



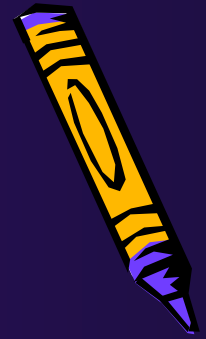
Positive Behavioral Intervention Strategies That Work

Dr. Zaf Khan, MTSU
PBSI PROJECT DIRECTOR
Department of Elementary
& Special Education



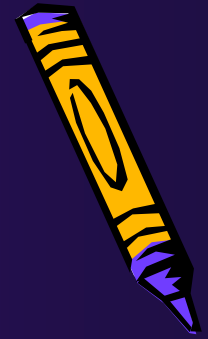
Choice Making

Sophia's Story



SHOCKING!!

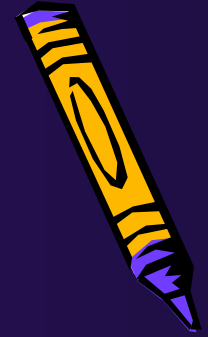
Children who continue to misbehave
are victims of "failed" behavior
interventions



2 Rules Guiding PBS Philosophy

1. PR _____

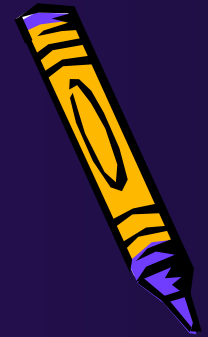
2. _____



The Key

Behavior is functionally related to the home environment

Every behavior has a purpose and logic behind it



The Basics

Behavior is learned

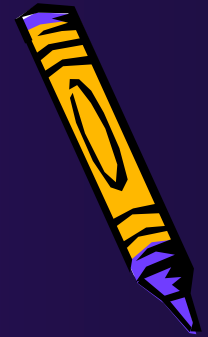
- Do not assume children know your rules, expectations, or social skills
- Every social interaction you have with your child is an opportunity to teach him/her something



The Basics (cont.)

Behavior communicates need

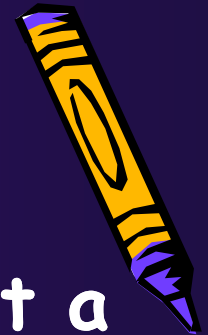
- Children engage in behavior(s) to "get" what they find reinforcing or to "avoid" what they find aversive
- Need is determined by observing what happens prior to and immediately after behavior



So Why Do We Do This?

“Punishing” problem behaviors (without a proactive support system) is associated with **increases** in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out.

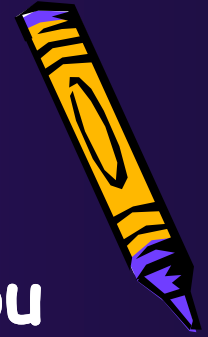
(Mayer, 1995, Mayer & Sulzar-Azaroff, 1991, Skiba & Peterson, 1999)



Basics (cont.)

- Problem Behavior – current pattern
- Replacement Behavior – “what do you want them to do instead”

PBS interventions focus on increasing replacement behaviors not simply reducing problem behavior



Positive Supports at Home

- Constructive Communication
- Prevention
- Positive Engagement
- Choices
- Modeling
- Constant Reassessment



Children engage in challenging behaviors

Because they are.....

Lonely

Bored

Afraid

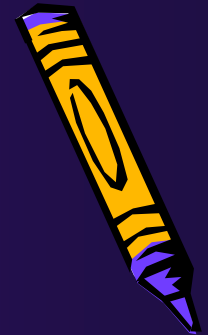
Unhappy

Frustrated

Angry

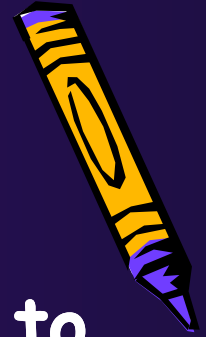
Sad

Physically ill



Caution:

- An effective parent knows when to talk but also when to keep quiet.
- Kids are not little adults or simply small computers, so teaching youngsters involves training them as well as explaining to them.



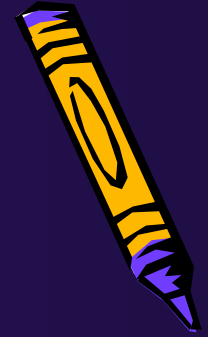
PNP

- State the _____
- State the _____
- State the _____



RAP-R

- R - _____
- A - _____
- P - _____
- R - _____



Stop Think Act

- Stop Circle
- Think Circle
- Act Circle

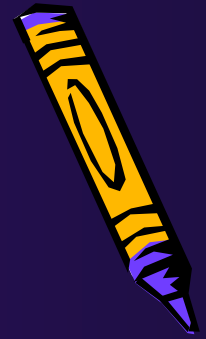
OR

Empty Chair Role Playing



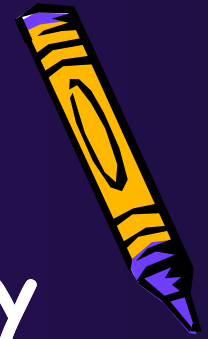
High Probability Request Rule of Three Things

Children are more likely to obey parent directives if they are already actively engaged in compliant behavior at home.



High-P Request Example

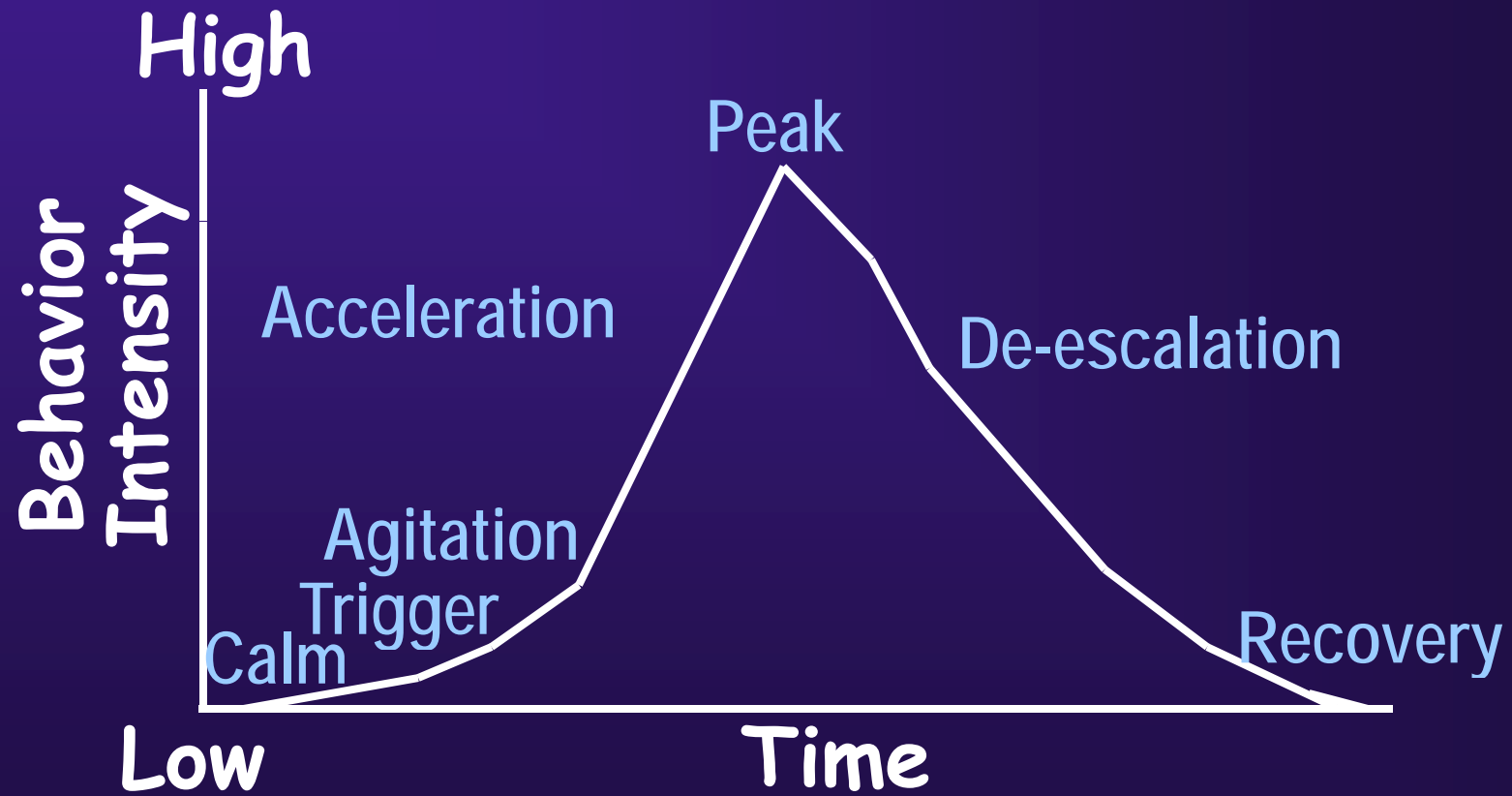
- Ask Tameka to brush her pretty hair. (after 5 seconds)
- Ask her to make microwave popcorn. (after 5 seconds)
- Ask her to clean her room while she eats popcorn.



