

**Behavior Strategies to Use Tomorrow**

Created by: Yasmin Luque, MS, CCC-SLP, BCBA  
Evelyn Miramontez, MA (BCBA Pending)

In collaboration with: Alexandra Kopack MS, BCBA

1

---

---

---

---

---

---

---

---

**Disclosure Information**

- Financial Disclosure: Other than being paid employees of EBS Healthcare, Ms. Jackson, Ms. Bader, Ms. Luque and Ms. Kopack have no other financial relationships to disclose.
- Non-financial Disclosure: Ms. Jackson, Ms. Bader, Ms. Luque and Ms. Kopack have no other non-financial information to disclose.

2

---

---

---

---

---

---

---

---

**WELCOME**  
WE'RE GLAD YOU'RE HERE!

---

---

---

---

---

---

---

---

## Objectives

1. Identify the functions of behaviors
2. Understand the principles of reinforcement as well as effective strategies for reinforcement
3. Be able to identify and use effective prompts
4. Understand and be able to use token economies and group contingencies

4

---

---

---

---

---

---

---

---

## What is Applied Behavior Analysis?

Applied behavior analysis is the science in which tactics derived from the principles of behavior are applied systematically to improve socially significant behavior and experimentation is used to identify the variables responsible for behavior change.

5

---

---

---

---

---

---

---

---

## Still Asking *Why* Applied Behavior Analysis?

- Because science supports it with experimentation- negative behaviors can be positively corrected by motivating children with reinforcers producing more appropriate behavior!

O'Reilly, M. F., Sigafos, J., Lancioni, G., Rispoli, M., Lang, R., Chan, J., & ... Langhorne, P. (2008). Manipulating the behavior-altering effects of the motivating operation: Examination of the influence on challenging behavior during leisure activities. Research In Developmental Disabilities, 29(3)-340. doi:10.1016/j.ridd.2007.06.004

6

---

---

---

---

---

---

---

---

**What is Behavior?**

---

- ❑ **The generalized definition of behavior:** way in which an animal or person acts, conducts, or functions in response to a particular situation or environment.
- ❑ **Dead-man test:** If a dead man CAN do it, it probably isn't behavior or if a dead man CANT do it, then it probably is behavior.

7

---

---

---

---

---

---

---

---

**What is Our Behavior Objective?**

---

- ❑ The ultimate goal is to:  
Increase positive behaviors,  
while decreasing  
inappropriate behaviors

8

---

---

---

---

---

---

---

---

**What is A Problem Behavior?**

---

- ❑ Behavioral excesses that are socially significant.
  - They affect others and the surrounding environment.
  - They hinder the ability of our clients to learn new skills.
  - Usually of sufficient intensity or frequency that the safety of the client or others is of concern.

Hanley, Iwata, & McCord(2003)  
9

---

---

---

---

---

---

---

---

### What Are Some Common Problem Behaviors?

- Client is off-task
- Difficulty with transitions
- Difficulties with unexpected changes
- Interrupting
- Difficulties w/waiting (taking turns)
- Property Destruction
- Inappropriate self-stimulation
- Temper Tantrums
- Aggression
- Non-Compliance
- Self-Injurious Behaviors
- Elopement

10

---

---

---

---

---

---

---

---

### Factors that May Impact Behavior

- Medical Diagnosis
- Medications
- Motivation
- History of reinforcement
- Prior or current interventions
- Communication Status (verbal vs. nonverbal)
- Sensory Issues
- Cognitive Status
- Social-Emotional Characteristics

11

---

---

---

---

---

---

---

---

### Cultural or Environmental Factors

- Socioeconomic Status (SES)
- Religion
- Race
- Generational and acculturation status
- Lack of resources for treatment, education, and funding
- Misdiagnosis higher in minority groups
- Diagnosis often comes later in minority groups
- Individuals with disabilities and their families face unique challenges
- Beliefs and stigmas
- Divorce rate

12

---

---

---

---

---

---

---

---







### How Do I Know It's a Sensory Seeking Behavior?

- If the behavior occurs in a variety of settings, with a wide variety of consequences, and also occurs while the individual is alone, it may be a sensory behavior.
- Example: Fiona engages in nail biting behavior in multiple settings with varying antecedents and consequences.

