Steps Involved in Changing Behavior

• Get to know, develop rapport, treat with dignity and respect, try to like the student
• Environmental supports
• Functional Assessment -
  – Define “problem” behavior (Step 1)
  – Gather qualitative info (Step 2)
  – Develop hypothesis (Step 2)
• Identify “appropriate” behavior (Step 3)
• Write behavioral objective(s) (Step 4)
• Collect quantitative data (Baseline) (Step 5-8)

Steps Involved (cont)

• Develop intervention based on Steps 2 & 3 (Step 10)
  – Change antecedents
  – Change consequences
  – Functional Equivalence Training
    • teaching alternative behavior
    • teaching communication skills
• Collect data to monitor the effectiveness of the intervention (Step 11)
Steps Involved (cont)

- Write behavioral objective(s)
  - may take several steps to get where you want to be
  - one objective or two
- Design intervention program
- Implement program in a systematic manner
  - Select and implement from a wide variety of intervention strategies
  - On-going data collection to monitor progress.
  - Evaluate after 2-4 weeks
  - If no improvement, modify

Operant Conditioning

- A response that operates on the environment to bring about desired consequences – *voluntary*. Focused on the consequences of behavior.

- How is this different from Respondent?
  - Respondent conditioning:
    - behaviors are not under voluntary control
    - Behaviors are reflective
    - Ex. Pavlov: bell rings → dog salivates
  - Operant conditioning:
    - behaviors are emitted voluntarily
    - Behaviors are influenced by their consequence
    - Ex. Student makes the choice of earning the reward

Reinforcement

- When a behavior is *increased* or maintained as a result of a consequence.
  - Positive Reinforcement
  - Negative reinforcement

- Examples:
  - A student studies hard for a midterm and makes an A. The student is motivated to study for the next test.
  - A teacher is recognized for her students achievement in math due to a new teaching technique that she is implementing, increases the likelihood that the teacher will continue to use that technique.
Positive Reinforcement ($S^{R+}$)

- Presentation of a stimuli that increases or maintains the future rate and/or probability of occurrence of a behavior
  - Positive = presentation
  - Reinforcement = increase/maintain behavior
    - is administered contingently
    - is administered immediately following the production of the desired requested behavior

Principles of Positive Reinforcement

- Reinforcement is dependent upon the appropriate behavior
- Reinforce appropriate behavior immediately
- At first, reinforce every time the behavior is exhibited
- When the behavior is acquired, reinforce intermittently
- Social and tangible reinforcers should be applied together

Negative Reinforcement ($S^{R-}$)

- The contingent removal of an aversive stimulus that increases behavior
  - Negative = removal
  - Reinforcement = increase/maintain behavior
    - is removed contingently
    - is removed immediately following the production of the desired requested behavior

The teacher will not remove the aversive condition until the desired behavior is performed
Negative Reinforcement (cont)

- Teacher says, “Jake, you need to stay in the classroom until you finish your reading worksheet. When you finish, you may go out to recess.”
- Aversive condition?
- Behavior to be increased?
- Consequence that increases the behavior?

Analyze this

- A mother takes her 5 year old daughter, Anna, into the grocery store. Anna sees the Easter candy display upon entering the store and starts asking her mother for “just one chocolate egg.” The mother says no, but as she continues shopping, Anna’s nagging turns to incessant whining. Anna’s mother finally gives her the chocolate egg. Anna’s mother has started carrying some kind of treat for Anna when they go to the store.

What happened?

- Is positive reinforcement occurring here? Whose behavior is being increased by the presentation of a consequent stimulus?
- Explain?
- Is negative reinforcement occurring here? Whose behavior is being increased by the removal of a consequent stimulus?
- Explain?
Punishment $S^p$

- **Punishment** - The *presentation* of a stimulus immediately following a response, that *decreases* the future rate of the occurrence of the behavior
- **Punishment** = presentation to decrease a behavior
  - Administered contingent of the undesired behavior
  - Administered immediately following the undesired behavior
- Ex. A new 8th grade teacher wants to celebrate A’s on weekly math tests. She calls students who received an A to the front of the class, sings a song, and places happy face stickers on their chest. The next week no students made an A.

