ONE-SIZE-FITS-ALL: BEHAVIOR INTERVENTION AND MANAGEMENT
TRAINING CURRICULUM

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ONE-SIZE-FITS-ALL: BEHAVIOR INTERVENTION AND MANAGEMENT TRAINING CURRICULUM

A Project

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Abstract

of

ONE-SIZE-FITS-ALL: BEHAVIOR INTERVENTION AND MANAGEMENT TRAINING CURRICULUM

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William J. Morris

The aim of this project is to develop a one-size-fits-all behavior intervention and management training program that will convert well into application while fostering feelings of self-efficacy and confidence in the recipient. Such a program requires delivery of a broad and firm foundation concerning the nature of behaviors, and detailed explanation and practice of behavior analysis and modification techniques. The principles of behavior modification and learning theories examined in Applied Behavior Analysis (ABA) training and applicable to all behaviors and scenarios, equip clients with stronger behavior management skills that allow them to deal with a variety of challenges and situations regardless of age, gender, skill set, or circumstances. The author conducted in depth research on various methods for managing behavior in order to create a comprehensive program that would effectively apply to all caregivers and their diverse behaviorally problematic circumstances. The research included interviewing numerous educators, parents, behavior tutors, behavior analysts, direct care staff, and other caregivers, and reading and studying textbooks,
academic research articles, behavior management training curricula and book, article
and curricula reviews on a variety of topics including human behavior, behaviorism,
ABA, behavior intervention, behavior management, classroom management, parent
training, teaching styles and strategies, learning, etc. The information collected during
this research was compiled and condensed into a solid structure of support for this new
curriculum. As a result, the behavior management training curriculum created applies
to all behaviorally problematic circumstances. It contains easy to follow, step-by-step
direction for the trainer, which includes examples and ideas to keep the training
session active and applicable to its audience. Training agendas and in-class and
homework worksheets for each session are provided for the trainer to copy and utilize
with the training participants. This training is designed for all caregivers, including
parents, educators and anyone that takes an active role in helping others learn and be
successful in whatever they do, and have a better quality of life.

__________________________________________, Committee Chair
Elisa Michals, Ph.D.

___________________________
Date
DEDICATION

I dedicate this project to Sarah, my best friend and partner. I am in awe of her ability to think; and act. Her rare, natural behaviorism educates me. Her passion motivates me. Her patience with stroking all of my ego, touching all of my sentences and weathering all of my storms humbles me; and made it possible for me to complete this behavior cycle.
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Thank you Sarah, Isaac, Autumn, and Sienna for loving me and living with me throughout this jumbled journey. And thank you to my mom, dad, siblings, in-laws, and all of my other family members and friends who believed in me and supported my progress. My heart is full of gratitude. Thank you!

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Thank you my brothers and friends Carlton and Israel Miller, and their gracious wives Katie and Keira Miller, for lovingly, and skillfully, shredding my work and then helping me put it back together (and for providing the tape).

Thank you my many teachers and colleagues for sharing your knowledge and experience with me, and for guiding me by example throughout my life of learning.

Thank you. Thank you. Thank you, all you patient parents, educators, and other caregivers with whom I practiced preaching these techniques, And thank you, all you dear individuals on whom I sharpened my behavioral tools, I appreciate you all.
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Chapter 1

INTRODUCTION

After trying all of his trusted tactics, sometimes even the most experienced farmer will need to call on the scientific expertise of a botanist to help him analyze and manage problematic situations in the fields. Likewise, experienced and well-intentioned parents, caretakers, and educators across the world, who bare the great responsibility to guide, protect, and facilitate learning and progress toward independence in their children, clients, and students, often find themselves without the expertise to analyze and manage the unique and problematic obstacles that arise.

While these immense and important responsibilities, and the difficulties that naturally ensue, belong to the majority of the adult population (including farmers and botanists), the difficulties are rapidly magnified when coupled with interruptions from challenging behaviors and skill deficits. Although there are currently a variety of programs designed to address behavior management training, they tend to be directed toward specific populations, for example, staff training, teacher training, and parent training. Within each environment the curriculum is further specified to address variables such as individuals and group, age, culture, gender, diagnosis and abilities.

