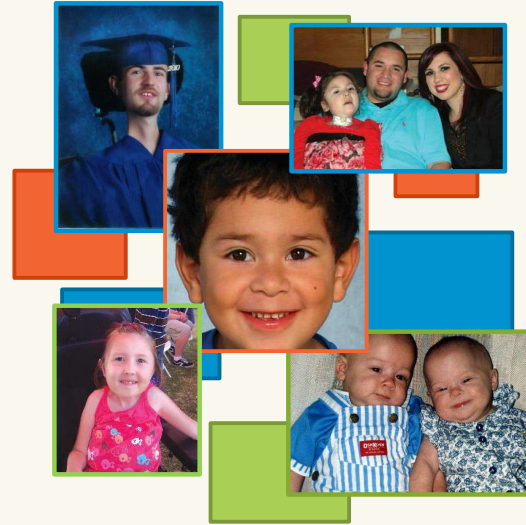




# Raising Special Kids

Families Helping Families



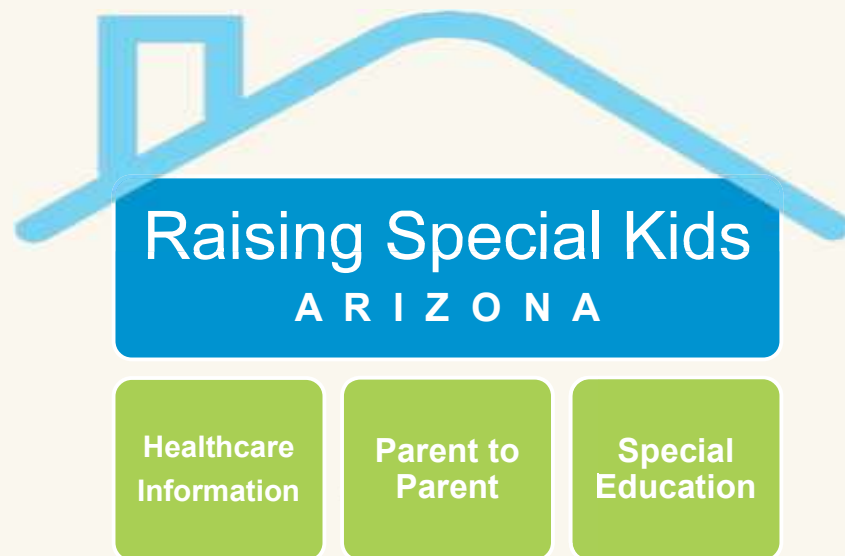
## Positive Behavior Support

## Mission Statement



- Raising Special Kids exists to improve the lives of children with the full range of disabilities, from birth to age 26, by providing support, training, information and individual assistance so families can become effective advocates for their children.

## Supports and Services



## Parent Training and Information Center for Special Education

Arizona's Parent Training and Information Center (PTI) provides special education training and assistance to families of children with disabilities from birth through high school.

Every state has at least one center funded through the U.S. Department of Education under Part D of the Individuals with Disabilities Education Act (IDEA).

## Our Services

- We work hard to keep our services at no cost to families
- Available in English and Spanish
- Support families of diverse culture, structure and background

## Learning Objectives

- Identify the function of behavior
- Understand the “Coercion Cycle”
- Define Positive Behavior Supports (PBS)
- Identify the ABC’s of behavior
- 6 steps to improving behavior
- Strategies for implementing behavior plans
- How to use PBS in schools
- Resources

# Basic Needs

Children have four basic needs:

1. To feel safe
2. To be convinced they are loved unconditionally
3. To have clear expectations and boundaries
4. To know they contribute to the family unit



# What is Behavior?

- Behavior is anything anyone does
  - Good
  - Bad
  - Neutral
- Behavior is **COMMUNICATION.**

