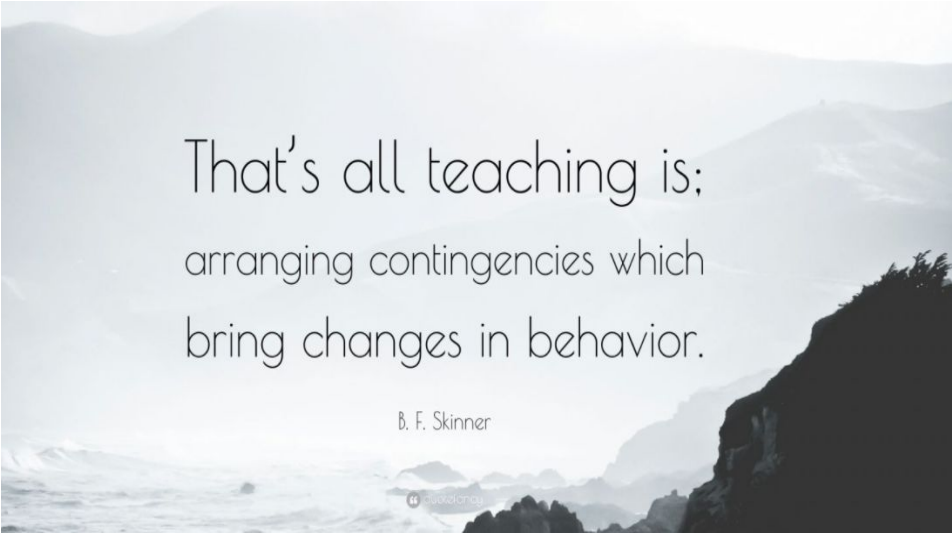

SEAC Meeting

Behavior Strategies for the Home

02.17.2022

Applied Behavior Analysis (ABA) Strategies



That's all teaching is;
arranging contingencies which
bring changes in behavior.

B. F. Skinner

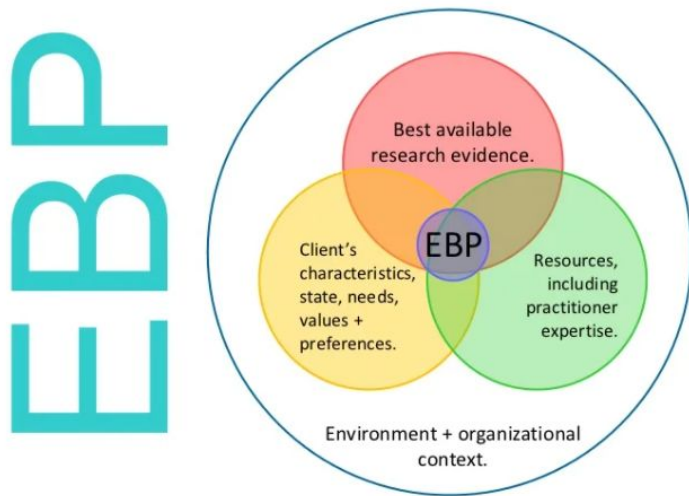
44 sketches

Proactive Strategies:

- Also called **ANTECEDENT** strategies.
- Tools used to **prevent or avoid** problem behaviors from occurring.
- They are introduced **before** any challenging behaviors and help to reduce the frequency of them occurring.
- Used to shape and change the social environment
- Provide a more **stable, predictable** environment

Evidence Based Practices (EBP)

An **evidence-based practice** is an instructional/intervention **procedure** or set of procedures for which researchers have provided an acceptable level of **research** that shows the practice **produces positive outcomes** for children, youth, and/or adults.



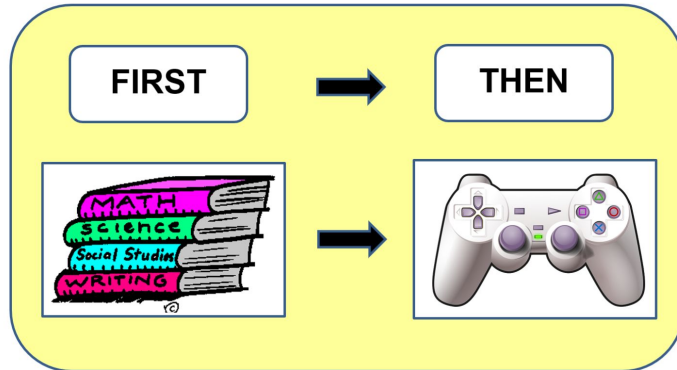
Proactive Strategies

- First, Then Statements
- Visual Schedule
- Countdown Reminders
- Choices/Options
- Modifying Tasks
- Rearranging the environment
- Modeling
- Social Stories



