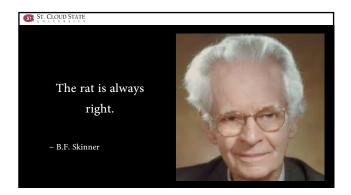
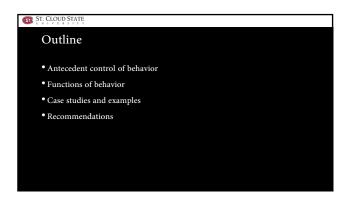
The Student Is Always Right (But Don't Tell Them That!): Applying Basic Behavior Lessons to the Classroom Michele R. Traub, Ph.D., BCBA-D 2018 SWWC Behavior Conference April 9th & 10th, 2018 ST. CLOUD STATE





ST. CLOUD STATE	
Environmental Determinants	
 Behavior is influenced by two main factors Antecedents 	
• Consequences	
• Unidentified control does not mean random!	
	-
ST, CLOUD STATE	
Types of Antecedents	
Motivational variables	
 Basic biological needs (hunger, thirst, sleep, illness) 	
• Choice	
	-
ST. CLOUD STATE	
The Importance of Choice	
The importance of Gholee	
1. Take a piece of paper	
2. Write the steps of your morning routine	
3. Pass your list to the person on your right	
Credit: Jolene Swalin	

ST. CLOUD STATE	
Opportunities for Choice	
Order of task completion	
• Modality of task completion	
 Participation / role in group Reinforcers, earned privileges 	
Remoteers, carned privileges	
- Co.	
ST. CLOUD STATE	
Types of Antecedents	
Motivational variables	
• Basic biological needs (hunger, thirst, sleep, illness)	
ChoiceDeprivation (esp. reinforcers)	
• Satiation (esp. aversive or effortful activities)	
ST. CLOUD STATE	
Types of Antecedents	
 Cues and Prompts Signal when to behave 	
• Signal how to behave	
• Signal expectations	
• Indicate availability of reinforcement and/or punishment	

ST. CLOUD STATE	
Adding Cues & Prompts	
ridding oddo of Frompto	
• Post rules, expectations, consequences	
• Post schedules	
• Announce changes to routine	
 Maintain consistency, especially across students 	
ST. CLOUD STATE	
Types of Antecedents	
Types of Afficedents	
• Skill Repertoires	
• Prerequisites	
• Targets	
• Complements • Alternatives	
- Alternatives	
ST. CLOUD STATE	
Improving Repertoires	
• Start with what they can do	
• Program for success	
• Peer partnering	
• Teach alternative repertories	
Make sure expectations match abilities	

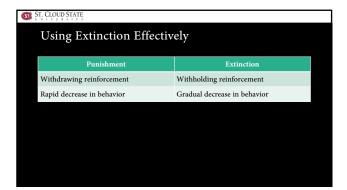
ST. CLOUD STATE	
Types of Consequences	-
/1 I	
• Reinforcing	
 Punishing 	
• Extinguishing	
ST. CLOUD STATE	
Functions of Behavior	
• Positive Reinforcement	
• Attention (e.g. comfort statements, reprimands)	-
 Reaction from others Preferred activities 	
• Tangible items	
GS ST, CLOUD STATE	
Functions of Behavior	
• Negative Reinforcement	
Avoidance of or escape from instructional activities	
 Avoidance of or escape from other undesirable activities Avoidance of or escape from social contact 	
Avoidance of of escape from social confact	

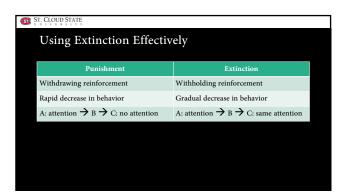
st. Cloud State	
Functions of Behavior	
Automatic Reinforcement	
Natural consequence of behavior	
• Sensory stimulation	
 Attenuation of itching sensation or other irritation 	
ST. CLOUD STATE	
Accounting for Function	
• Programmed consequences must match function!	
• Common pitfalls	
ReprimandsTime outs	
• Academic assistance*	
ST. CLOUD STATE	
Making Reinforcers Effective	
waking Kennorcers Enective	
• Ensure that there is sufficient deprivation	
• Ensure that it is actually reinforcing	
• Ensure that reinforcer matches the effort	

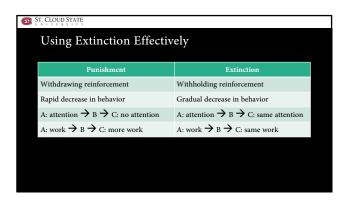
UNIVERSITY
Debunking the Myths of Punishment
 Punishment is simply a consequence that reduces the behavior it follows
 Touching a hot stove
 Getting laughed at by peers
• Earning a bad grade on a test
 Getting a penalty in hockey

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L	GS ST. CLOUD STATE
	Using Punishment Effectively
	• Try reinforcement first
	 Make sure the consequence actually functions as a punisher
	• Don't start (too) small
	• Be consistent
	 Short-term intervention, not a long-term solution!
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ST. CLOUD STATE	
Using Extinction Effective	vely
Punishment	Extinction
Withdrawing reinforcement	Withholding reinforcement