22

---

---

---

---

---

---

---

---

### ABC's of Sensory Behavior

Antecedent	Behavior	Consequence
Fiona is waiting for the bus by herself	Fiona starts to bite her nails	The bus comes, Fiona gets on the bus and continues to bite her nails
Fiona is sitting in class listening to the teacher talk about math	Fiona starts to bite her nails	The teacher hands Fiona a math worksheet and Fiona continues biting her nails while she completes the assignment
Fiona is watching TV in her room before bed	Fiona starts to bite her nails	Fiona's mom tells her to go brush her teeth, she stops and goes to brush her teeth

23

---

---

---

---

---

---

---

---

### How Do I Know It's an Escape Maintained Behavior?

- If the consequence that follows the behavior is usually a change in environment, it may be an escape behavior. The consequence (or event that follows the behavior) may be a break from a task, going to another room within the home, or access to an area of the class away from other students.
- Example: Greg often engages in hitting behavior. It has been observed that typically he hits when he is given a task.

24

---

---

---

---

---

---

---

---

### ABCs of Escape Behavior

Antecedent	Behavior	Consequence
Greg's speech pathologist is working on a program with him and she prompts him to ask for a ball.	Greg hits his therapist in the face with an open palm	Greg's therapist says "It looks like you need a break" and allows Greg to get up from the table to have a snack.
Greg's big brother tells him it's time to clean up his toys	Greg hits his brother on the back and runs away	Greg's brother sighs and picks up the toys before going to get Greg and tell their mom what happened
Greg is at school when a peer approaches him and asks if Greg can help him clean up the art table	Greg hits his peer and says "go away!"	Greg's peer runs to the teacher to tell her what happened and Greg gets put in time out. His teacher helps the peer clean the art table.

---

---

---

---

---

---

---

---

### How Do I Know It's an Attention Maintained Behavior?

- If the consequence that follows the behavior usually involves another person, it may be attention.
- Example: Emily frequently engages in yelling profanities in multiple settings, typically resulting in gaining the attention of adults and peers.

26

---

---

---

---

---

---

---

---

### ABCs of Attention Maintained Behavior

Antecedent	Behavior	Consequence
Emily is on the bus with many of her peers and everyone seems to be engaged in their own conversations	Emily begins to yell swear words loudly	All of her peers and the bus driver stop having conversation and look at Emily
Emily is at the doctors with her mom and her mom is speaking with a woman at the reception desk while other children play in the lobby	Emily begins to yell swear words loudly	Everyone looks at Emily, mom stops having a conversation and walks to Emily and tells her that her language is inappropriate
Emily is at the grocery store with her dad and he is looking at the ingredients on a cereal box	Emily yells a swear word loudly	Emily's dad is startled and stops reading the box and looks at her and asks "why would you say that?"

27

---

---

---

---

---

---

---

---

## How Do I Know It's Access to Tangibles?

- If the consequence that follows the behavior consistently involves access to a preferred item or activity, it may be an access to tangible behavior.
- Example: Edward frequently pulls people's hair when he wants something.

28

---

---

---

---

---

---

---

---

## ABCs of Access to Tangibles

Antecedent	Behavior	Consequence
Edward's sister is playing with an iPad	Edward pulls her hair	His sister yells and when she goes to yell on him, Edward starts to play on the iPad
Edward is on the play ground in the sand box and his friend is playing with a toy truck	Edward walks over and pulls his friend's hair	His friend drops the truck, Edward picks up the toy and starts to play with it
Edward is at ABA therapy and is sitting in circle time. He notices a peer holding a stuffed animal	Edward walks over to peer and pulls their hair	The peer yells and drops the teddy bear and runs away. Edward begins to play with the teddy bear.

29

---

---

---

---

---

---

---

---

It's all fun and games until someone figures out the function of your behavior.



someecards  
user card

30

---

---

---

---

---

---

---

---

## How Do We Learn? Through Consequences

Consequences are anything that happens AFTER a behavior.  
There are three main types of consequences:

- Reinforcement
- Punishment
- Extinction

31

---

---

---

---

---

---

---

---

## How do consequences happen?

Consequences can be....

- Natural:** If you stand in the rain you get wet
- Logical:** You spilled the water, please help clean it up
- Contrived:** You answered correctly, you get a chocolate

32

---

---

---

---

---

---

---

---

## Reinforcement

- Most important and widely applied principle in ABA!
- Positive and negative reinforcement.
  - The addition (+) or removal (-) of a stimulus that **increases** the frequency of the response that follows.