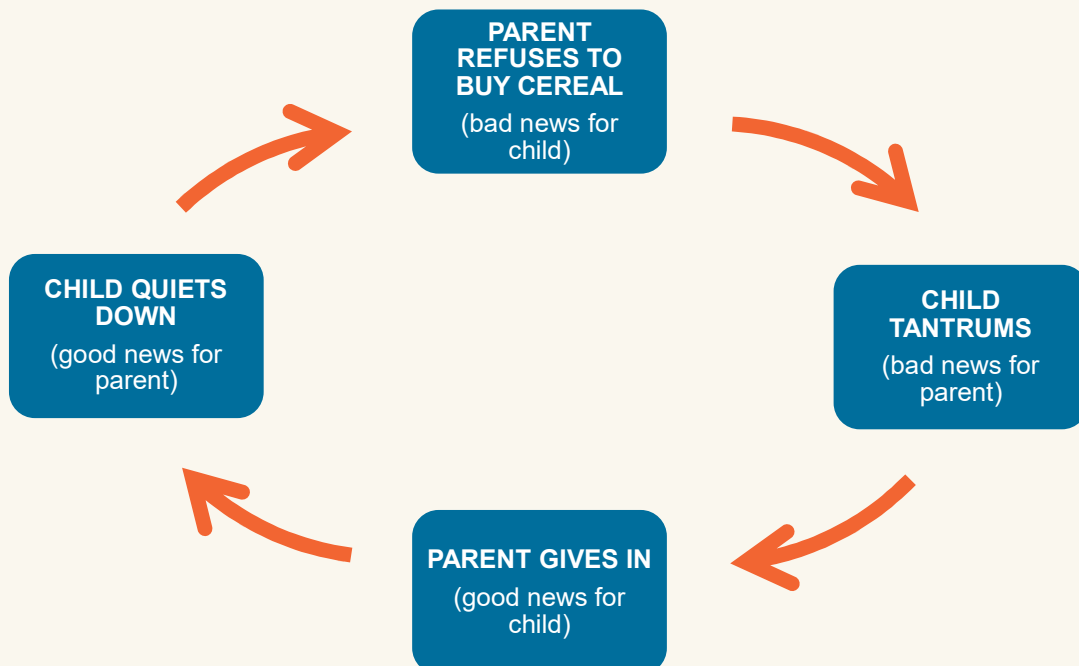


# The Functions of Behavior

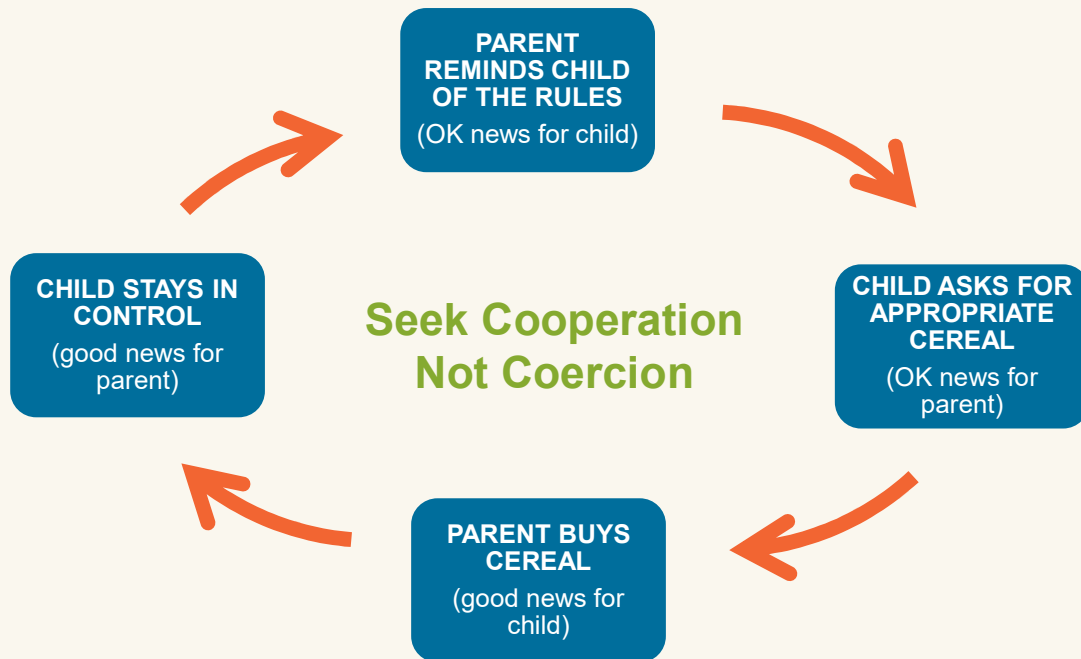
## Why do kids do the things they do?