Understanding the 'Anatomy' of a Behavior Cycle



The MODEL



Do you know someone like this?

That's 1... Come on now, I am getting a little tired of this. Why can't you do one little thing for me-LOOK AT ME WHEN I AM TALKING TO YOU, YOUNG MAN! OK, that's 2. Hello! Hello! Is anyone Home? Earth to... David!



Do you know someone like this?
(cont.)



One more and you are out of here...do you hear me? This is it, I have had it with you. YOUR FRIEND TONY NEVER BEHAVES THIS WAY. OK, ENOUGH! THAT'S 3, TAKE 10.

OUT OF MY SIGHT and stay

away



from my desk!!

The Two Biggest Discipline Mistakes:

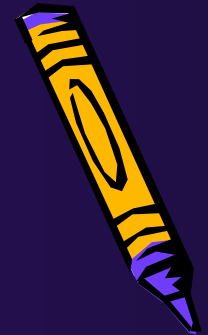
- Too Much Talking
- Too Much Emotion



World's Two Silliest Questions

1. Who started it?
2. What happened?

Exception: You think the student is physically injured.



When teachers talk too much

The word describing this strategy is called begging. When you beg you are:

- 1) Thinking for the child and
- 2) Taking the responsibility for his behavior

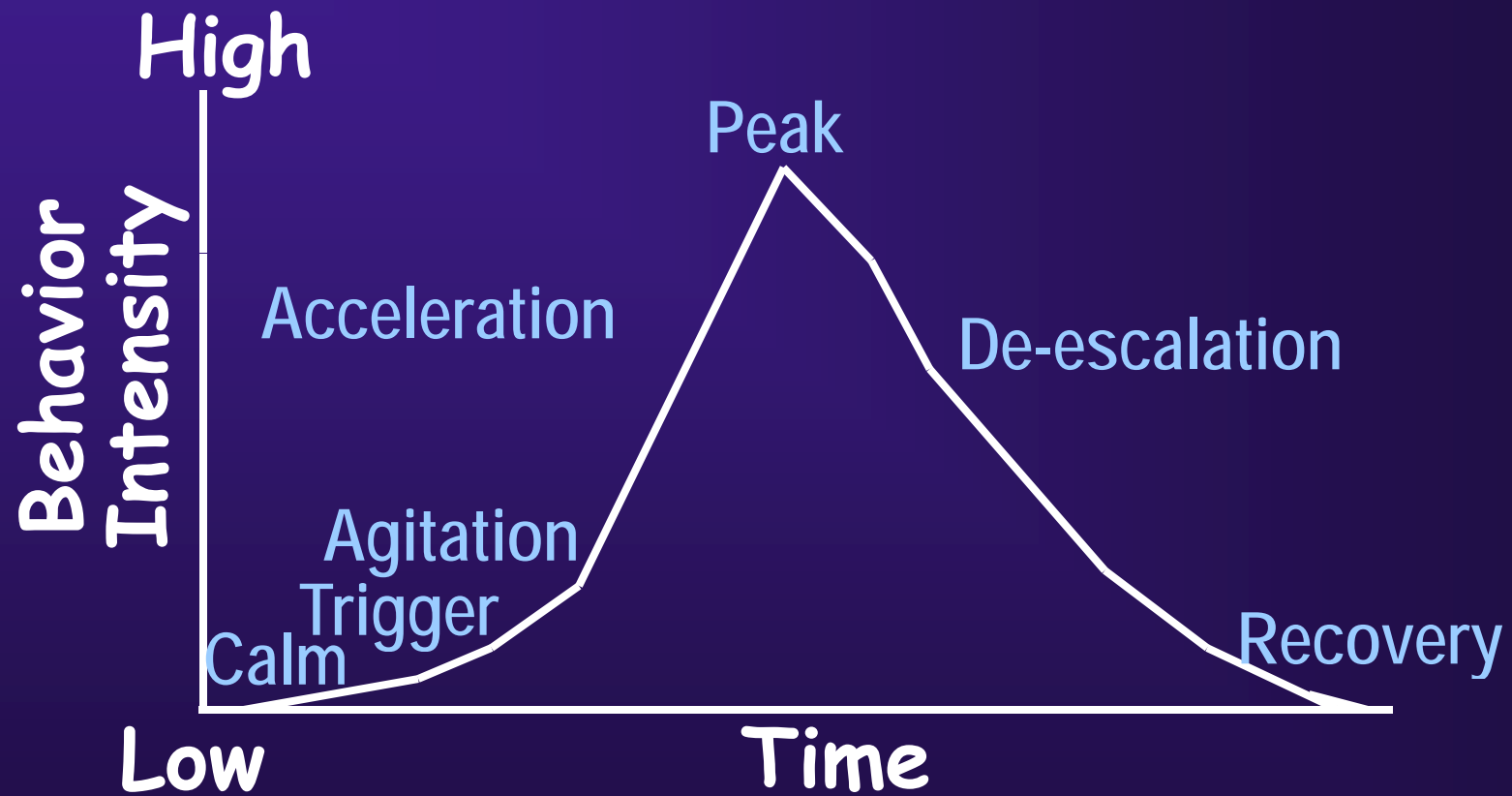


Key Concepts

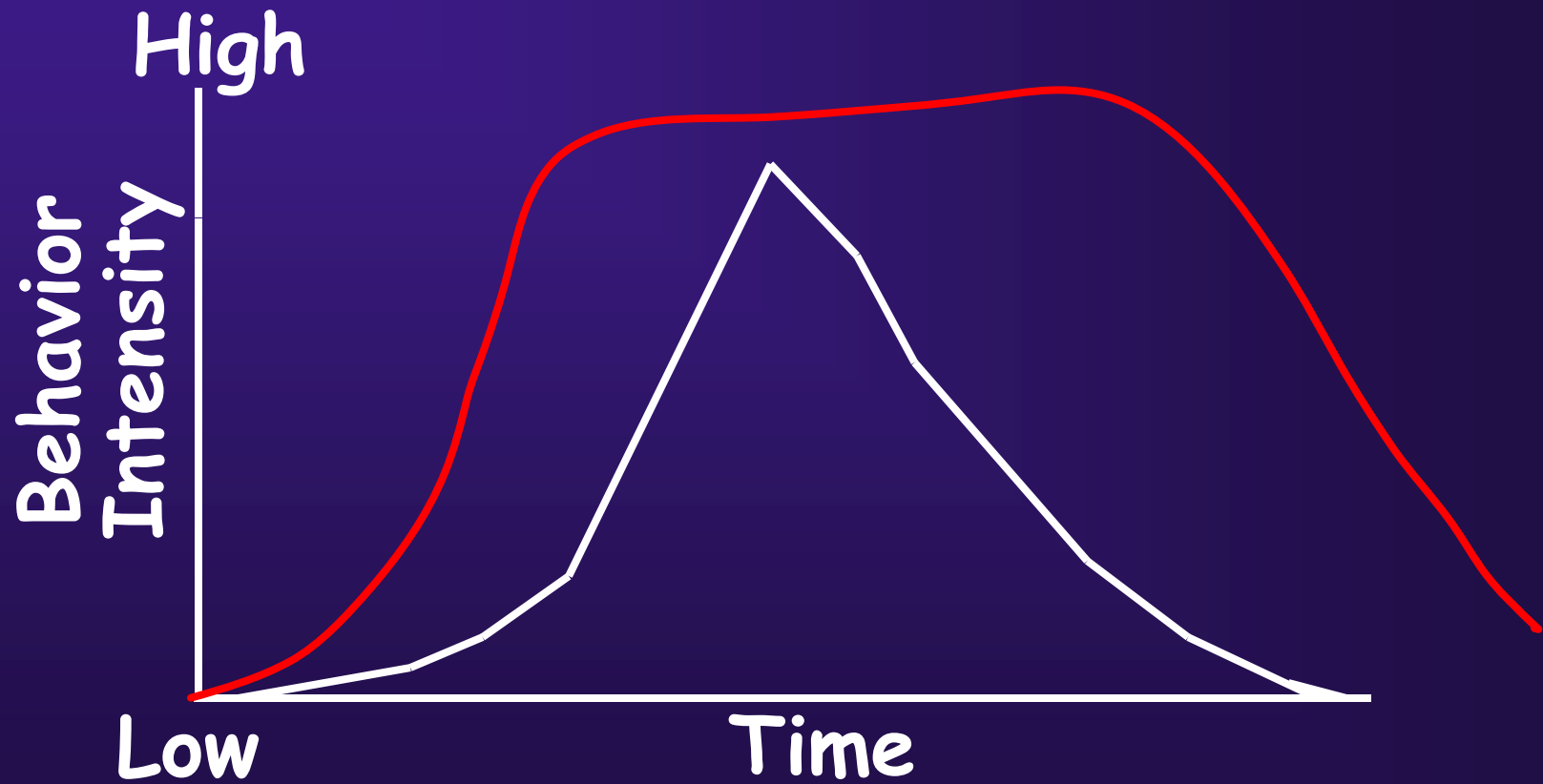
- Talk too much and you take child's focus off the need for good behavior.
- Instead you switch the child's attention onto the possibility of an energetic and perhaps enjoyable argument.