33

---

---

---

---

---

---

---

---

## Positive Reinforcement

Positive reinforcement:  
Something being **ADDED** to  
the environment which leads to  
an **INCREASE** in behavior



34

---

---

---

---

---

---

---

---

### 25 WAYS TO ENCOURAGE

Thank you for helping with...  
It makes mornings/ dinner/ readings easier when you... thank you.  
I really appreciate it when you...  
Thank you for doing that... it means I've can now...  
We did it together!  
Wow! You made a building/ drawing/ etc.  
You did it on your own!  
You did x and then y and worked it out.  
You paid lots of attention/ (blocks/ tapes)/ etc.  
You made it really big/ small/ colorful/ complicated/ etc.  
That took you a long time, and you did it!  
How did you do that?  
You did x, what will you do now?  
Can you tell me about it?  
What is your favorite part?  
How did you think of that?  
I really enjoy doing this with you.  
I love watching you create/ help your sister/ play soccer/ etc.  
I'm so proud to be your mum, every day, no matter what.  
Look how happy your friend is when you share/ help/ console/ etc.  
You kept going, even when it was hard.  
You look so pleased to have done that!  
You made x feel so pleased when you did that.  
It makes you feel good when you do x.  
Say nothing - just smile.

Praise

### Ways to Praise




---

---

---

---

---

---

---

---

## Negative Reinforcement

Something being **REMOVED**  
from the environment which leads  
to an **INCREASE** in behavior.  
NOT the same as punishment.

Remember: Negative  
reinforcement =  
**RELIEF**



35

---

---

---

---

---

---

---

---

### Classification of Reinforcers

- **Edible:** goldfish crackers, popcorn, chips, skittles, M&M's, pretzels
- **Social:** high-fives, hugs, verbal praise, attention, smiling, pat on head
- **Tangible:** cars, puzzles, legos, books, play dough, character toys
- **Activities:** blowing bubbles, going for a walk, listening to music, coloring
- **Sensory** (consult with an OT): deep pressure, lycra swing, bean bin, beanbag chair

What have you used as reinforcement?

37

---

---

---

---

---

---

---

---

### Use reinforcement effectively...

- Deliver reinforcer immediately (within 1 second of the desired response)
- Set an easily achieved initial criterion for reinforcement.
- Reinforce each occurrence of the behavior initially.
- Use high quality reinforcers of sufficient magnitude (The bigger the task the bigger the reward).

38

---

---

---

---

---

---

---

---

### Use reinforcement effectively...

- Use varied reinforcers (Those M&M's won't work every time!).
- Combine response prompts and reinforcement.
- Use contingent attention and descriptive praise (e.g., I really like how you are sitting so nicely).
- Gradually increase the response-to-reinforcement delay.
- Gradually shift from contrived (planned) to naturally occurring reinforcers (e.g., high fives, verbal praise)

39

---

---

---

---

---

---

---

---

 **Something to Think About** 

- Something is only a reinforcer if the behavior **INCREASES** or **MAINTAINS** in the future. If a person doesn't like chocolate, they will not be willing to work for it!
- Many failed attempts to modify behavior are often just failures to use a true reinforcer.
- As a general rule, check the assumed reinforcer first. This can be as simple as asking "What do you want to work for?"

---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

**Reinforcement: Premack Principle/ "Grandma's Rule"**

- Use first/then language... *first finish your work, then you can play with the computer*
- Can be done verbally, written or with visual prompts

First



Then



---

---

---

---

---

---

---

---

## Reinforcement: Token Economy

- System for providing positive reinforcement by giving tokens for completing tasks or behaving in desired ways.
- Used to increase behavior
- Earn tokens in order to access bigger reinforcer
- Common example of token economy: MONEY!

43

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

## Extinction

- Withholding reinforcement for a previously reinforced behavior
- This does NOT mean ignoring
- Must ALWAYS be used with reinforcement of another functional behavior
- Should be done under the supervision of a BCBA

44

---

---

---

---

---

---

---

---

**Extinction example**

---

A child speaks out loudly in class because in the past the teacher has acknowledged this behavior. Now, the teacher does not acknowledge the child when they yell, but gives them attention when they sit quietly in their chair and raise their hand.

46

---

---

---

---

---

---

---

---

**Replacement Behaviors**

---

Remember! When a behavior is decreased, we must ALWAYS give a functional replacement behavior. Clients still need to get their needs met in a functional way!

47

---

---

---

---

---

---

---

---

**Replacement Behaviors**

---

- **Access to tangible maintained behaviors:**
  - Requesting
  - Following a schedule
- **Escape/Avoidance maintained behaviors:**
  - Following a schedule
  - Teaching tolerance
  - Requesting a break

48

---

---

---

---

---

---

---

---

## Replacement Behaviors

- **Attention maintained behaviors:**
  - Requesting attention
- **Sensory maintained behaviors:**
  - Teach another way to gain access to the reinforcer

49

---

---

---

---

---

---

---

---

## Reactive Strategies

- Behavior change systems that take place after a problem behavior has occurred
- Typically only used when a behavior is dangerous or aggressive
- Involves blocking, punishment and holds

50

---

---

---

---

---

---

---

---

## Punishment

- Something that results in that behavior occurring less often in the future.
- **Positive Punishment-** something is added (+) immediately after the behavior resulting in the behavior occurring less often in the future.
- **Negative Punishment-** Something is removed (-) immediately after the behavior resulting in the behavior occurring more often in the future.

