"Classroom Behavior Modification"

Session One
Trainer:
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“Behavior Modification” defined.....

► Is the use of demonstrated change techniques to improve difficult behavior

Why Kids Misbehave

► Attention from peers or adults
► Attain power/control
► Revenge or Retaliation
► Feels Good/Play
► Fear of Failure
► Getting something (Sensory Input)
► Imitation
“Behavior Modification” techniques

- Be patient
- Be democratic
- Understand the purpose of misbehavior
- Avoid power struggles
- Model the behavior
- Sandwich technique

Your role in modifying difficult behaviors:

- Respect
- Listen
- Care
- Don’t yell or shout
- Have a sense of humor
- Maintain a loving environment

Types of “difficult behavior personalities”

- The Tattletale
- The Aggressive Child
- The Teaser
- The Child Who Lies
- The Defiant Child
- The Bully
- The Highly Sensitive Child
The Tattletale......

- Seeks power.
- Usually seeking attention.
- Self-esteem issue
- Not yet developed the skills they need to solve problems
- Family life, culture, and surroundings

Tattle tale interventions...

- Set clear rules regarding tattling
- Teach problem solving skills
- Give positive attention
- Create a culture where children’s needs are met
- Be clear on what you DO want to know about

*Remember: It took the child a long time to become a master of tattling, be consistent, patient and understand that change will take time.*

The Aggressive Child...

- Attention seekers
- Weak self-image
- Inherited characteristics
- Environmental or mental health issues
- Lack of appropriate problem solving and coping strategies
- Family stress, disruption and conflict
The Aggressive Child’s intervention:

- Recognize the triggers
- Stay calm
- Be firm but gentle
- Avoid physical punishment
- Be a role model
- Reward good behavior

The Teaser:

- Receive attention
- Want to feel superior
- Not familiar with or do not understand cultural or ethnic differences or physical or a learning disabilities

The Teaser’s Intervention...

- Teach sympathy
- Educate the child about the harmful consequences
- Praise the teaser for positive interactions
- Avoid lectures and quick irrational decisions

*Remember:* Teach the child that is getting teased to provide the teaser with a response they’re not expecting
The Child Who Lies......

- Afraid of consequences of actions
- To protect somebody else
- The truth is boring
- For love or approval
- To avoid an unpleasant task
- Like to impress others

The Child Who Lies Intervention...

- Always model 'telling the truth'
- Be neutral and as unemotional as possible
- Identify what it is that you're seeing and what you're concerned about.
- Keep it very focused and simple
- Concentrate on the behavior
- Thank the child for the truth; positive feedback

The Defiant child....

- Usually negative, stubborn or controlling
- Does the opposite of what is expected or asked
- Faces difficulty with transitions
- Frequently engages in power struggles
- Tends to be perfectionist and compulsive.
- Uses passive defiance as a coping strategy.
The Defiant child’s intervention...

- Calmly handle defiant behavior
- Deliver a negative consequence for a defiant behavior within 10 seconds
- Reward a compliant behavior within 15 seconds
- Avoid making task demands during discipline
- Provide appropriate behavioral alternative
- Affirm the child frequently

The Bully.....

- Is or has been bullied by others
- May witness physical and verbal violence or aggression at home
- Show little concern for the feelings of others
- has not learned to control his or her aggression.

The Bully’s Intervention....

- Help the child to identify feelings and learn to control them.
- Use of consistent, effective consequences
- Seek help from a counselor or therapist if they bully because of anger, frustration, or depression
- Develop sense of caring and empathy
- Use restoration and positive discipline
- Never use physical punishment
The Highly Sensitive Child…

- Inborn temperament that is found in about twenty percent of children
- Highly aware and quick to react to everything
- Easily overwhelmed by high levels of stimulation
- Generally behave conscientiously

Highly Sensitive Child’s Intervention…

- Focus on strengths
- Provide opportunities for the child to experience successes.
- Understand where the student is academically; don’t push
- Provide a soothing environment
- Help the child feel successful in new situations
- Foster self-esteem, shame-reduction, and knowledge of sensitivity