**Relationship of Consequences to Behavior**

<table>
<thead>
<tr>
<th>Original Behavior</th>
<th>Consequences</th>
<th>Effect on Future Behavior</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane cleans her room</td>
<td>Parents praise</td>
<td>Jane will continue</td>
<td>Positive Reinforcement</td>
</tr>
<tr>
<td>Elmer puts Elsie’s pigtails in the paint pot</td>
<td>Ms. Walker administers the paddle to Elmer’s posterior</td>
<td>Elmer will not put Elsie’s pigtails in the paint pot</td>
<td>Punishment</td>
</tr>
<tr>
<td>Bob complains that older boys consistently beat him up, and he refuses to go to school</td>
<td>Bob’s parents allow him to remain at home</td>
<td>Bob’s school complaints to his parents will increase</td>
<td>Negative Reinforcement</td>
</tr>
</tbody>
</table>

**Checkpoint: Reinforcement or Punishment?**

- **Positive Reinforcement**
- **Negative Reinforcement**
- **Punishment**
  - Mildred does not like math. When presented with an independent math assignment Mildred requires several prompts to get started. Ms. Hanna has decided that if Mildred gets the first five problems correct within the first 20 mins of the assignment she will not have to do the next five problems.
  - If Mildred’s math completion *increases* ...
  - If Mildred’s math completion *decreases* ...
Checkpoint: Reinforcement or Punishment?

- Johnny never completed his homework last year. His new teacher Ms. Baker has students that do not complete their homework assignment stay inside during recess to complete the assignment.
  - If Johnny's homework completion increases …
  - If Johnny's homework completion decreases …

Checkpoint: Reinforcement or Punishment?

- When Clarrissa becomes physically aggressive to adults or peers, Ms. Johnson puts her in isolated time out.
  - If Clarrissa’s aggressive behaviors increase …
  - If Clarrissa’s aggressive behaviors decreases …

Reinforcers and Punishers

<table>
<thead>
<tr>
<th>Present Condition</th>
<th>Remove Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Behavior</td>
<td></td>
</tr>
<tr>
<td>Decrease Behavior</td>
<td></td>
</tr>
</tbody>
</table>
Strategies for Changing Behavior

**Decreasing Behaviors:**
- Extinction
- Timeout
- Response Cost
- Overcorrection
- Choice-Making (Increasing Behaviors)

**Increasing Behaviors:**
- Behavior Specific Praise
- Criterion Specific Rewards
- Contingency Contracting
- Token Economy-increasing

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Decrease Behavior: Extinction

- Withholding reinforcement for a previously reinforced behavior to reduce the occurrence of the behavior.

- Most often used to decrease behaviors maintained by teacher attention
- For extinction the reinforcer has to be discontinued or withheld every time the behavior occurs
- How do you react to a soda machine that does not give you your soda?
- What happens if you ignore your hand raising rule in class?

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Decrease Behavior: Extinction 6 Questions
Decrease Behavior: Principles of Extinction

- There may be an immediate response
- The behavior will get worse before it gets better
- The behavior might occur again
- The behavior must be ignored every time it occurs
- Patience and consistency is important
- Behaviors are usually not generalized

Decrease Behavior: Timeout – From Positive Reinforcer

- Opportunity to receive reinforcement is contingently removed for a specified period of time
- Types of time out
  - Nonexclusion – remains in the instructional area
    - Contingent Observation
  - Exclusionary – removed from group
  - Seclusionary – moved out of the classroom

  Considerations:
  - Verbal Rationale
  - Warning
  - Administration
  - Location
  - Duration
  - Schedule
  - Release

Decrease Behavior: Response Cost

- Procedure in which a specific number of reinforcers are contingently withdrawn following a response (Ex. removal of tokens or points)
  - Take away something that the student likes
  - Ex. Traffic Ticket

- Used to decrease behaviors such as:
  - Rule violations
  - Off–task behaviors
  - Disruptive behaviors
  - Screaming
  - Aggression

- Concerns about response cost:
  - Teacher should be able to retrieve reinforcers
  - Clear understanding of rules and penalties
Decrease Behavior: Principles of Response Cost (cont)

• The student has to have something that they don’t want to lose
• The student shouldn’t be so wealthy that it doesn’t hurt to lose something
• The teacher must be consistent
• The list of reinforce must change frequently to ensure the continued interest of the student.

Decrease Behavior: Overcorrection

• A procedure used to decrease the occurrence of a targeted behavior by teaching the student the appropriate behavior through an exaggerated experience.

