

Behavioral Considerations: Overview

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IF BEHAVIOR REFERS TO ALL THAT WE SAY AND DO

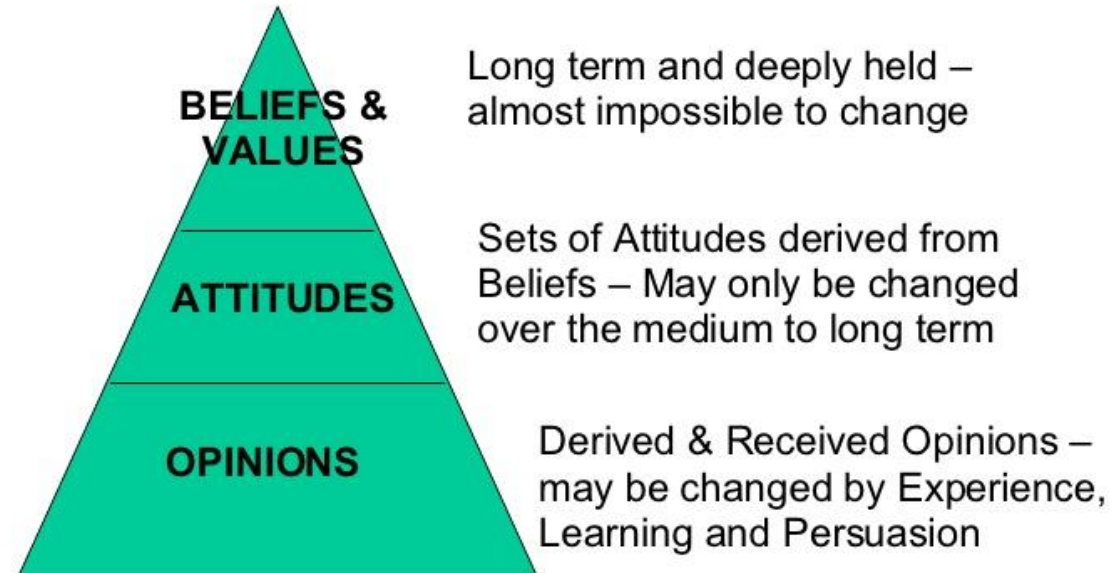
IS THERE MORE TO THE STORY THAN LABELING BEHAVIOR AS GOOD OR
BAD?



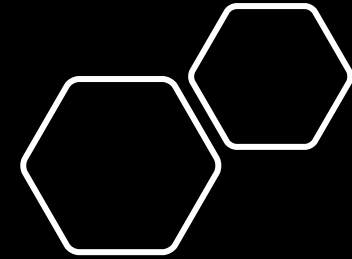
WHO VIEWS IT
AS A PROBLEM
BEHAVIOR?

REACTING AND RESPONDING TO BEHAVIOR: WHAT IS YOUR REACTION BASED ON?

Opinions, Attitudes and Beliefs



Values	Attitude
Values represent judgment of what ought to be. This judgment is basic to respond in a given way.	Attitudes represent tendency to respond according to your like or dislike.
A value represents single belief that guides actions and judgment for objects and situations.	An attitude represents several beliefs focused on a specific object or situation.
Values are derived from social and cultural mores.	Attitudes are derived from personal experiences.





How Do You Create a
Balance Between
Personal Views and
Professional Behavior?

Attitude,
Opinion,
Values, Beliefs

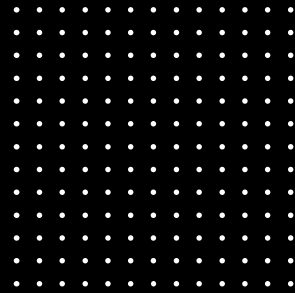


IDENTIFY
AND DEFINE
THE
BEHAVIOR





Terminology



- Prosocial Behavior
- Negative States of Behavior
- Assessment
- Behavior Management



Positive Behavior truth
citizenship honesty responsibility
manners be safe integrity
Knowledge be kind caring
respect Character honesty
Positive Behavior
truth Positive Behavior
honesty citizenship
integrity be safe Knowledge
responsibility be kind manners
truth caring respect honesty
Knowledge Character

Prosocial behavior

- This is a broad term used to identify the behaviors people use to interact with others.
- Behaviors include giving help and comfort to others, particularly friends.
- Prosocial skills help individuals to show empathy and get along with others in positive ways.
- Helping, Sharing, and Comforting

What We See

Aggressive behaviour

Fighting

Biting

Kicking

Screaming

Hitting

Throwing

I need a break

I'm tired

I need love

I want that toy

I'm overwhelmed

You aren't understanding me

I need to connect with you and this works

I need to release my emotions and this is the way I know how

I'm not bad, I'm communicating

I'm hungry

What We Don't See

@ourmamavillage

Other things to consider



Four
functions of
behavior

ESCAPE/AVOIDANCE

SEEKING ATTENTION

ATTEMPTING TO OBTAIN A
DESIRED ITEM/ACTIVITY

SENSORY STIMULATION

Ranking the Severity/The 5 Ds of behavior



Dangerous

Destructive

Disgusting

Disruptive

Developmentally inappropriate

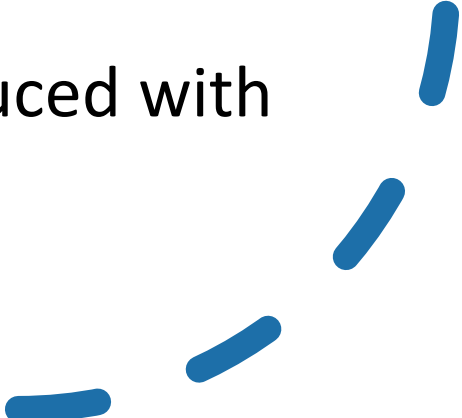




FREQUENCY OF THE BEHAVIOR: Frequency data is an important tool in determining when or if to address the behavior.