Group Activity

“Name that Behavior”

One participant will choose a difficult behavior from the grab bag and “role-play the behavior”, while the other participants guess the behavior then respond with appropriate intervention
Classroom Behavior Modification

Session Two

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Behavior Modification:
- Techniques never fail
- Methods can be developed for defining observable behaviors
- Behavior is changed or shaped by consequences
- Temperamental and emotional influences (ADHD or depression)
- Does not work when teacher is inefficient or inconsistent

Reinforcement and Punishment
- Always follows behavior
- Follows target behavior within 10-15 seconds
- Fits target behavior
- Should apply to the child
- Helps develop alternative behaviors
Reinforcement and Punishment

- Reinforcement – consequences that strengthens behavior
  Ex. Jane cleans after herself, Jane's teacher praises her; Jane will continue to clean after herself

- Punishments – consequences that weaken behavior
  Ex. Jimmy puts Kim hair in paint, Jimmy’s teacher sends him to the “thinking chair”; Jimmy will not consider putting paint on anyone's hair

Two types of reinforcement:
Positive and Negative

Positive reinforcement

- Positive reinforcement is a very powerful and effective tool to help shape and change behavior.
- Positive reinforcement works by presenting a motivating item to the person after the desired behavior is exhibited, making the behavior more likely to happen in the future.

Negative reinforcement

- When a certain stimulus/item is removed after a particular behavior is exhibited.
- The likelihood of the particular behavior occurring again in the future is increased because of removing/avoiding the negative stimuli.
Punishment.....
- Punishment refers to adding something aversive in order to decrease a behavior.
- Common example of this is disciplining (e.g. spanking) a child for misbehaving.
- Child may feel that they have paid for their misbehavior and are free to misbehave again.

Things to consider when modifying behavior
- The classroom environment
- Daily routines
- Prevention practices
- Correction and Control
- Managing through consequences
- Engaging active learning activities
- Need for intervention

The Classroom Environment
- Allows for easy student movement
- Should have personal space for each child
- Easily accessible materials
- Structured transition times
- Engaging active learning activities
- Positive interaction between teacher and student
- Opportunities for students with disabilities
Establish daily routines
- Arrival/dismissal
- Restrooms
- Circle time/Centers
- Transitions
- Lunch/ Snack
- Outdoor play
- Independent assignments

Prevention practices
- Monitor behavior frequently
- Set clear rules and procedures.
- Uses effective teaching practices
- Explain classroom behavior limits
- Model pro-social behavior.
- Be consistent!!!!

Correction and Control
- Timely response to inappropriate behavior
- Logical consequences
- Use direct instruction
- Positive reinforcement
- Praise or punishment
- Verbal or non-verbal reprimand
Manage behavior through consequences:

- Define the problem
- Design a way to change the behavior
- Identify effective reinforcement
- Apply the reinforcement consistently
- Relate consequences to the behavior

Three Keys to Using Consequences Effectively

- Timing (within 10 seconds)
- Intensity (determine severity)
- Consistency of consequence

Determine need for intervention

Assessment:

- Family life experiences
- Is the child hungry, bored, or tired?
- What does the child seek to gain from the behavior?
- Does this child have particular disabilities?
- What might this mean?
- Are the behaviors predictable?
Group Activity

"SCENARIO DISCUSSION"

Participants will break into groups in order to review reinforcement scenarios given on index cards. Participants will then complete a worksheet which will have them to complete questions according to their scenario.

Suggested Readings


Assessment and Treatment of Emotional or Behavioral Disorders by H. A. Chris Ninness, Sigrid S. Glenn, Janet Ellis. 168 pgs.

The Highly Sensitive Child: Helping Our Children Thrive When the World Overwhelms Them.

Behavior Modification: Contributions to Education

Young Children with Challenging Behavior: Issues and Considerations for Behavior Support, in Journal of Positive Behavior Interventions

http://childparenting.about.com/od/behaviorproblems/a/goodbehavior.htm

http://specialed.about.com/od/behavioremotional/Behavior_aned_Emotional_Disabilities.htm