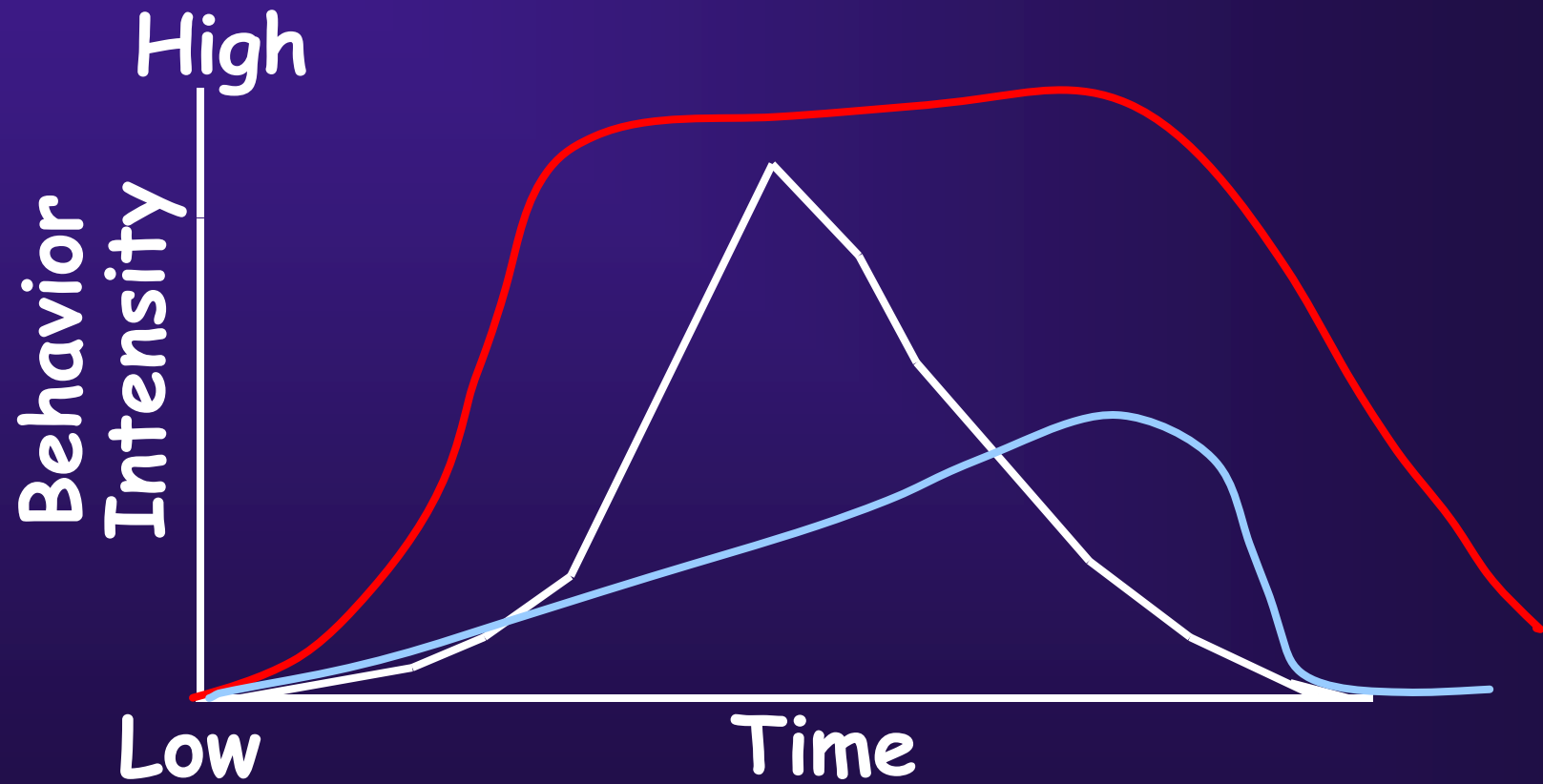
The MODEL



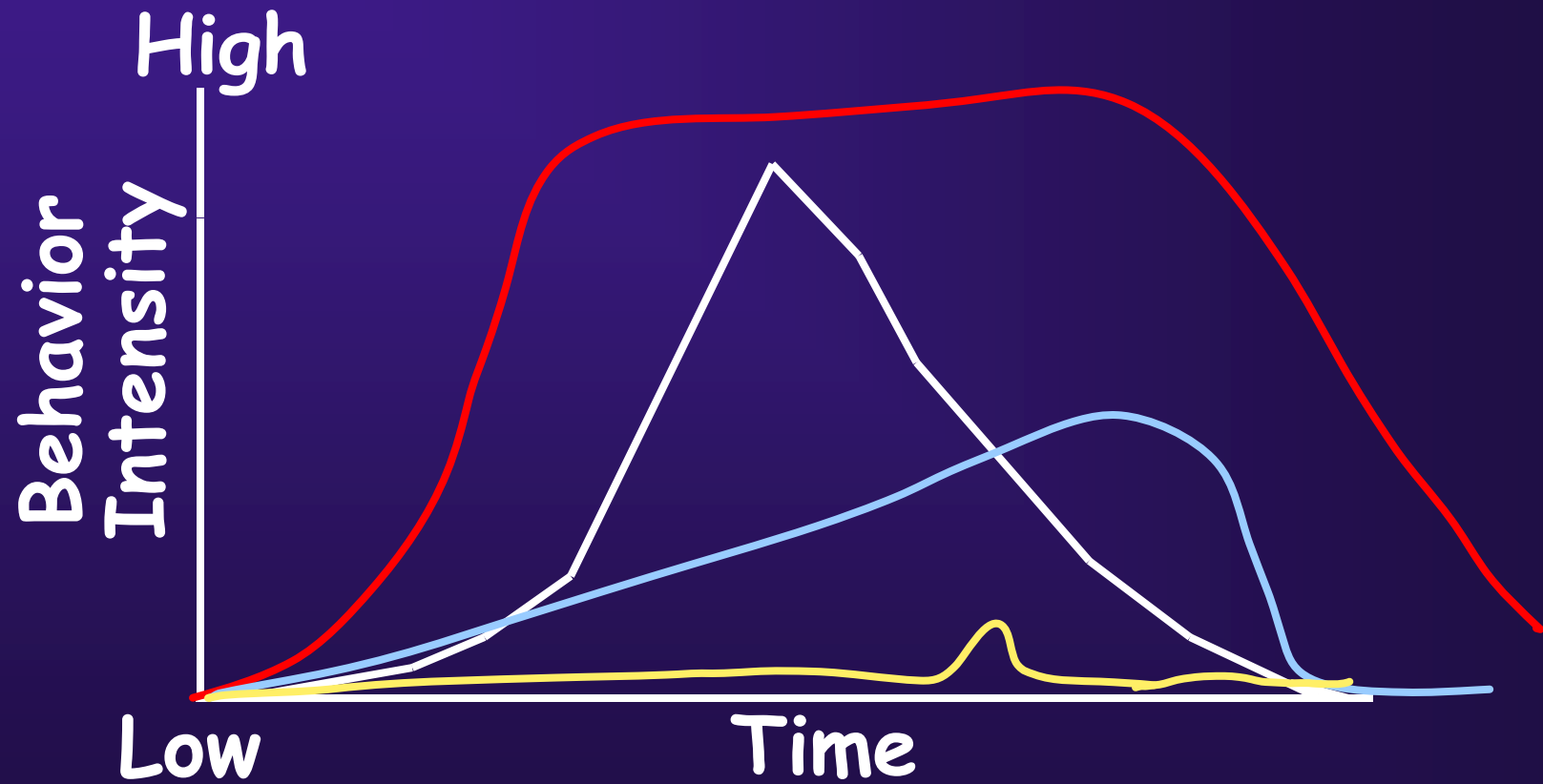
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