


Easy as 1...2...3  
On the Go Behavioral  
Strategies

ALSD PARENT UNIVERSITY 2015  
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### The Big Idea

- Behaviors occur within an environmental context.
- Conditions within the environment can contribute, predict or "trigger" problem behaviors.
- Analyze the antecedents to determine what the "triggers" are.
- Alter these environmental triggers to remove or reduce student's use of problem behavior to achieve a desired outcome.



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### A - B - Cs of Behavior



ANTECEDENT

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BEHAVIOR

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CONSEQUENCE



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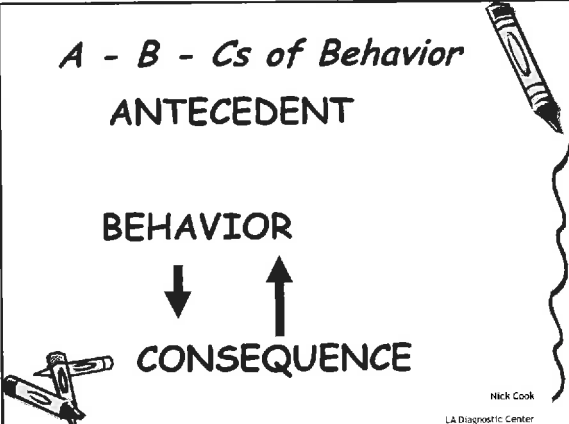
*A - B - Cs of Behavior*

**ANTECEDENT**

**BEHAVIOR**

↓ ↑

**CONSEQUENCE**



Nick Cook  
LA Diagnostic Center

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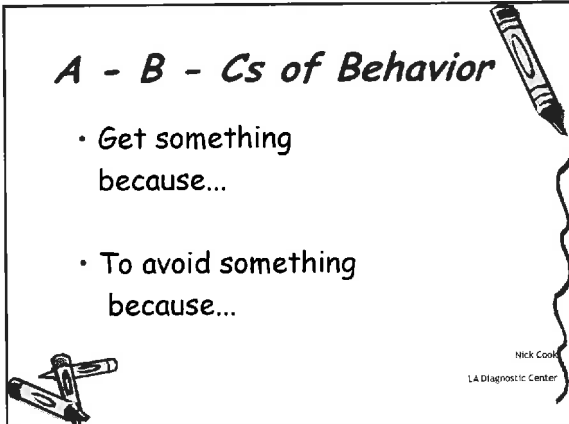
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*A - B - Cs of Behavior*

- Get something because...
- To avoid something because...



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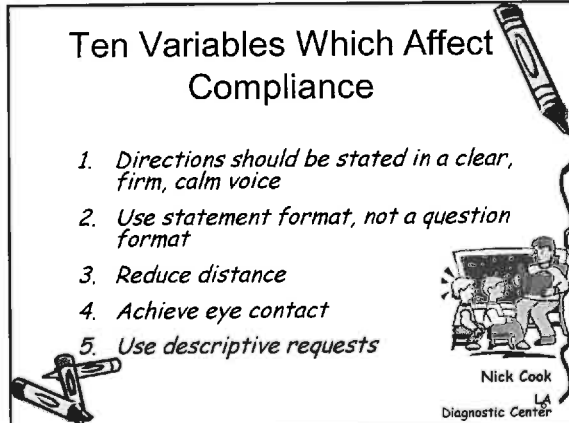
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**Ten Variables Which Affect Compliance**

1. *Directions should be stated in a clear, firm, calm voice*
2. *Use statement format, not a question format*
3. *Reduce distance*
4. *Achieve eye contact*
5. *Use descriptive requests*



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### Ten Variables Which Affect Compliance

6. Use more "start" requests than "stop" requests
7. Give the student a reasonable amount of time to respond
8. Limit to two requests


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### Ten Variables Which Affect Compliance

9) Contingencies must

- Be consistently and immediately applied
- Reflect those which the adult is able, prepared to enforce
- Reflect the least level of intervention necessary
- Reflect positive and negative consequences

10) Consistently reinforce compliance

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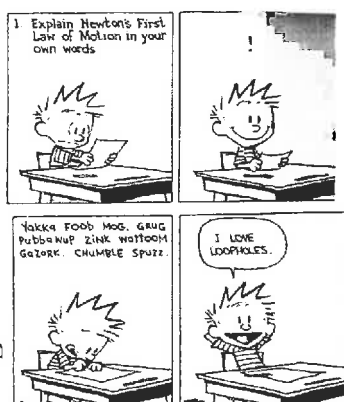
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1 Explain Newton's First Law of Motion in your own words

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Yakka Foot Mos, Grug Pubbanep Zink Wattoom Gazore. Chumble Spuzz.

