

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
 - <http://www.jimwrightonline.com/php/jackpot/jackpot.php>
- Pair the reinforcer with positive praise

Easiest way to Reinforce: Praise the Child

BE POSITIVE!!!

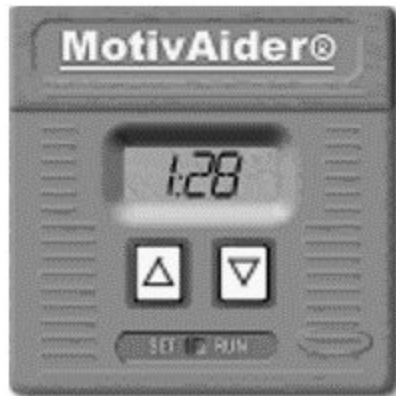
- Wheldall & Beaman (1994) 79 teachers 1:6 ratios of approvals to reprimands
- Sutherland (2000) showed that students get praised roughly once every 1.2 – 4.5 per hour per student
- White & Wills (2008) Roughly 1:3 ratio of approvals to reprimands – Class at about 56 % on task
- After teacher intervention 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

MOTIVAIDER



GYMBOSS



PERSONAL PAGER



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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