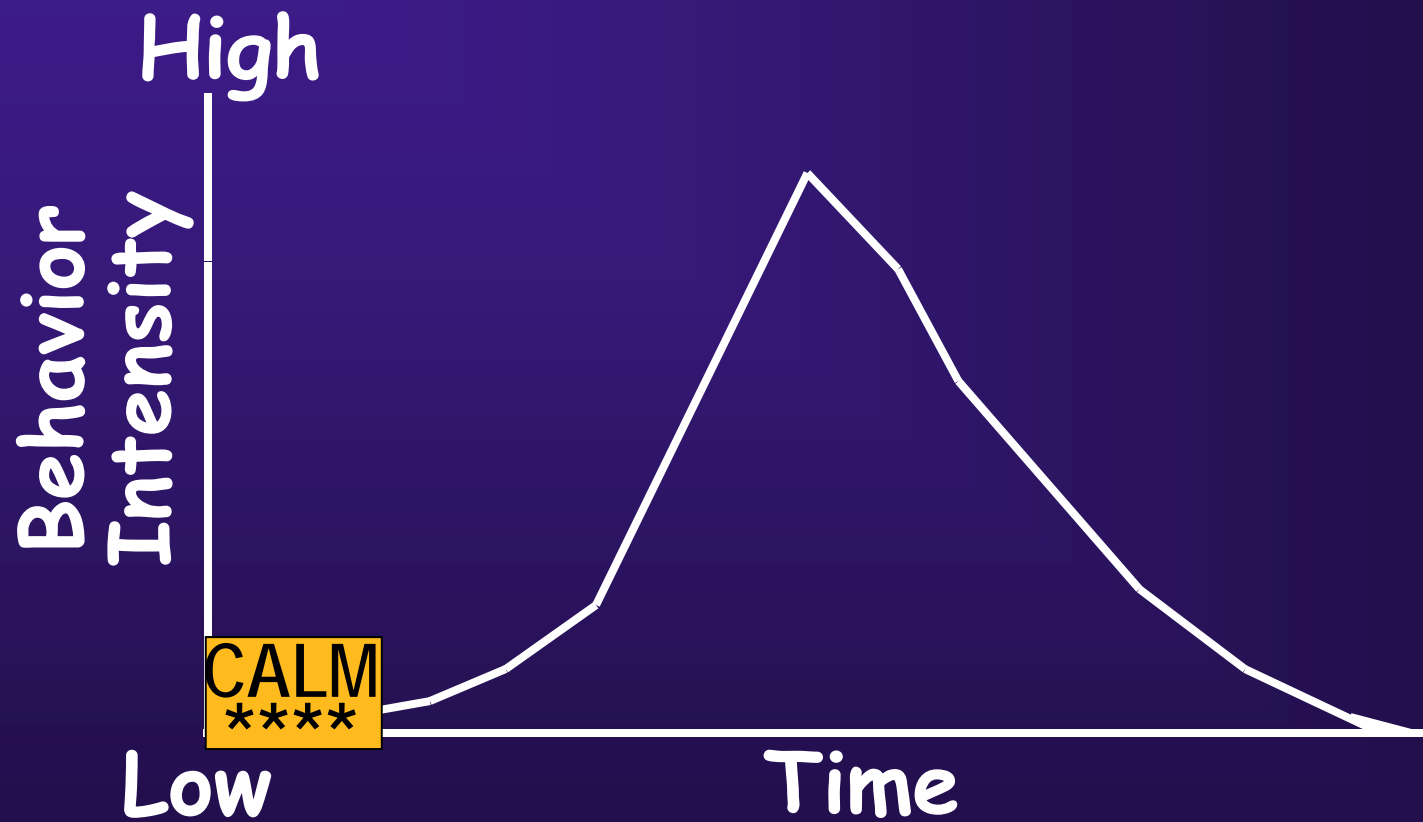
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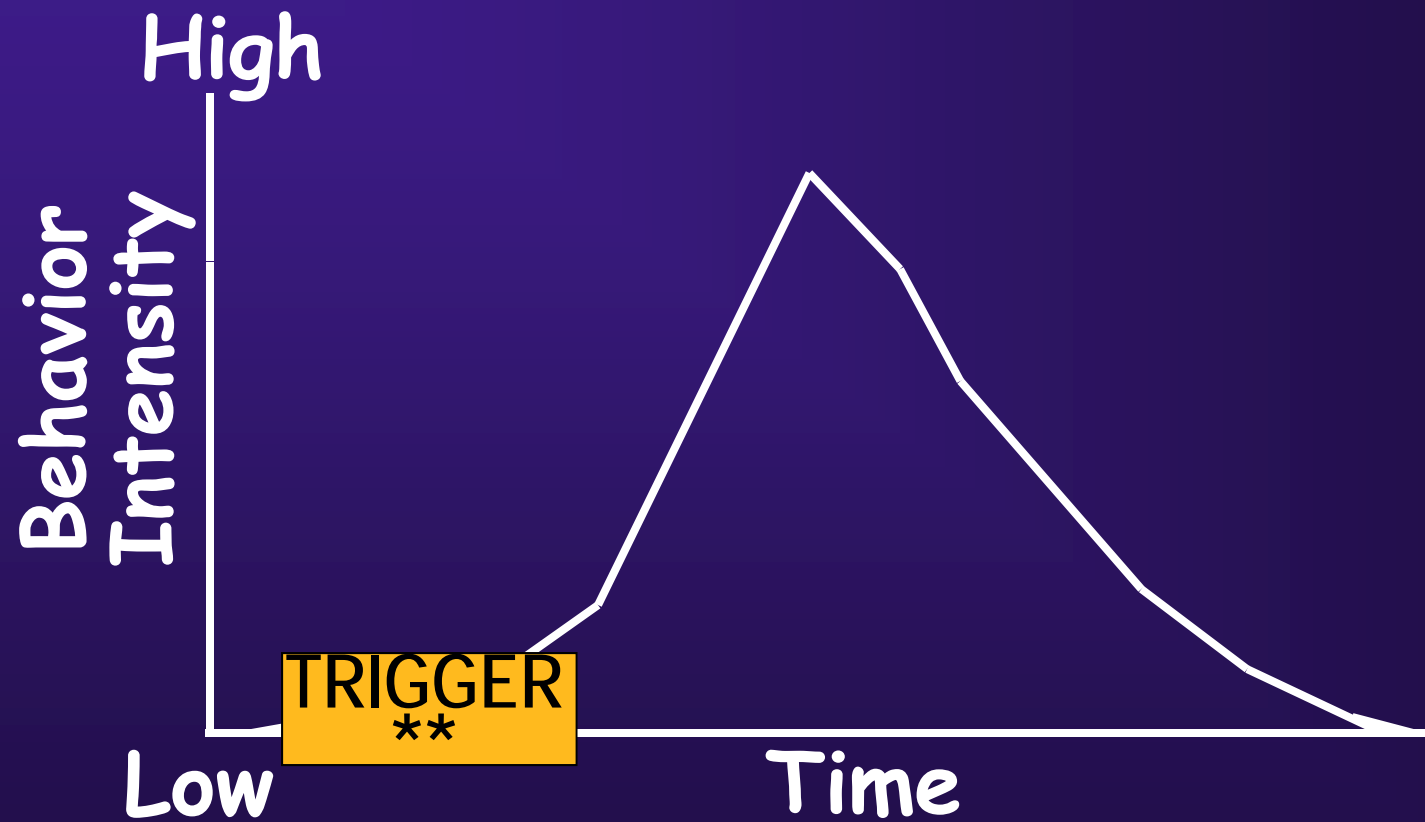
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