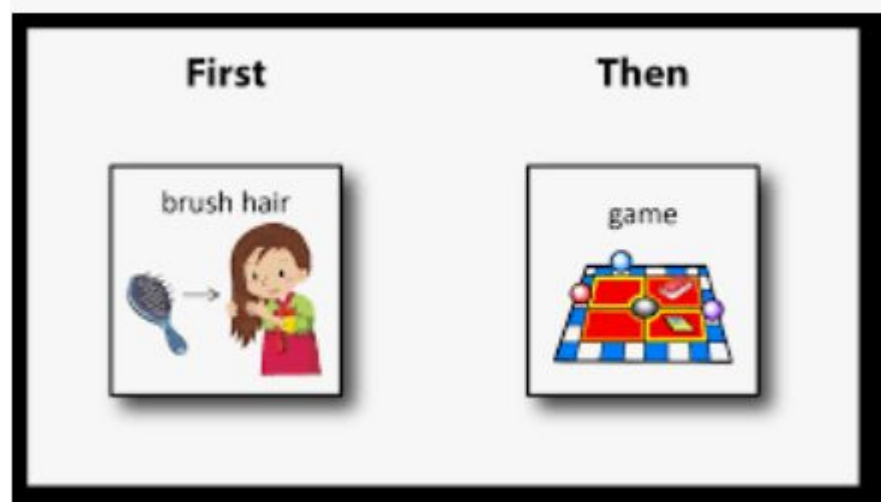
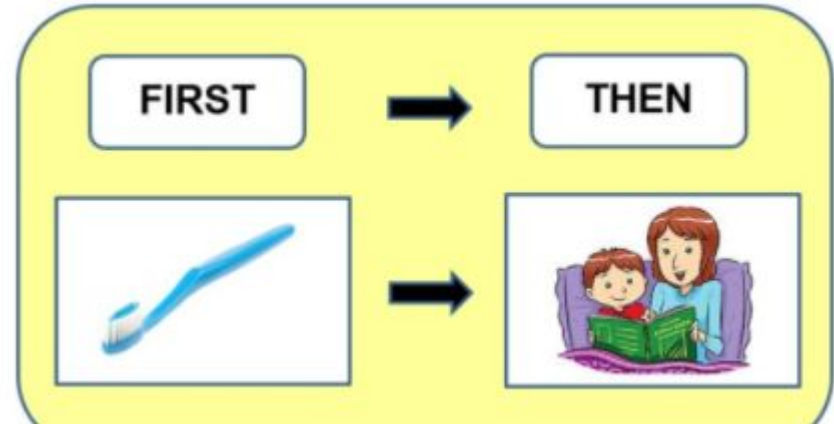
_____ 's Schedule

In the morning, this is what I do...	All Done! ✓
Wake up 	
Brush my teeth 	
Get dressed 	
Eat breakfast 	
Go to school 	
Have a great day at school! 	

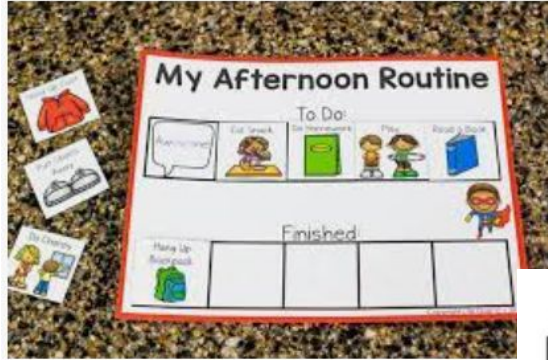


First...., Then... Contingency

- Also known as The Premack Principle.
- The child will perform a less preferred activity (chores/homework) to gain access to a more preferred activity (electronics/bike ride). A less preferred activity is defined as one in which the individual is unlikely to choose to do on their own.



Visual Schedules



_____ 's Schedule

In the morning, this is what I do...	All Done!
Wake up 	<input type="checkbox"/>
Brush my teeth 	<input type="checkbox"/>
Get dressed 	<input type="checkbox"/>
Eat breakfast 	<input type="checkbox"/>
Go to school 	<input type="checkbox"/>
Have a great day at school! 	<input type="checkbox"/>

- Provide a visual display of the upcoming sequence of events
- Can use words, pictures, drawings, symbols depending on understanding.
 - Start with a Basic “First/Then” Schedule.
 - Begin with a few items on the list. Make it doable and not overwhelming.
 - Intersperse Preferred Activities with Less Preferred.
 - Reinforce Independence.