51

---

---

---

---

---

---

---

---

### Positive Punishment

- NOT likely to be used by you with the exception of...
  - Blocking, reprimands, and logical consequences
- Disclaimer: most positive punishment procedures should ONLY be applied as part of a behavior plan under supervision of a highly trained BCBA.

32

---

---

---

---

---

---

---

---

### Negative Punishment

- Negative punishment procedures are commonly used in home and school settings:
  - Planned ignoring
  - Time out procedures
  - Withdrawal of a specific reinforcement

33

---

---

---

---

---

---

---

---

### Possible Side Effects and Problems with Punishment

- Emotional and aggressive reactions
- Escape and avoidance
- Increased rate of the undesirable behavior
- Punishment may involve undesirable modeling
- Negative reinforcement of the punishing agent's behavior
- We always want to use reinforcement rather than punishment!

34

---

---

---

---

---

---

---

---

### Proactive Strategies: What to do before a behavior

- ◆ Use visual supports with clients; such as examples, calendars, visual schedules or modeling.
- ◆ Use timers/verbal supports for clients to learn and practice positive communication!
- ◆ Decrease physical stimulation when possible.(e.g. Client starts to wind up... input a walking/physical break).

55

---

---

---

---

---

---

---

---

### Proactive Strategies: What to do before a behavior

- ◆ Facilitate when students interact with adults/peers - prime/prompt client with the appropriate social skills to use at that time. Start by modeling the appropriate behavior.
- ◆ Speak direct, give concrete examples, and avoid sarcasm.
- ◆ IMPORTANT: Allow time for clients to respond!! With use of verbal requests, physical prompt, and/or nonverbal responses.

56

---

---

---

---

---

---

---

---

### Sample of Proactive Strategies to Utilize

- Prompts (visual, auditory, gesture, picture, etc.). **\*Highly Used**
- Give unconditional positive regard.
- Teach/model appropriate behavior and social skills!
- Reinforcement for appropriate behavior ONLY.
- Frequent positive check-ins.
- Visual Schedules – or other visuals you/client can point to.
- Consistency.
- Routines.
- Teach flexibility.

57

---

---

---

---

---

---

---

---

### More Samples of Strategies

- Positive peer support/recognition – demonstrate how to do...
  - Help implement positive behavior intervention plans.
  - Consistent and specific praise; "Good coloring Billy!" (raised tone).
  - Give 2 choices between tasks (Do you want to start with THIS... or THAT?)
- Form a relationship with student built on empathy, trust, and mutual respect. This positive relationship can often be a solution to many problem behaviors and can have a lasting impact on the emotional development of the client.

---

---

---

---

---

---

---

---

### Proactive Strategy: Prompting

- **The purpose of prompts** is to enable the client to perform the desired behavior
- **Prompts are cues/hints** provided immediately with or following the antecedent
- **If a prompt is not successful, move up the hierarchy** until desired behavior occurs being careful not to create prompt dependency

---

---

---

---

---

---

---

---

### Be Aware of Inadvertent Prompts

- What do they look like?
  - Glances
  - Posture
  - Feedback (e.g. fast when correct, slow when wrong)
  - Mouthing an answer
  - Predictable layouts of material

---

---

---

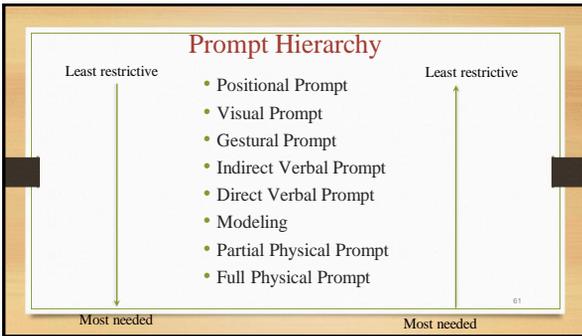
---

---

---

---

---



---

---

---

---

---

---

---

---

### Positional Prompt

---

- Example:  
**Your instruction:** “What is 4+7 equal to?”  
**Prompt:** In a field of math cards, you place the math card with the answer 11 closer to the client.  
Client response?