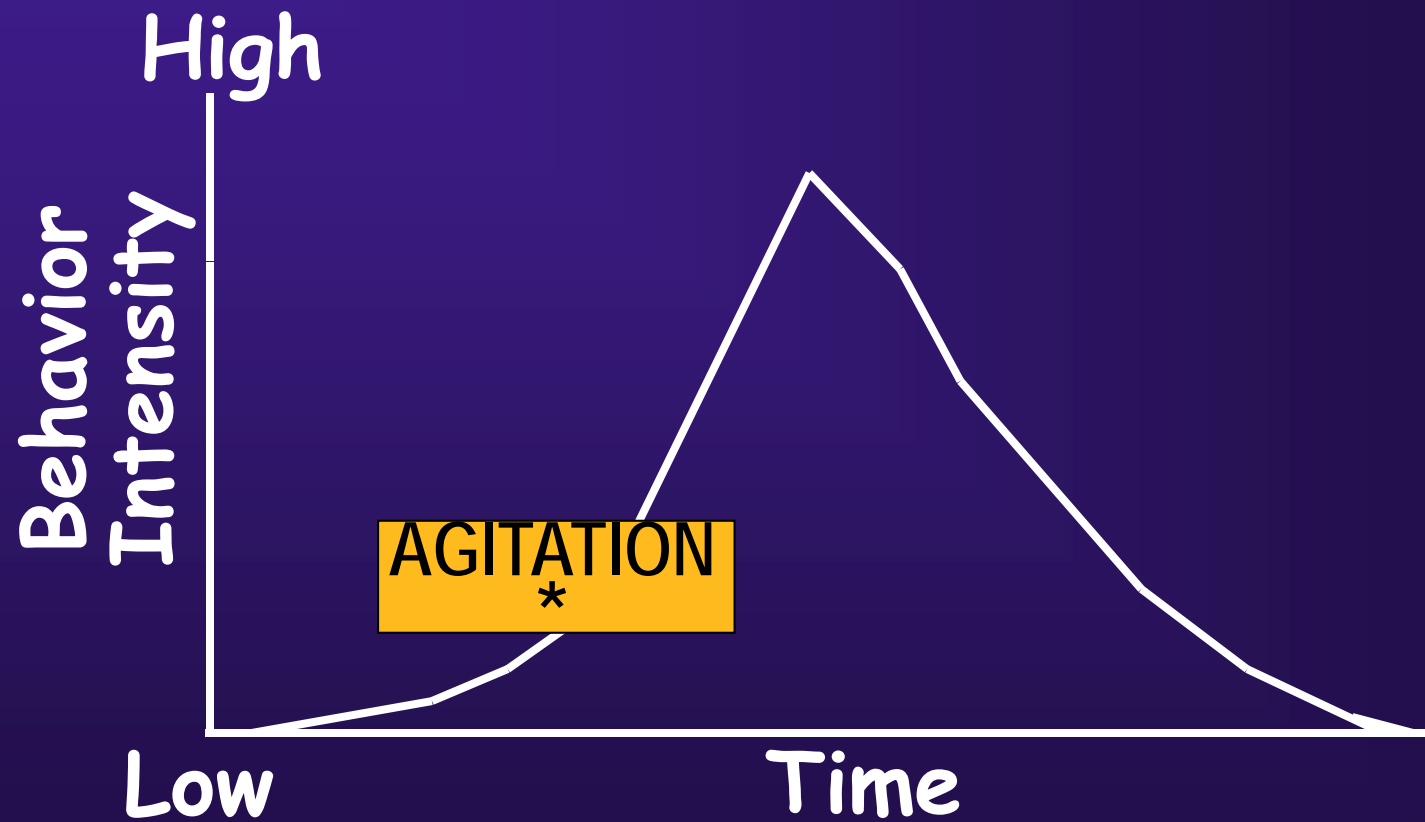
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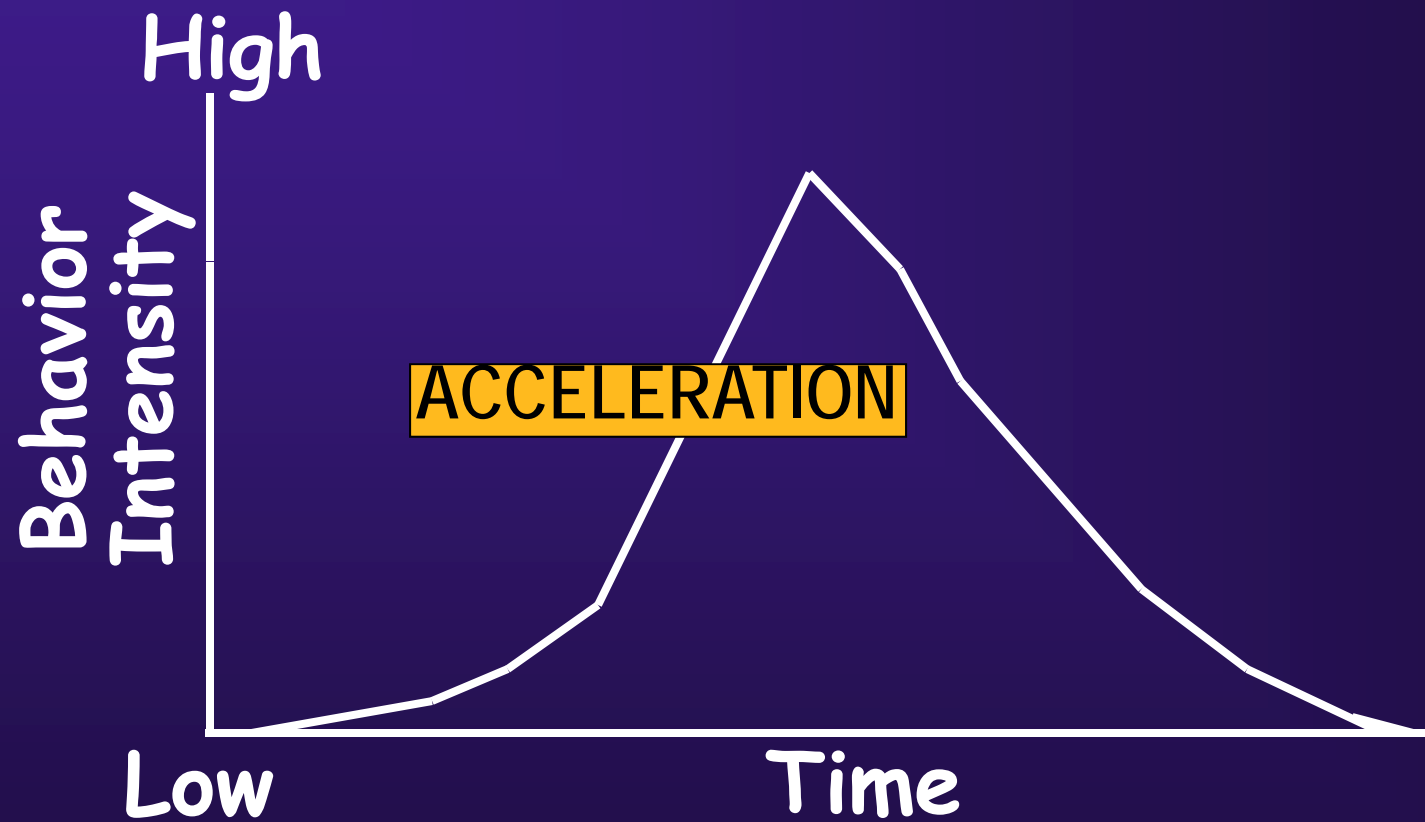