The problem with using such highly specialized training is that although it can prepare the caregiver for a specific behavioral circumstance, it does not typically prepare the caregiver for the myriad behavioral issues they may face when they leave the training.
Background of Problem

Challenging behaviors and skill deficits are found in every human population. Researchers suggest that these behavior problems, when left untreated, are more likely to lead to several undesirable outcomes including various psychological disorders, drug and alcohol abuse, and troubled work and marriage outcomes (Gershenson, Lyon, & Budd, 2010; Nock, Kazdin, Hiripi, & Kessler, 2007; Reyno & McGrath, 2006). Interestingly, a sometimes sarcastic, yet sincerely rooted concern that is commonly voiced throughout all domains is the lack of an effective behavior management “handbook of instructions.” Although there are a large assortment of books on behavior management, as well as teacher in-service, staff development, and parent training courses, all created with the intention of providing knowledge and tools to help support the successful fulfillment of these tasks, they are often insufficient, tricky to translate into application (Lane et al. 2009; Smidt, Balandin, Reed, & Sigafoos, 2007) and seldom “one-size-fits-all.”

Statement of Problem

The aim of this project is to develop a one-size-fits-all behavior intervention and management training program with content that will convert well into application, while fostering feelings of self-efficacy and confidence in the recipient. In order to construct a universally successful handbook of instructions, it is essential to consider common learning theories and teaching strategies, as well as attitudes and beliefs regarding the need for and use of behavior management. Most of all, this requires delivery of a broad and firm foundation concerning the nature of behaviors and
detailed explanation and practice of behavior analysis and modification techniques. The principles of behavior modification and learning theories examined in Applied Behavior Analysis (ABA) training and applicable to all behaviors and scenarios, equip clients with stronger behavior management skills that allow them to deal with a variety of challenges and situations regardless of age, gender, skill set, or circumstances.

**Statement of Purpose**

The purpose of this project is to create an effective curriculum for training educators, parents and any other caregivers on the nature of behaviors, behavior assessment and intervention, and skill training. A common obstacle observed and criticized by caretakers and educators is the lack of a behavioral foundation or behavioral control, which is crucial for desired learning and progress to occur. Time, knowledge, and practice are essential to developing the skill of managing difficult behaviors. The training developed through this project, and presented hereinafter, will provide access to the right resources for knowledge and comprehension, as well as the necessary tools, in-class and real-life practice, coaching, and feedback for proper application and outcomes. The curriculum will employ principles of ABA and general behaviorism.

**Definition of Terms**

**Antecedents**: things that happen in the environment prior to the occurrence of a behavior that make it more or less likely for that behavior to occur.

**Applied Behavior Analysis (ABA)**: the science in which the principles of the analysis of behavior are applied systematically to predict and improve behavior.
Behaviorism: a philosophy of psychology which proposes that all things that organisms do—including acting, thinking and feeling—can and should be regarded as behaviors.

Behavior Intervention Plan (BIP): a step by step procedure created to change a behavior from inappropriate to appropriate.

Behavior Modification: the use of techniques designed to measurably change/improve behaviors through reinforcement.

Coaching: a skill teaching technique wherein the participant is observed performing the skill and given feedback on that performance.

Consequences: the events that occur as of the onset of a behavior (and after) that make it more or less likely for the behavior to reoccur under similar conditions.

Functional Behavioral Assessment (FBA): the collection and examination of the antecedents and consequences of a behavior in order to understand the behavior and create a BIP.

