reward that day.
- "If everyone is sitting on the carpet with their eyes on the teacher and voices off when the bell rings after recess, the class will earn a star on our goal chart!"
- If even one student does not meet the goal,





not







A person who has been punished is not thereby simply less inclined to behave in a given way; at best, he learns how to avoid punishment.

B F Skinner







Timer for individual







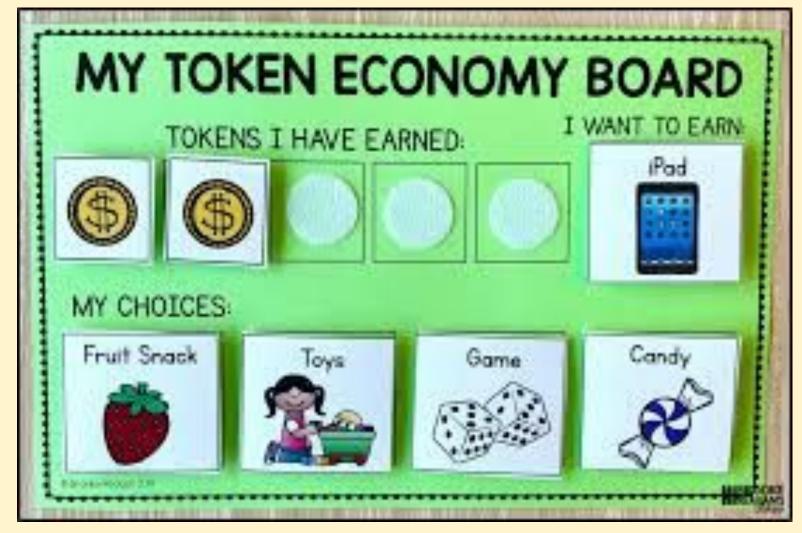


- Identify target behavior
- Select tokens
- Define exchange system
- Teach the system
- Reinforce & Track
- Monitor & Adjust





Token Economy









ets-teach how to use expectations-model

de

need a quiet to use, set ex

Senso















I go to Kindergarten in the morning. There may be many other kids in the room.



My teacher is



Circle Time



When I sit in circle I will try to look at the teacher and listen to





I will try to sit in circle and not lay on the floor.



Sometimes the other students f direction







the teacher.

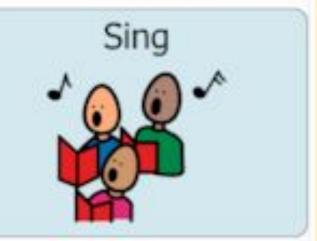


will tell us direct directions. I wi follow the tea



Be Safe





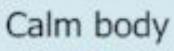
I will try to raise my hand and wait for my teacher to call on me before I talk.



My teacher is happy when I sit in circle and look at her.