• 2 Types:
  – Restitution Overcorrection
    • Student corrects/restores the environment beyond its original condition
    • Ex. Picking up trash
  – Positive Practice Overcorrection
    • Student(s) engage in exaggerated practice of appropriate behavior
    • Ex. Lining up, walking in the hallway

Increasing/Decreasing Behavior: Choice-Making

• A strategy that allows students to select from a number of options.
  – Students are granted the opportunity to make choices in their daily routines.
    • Identify choice opportunities and possible options
      – Materials, Seating, Grouping, Methods of Gathering Information, Scheduling, etc.
    • Offer choices conducive to teaching
Increasing Behavior: Behavior Specific Praise

- Behavior Specific Praise is a verbal or written praise statement that directly states the desired behavioral expectation.
  - Nonjudgemental
  - Be detailed
  - Use variety
  - Be sincere
  - Ex. I like the way Crystal is ready. She has her book opened to page 21 and is sitting tall in her chair. Thank you Crystal for being prepared.

Increasing Behavior: Criterion Specific Rewards

- Students earn rewards after the occurrence of the target behavior at an identified level of performance.
  - Identify Specific Behaviors
  - Select Rewards
  - Implement Rewards
  - Evaluate and Adjust Rewards

Increasing Behavior: Contingency Contracting

- An agreement
- Written or verbal
- The child gets to do something he wants after you get what you want
- Effective for modifying behavior
Increasing Behavior: Behavior Contract

I  _________________________________

will receive a yellow alert no more than one time a week. If I meet this goal, I will be able to

__________________.

Signed:

____________________________   (student)

_____________________________   (teacher)

_____________________________   (parent)

Interim Review Date: ________

This contract is in effect through: ________

Increasing Behavior: Peter’s Contract

• I, Peter, agree to have each of my teachers mark and initial my card each day. If I have no timeouts in class, I will get A+

• If 7 of my teachers give me A+, I will get a candy bar at the end of the day from Mrs. Baker.

• When I get three candy bars in a row, I will select a movie from the library that the whole class can watch.

• Signatures

• Date

Increasing Behavior: Ten Rules for Contingency Contracting

1. Payoff should be immediate
2. Initial contracts should call for and reward small approximations
3. Reward frequently with small amounts
4. Should reward accomplishments rather than obedience
5. Reward after the performance occurs
6. The contract must be fair
7. Terms must be clear
8. The contract must be honest
9. The contract must be positive
10. The method needs to be used systematically
Increasing Behavior: Token Economy

- The tokens will operate like money
- They can be exchanged
- Tokens can be anything the teacher wants them to be

Increasing Behavior: Ten Basic Rules for a Token Economy

1. Select a target behavior
2. Conceptualize the behavior to the child or group
3. Select an appropriate token
4. Establish rewards
5. Develop a menu and post it in the class
6. Implement
7. Provide immediate reinforcement for acceptable behavior
8. Gradually change from continuous to a variable schedule of reinforcement
9. Provide time to exchange tokens
10. Revise the reward menu frequently

Group Work

- Read the assigned scenario
- Decide on two target behaviors to increase or decrease
- Write a behavior objective addressing the target behavior(s).
- Determine a strategy to increase/decrease the behavior
- Explain why you chose that strategy and how you would implement it.

Reminders:
- All members should contribute to the group discussion
- Decide on a presenter
- Remember to save and email your pdf.
Scenario 1: Ellie

Ellie is a ninth grader who has just moved to the community from another city. She is quiet and withdrawn and doesn’t appear to have made many new friends. She often sits alone in the back of the classroom and doesn’t volunteer responses, offer ideas, or engage in class discussions. While she does most, if not all, of the independent work required of her, she does not actively participate in any partner or cooperative activities. She avoids group contact by reading or drawing quietly or asking to be excused to go to the restroom, locker, or office. From all the information the teachers have gathered and their observations, Ellie appears to be able to read and write on grade level.

Mr. Salinas, Ellie’s English teacher, becomes concerned when Ellie’s failure to participate in group activities begins to cause some resentment among her peers. Some students say they don’t want to be placed in a group with Ellie because “She won’t help out and it just drags us down. It’s like she doesn’t even know we’re there.” This problem is also beginning to affect Ellie’s grade in English class because several of the semester competencies and assignments require peer and group interaction. There are upcoming small group literature discussion activities and peer editing and writing support groups.

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Scenario 2: Heather

Heather is a third grader in Ms. Reyes’ classroom of 24 students. Heather enjoys school and often arrives early so she can spend time on the playground with her friends. Ms. Reyes, however, is concerned because Heather is disrupting the class. She reports that Heather calls out answers during lessons, speaks over others during class discussion, and talks to neighbors during group and independent work. For 25 minutes each day, Heather and two peers receive resource room support in math. Heather’s resource room teacher has not noticed any of these behaviors. Ms. Reyes decides to set these goals for Heather for the next nine weeks:

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