Self-Directed Learning: a type of learning wherein the individual initiates, plans, conducts, and evaluates their own learning experiences.
Chapter 2

REVIEW OF LITERATURE

Introduction

This project is designed to deliver training to parents, educators and caretakers on the methods of behavior analysis described by Iwata, Dorsey, Slifer, Bauman, and Richman (1994). These methods are commonly used to assess the functions of, and intervene for the purpose of changing people’s behaviors. Although behavior excesses and skill deficits are common occurrences in every domain, they are, of course, exponentially more common in behaviorally mismanaged environments. Insufficient behavior management skills among caregivers and educators within homes, residential facilities, schools and adult day programs lead to increased social and academic behavior problems (Kellam, Ling, Merisca, Brown, & Ialongo, 1998; Stage & Quiroz, 1997; Webster-Stratton, Reid, & Hammond, 2001). Research also suggests that these behavior problems, when left untreated, are more likely to lead to several undesirable outcomes, including: various psychological disorders, drug and alcohol abuse, and troubled work and marriage outcomes (Gershenson, 2010; Nock et al., 2007; Reyno & McGrath, 2006). Clearly the stakes are higher than simply a chaotic classroom. To assist caregivers with the problems of behavioral mismanagement throughout these diverse settings, numerous curricula for the managing of behavior have been created.

Current Limitations

Currently, there are multiple (empirically and non-empirically based) training programs for parents (Dadds & McHugh, 1992; Stage, & Quiroz, 1997; Weinberg,
1999), teachers (Little, Hudson, & Wilks, 2002; Safran & Oswald, 2003; Witt, Van Der Heyden, & Gilbertson, 2004), and other caregivers (Deveau & McGill, 2009; Lowe et al., 2007; Singh et al. 2009) that are designed to assist in managing conduct within each specific domain. Although some of these behavior management trainings can produce positive outcomes and desirable results, each contains limitations that must be considered. For example, many of the training programs fail to address the need for consistency in the way behaviors are managed by the parents, educators and other caregivers in a particular individual’s life. Others fail to consider that a behavior management training program must lay a foundation broad enough to be readily applied to any type of behavior, scenario, client, or group of clients, across a variety of environments. These training programs typically consist of guiding caregivers through specific scenarios they may encounter, ultimately leaving large gaps between their understanding of how to handle potential behaviors and the actual unexpected behaviors that arise. Additionally, many current training programs tend to focus on a narrow audience, applying only to a specific age, gender, diagnosis, or other identifying characteristics of individuals. These common limitations among the curricula often result in programs that cannot deliver effective behavior management techniques that will generalize across distinct environments (Pierce, Reid, & Epstein, 2004; Sonuga-Barke, Thompson, Daley, & Laver-Bradbury, 2004).

**Consistency in Behavior Management**

It is common to encounter an individual whose parents, teachers, behaviorists, and variety of other therapists have all been given different tools to manage the
individual’s behaviors. More often than not, these tools are incompatible and ultimately lead to slower progress by and confusion in the individual. In order to ensure that managed behaviors can both progress and be generalized, it is essential to have consistency in the way behaviors are managed by the array of parents, educators, and other caregivers in any given individual or group’s lives.

There are many behavior management training programs available today for parents, teachers and care staff that are designed specifically for their respective domains (Austin, & Agar, 2005; Barkley et al., 2000; Sebag, 2010). Each training spotlights management of the conduct of the individual or group as such conduct would likely occur within that caregiver’s particular setting. For example, a classroom behavior management program might train a teacher how to help a student raise her hand before asking a question, while a parenting behavior management program might focus instead on potential pitfalls of toilet training. Thus, these common programs, as they currently exist, fail to assist the parent, educator, or other caregiver in coping with behavior problems that may occur more frequently within another setting, but which may also arise in each caregiver’s environment (Scattone, 2007; Steege, Mace, Perry, & Longenecker, 2007). Accordingly, the classroom teacher, untrained in how to deal with a student’s toileting issue, may send that student home when such a problem arises, and thereby inadvertently derail toileting progress that had occurred within the student’s home. Conversely, a parent constrained by common parent training programs may be lost in how to teach their child appropriate reciprocal communication techniques, thereby disrupting the hand raising progress their child
had been making in the classroom. These inconsistent training programs frequently fall short by neglecting opportunities for collaboration between domains, further resulting in a failure to generalize behavior management across settings (Webster-Stratton et al., 2001).