1. Access – getting items or activities that you want by engaging in the behavior
2. Attention – getting attention from others because of the behavior (positive or negative attention)
3. Avoidance – getting out of/away from a situation you don't like, such as tasks or sensory overload
4. Automatic – An internal reinforcer that we cannot see or control, such as sensory stimulation
5. Authority – to gain control in a situation

## Coercion Cycle



# Breaking the Coercion Cycle



## ABC's of Behavior

- **Antecedent** - what is going on before the behavior occurs?
- **Behavior** - the 'thing' you want to change?
- **Consequence** - the effect, result or outcome of the behavior?



# What is Positive Behavior Support (PBS)?

Positive Behavior Support is a tool to **decrease unwanted behavior** and to **increase wanted behavior**.

## 6 Steps to Improving Behavior

1. Define the problem
2. Gather information
3. Ask for help
4. Build and implement a plan
5. Monitor progress
6. Revise the plan as needed

## STEP 1: Define the Problem

Routine	Problem Behavior	Strength of Problem Behavior	Preferred Behavior
Going to Bed	Crying, dropping to floor, saying "No", hitting, kicking, spitting	<ul style="list-style-type: none"> <li>1 x per day</li> <li>20 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Follow Instructions</li> <li>Go to bed</li> </ul>
Being told he can't have or do something he wants	Crying, dropping to floor, saying "No", hitting, kicking, spitting	<ul style="list-style-type: none"> <li>8/10 x per day</li> <li>10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Accept "No"</li> <li>Say "OK, Can I have it later?"</li> </ul>

## STEP 2: Gather Information

Date	Routine	Before Behavior	After Behavior
3/16	Going to Bed	Told to turn off computer and get ready for bed	<ul style="list-style-type: none"> <li>Warned him repeatedly to stop</li> <li>Physically bathed him, brushed his teeth</li> <li>Physically carried him to bed</li> </ul>
3/17	Going to Bed	Told to turn off computer and get ready for bed	<ul style="list-style-type: none"> <li>Walked away</li> <li>Let him continue playing</li> </ul>



## STEP 2: Gather Information

(continued)

Using a chart can help identify patterns

Daily Routine	S	M	T	W	R	F	S	S	M	T	W	R	F	S
Waking up														
Getting ready school														
Breakfast														
Coming home														
Snack														
Homework														
Dinner														
Bedtime														

## STEP 3: Ask For Help

- Who's opinion about child behavior do I value?
- Does my child have a service/support coordinator?
- Does my child have an IEP?
- Is there a parent group I could join?
- Have I contacted Raising Special Kids?
- Licensed Behavior Analysts [www.psychboard.az.gov](http://www.psychboard.az.gov)
- AZ Association for Behavior Analysis [www.azaba.org](http://www.azaba.org)

## STEP 3: Ask For Help

(continued)

### Get the right team members:

- Who is responsible to carry out the intervention?
- Who is most invested in the well-being of my child?
- Who has the expertise to understand and improve challenging behavior?
- Who has the responsibility to authorize services?
- Who has the responsibility to monitor the implementation of the plan?
- Who else can offer a helpful perspective on the behavior?
- Who can help me convey my goals and concerns?

## STEP 4: Build/Implement a Plan

Start with a **Functional Hypothesis** by completing the following sentence:

*“When my child is asked to \_\_\_\_\_, s/he will \_\_\_\_\_, in order to \_\_\_\_\_.”*

Before (Antecedent)	During (Behavior)	After (Consequence)
When Gavin is told to end computer and get ready for bed...	He will cry, drop to the floor, saying “No”, while trying to hit, kick, and spit at his mom...	In order to extend (keep) computer time and/or delay going to bed

# STEP 4: Build/Implement a Plan

(continued)

Every plan should include strategies to:

- Prevent
- Reinforce
- Teach
- Monitor
- Extinguish

Before (Antecedent)	During (Behavior)	After (Consequence)
<ul style="list-style-type: none"><li>• Teach Gavin how to ask politely for 5 more minutes of computer time</li><li>• Remind Gavin beforehand that it will be time to stop soon</li></ul>	<ul style="list-style-type: none"><li>• Remind Gavin that he can ask politely for more time</li><li>• Do not nag or coax</li><li>• Turn off the computer if he doesn't ask</li></ul>	<ul style="list-style-type: none"><li>• Reward Gavin for asking by giving him 5 more minutes</li></ul>