I LOVE LOOPHOLES.


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### Strategies for Managing Defiance/ Non-Compliance

- Emphasize the Positive in Requests
  - Will less likely trigger a power struggle
- Expand the Range of Home Behavior Interventions
  - List hierarchy of behaviors, their rewards and consequences



Jim Wright, 2006

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- Give Praise That is Specific and does Not Embarrass the Child
  - Be sincere and specific
  - Praise right after good behavior
- Give Target Children Frequent Positive Attention
  - Create scenarios
  - Give praise at least 7 more times than reprimands



Jim Wright, 2006

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- Have the child Participate in Creating a Plan
  - Provide a sense of ownership
- Increase "Reinforcement" Quality of the Home
  - Help child experience a high rate of success rather than failure



Jim Wright, 2006

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- **Keep Responses Calm, Brief and Businesslike**
  - Use businesslike language
  - Use short responses
- **Listen Actively**
  - Sincere desire to listen and help
  - Summarize concerns
  - Para-phrase child's statements



Jim Wright 2006

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- **Use "Soft Reprimands"**
  - Brief, gentle signals to redirect
- **Validate Child's Emotion by Acknowledging it**
  - Label emotions in a tentative/inquiring manner



Jim Wright 2006

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- **Use Non-Verbal and Para-Verbal Behaviors to Defuse Potential Confrontations**
  - Non-threatening body language, soft tone



Jim Wright 2006

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- Offer the child a Face-Saving Out
  - Treat children with dignity
  - Model negotiation as a positive experience
- Proactively Interrupt the Child's Anger Early in the Escalation Cycle
  - Redirecting child's attention
  - Temporary removal of child from setting



Jim Wright, 2006

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- Relax Before Responding
  - Maintain self-control
- Project Calmness when Approaching an Escalating Child
  - Control of adult behavior when first approaching child



Jim Wright, 2006

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- Reward Alternative Positive Behaviors
  - Positive attention for appropriate social and academic behaviors
- State Directives as Two-Part Choice Statements
  - Acknowledge child's freedom to choose and present logical consequences for non-compliance



Jim Wright, 2006

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- **Allow the child a "Cool-Down" Break**
  - Provides a calming time for child before talking about the problem
- **Ask Open-ended Questions**
  - Use of neutral questions before responding to student

Jim Wright, 2006



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- **Use "Reflective Processing" after Misbehavior**
  - Guide child through thinking about his/her misbehavior
- **Do Not Get Entangled in Arguments**
  - No unnecessary discussion when disciplining child
  - Watch voice tone, posture etc...

Jim Wright, 2006



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### What is it?



- **Reward:** What you think the person will like
- **Bribe:** something offered in order to influence a person illegally or improperly to act in favor of the giver (Oxford American Dictionary)
- **Reinforcer:** what actually works with the person



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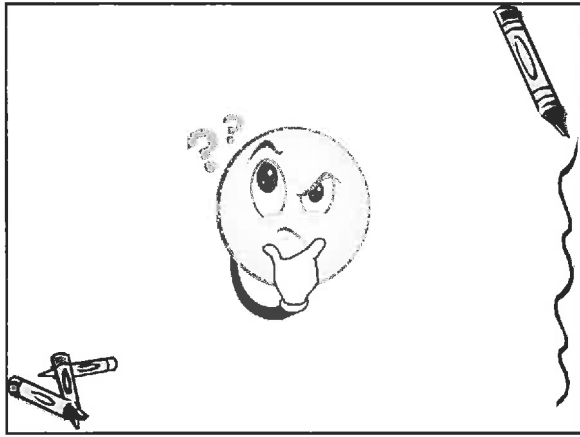
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