Research supports the concept that the behaviors of individuals and groups are directly connected to individualized differences in parent, teacher and care staff behavior management techniques (DeRosier & Gilliom, 2007). In other words, a person’s performance is largely guided by their direct caregiver’s method of instruction. Therefore, in order to address the conduct problems of individuals and groups, it is necessary that the methods of parents, educators, and other caregivers are targeted (Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000).

Collaboration

Freer and Watson (1999) found that the two domains that contained the greatest influences in an individual’s life were their home and school. They also found evidence to support a more active partnership between these influential domains. They found, for example, that as parents and caregivers played an active role in the education of the individual or individuals in their care, there was improvement in the individual’s overall behaviors including social skills, study habits, attendance and academic progress, as well as a reduction in conduct problems. It is common however, that parents, teachers, and caregivers responsible for individuals with behavior problems decide not to take an active part in any behavior management training program. Instruction on behavior intervention, in these situations, is instead often
presented to the very individual or individuals in need of the behavior modification (Freer & Watson, 1999). This approach, which may marginally help some, has consistently proven to be less effective than when direct caregivers participate in conduct management training (Freer & Watson). In addition, behavior management training that is directed to the individual or individuals requiring behavior modification rarely generalizes to environments outside of the training (Freer & Watson); whereas, training programs that involve collaboration between caregivers make generalization a targeted, accomplishable goal.

This need for parents and caregivers to be unified as educators has lead Freer and Watson (1999) to focus their research on conjoint behavioral consultation (CBC). CBC is a behavior management system of training wherein direct caregivers and educators receive the same instruction at the same time, allowing for a unification of methods and goals. Freer and Watson found supportive studies that indicated that using a training system for behavior management that resulted in a collaboration between parents, caregivers and educators was effective not only for reducing conduct problems and increasing skills, but for generalizing those effects across domains. In addition, they found these results to be consistent for varying types of individuals, behaviors, and scenarios, and thus applicable to individuals regardless of age, diagnosis, or other distinguishing characteristic. This type of collaborative behavior management training system was also found to be the most preferred amongst direct caregivers and educators (Freer & Watson).
Webster-Stratton et al. (2001) found that delivering the same training of behavior management to parents and educators at the same time improved behaviors of individuals in their care while at home, school and in public. In addition, the positive behavioral results these individuals experienced were longer lasting, as opposed to the very temporary nature of the improvements witnessed in individuals whose direct caregivers and teachers did not receive the same conduct management training. This study indicated that behavior management trainings consistently delivered to multiple risk settings resulted in greater likelihood of controlling for a variety of problematic behaviors across a variety of individuals (Webster-Stratton et al., 2001).

There is a tremendous body of research that suggests that for severe behavior problems, the specific number of hours spent engaged in intensive behavioral therapy directly predicts the level of successful outcome (Connor, 2003; Reed, Osborne, Corness, 2007; Reichow & Wolery, 2009; Smith, Lovaas, & Lovaas, 2002). Within these studies, Lovaas’ method of 35-40 hours a week of therapy is employed, and countered, and a tremendous correlation is consistently measured between clients’ rapidity and magnitude of progress, and adhering to this weekly recommendation. A pervasive problem found in the world of behavioral need, however, is that consistent therapy of this magnitude can be an expense most parents and state funded programs find difficult, if not impossible, to swallow. Implementing a training program that applies to educators, parents, behaviorists, and other caregivers will essentially eliminate that dilemma, while still enabling a client’s support team to collaborate their
therapy, and ensure that Lovaas’ weekly recommendation is met for optimal success potential.