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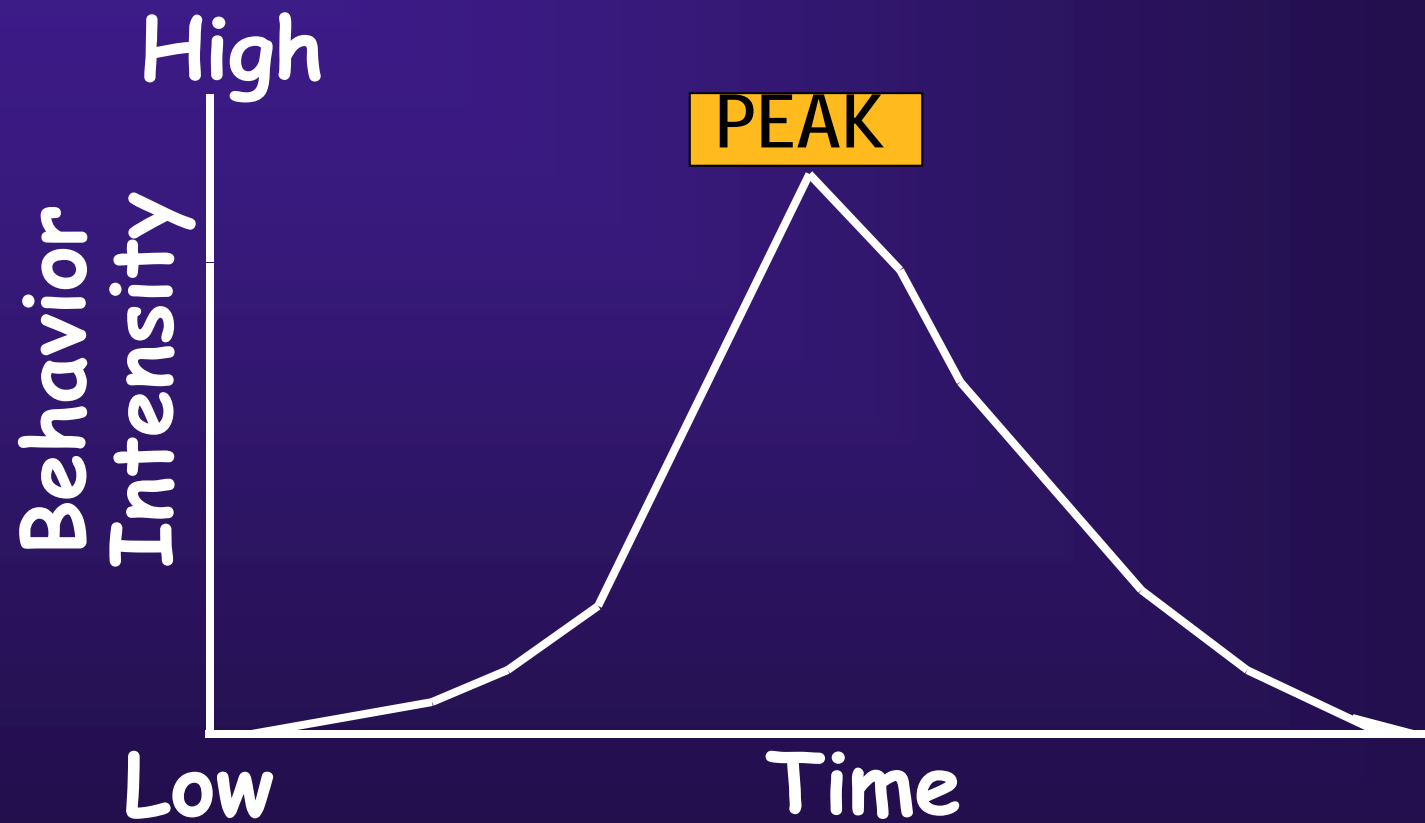
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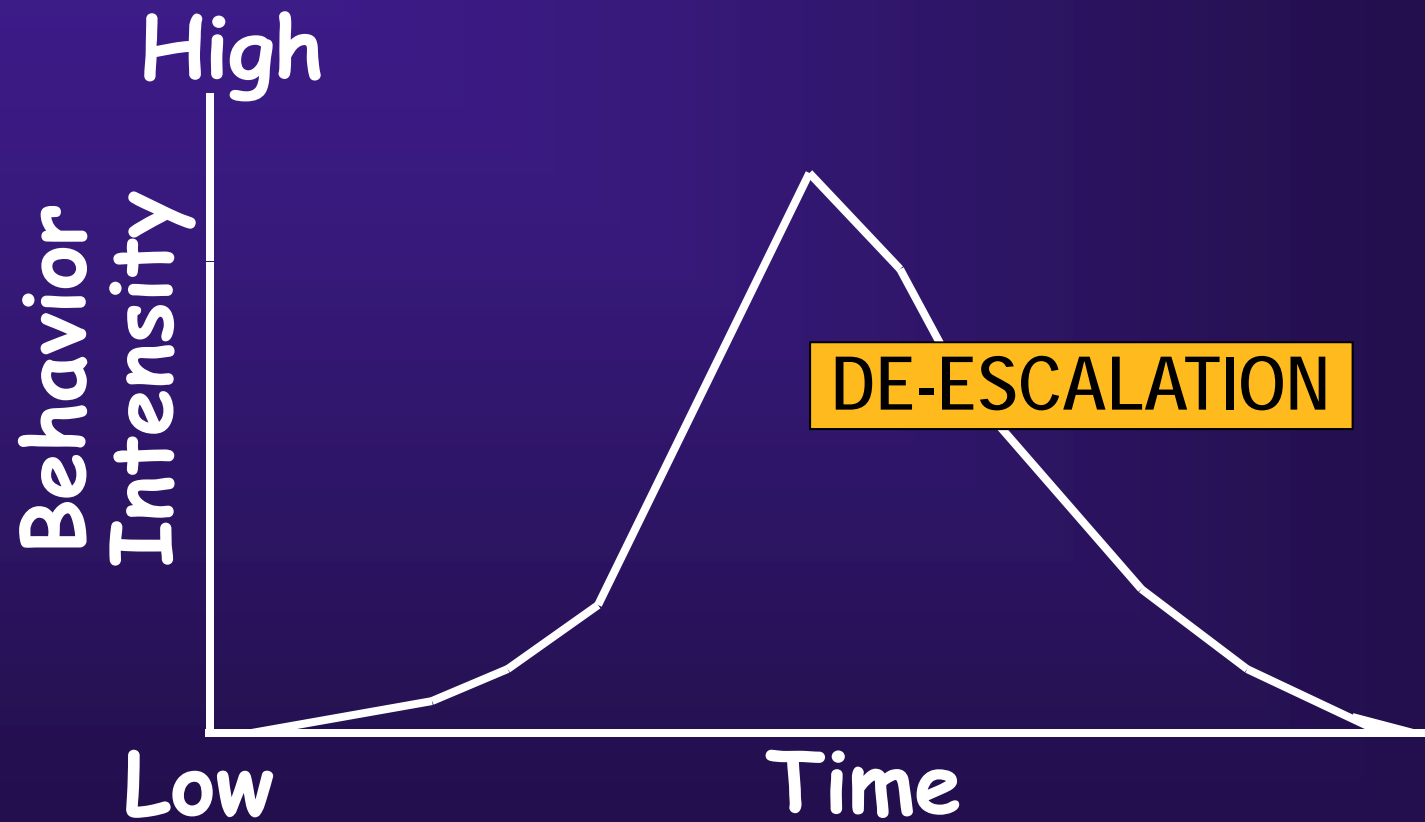
