BEHAVIOR STRATEGIES THAT EVERYONE SHOULD KNOW

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THINGS I HAVE LEARNED

- All behavior is purposeful
- Context gives behavior meaning
- It is better to be bad than dumb
- Equal vs. Fair
- People do not want to be bad
- Practice makes better
- Not everyone can dunk a basketball
Strategy 1: Reinforce Positive Behavior

TERMS DEALING WITH REINFORCEMENT

- **Reinforcement** increases the probability that the behavior it follows will reoccur.
- **Punishment** is anything that has the effect of decreasing the future occurrence of that behavior.
- **Negative Reinforcement** is the process of removing a stimulus an individual finds to be aversive after that individual performs a behavior in order to increase the future occurrence of that behavior.

(Maag, 2004)
Why Use Reinforcement?

- Encourages the use of the positive behavior
- Reduces problematic behaviors
- Makes the child more accountable to adults and themselves
- Why reward kids for doing what they should be doing anyway?
- Paycheck
- Make sure that you have the paycheck!!!
Types of Positive Reinforcement

- Natural and Direct Reinforcement
- Social Reinforcers
- Activity Reinforcers
- Tangible Reinforcers
- Token Reinforcement
Determining a Reinforcer

- Find what the child does when they have free time
- Ask the child what they would like
- Use a reinforcer menu
- Pair the reinforcer with positive praise
Easiest way to Reinforce:
Praise the Child

BE POSITIVE!!!

- Wheldall & Beaman (1994) 79 teachers 1:6 ratios of approvals to reprimands
- Sutherland (2000) showed that students get praised roughly once every 1.2 – 4.5 per hour per student
- White & Wills (2008) Roughly 1:3 ratio of approvals to reprimands – Class at about 56 % on task
- After teacher intervention went to about a 12:1 ratio and increased class on task behavior to roughly 85%.
Praise the Child (Continued)

- Use a 4:1 ratio of positive comments to criticisms
- Strategies to increase praise
  - Cueing (Timer, MotivAider, Visual Cues)
  - Self Monitoring (Pennies, Marks, Tokens)
  - Child Recruiting – Asking adult if they are doing a good job
  - Performance Feedback (Checking rate against other teachers, supervisor, public posting)
  - Self-record and Goal Setting
# POSITIVE TECHNOLOGY

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<tr>
<th>MOTIVAIDER</th>
<th>GYMBOSS</th>
<th>PERSONAL PAGER</th>
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<td><img src="image1" alt="MotivAider" /></td>
<td><img src="image2" alt="Gymboss" /></td>
<td><img src="image3" alt="Personal Pager" /></td>
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Strategy 2: Keep Out of Arguments

Think of a child who argues as someone going fishing.
Strategy 2: Keep Out of Arguments

- Children “Go Fishing” for a variety of reasons
  - Waste Time
  - Frustrate Adult
  - Enjoyment
  - Escape/Avoidance
Strategy 2: Keep Out of Arguments

- Adults argue for their own reasons
  - Refuse to give in to illogical arguments
  - Power/Control
  - To prove that they are right
  - Escape/Waste Time/Enjoyment
How to Keep Out of Arguments

- **Go “Brain Dead”**
  - Using the same response over and over
  - I know, Okay, Thanks for sharing, That’s an option, I bet it feels that way, I am not going to argue with you.

- **Give Choices**
  - Offering options gives “power” to students

- **Use Inconvenience**
  - Only allow arguing at specified time or location
STRATEGY 3: Hero Procedure

- Used with one child

- Set up a program with a student to reach goals
  - Behavior Contract
  - Reinforcement Schedule

- Once the child reaches the goal, the entire group gets a prize, thus making the child who earned them the prize a “hero”

- Can use the group to positively reinforce when he does well
Strategy 4: Follow Through

- **If You Say It, Do It**
  - Positive and Negative
- **Model Your Expectations**
  - You are the Role Model
- **Enforce Your Rules**
  - Be Consistent
  - You Must Follow the Rules, Too
  - Invite Children to Develop Rules
Relationships Shouldn’t Be One Sided
STRATEGY 5: Develop a Relationship

- The 1-Minute Plan
- Don’t Take It Personally
- Be Professional and Personal
- Develop Trust
  - Consistency
  - Respect
  - Follow Through
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