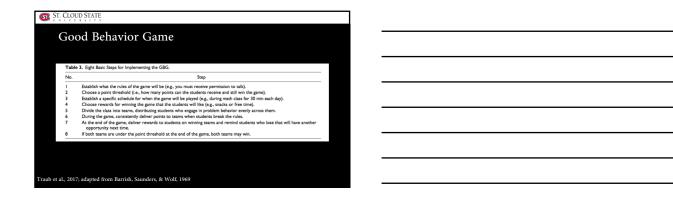


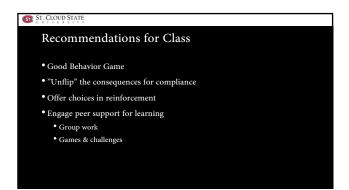
ST. CLOUD STATE	
Case Study: Xander	
• 14 years old	
• 6 th grade (repeater)	
 Problem behavior includes insubordination, verbal aggression, property destruction (hierarchy) 	
• Averages 2-3 behavioral referrals per week	
• 27 suspension days this academic year	
ST. CLOUD STATE	
Xander	
• FBA showed clear escape function	
• Additional observations	
 Minimal peer interaction during school hours Most insubordination related to academic tasks 	
Teacher wants him moved to another class	
 Xander reports "why bother?" attitude toward school 	
ST. CLOUD STATE	
Variables to Consider	
variables to Consider	
• "Masquerading Skill Deficit"	
Academic expectations	
• Prerequisite skills	
• Escape function for teacher	
• Inconsistent behavioral expectations	
• Fear factor	
 Alternative sources of reinforcement 	
 Control, independence 	

Recommendations for Xander Clarify behavioral expectations Tisch alternative ways to access reinforcement Offer choices Offer privileges contingent on behavior Coracte opportunities for pointive peer interaction Set plan for academic success Include Xander in treatment planning process Include Xander in treatment planning process Case Study: Kameron 3 years, 1 month old Only child, first year in preschool Problem behavior includes moncompliance, physical aggression Multiple referrals for developmental psychological assessment, all results within normal range Classoroom para serving as default 1:1	Recommendations for Xander Clarify behavioral expectations Teach alternative ways to access reinforcement Offer choices Offer privileges contingent on behavior Crate opportunities for positive peer interaction Set plan for academic success Include Xander in treatment planning process Include Xander in treatment planning process Case Study: Kameron 3 years, I month old Only child, first year in preschool Problem behavior includes noncompilance, physical aggression Multiple referrals for developmental psychological assessment; all results within normal range Classroom para serving as default 1:1	Recommendations for Xander * Clarify behavioral espectations * Teach alternative ways to access reinforcement * Offer choices * Offer phisticges contingent on behavior * Create opportunities for positive per interaction * Set plan for academic success * Include Xander in treatment planning process * Include Xander in planning process * One continue to the planning process * Classroom para serving as default 1:1 * Classroom para serving as default 1:1 * Classroom para serving as default 1:1 * Classroom para serving as default 5:1 * Classroom para serving as default 6:1 * Classroom para serving as default 7:1 * Classroom para serving as default 6:1 * Classroom para serving as default 7:1 * Classroom para serving as default 7:1 * Classroom para serving as default 7:1 * Class		_
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	Time out (para needed to supervise to block escape)	Time our (para necueu to supervise to otock escape)		
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st. CLOUD STATE	
Variables to Consider	
• Skill repertoires	
• Accessing attention	
• Sharing attention	
• Following instructions	
• Appropriateness of token system	
• Does time out match function	
ST. CLOUD STATE	
Recommendations for Kameron	
• Teach skills	
• Deliver tokens on denser schedule	
• Ensure reinforcer is attainable	
 Prompt and praise positive peer interaction 	
 If time out is used, do not pair with attention 	
• Maturation	
	-
ST. CLOUD STATE	
Case Study: Mrs. Baffin's Class	
• 4 th grade inclusion classroom, 18 students	
• 2 paraprofessionals	
 2 paraprofessionals Problems include academic noncompliance, out-of-seat, walk outs, verbal 	
aggression	
Tries to ignore problem behavior and teach those who are engaged	
Principal concerned about lack of discipline	

s St. CLOUD STATE	
Mrs. Baffin's Class	
ivits. Daitiii 8 Class	
• Paras' time allocated to redirecting & retrieving	
• No consequences for noncompliance	
• Immediate write-ups for escalated behavior	
 Beginning to see increases in PB from inclusion students 	
ST. CLOUD STATE	
Variables to Consider	
• Rules of classroom not enforced	
• Inconsistent implementation of consequences	
• Peer-delivered consequences more salient & more reinforcing	
• Flipped consequences for behavior	
• Inappropriate modeling	
st. CLOUD STATE	
Recommendations for Class	
Good Behavior Game	







Summary and Recommendations • Get creative with reinforcement • Offer choices • Engage students in their own programming