## What to Include in a Behavior Plan

1. **Prevent**– avoid or change the antecedents so that the problem behavior is less likely to occur
2. **Teach** – a new behavior to replace the problem behavior
3. **Extinguish**– do not allow the problem behavior to be reinforced so that it is weakened
4. **Reinforce**- the new replacement behavior so that it strengthens over time
5. **Monitor** – keep records that tell you how well the plan works

# Example

**Behavior:** Teasing sibling  
**Function:** Attention

## PREVENT

- Minimize unsupervised time with sibling
- Lots of attention for playing nicely
- Reminders of how to get along
- Teach sibling(s) how to ignore

## TEACH

- How to get attention by turn taking, sharing, etc...
- How to ask for attention: hug or high-5

## EXTINGUISH

- No reaction for teasing
- Give attention to the sibling instead

## REINFORCE

- Attention for sharing, turn-taking, complimenting sibling, etc.
- Attention for asking or (ex.hug, high 5, etc.)

## MONITOR

- # of times teasing happens
- # of times asking for attention

## STEP 5: Monitor Progress

1. Are problem behaviors decreasing?
2. Are preferred behaviors increasing?

**Weekly Progress Checklist** (use separate sheet for each routine but no more than 3)

Child: Gavin Routine: Ending Computer at Bedtime Month/Year: 03/10  
 Dates: March 2010

	5	6	7	8	9	10	11
<b>Child Problem Behavior: Tantrums</b> (crying, hitting/kicking spitting)	3	3	3	3	3	3	3
<ul style="list-style-type: none"> <li>▪ More than 10 minutes</li> <li>▪ 5 to 10 minutes</li> <li>▪ Less than 5 minutes</li> <li>▪ None</li> </ul>	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
	0	0	0	0	0	0	0
<b>Child Preferred Behavior: (Accept "No". Ask for 5 more minutes)</b>	3	3	3	3	3	3	3
<ul style="list-style-type: none"> <li>▪ Gave up computer without prompting and did NOT ask for more time</li> <li>▪ Gave up computer and did ask for more time with prompting</li> <li>▪ Did not give up computer willingly (turned it off) but no problem behavior</li> <li>▪ Did not give up computer willingly (turned it off) AND problem behavior</li> </ul>	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
	0	0	0	0	0	0	0

3 = very challenging  
3 = very good

## STEP 6: Revise Plan as Needed

If Behavior DOES NOT Improve:

1. Functional Hypothesis may be incorrect [Get professional help]
2. Behavior plan may not be implemented consistently
  - a) Get training or other help to implement with fidelity or
  - b) Revise the plan so as to better fit your routines and abilities

If Behavior DOES Improve:

1. Limit the number of replacements
2. Fade the prompts
3. Thin the reinforcement schedule
4. Teach self-monitoring skills

## Strategies to Use When Function of Behavior is Undefined

- Modify Expectations
- Organize Space
- Organize Time
- Improve/Preserve Relationship

# Modify Expectations

## BEFORE problem behaviors

- Teach in advance
- Review again just BEFORE problem behaviors
- Practice during good times
- Agree on a silent prompt
- Provide choices

## DURING problem behaviors

- Use silent prompt
- Planned ignoring
- Be careful not to reinforce negative behavior

## AFTER problem behaviors

- Reward expected behavior
- Plan for the next opportunity to teach in advance

# Organize Space

- Create order in the environment
  - Highlight choices
  - Create boundaries
  - Enhance independence
  - Draw closure on activities
  - Remind child of preferred behavior
  - Minimize distraction or temptation
  - Consider child's sensory needs
- Ensure safety
- Ensure preferred behavior gets noticed/reinforced

# Organize Time

- Children like/need to know what to expect
  - Create a consistent schedule
  - Provide visual schedule
  - Provide opportunities to choose activities
- Build momentum
  - Bubbles, Play dough, then handwriting
- Enhance motivation
  - First homework, then videogames
- Delay gratification
  - Later today, this weekend, next month
- Ensure preferred behavior gets noticed/reinforced

# Improve Relationship

## BEFORE problem behavior

- Frequently acknowledge preferred behavior
- Take responsibility for your own behavior
  - Refrain from yelling or threatening, blaming
  - Be the example you expect in your children
  - Be clear about the messages you wish to convey

## DURING problem behavior

- Truly listen & show empathy
- Self-monitor your own behavior to understand the child's perspective

## AFTER problem behavior

- Celebrate small successes
- Show gratitude for the “good choices” s/he makes
- Ask yourself: “Do my rewards outweigh my corrections?”

