# Psych Bytes

*It is easier to prevent a behavior from occurring, than to deal with it after it has happened*

## BEHAVIOR TIPS

Any action that can be observed and measured is considered a behavior. Behaviors can be positive or negative and they all occur based on a function. If you want a behavior to decrease you have to teach an appropriate replacement behavior. There is a difference between can't do tasks vs. won't do tasks. If the student can't do the task, you must teach them. If they won't do the task, motivate them appropriately.

## ABC's of behavior

When a behavior occurs, it is important to assess what happened right before the behavior and then what happened in the environment after the behavior occurred.

**Quick Tips:**

Consistent expectations

Predictable follow through

Establish routines

Modify environment

Provide choices

Visual cues

Phrase directives as statements, not questions

4:1 positive/negative interaction ratio

Avoid power struggles

Prompt upcoming changes

Use few words

Use timer

Remove audience

| ANTECENDENTS | BEHAVIOR | CONSEQUENCE |
|---|---|---|
| Can be people or events | Observable and Measureable | Can be reinforcement or punishment |
| Happens right before a behavior | Can be appropriate or inappropriate | Happens right after a behavior |
| Can be verbal/nonverbal | | Builds, Maintains, or Decreases Behaviors |
| **Example:** | **Example:** | **Example:** |
| Given a math worksheet | Talking | Time out |
| Being told no | Hitting | Loss of Privilege |
| Raising hand for Question | Raising hand | Disruption |
| Talking to peer | Crying | Physical assist |
| Toy taken away | Following directions | Attention from teacher or peer |
| Difficult assignment | Pushing | Break provided |
| Given direction | Stomping feet | Verbal Reprimand |
| Asked to wait | Verbal threats | Ignored |
| Loud environment | Refusal | |
| Left alone | Running away | |

# The 4 Functions of Behavior

Before applying an intervention, it is important to determine why a behavior is occurring. There are four functions to consider: Attention, Escape, Tangible, Sensory. Once you determine what the function is, you can design an effective behavior plan based on the function, here are some examples below

| Attention | Escape |
|---|---|
| Provide attention for positive behaviors | Work follows student |
| 4:1 ratio of positive vs negative interactions | Offer choices |
| Ignore inappropriate behaviors | Alter the task/activity |
| Reinforce appropriate behaviors | Reduce the demand |
| Proximity Control/Stand near student/Change seating | Use a timer |
| Check in/Check out | Allow scheduled breaks |
| Scheduled Rewards | Easy task first followed by harder task |
| **Tangible** | **Sensory** |
| Make preferred activity accessible | Sensory box |
| First _____, then _____ | Decrease lighting |
| Provide desired item for appropriate behavior | Fidgets |
| Place preferred item within sight/reach | Change seating type |
| Schedule preferred activity between difficult tasks | Head phones/Quiet work area |
| Provide a warning/prompt | Weighted vest |
| Schedule a transitional activity | Visual cues |
| Praise for completing work | Exercise |

# Here's what to look forward to in March
## Information on Teaching English Learners and Dyslexia Resources

# Congratulations to last month's drawing winner:
## Donna Krings at Fullerton Public Schools

# Click (or copy and paste) on the following link to be included in our monthly drawing

## ONE WINNER WILL BE CHOSEN FROM OUR ENTRIES EACH MONTH

## https://goo.gl/forms/8m58HTcw8c9RHhaO2



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**PSYCH BYTES BROUGHT TO YOU BY...THE SCHOOL PSYCHOLOGISTS OF ESU 7:**
**ANN DUBAS, BRANDY ROSE, CASSIE PROTHMAN, HALEY STROBEL, JACKIE TERNUS, JOLYNN MESCHER, APRIL BECKER**

# *The only behavior we can <u>truly</u> control is our own.*