Behavior/Behavior Management

- Everything people say or do
 - How people negotiate their way through life
 - Behavior is a form of communication
 - There is always a reason for problem behaviors
 - There can be many reasons behind one specific behavior
 - Caregivers can learn to understand and interpret challenging behaviors
 - Challenging behavior can be reduced with support, not punishment
- 



Traditional behavior management vs Positive behavior supports

Traditional behavior management

Views individuals as “the problem”

Attempts to “fix” individual

Extinguishes the behavior

Sanctions aversive

Takes days/weeks to fix a single behavior

Implemented by a behavioral specialist

Often in atypical settings

Often resorted to when systems are inflexible

DISCIPLINE: CONSIDERATIONS



- Discipline vs Punishment



DISCIPLINE:

Meant to guide and help children, gives children the tools of self regulation. It builds self esteem, respects, heals, encourages, emotionally supports and facilitates trust.



PUNISHMENT:

Adult Oriented, Imposes Power and Control, Lowers self esteem, Humiliates, Hurts (physically &/ or emotionally), Angers, Embarrasses, Discourages, Emotionally abandons, Frustrates

Definitions:
(Applies to individuals of all ages not just children)

Positive Reinforcement

Positive behavior followed by positive consequences
(Manager praises the employee)

Negative Reinforcement

Positive behavior followed by removal of negative consequences (Manager stops nagging the employee)

Punishment

Negative behavior followed by negative consequences
(Manager demotes the employee)

Extinction

Negative behavior followed by removal of positive consequences (Manager ignores the behavior)

Perspective:
(again, think
of all ages)

Thinking of your child as
behaving badly
disposes you to think
of punishment.

Thinking of your child as
*struggling to handle
something difficult*
encourages you to help
them through their
distress

Something to
Consider:
People Do Well
If They Can

Kids Do Well If They Can

The single most important thing a care-giver can do to help a behaviourally challenging child is to be the person who, at long last, identifies the lagging skills and unsolved problems that have been contributing to challenging episodes.

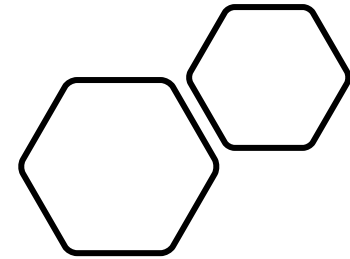
- Dr Ross W Greene

Stages of Learning

- **Acquisition** – new skill or concept
- **Fluency** – the ability to immediately use the skill or concept without a prompt
- **Maintenance** – continuing to use the skill or concept over time
- **Generalization** – applying the skill or concept to new situations, people, activities, ideas, and settings



National Center for Learning Disabilities
www.nclad.org



Positive Behavioral Support strategies

Alter	Alter the Environment (include/consider client needs, room arrangement, room traffic patterns)
Increase	Increase Predictability and Scheduling (schedules, teach/support planned/unplanned change, transitions)
Increase	Increase choice making
Make	Make Curricular adaptations
Appreciate	Appreciate Positive Behaviors
Teach	Teach Replacement Skills



PBS four main steps

- Identifying the purpose of the challenging behavior- WHY ARE THEY DOING THAT? (Functional assessment of behavior; Frequency, intensity, and duration)
- Teaching appropriate alternative responses that serve the same purpose as the challenging behavior
- Consistently rewarding positive behaviors and minimizing the rewards for challenging behavior- “Catch them being good”
- Minimizing the physiological, environmental, and curricular factors that trigger challenging behaviors.

Skill vs. Performance Deficits

Skill: student doesn't
know how



Performance: student
knows how but
doesn't do it

PUT
negative
BEHAVIOR
into
PERSPECTIVE



As many an architect will tell you,
human behavior changes
according to the environment.

Peter Gabriel



Behavior sample variables checklist

Physiological Factors

- Sickness/Allergies
- Medication/Side effects
- Fatigue
- Hunger/Thirst/diet
- Arousal (e.g., missed bus, fight)
- Sleep patterns
- Sensory sensitivities (e.g., noise, odors, colors)



Continued variables

Curriculum and Instruction

- Few opportunities to make choices
- Schedule unpredictability
- Inadequate assistance
- Unclear activity directions
- Lack of communication opportunities
- Difficult activity
- Activity perceived as too long, irrelevant, or useless
- Staffing support



Variables
continued

Classroom Environment

- High noise levels
- Uncomfortable temperature
- Over or under stimulation
- Poor seating arrangement
- Frequent disruptions

***apply to all
ages/stages/
people**



Just a couple of resources

- Stormont, M., Lewis, T.J., Beckner, R., & Johnson, N.W. (2008). *Implementing Positive Behavior Support Systems in Early Childhood and Elementary Settings*. Thousand Oaks, CA: Corwin Press.
- Hieneman, M., Childs, K., & Sergay, J. (2006). *Parenting with Positive Behavior Support*. Baltimore, MD: Brookes Publishing.
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- Hogdon, Linda, M. Ed., CCC-SLP (1995). *Visual Strategies for Improving Communication*
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- Hogdon, Linda, M.Ed., CCC-SLP. Blog: <https://usevisualstrategies.com/>