**Broad Foundation**

Another common obstacle confronting parents, educators, and other caregivers is that the behavior management training they receive is narrowed so that it only will apply to a specific type of behavior, scenario, person, or group of people. This is problematic when the trainee is confronted with behaviors, scenarios, individuals, or group dynamics that the specialized training did not cover. For example, the three most common behavior problems that arise within a geriatric living facility may be refusal of medications, combative behavior during bath time, and difficulty at mealtime. Therefore, within typical behavior training programs, staff instruction would often be limited to these three problematic behaviors, thereby leaving staff at a tremendous disadvantage when confronted with managing an unexpected behavior such as inappropriate sexual advances. In order for a caregiver to effectively navigate through the broad spectrum of behaviors that arise, it is necessary that the behavior management training program lays a foundational understanding broad enough to be readily applied to any person, group dynamic, scenario, or behavior.

Research suggests that there is a general consensus among educators that they are not receiving adequate behavior management training (Merrett & Wheldall, 1993). Merrett and Wheldall (1993) examined the opinions of active educators concerning the preparation they received on the psychology of learning and behaviors regarding classroom management and learning outcomes. Results of their study showed, for
example, that while only 22% of teachers were dissatisfied with the instruction given on child development and learning processes, 72% were dissatisfied with the preparation they received on managing behaviors in the classroom. The results from this study suggested that classroom behavior management training would have positive effects on education such as; reducing stress of teachers and reducing the amount of conduct problems in the classroom (Merrett & Wheldall). The educators voiced concerns with the lack of instruction, understanding, and practice in teacher preparation courses regarding human learning process and classroom behavior management. They anticipated receiving resources and training on these subjects as well as participating in role-plays to test out the new understanding and techniques with polished teachers that could provide meaningful feedback. Such training, however, was seldom realized. Instead, educators received large amounts of information on preparing lessons and planning the school-year schedule, while proper classroom behavior management training, vital for achieving the desired outcomes of learning and progress, fell by the wayside (Merrett & Wheldall).

There have been, and still are, many attempts at delivering training to caretakers and educators in a way that will facilitate positive progress in behavior management. However, evaluations such as that performed by Merrett and Wheldall have shown that these trainings and the current experience of educators and caretakers in these areas are not sufficient. In another evaluation, Van Acker, Boreson, Gable, and Potterton (2005) examined the “technical adequacy of the functional behavioral assessments (FBA) and behavior intervention plans (BIP) produced and submitted for
review” and the “effectiveness of training to promote the technical adequacy of the FBA/BIP” (p. 38) used by a group of educators. These educators participated in an educational in-service program that consisted of a one-day general training seminar and a two-day follow-up seminar on how to run and create FBAs and BIPs. The study found that the overall sufficiency of the FBAs and BIPs turned in by the educators was “disappointing.” Approximately half of the FBAs and BIPs submitted contained multiple shortcomings that would likely result in a poorly designed and ineffective behavior intervention plan” (p. 51). These educators had been given a great tool for modifying behaviors, but had been inadequately trained and underprepared in how to effectively use that tool to improve behaviors in their students. The study concluded that mere access to information, even where supported by modest experience with FBAs and BIPs, is insufficient, and that “personnel must be afforded ample practice with feedback to hone these skills” (p. 54).

The minimal behavior training most caregivers receive is presently pulled from a select few programs, all of which have severe limitations either in scope or philosophy. For example, Trussell (2008) describes a very widely trained and implemented behavior management program called Positive Behavior Support (PBS). This popular program utilizes three levels of intervention:

1. Classroom universal interventions are those organizational and teacher instructional behaviors that reduce new cases of problem behavior and serve as a foundation for all other levels of PBS. 2. Targeted group interventions are those small-group efforts created to reduce the number of current cases of
problem behavior. 3. Individually designed interventions are those developed based on the individual needs of students exhibiting problem behaviors through the use of functional behavior assessment and positive behavior support plans (Walker et al., 1996). (p. 180)

Trussell (2008) explains that main purpose of the PBS program is to prevent conduct problems from happening by shoring up individual progress, and desired results, with an appropriately structured setting. While useful, this program fails to address the procedures for stopping undesired behaviors once they have started. Though problematic behavior prevention is important, PBS lacks the full coverage style behavior interventions needed to be an effective conduct management program for all.