Circle time car I like sitting friends in c





Help your friends

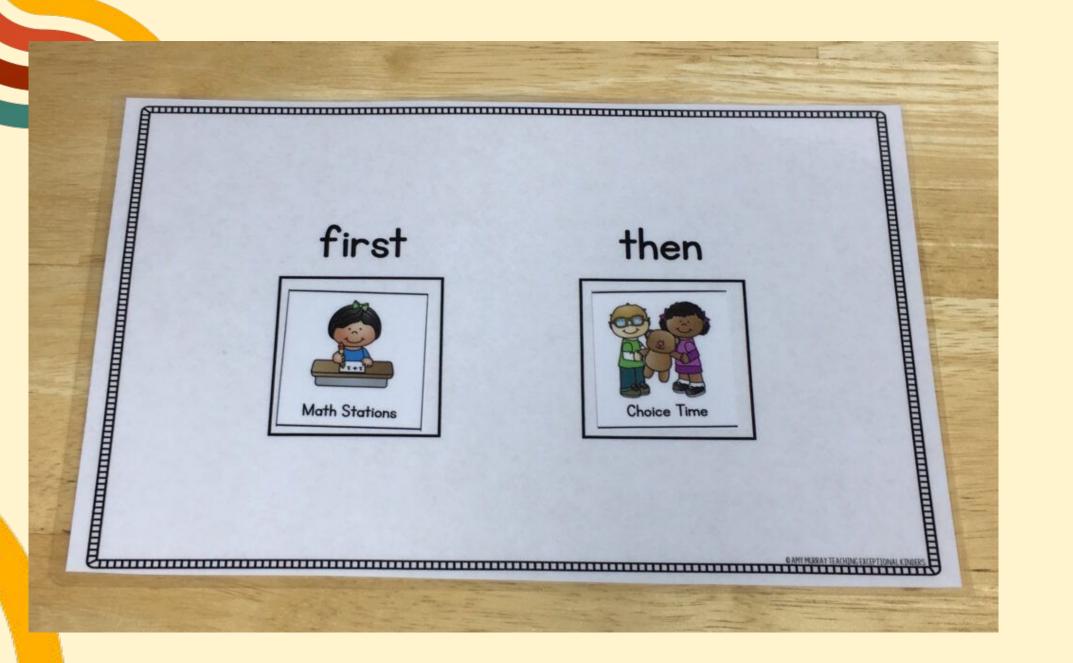


Eyes on teacher









First/Then







DAILY CHECK-IN/CHECK-OUT SHEET

Student Name:	Date:			
Today's Point Goal:				
Part of the Day	Goal: Follow Directions	Goal: Be Kind	Goal: Stay on Task	Teacher Comments
Morning Circle				
Reading Time				
Recess				
Math				
Centers / Group Activities				
End of Day Reflection	₩ ₩ ₩ ₩	⊕ ⊕ ⊕ છ	⊕ ⊕ ⊕	
			Total Points Today:	/18
			Did I meet my goal today?	Yes O Not Ye

Student Reflection (check one):

☐ I had a few tricky parts. ☐ I had a great day!

☐ I will try again tomorrow!

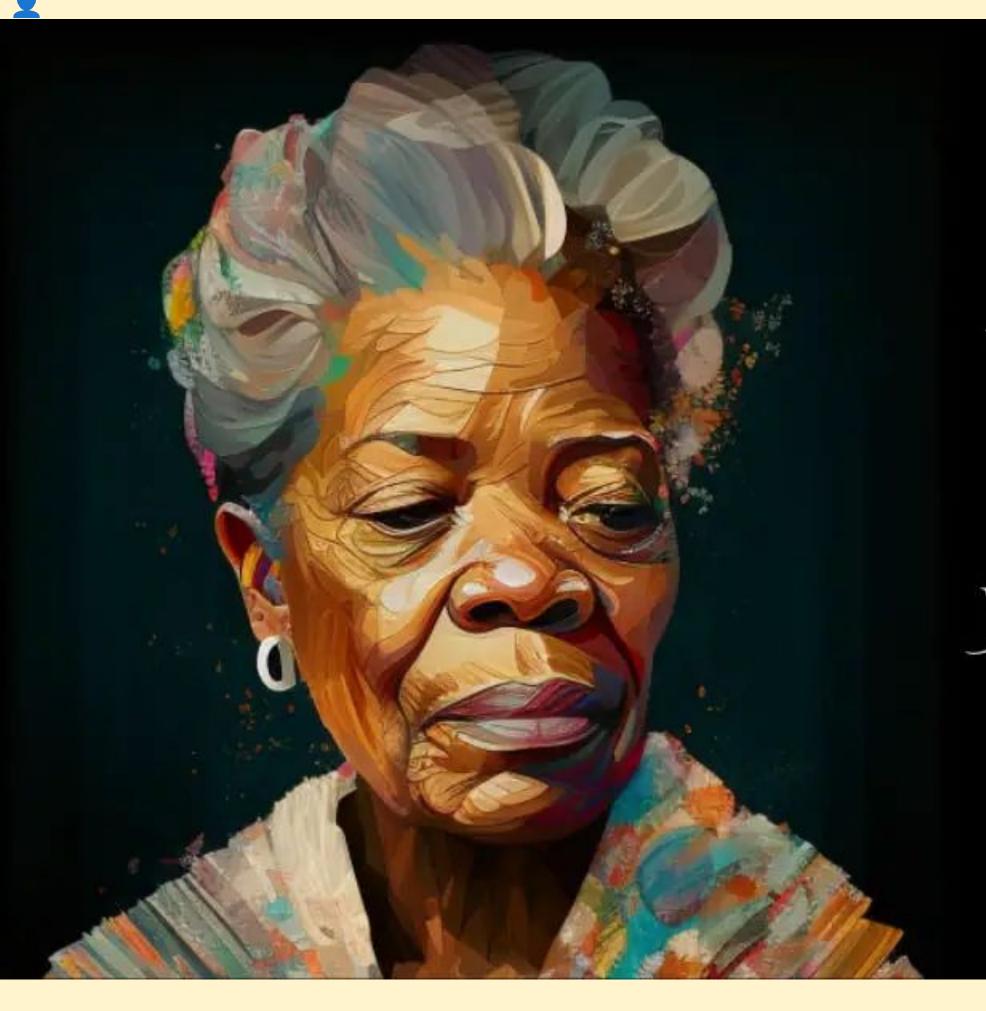
Parent Signature:













Do the best you can until you know better. Then when you know better, do better.

Maya Angelou

Tips

- Remember: Each day is a fresh start
- Give yourself Grace and give Grace to students
- Remember your "Why"
- Sonic Happy Hour is a very good





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