62

---

---

---

---

---

---

---

---

### Visual Prompt

---

- Example:  
**Your instruction:** “What is a plate used for?”  
**Prompt:** You place a picture card of a child eating.  
Client Response?

63

---

---

---

---

---

---

---

---

### Gestural Prompt

• Example:

Your instruction: "Where can you look up the animals name?"

Prompt: You point to the computer.

Client response?

64

---

---

---

---

---

---

---

---

### Verbal Prompt Examples

• Indirect Verbal Prompt:

1) Your instruction: "What's next?"

2) Prompt: You say, "What should you use to know what's next?"

3) Client response?

Direct Verbal Prompt:

1) Your instruction "You are going to tell me what is next."

2) Prompt: You say, "Look at your schedule that is on your desk... and then tell me what is next."

3) Client response?

65

---

---

---

---

---

---

---

---

### Modeling

• Example:

A. Your verbal instruction: "Use the crayons or markers to make a cat."

B. Physical prompt: You pick up a marker and create the model of the cat yourself (use a crayon as well).

C. Client response? > Observe physical and verbal response

66

---

---

---

---

---

---

---

---

## Physical Prompt

- Partial Physical Prompt Example:
  1. Your instruction: "How do you spell the word behavior? Please write the word now."
  2. Prompt: Place your hand on the student's arm to assist them (*as needed*) in beginning to write "behavior," then slowly remove your hand
  3. Client response?
- Full Physical Prompt Example
  1. Your instruction: "How do you spell the word behavior? Please write the word now."
  2. Prompt: Hand over hand (HOH) assistance to write the word "behavior."
  3. Client response?

67

---

---

---

---

---

---

---

---

## When should you not prompt?

- If the client's incorrect behavior is due to inattention or off-task behavior, provide a consequence for that behavior, not a prompt.
- CAUTION:
- A prompt could reinforce the students inattention to off-task behavior... so must be careful with timing of a prompt!

68

---

---

---

---

---

---

---

---

## Visual Strategies

- Visual Schedules
- Communication Boards
- Choice Boards
- Checklists
- Written Prompts
- Reminder Cards

69

---

---

---

---

---

---

---

---

The image displays several educational and organizational tools:

- Session Schedule:** A grid showing a sequence of activities with icons for each.
- MY DAY:** A daily calendar with a grid for activities and times (e.g., 2:00, 4:00, 8:00, 9:00).
- Core Word Communication Board:** A large board with many small icons representing different words or actions.
- I want:** A board with a grid for listing items or goals.
- Checklists:** A section with various checklists for different tasks or activities.

---

---

---

---

---

---

---

---

### Group Contingencies

- A common consequence is delivered contingent upon one member of the group, the behavior of part of the group, or the behavior of everyone in the group.
- Many of us work with more than one client at a time. These are methods to deliver reinforcement in a way that benefits the whole group

---

---

---

---

---

---

---

---

### 3 Types of Group Contingencies

1. **Independent Group Contingency:** Contingency is presented to all members of the group, but reinforcement is only delivered to the group members who reached criterion.
2. **Dependent Group Contingency:** The delivery of the reinforcer for the entire group is dependent on the performance of an individual or subset of the group. (The Hero contingency)
3. **Interdependent Group Contingency:** All members of the group must meet criterion of the contingency before anyone gets reinforced.

---

---

---

---

---

---

---

---

### Strategies for Group Contingencies

- Make success easy at first
- Use a powerful reinforcer- it must be worth it!
- Select the best group contingency method for the target behavior. Example: If you know one client really struggles with a skill, using an interdependent group contingency would single them out.

73

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

Thank You!!! Questions?



73

---

---

---

---

---

---

---

---

### References

- Hanley, G.P., Iwata, B.A., & McCord, B.E. (2003). Functional analysis of problem behavior: A review. *Journal of Applied Behavior Analysis*, 36, 147-185.
- Malott, R. W., & Shane, J. T. (2016). *Principles of behavior*. New York: Routledge.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.
- Fosse, B., & Wheeler, M. (2011). *A Treasure Chest of Behavioral Strategies for Individuals with Autism*. Cork: BookBaby.
- Matson, J. & Boisjoli (2009). The token economy for children with intellectual disability and/or autism: A review. *Research in Developmental Disabilities*, 30, 240-248. DOI:10.1016/j.ridd.2008.04.001
- [www.theautismhelper.com](http://www.theautismhelper.com)
- [www.thesimplicity.com](http://www.thesimplicity.com)
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com)

76

---

---

---

---

---

---

---

---