

Positive Behavior Support

Information on behavior and preventative strategies



Overview of training

- Behavior and functions of behavior
- Reinforcement, Punishment, and Shaping
- Positive communication strategies
- Proactive behavior strategies to promote a positive learning environment
- Reactive behavior strategies



What is behavior???

Respondent Behavior-think of your reflexes
i.e. you touch a hot stove and move away because you have burned your hand

Operant Behavior-learned behavior
-events
-derives from previous experiences with similar events
-history of reinforcement



Behavior and young children

All children ages birth-5 exhibit some forms of behavior but really wouldn't be considered a severe behavior to target unless:

- the behavior is persistent over time
- the safety of the other children in the class is compromised
- the behaviors are regularly requiring instruction to stop



Some questions to ask and consider???

- Has this child had any previous school experiences?
- Is this child exposed to any other languages? How long have they been exposed to English, if at all?
- Have there been any recent changes in the child's life (i.e. new baby, moving to a new house, parents separating, etc.)?
- What does the child do when at home?
- Have you considered different cultural influences?



Behavior

Form
-topography: what the behavior looks like

▪ Behaviors may look the same but serve different functions.

Form	Function
1. Hits head when mom leaves	1. Attention
2. Hits head during snack time	2. Sensory (has a headache)

Function
-what purpose does the behavior serve
-effect on the environment

▪ Behaviors may look different but serve the same function

Form	Function
1. Raising hand for teacher	1. Attention
2. Hitting peer	2. Attention



Functions of behavior

Attention-to gain attention or get reaction from adult or peer

Tangible-to get something or gain power/control

Escape/Avoidance- to get out of something or to avoid a situation or activity

Sensory-to meet a physical need



Reinforcement

Most people think of reinforcement as something contrived and tangible that you give, but...
The most frequent and important reinforcement is social. Most children respond readily to eye contact, smiles, being talked to, receiving hugs, specific praise, and acknowledgement.



Punishment

- May result in immediate decrease of inappropriate behavior but....
- Results are not maintained
- Has negative side effects
- New, socially acceptable behaviors are not taught

(time-out is considered a punishment)

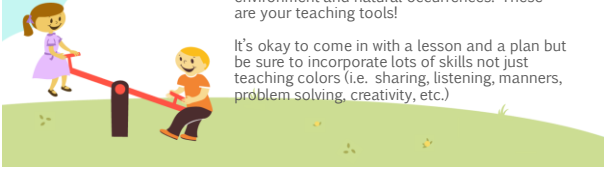


Shaping Behavior

Development of a new behavior through closer and closer approximations to the behavior. Teaching behaviors the student does not have.

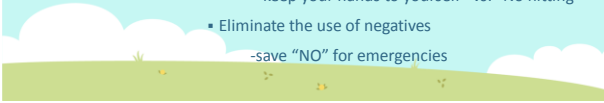
It is so important to teach and reinforce the everyday social behaviors that a child must learn. Take advantage of the natural environment and natural occurrences. These are your teaching tools!

It's okay to come in with a lesson and a plan but be sure to incorporate lots of skills not just teaching colors (i.e. sharing, listening, manners, problem solving, creativity, etc.)



Positive Communication Strategies

- Person-first approach
 - recognizing whole child, personality, emotions
- Recognize child's point of view
 - emotional, physical, and sensory state
- State directives positively
 - “keep your hands to yourself” vs. “No hitting”
- Eliminate the use of negatives
 - save “NO” for emergencies



Positive Communication Strategies con't.

- State directives as directives, not in the form of a question.
 - don't imply a choice unless there is one
 - “Are you ready to clean up?” vs. “Time to clean up”
- Give directives up close using a neutral tone of voice
- Give child a chance to respond to your question or directive by providing them with “wait time.”
- Give the same direction no more than 2 times and then prompt as necessary.
 - Over and over= nagging
- Refrain from talking about children in front of them



*Praise*Praise*Praise*



Why Praise Matters

- Effective praise is the practice of encouraging children by focusing on their efforts rather than their outcomes.
- Builds self-confidence and feelings of self-worth
- Focusing on their assets and strengths
- Encouraging children to persevere through developmentally appropriate and challenging tasks.
- Praise can be the most powerful reward, it tells a child that you believe in them and they are worthwhile, loved and a good person.



Ineffective VS Effective

- Don't over do it! "You're the best drawer in the whole world."
- Don't use double messages- "Good job putting your shoes on, wish you could do that every time without asking!"
- CRITISIM- "You should be able to put your shoes on the right feet." vs FEEDBACK- "Look at your shoes, How can you tell if your shoe is on the correct foot?"
- Automatic and Empty- "good job" or "I like that painting."
- Authentic and Genuine
- Being specific and descriptive about what you are acknowledging. "I can see that you drew two circles and a square."
- Use feedback that is connected to your feelings. "It makes me happy when you help your friends clean up."
- Non-verbal praise - high fives, thumbs up, nodding of the head and expressive
- Praise the things they are learning to do, things they are struggling with, or working on.



Proactive Behavior Strategies

- Focus on each child's strengths and successes and build off of those.
- Build rapport with children by really getting to know them, engaging with them during preferred times so that they feel safe.
- Be in the moment and pay attention to your children's behaviors to better understand their preferences, dislikes, and activities that may be more challenging for them.
- Be sensitive to each child's needs and help them feel successful during challenging tasks.
- PRAISE children for ALL of their successes and attempted successes by being very specific, praising them for their appropriate behavior demonstrated.

- "I love how you are sitting so nicely" vs. "Good job"



Proactive Behavior Strategies con't.

- Be sure to front load children of expectations when you know certain activities are difficult for them or for specific behavior problems.
 - i.e. reviewing classroom rules, social stories, schedule at the beginning of the day
- Catch child "being good"
 - reinforce behavior and any appropriate attempts before the child begins to decline
- Utilize visual supports as often as possible
 - helpful in reminding child the expected behavior and also prevents "nagging"



Proactive Behavior Strategies Con't.

- Utilize social stories to help with recurring behaviors
 - i.e. coming to school, sharing, hitting, etc.
- Use reinforcement systems
 - develop individualized plans for children who need more frequent reinforcement or for a specific target behavior
- Offer choices whenever possible to help children feel empowered with their decision making.
- Intersperse difficult tasks in between easy tasks
 - behavior momentum
- Provide times for intermittent breaks



HAVE A POSITIVE ATTITUDE!!!

Children feed off of your energy so be mindful of how you enter the room each day. SMILE, have fun, and make all experiences for each child a positive one!!!



Reactive Behavior Strategies

- Remain calm in frustrating situations
- Ask for help or a chance to take a break if feeling overwhelmed
- Use positioning and blocking to prevent a child from successfully engaging in inappropriate behavior (placing student next to adult, removing toys quickly from area, turning your body away).
- Ignore any behavior that is attention seeking, even if you have to prompt them back to designated area, be sure to not even make eye contact.
- Praise/reinforce appropriate behavior of other children.
- Praise/reinforce successive attempts when child has calmed down and complies with the next given directions



All of us here as educators are here to help, nurture, develop, and foster an educational experience that is positive, inspiring, and motivating for each and every child!

Thank you for being such a vital role!!!!



Good resources to access

- <http://csefel.vanderbilt.edu/resources/strategies.html>
- <http://www.challengingbehavior.org/index.htm>
- <http://www.sensory-processing-disorder.com/problem-behavior-in-the-classroom.html>
- <http://alertprogram.com/>
- <http://www.thegraycenter.org/social-stories>