Everyone Can do Something about Behavior

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Human Behavior
Applied Behavior Analysis
The Environment
What is Behavior?
Identify a behavior of social significance.

- Will the behavior change benefit the individual?
- Will the behavior change provide more opportunities for the individual?
- Does the behavior really need to be changed?
There is a clear process to change behavior environmentally.
Behavior can be predictable.
When behavior becomes predictable you have the tools to make change.
Determine the environmental events and change 1 or more.
Let’s Unpack This...

- Antecedent (Trigger)
  - Presentation of Task/Demands
  - Removal of Preferred Activities
  - Diverted/Removed Attention
  - Lack of Stimulation

- Consequence (Pay Off)
  - Removal of Task/Demands
  - Presentation of Preferred Activities
  - Provided Attention
  - Provided Stimulation
Reinforcement

- Delivered after Behavior
- Increases the Behavior
Punishment

- Delivered after Behavior
- Decreases the Behavior
Let’s Practice Identifying the Environment.
Why
Let’s compare this to fishing...

- Hair pulling
- Tugging on mom
- Screaming
- Picking on Sibling
- Being Polite
Picking on Sibling

Tugging on mom

Pulling Hair

Picking on Sibling

Screaming

Attention

Being Polite
Things you CAN do.

You can control WHEN to give the BIG FISH (pay off/consequence)

HOW MUCH pay off to give

Which BEHAVIORS get the pay off
When you SEE the environment, you can manipulate it
Changes to the BPF environment
How we work at BPF

General Behavior:

1. Small Group Leader reviews expectations individually
2. “Principal Talk” - Staff review expectations 1 on 1 outside of group
3. Parent Talk - pulled out of service or talk after
4. Refer to SGS

Small Group Support (SGS):

1. Observe in setting without support
2. Ask SG leaders info
   a. Behaviors
   b. Preference
3. Motivation 1st
4. Plan + Motivation
5. Plan + Motivation + outside support
Determine the environmental events and change 1 or more.
Colton
Colton’s Behavior

- What is the behavior to change?
- Antecedent?
- Consequence?
- Why is he doing this behavior?

I FOUND WHAT YOU’RE LOOKING FOR

ATTENTION
Colton Observation

- **Behavior:**
  - Leaving designated area
- **Antecedent:**
  - Large group/small group settings no attention
- **Consequence:**
  - Lots of high quality attention
- **FUNCTION:**
  - 1 on 1 high quality ATTENTION

Change Environment

- **Behavior:**
  - Leaving designated area
- **Antecedent Change**
  - Partnered him with cool leaders that give a lot of attention and endorse him to his peers
- **Consequence Change**
  - No response from preferred leaders
  - Support activity monitor from a distance for safety and gesture to his area
Colton’s New Environment
Dylan
Noah
Noah - First visit
Noah - Changes
When I come to church I get my tag.
After I get my name tag I go check in at room 11.
I do not go in the blue hallway.
I go down the long hallway to room 11
In room 11 I check in and get ready.
I can color, bounce or sit in room 11.
I can go to large group when I am ready.
I can go to the large group room when I am ready.
Noah today
Liam
Liam today
When the environment is a mystery but action is NEEDED!
Motivation -

- Determine a behavior you want to see happening.
- Determine something the person wants.
- Allow the person to earn the reward for exhibiting desired behaviors.
Fading---This is not the end goal, merely the beginning.

- Ultimate Goal is to reach natural rewards and fade the extrinsic
- We only have 1 hour per week
  - Be willing to give a little
  - Use what is motivating
Token Economy

- Pick a system
- First time teach the system
- Every week have “check in” and review how to get points
- Always get them the reward if they’ve earned it
- HINT: Make it easy initially and then get harder
Tantrums when leaving the toys.

**Toys at Clubhouse:**

- Pick a toy from the Clubhouse toy basket.
- Hand the toy to your teacher and listen to rules to keep your toy.
- At Clubhouse hold the toy in your lap.
- Sit in one spot with your toy at clubhouse. No crawling.
- You can hold your toy while dancing and singing.
- When it is time to watch the story you and your toy sit on your bottom.
- You must listen quietly to keep your toy at Clubhouse.
Stay in area #1
Stay in area #2
Escalated Behavior

- **Plan-**
  - Set criteria - What behaviors cannot be tolerated in the general/inclusion setting?
  - Define behaviors that cannot be tolerated in the general environment.
  - Who responds when the environment cannot tolerate behavior?
    - What do they do, where do they go, who is their back up?

- **What we have done-**
  - Have volunteers that are trained in crisis de escalation, crisis management (MANDT, CPI)
  - Train security volunteers in HOW they are to respond and assist
  - Communicate plan to EVERYONE (parents included)
Team Work

- Training
- Discussion about concerns or future concerns
  - PA
  - Elopement
  - Escort
- Written Protocols
- Clear ID
- Debrief and reassess
Positively Reinforce your volunteers

in her participation on Sunday mornings! We were not the biggest "players" in Hannah's decision but the "behind the scenes" work that we do assisted in her hearing about Jesus! This is what we do it for. Your role matters!
Queen of Environmental Manipulations.