Paciotti (2010) describes another current conduct management curriculum being taught to educators in preparatory courses called Caring Behavior Management (CBM). This program for managing behaviors has six major points that are trained to soon-to-be teachers, which include how to have “a caring, joyful spirit,” and encouragement to use “visual reminders of progress” (pp. 13, 15). In the description of CBM, Paciotti (2010) also emphasizes that enthusiasm and fun are essential in successful behavior management. While it may be true that these points can be useful side notes to any training program, CBM lacks the concrete tools required to effectively guide a teacher through the management of problematic behaviors. They also failed to recognize that a foundational understanding of behaviors is needed to fill the gap and apply these techniques to any given situation.
Other commonly trained curricula for managing conduct contain foundationally broad-based principles that are taught with narrow-based application. For example, Obenchain and Taylor (2005) described how three empirically supported behavior intervention techniques that are commonly taught to educators for classroom conduct management are misused, namely planned ignoring, sending students out of the room, and shaping. These techniques, when used appropriately can be very effective in behavior management, however as taught within this common training program they are quite limited. During the training educators are led through these principles only as they apply directly to particular behaviors or scenarios, leaving them underprepared for potential things to come. As behaviors and circumstances can be different for each occurrence, it is essential that direct caregivers and educators be given opportunity to vigilantly discuss and dissect potential behaviors to conclude the appropriate application of these techniques (Obenchain & Taylor, 2005).

**Broad Range of Characteristics**

Another common pitfall of the current behavior management programs is the narrowness of their potential audience. They are often created for managing the behaviors of individuals or groups with specific identifying characteristics such as particular age ranges or diagnoses. For example, behavioral parent training (BPT) is a very commonly used behavior management training program for caregivers of individuals with conduct problems. Serketich and Dumas (1996) conducted a meta-analysis to study the effectiveness of BPT as a program for managing behaviors and found that age significantly correlated with the effectiveness of the program. This
meta-analysis suggested that BPT was far less effective with younger individuals and, therefore, was narrow in its application potential (Serketich & Dumas, 1996). An effective conduct management curriculum should also be applicable to all identifying characteristics of an individual.

Therefore, to create an effective one-size-fits-all curriculum for training parents, educators and other caregivers it must offer solid empirically founded techniques for behavior assessment and intervention, and skill training. These techniques must be preceded by instruction on an empirically supported foundation covering the nature of behaviors, which is broad enough to readily apply to any type of behavior, scenario, client, group, or environment. There needs to be a behavior management training program that will not only provide access to the right resources, but also to the necessary practice to help ensure proper application, outcomes, and ability to generalize.

**One-size-fits-all**

Creating an effective curriculum for training parents, educators, and caretakers on the nature of behaviors, behavior assessment and intervention, and skill training will not only provide access to the right resources, but also to the necessary practice for proper application and outcomes. This entails more than just understanding the content being taught. Using the appropriate learning theories and teaching strategies that address the attitudes that educators and caretakers have when learning and implementing new techniques is also essential to an effective behavior training curriculum. Fritz, Miller-Heyl, Kreutzer, and MacPhee (1995) examined integrating
teaching roles into adult roles and the relationship between teaching efficacy and personal efficacy, and teaching investment and teaching satisfaction. They found that the teachers who had a high feeling of self-efficacy they were more willing to implement new techniques. In addition, the educators who had higher levels of teaching efficacy were those who had higher levels of personal efficacy, and the educators with higher levels of participation in the new techniques had higher levels of personal efficacy. Therefore, instead of just delivering new ideas and techniques, the ideal curriculum will also include high levels of participant involvement, thereby giving instructors an opportunity to practice and apply what they are learning for optimal success.