## Now What?



Helping your child learn new behavior first requires you to change your behavior.

## How do you change your own behavior?

**Acceptance** - You must first accept that what you are currently doing is not working.

**Commitment** - You must be consistent. Everyone needs to be on the same page. Start small and easy. Pick one behavior at a time.

**Perseverance** - Give it some time; you don't have to persevere forever, but you do need to give your new plan a chance to work.



## Resources

### Information about Evidence-Based Practices

- <http://pbis.org/>
- <http://apbs.org/>
- <http://www.rti4success.org/>
- <http://csefel.vanderbilt.edu/>
- <http://www.challengingbehavior.org/>
- <http://nichcy.org/schoolage/behavior>
- <http://ies.ed.gov/ncee/wwc/reports/advancedss.aspx>
- [http://www.acmh-mi.org/41447\\_ACMH\\_Booklet.pdf](http://www.acmh-mi.org/41447_ACMH_Booklet.pdf)

## Resources

How to find a certified behavior analyst:

<http://bacb.com/index.php?page=100155>

How to find an Arizona licensed behavior analyst:

<http://www.psychboard.az.gov/PsySearch.asp?licTypeId=2>

Arizona Association for Behavior Analysis:

<http://www.psychboard.az.gov/PsySearch.asp?licTypeId=2>

# How to Refer a Family to Raising Special Kids

Families can always contact us directly

**602-242-4366** or **800-237-3007**

[info@raisingspecialkids.org](mailto:info@raisingspecialkids.org)

Or complete our referral form so we can contact the family. Forms are available at

[www.raisingspecialkids.org](http://www.raisingspecialkids.org)

We will follow up with you after making contact with the family you referred!

## Resources

- **Raising Special Kids**  
(800) 237-3007  
[www.raisingspecialkids.org](http://www.raisingspecialkids.org)
- **Arizona Center for Disability Law**  
(602) 274-6287  
[www.acdl.com](http://www.acdl.com)
- **Arizona Technology Access Program (AzTAP)**  
(800) 477-9921 or (602) 728-9535  
<http://aztap.org/>
- **EPICS** (Education for Parents of Indian Children with Special Needs)  
(505) 767-6630 [www.epicsproject.org](http://www.epicsproject.org)

## Resources

- **CPIR** (Center for Parent Information and Resources) <http://www.parentcenterhub.org/>
- **ECTA Center** (The Early Childhood Technical Assistance Center) <http://ectacenter.org/>
- **NSTTAC** (National Secondary Transition Technical Assistance Center) <http://nsttac.org/>
- **NAPTAC** (Native American Technical Assistance Center) <http://nsttac.org/>
- **CADRE** (The National Center on Dispute Resolution in Special Education) <http://www.directionservice.org/cadre/>

## Thank You!

Thank you for completing the evaluation

602-242-4366

[www.raisingpecialkids.org](http://www.raisingpecialkids.org)

Raising Special Kids is **Going Green!**

Please return materials for recycling if you  
will not need them 😊

# MAKE A GIFT TODAY

## Help Raising Special Kids serve thousands more Arizona families

- Donations to Raising Special Kids qualify for state tax credits.
- New rules allow all taxpayers, NOT JUST those who itemize on their Arizona tax return, to claim a personal tax credit up to \$400 per couple (\$200 as an individual).
- **This is not just another deduction—it's a tax credit that reduces the amount you owe the state... dollar for dollar.**
- Your donation to Raising Special Kids may also be deductible on your federal tax return—even though you get it all back as a state tax credit.
- To learn more, log on to [www.raisingpecialkids.org](http://www.raisingpecialkids.org)

