What is behavior?

Behavior is ANYTHING that a person does that can be observed and is measurable.

1. Behavior is **COMMUNICATING** something to us
2. Humans behave to get their wants and needs met
3. We only behave in ways that work
   - If the behavior continues, how is that behavior getting reinforced?
4. As adults, we have to change our behavior to ensure the inappropriate behavior no longer works
5. Must be teaching replacement behaviors while shaping undesired behavior
   - The child cannot do the undesired behavior if they are busy doing the taught desired behavior
Tell them WHAT to do, not what NOT to do

Compliance VS Cooperation
Consequences have the power to INCREASE or DECREASE behavior.

**Reinforcement**
Anything that occurs after a behavior that INCREASES the likelihood of the behavior occurring again in the future.

**Punishment**
Anything that occurs after a behavior that DECREASES the likelihood of the behavior occurring again in the future.

Consequences are defined by the effect they have on behavior. Consequences are **NOT** defined by the effect YOU intended them to have on behavior.
Where it all goes wrong

**Excess**
Too much behavior

**Deficits**
- Not enough of the behavior
- Usually indicates lack of a necessary skill

**Inappropriate stimulus control**
Wrong place, wrong time, wrong people
Proactive Strategies

1. **Remain Calm**
   - Keep your voice and face neutral.

2. **Use Fewer Words**
   - Don’t take it personally.

3. **Control your own actions**
   - Take away eye contact.

4. **Keep emotions away**
   - Ignore the junk
Ignore the Junk

Junk behavior is behavior that is not harmful or destructive. It is just annoying.

You have the power to ignore junk behavior

• Don’t say anything about it
  • Don’t react to it
• Do an activity independent of the child
  • Pivot praise
• Catch the child doing a desired behavior or re-direct calmly

Courtesy of Megan DeBoom, LA-MO, BCBA
Creating Inclusive Environments

Remember that “inclusive” is a spectrum, not a placement.

Inclusion is the students best interest, not what is best for our schedules.

Giving students what they need to be successful.

Fair does not mean equal.
Visuals

Visuals are important for all students, not just Special Education students

• We have to teach students what visuals mean (Be explicit! “Look both ways”)
• You have to stick with it (and it may take a while!)
• Students cannot argue with a piece of paper
  • Use across settings and across people
  • How do adults use these everyday?
VISUALS

Turn over your note card and listen to the directions

1. Processing time, in a reasonable manner—our goal is to shorten

2. Flexibility—Thinking about IEP and what it means—each student has very different needs, regardless of eligibility category—know what their needs are and teach their teams!
Questions???

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THANK YOU!

Remember- the only behavior we can control is our own