Winn and Mitchell (1991) identified five principles that when applied to training will strengthen the effectiveness of learning. The first principal is recognizing that change of any kind, especially in techniques, is a difficult process for educators and should not be seen as a single event. Second, educators in training are still students and have many different learning styles. Modifications may need to be, and ought to be, made to meet these varying styles. Third, school goals should be clearly defined and in line with the (clearly defined) training goals. Fourth, educators should be highly involved within the training process which will lead to higher confidence in the knowledge received and greater willingness to follow-through with implementation. Fifth, the trainer should use the most effective teaching strategies, appropriately. In conclusion Winn and Mitchell (1991) encouraged a direct instruction style curriculum that includes these steps: (a) Presentation of theory, (b)
Demonstration, (c) Directed practice, (d) Open class practice, (e) Feedback, and (f) Coaching sessions when implementing training on new techniques. Their findings support research cited previously regarding what is needed for successful behavior training, and what teachers feel they need for optimal progress in handling student’s behaviors.

Pilling-Cormick (1997) analyzed adult learning theories and noted that with self-directed learning, learners establish, explore, and assess their own needs and reflect on their own learning processes. Pilling-Cormick further opined that using this learning theory when training educators and caretakers would lead to them being “responsible and accountable for their own development” (p. 77). Therefore, a successful behavior training program should implement not only a broad philosophical foundation, but an opportunity for the learner to explore and apply the information acquired to as many tangible scenarios the learner may encounter in her personal domain.

Summary

To address the conduct problems of individuals and groups it is essential that the behavior management techniques of parents, educators, and other caregivers are collaboratively targeted (Collins et al., 2000). The purpose of this project is to create an effective one-size-fits-all curriculum for training parents, educators, and caregivers on the nature of behaviors, behavior assessment and intervention, and skill training that will not only provide access to the right resources but also to the necessary practice for proper application and outcomes that will generalize across all personal
characteristics, behaviors, and settings. The curriculum will promote consistent conduct management and multi-domain caregiver collaboration, and in so doing will require trainees to participate in several hours of generalized intervention, which practice is required for optimal success.

Furthermore, this conduct management curriculum, which will be divided into eight two-hour training sessions that will utilize lecture and discussion techniques, will prepare caregivers to effectively navigate through the spectrum of behaviors that arise by offering solid empirically based techniques that are built upon an empirically supported foundation that is sufficiently broad to readily apply to any person, group dynamic, scenario, or behavior. For example, this curriculum will include a discussion of, and instruction on a rationale for behavior management training, the philosophy and science of behaviorism, principles of behavior, antecedents, consequences, behavior excesses, skill deficits, behavior cycle, reinforcement, punishment, extinction, functions of behaviors, functional behavior analysis, differential reinforcement and appropriate alternative responses. In addition, it will contain technical education on data collection, data analysis, behavior intervention plans (for behavior excesses), task analysis/lesson plans (for skill deficits), and troubleshooting, updating, and ending intervention.

Using learning theories and teaching strategies that address the attitudes that educators and caretakers have regarding learning and implementing new techniques is also essential to an effective behavior training curriculum. Thus, instead of just delivering new ideas and techniques, the effective curriculum will also include high
levels of participant involvement. Time, knowledge, practice, and feedback are essential to developing the skills needed to manage difficult behaviors. Therefore, the curriculum will also include attention activities, role playing, ways to assess audience understanding of the training content and techniques, as well as in-class and real life coaching and feedback which will support the exploration and application of the information presented to as many tangible scenarios as one may encounter in one’s personal domain. This will, in turn, provide the much needed opportunity for educators and caregivers to carefully discuss and dissect potential behaviors to determine the appropriate application of these techniques (Obenchain & Taylor, 2005). Participants will be encouraged and expected to play an active role in the discussions in addition to taking notes and role playing throughout the training sessions. Participants will also be encouraged and expected to utilize and apply new understandings of concepts and techniques outside of the sessions as they are covered in the training, thereby giving caregivers an opportunity to practice and apply what they are learning for optimal success.
Chapter 3

METHODOLOGY

This training curriculum is structured to utilize the important concepts covered in the literature review. To develop an effective behavior training curriculum it is essential to use appropriate learning theories and teaching strategies that address the attitudes that educators and caretakers have with learning and implementing new techniques. To develop the skill of managing difficult behaviors, time, knowledge, practice, and feedback are vital. The intended learning outcomes of this project are that educators/caretakers will have a solid understanding of the nature of behaviors, behavior assessment and intervention, and skill/task training that will apply to any individual or group, and within any environment or set of circumstances.