Countdown Reminder



- Children with special needs, especially children with autism have difficulty with moving from one activity to another.
- An effective solution to help with transitions has been the use of visual timers. Visual timers help teach the concept of time to children with special needs. It also gives them an understanding that every activity is limited to a set amount of time

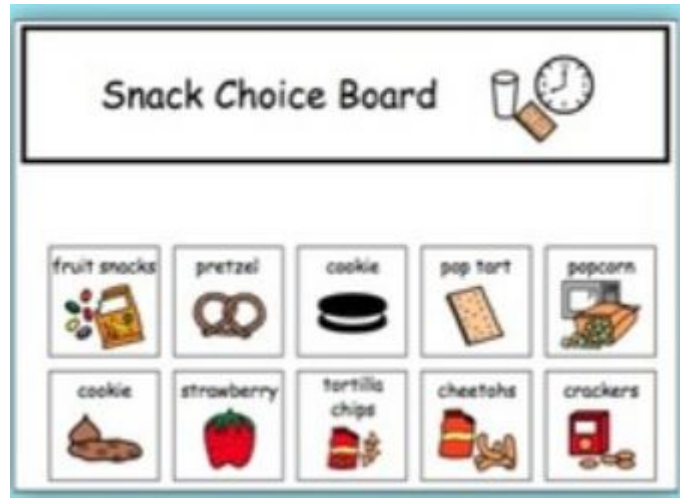
Options of Visual timers:

- Cell phone timer
- Watch timer
- Time timer (displays time as a red disk that quietly gets smaller as time elapses)
- Spotlight Clock
- Kitchen timer



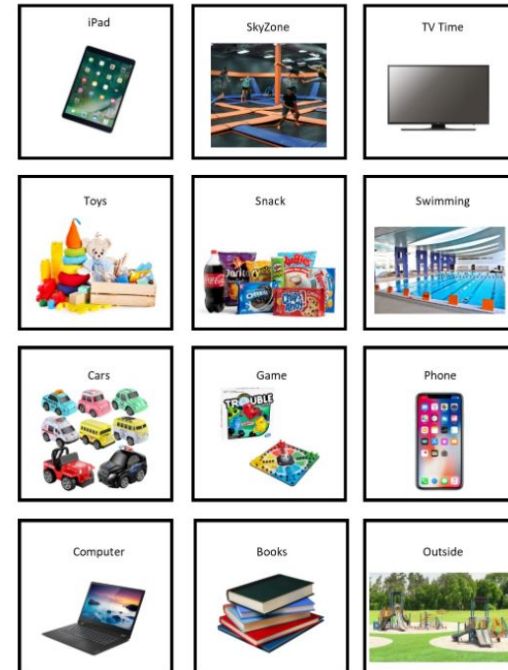
Choices/Options

- Many problem behaviors are maintained or strengthened by the individual having a lack of control over their environment, or a lack of a communication system to let others know what they want or need.
- Providing choices involves the child in what is going on. You are now a team working together to complete something both of you are interested in!
- Offering a choice prevents negotiation and avoids a power struggle.
- Only give choices that are readily available.



WOULD YOU LIKE TO WEAR YOUR
RED SHIRT OR BLUE SHIRT?

*Would you like Mom or
Dad to read to you?*



Modifying Tasks

- AKA - Task Reduction
- **Reducing the demands put upon the individual in an effort to avoid or decrease frustration levels.**
- For example, if the child does not yet have the dexterity to hold a toothbrush properly, task analysis for teaching teeth brushing cannot yet begin.

“

If they can't learn
the way we teach,
we teach
the way they learn.

”

— DR. O. IVAR LOVAAS

Modeling



- Demonstrates the desired behavior.
- Shows the child an example of what the individual is expected to do.
- Effective in teaching social and play skills, self-help skills, communication skills, and skills used in perspective taking.



Rearranging the Environment

- Environmental arrangement involves **purposefully planning the placement and organization of classroom materials, furniture, and activities** to promote appropriate behaviors and decrease the likelihood of problem behavior.

Environmental Arrangement

- Look closely at the physical environment of the classroom to maximize children's cognitive and social learning potential
 - What needs to be changed to facilitate learning?
 - What changes will help engage the children in learning?
 - What impact would moving things around have on my classroom?
 - What kind of classroom do I want to have?
 - What happens when students sit in (a) rows (b) groups (c) a horseshoe shape
-

Social Stories

- Simple story that describes a social situation and the **appropriate** way to act in that situation.
- Written with the specific purpose of **teaching** child **specific behavior patterns**. They can help children understand **expected behaviors**, work through **interpersonal issues**, **practice conflict resolution skills** and help them understand new **perspectives**.
- The story can **teach** kids about a certain **events** (ex first trip to the dentist), **skills** (ex: sharing), or **topics** (ex:, how everybody is different)



Are there any questions?

Thank you!