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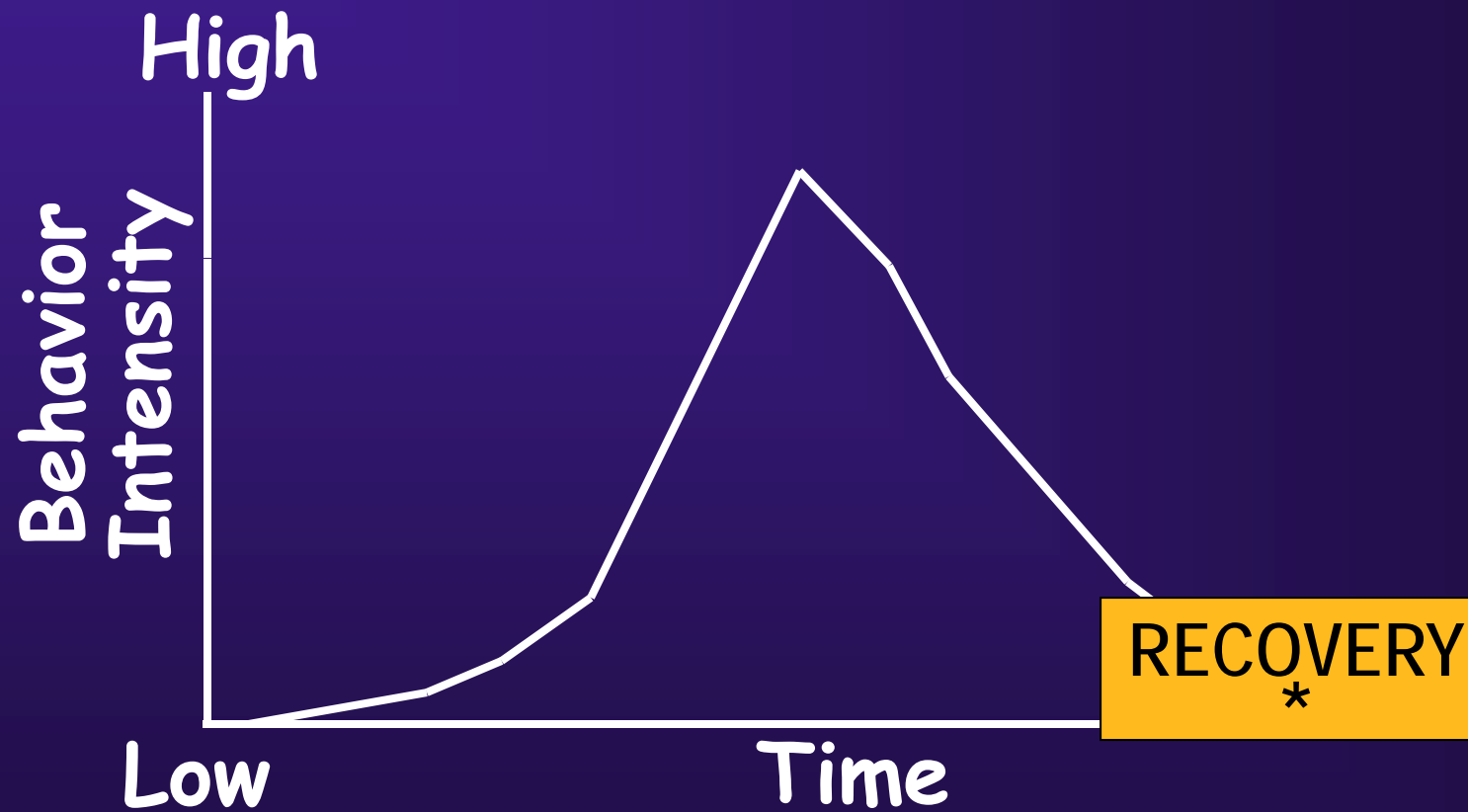
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The MODEL

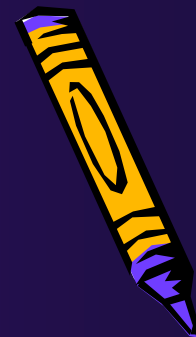


The MODEL

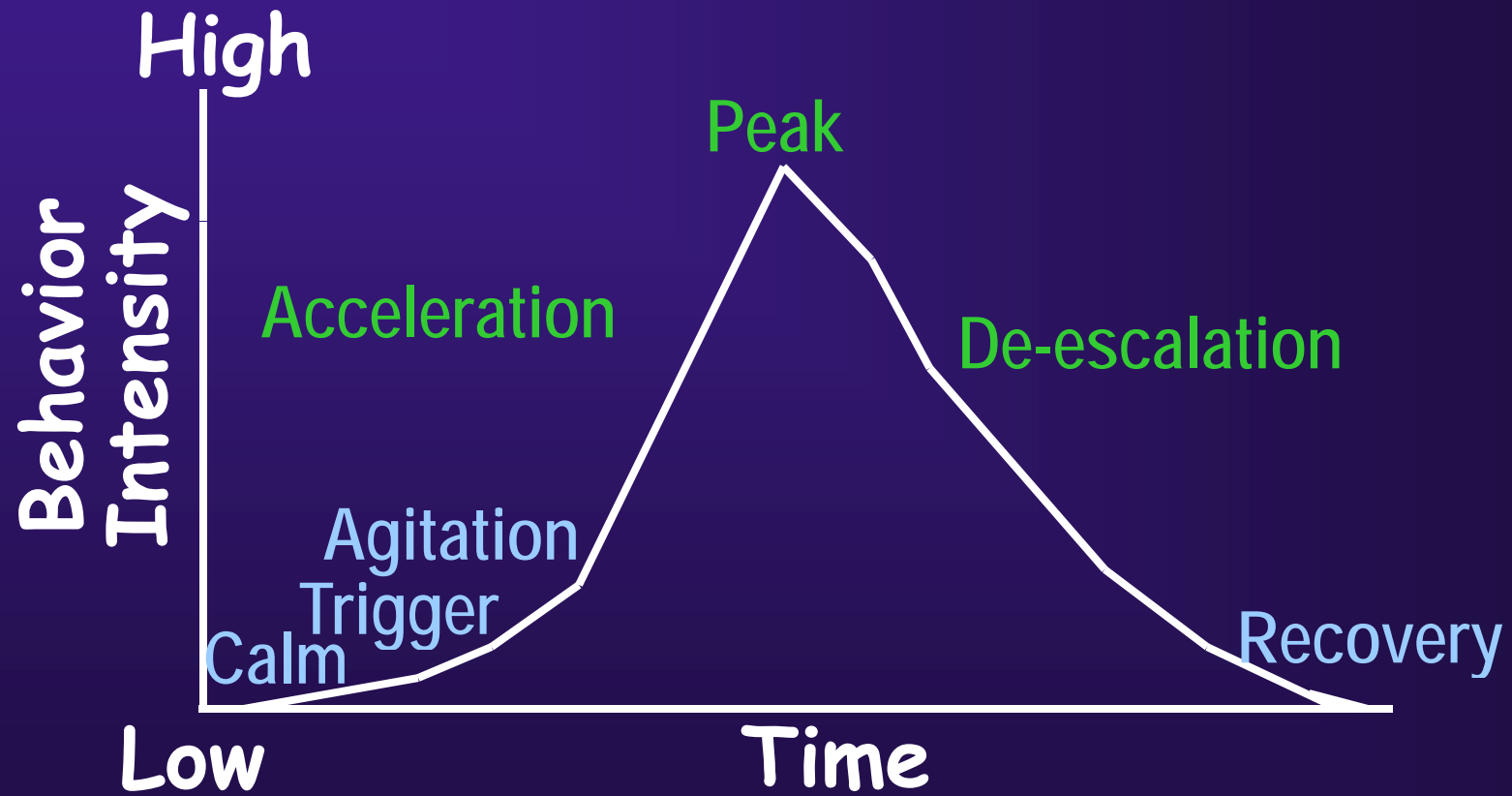


Recovery

- Problem solving example:
 - *What did I do?*
 - *Why did I do it?*
 - *What could I have done instead?*
 - *What do I have to do next?*
 - *Can I do it?*



The MODEL



Signal Interference

Lets talk about going to church with
mamma . . . Remember when . . .

Parent's expression must be business like
without smiling.

Examples: making eye contact, head
shaking (no), hold up an open hand etc.



Visual Behavior Meter

- Green Zone
- Yellow Zone
- Red Zone



Glasser's Triplets

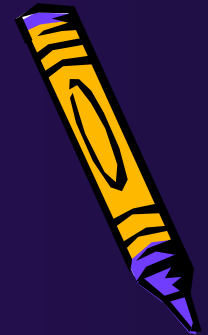
William Glasser proposed that teachers direct students to appropriate behavior through the use of three questions:

1. What are you doing?
2. Is it against the rules?
3. What should you be doing?

The assumption is that students will answer questions honestly and will then return to the appropriate behavior.

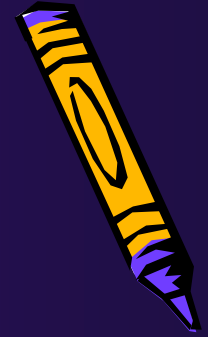
Visualization & Relaxation Techniques

- Gentle Breathing Exercises
- Guided Imagery
- Focus on positive thoughts
- Regulate emotions through visualization



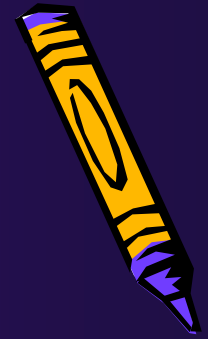
Testing The Waters

1. Testing occurs when a child is frustrated.
2. The first goal of testing is for a child to get what he wants.
3. The second goal of testing is to get revenge.



How to Manage Testing:

- No talking
- No emotion
- Be gentle, but assertive



Canter's Broken Record

The parent behavior sounds like a 'broken record'.

Example:

Parent: "I will listen to what you want only when you stop crying."

Child: "" I HATE YOU, HATE YOU , it is not fair. Leave me alone (screams)"

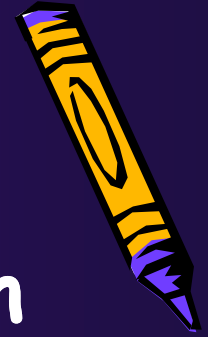
Parent: "That is not the point. I will listen to what you want only when you stop crying."

Child: "I hate my life because of you (still crying), I don't love you anymore."

Parent: "I will listen to what you want only when you stop crying."

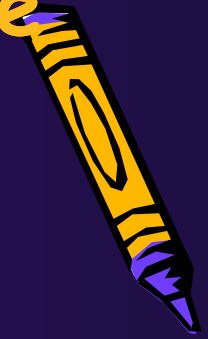
Behavior Scripting

Emily's Scripts - Auto suggestion



Positive Statements Vs. Negative Statements

- Try hard not to think of the PINK ELEPHANT
- GOTCHA!

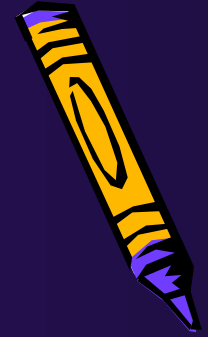


Active Listening:

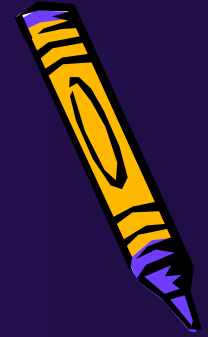
- Is a great self-esteem builder and a good way to help kids think through problems. Remember to use:
 1. Listen Without Judging, silence and non-verbal attending cues
 2. Separate the behavior from the person
 3. Non-Judgmental Questions
 4. Reflecting Feelings
 5. Perception Checks
 6. Brainstorm solutions/choices

Iceberg Analysis

What is below the water line?



Contact Information



Dr. Zaf Khan
Department of Elementary &
Special Education
MTSU

615-904-8429

zkhan@mtsu.edu