The need for this project came to light as the author was conducting trainings on behavior management to various individuals and groups. There was a common complaint regarding the differences in, and the ineffectiveness of, what these individuals had been taught. The author began to track of the array of behavior management techniques, ideas, and programs that were being used by caregivers. The author then conducted in depth research on these various methods for managing conduct in order to create a comprehensive program that would effectively apply to all caregivers and their diverse behaviorally problematic circumstances. The author interviewed many educators, parents, behavior tutors, behavior analysts, direct care staff, and other caregivers. The author also read and studied textbooks, academic research articles, behavior management training curricula, and book, article and
curricula reviews on a variety of topics including human behavior, behaviorism, ABA, behavior intervention, behavior management, classroom management, parent training, teaching styles and strategies, learning, etc. The information collected during this research was compiled and condensed into a solid structure of support for this new curriculum.

The behavior management training curriculum created by the author and set forth below, applies to all behaviorally problematic circumstances. It contains easy to follow, step-by-step direction for the trainer, which includes examples and ideas to keep the training session active and applicable to its audience. The curriculum provides the trainer with training agendas and in-class and homework worksheets for each session, which the trainer should copy and utilize with the training participants.

This training is designed for all caregivers including parents, educators, and anyone that has an active role in helping others learn and be successful in whatever they do, and have a better quality of life. The training is appropriate for individuals or groups of any size, with the understanding that active participation of attendees is vital. The training sessions should take place in a location large enough to contain seating for all participants and the trainer. There should be access to a board to write on that all can see. All participants should have a writing utensil and a folder with pockets to use throughout the duration of training.

The training sessions will cover the following topics:

Session One: Introductions, Rationale for Training, The Philosophy and Science of Behaviorism, Principles of Behavior
Considering that it is critical that each concept covered in the training is understood before moving on to the next and also taking into account the above recommendations and intended learning outcomes, this training curriculum will cover instruction for eight two-hour training sessions. The complete training duration should not exceed four months, but should be spread out to no more than one session per day and two sessions per week, and no less than two sessions per month. This schedule will facilitate understanding the information, concepts, and techniques taught, and give the necessary time for practice in and out of the sessions, as well as time for coaching and feedback in and out of the sessions. Each training session will include direct instruction utilizing lecture and discussion techniques. Participants will be encouraged and expected to play an active role in the discussions, as well as take notes and role play in the sessions. They will also be encouraged and expected to utilize and apply new understandings of concepts and techniques outside the sessions as they are
covered in the training. At the end of the training for each concept introduced within the training sessions, the trainer will ask questions to assess the understanding of the participants. Likewise, at the end of each training session the trainer will ask questions regarding the daily content covered to assess participant understanding. Throughout the duration of training the trainer will shadow, coach, and give feedback to the participants outside of the sessions to assess understanding of the training content.
Chapter 4

DISCUSSION

Parents, educators, and other caregivers across the world have a great responsibility to guide, protect, facilitate learning, and assist progress toward independence in those who receive their care and services. In fact, these responsibilities belong to the majority of the adult population, but accomplishing them successfully can be difficult with constant interruptions from challenging behaviors and skill deficits. Like the experienced farmer, who after trying all of his trusted tactics, may benefit from the scientific expertise of a botanist, parents, educators, and other caregivers will benefit by receiving training that teaches them to scientifically analyze behaviors so that they are better equipped to effectively manage disruptive skill deficits and behavior excesses. Time, knowledge, and practice are essential to developing the skill of managing difficult behaviors. This project provides an effective curriculum for training educators and caretakers on the nature of behaviors, behavior assessment and intervention, and skill training. This curriculum will not only provide access to appropriate resources, but also to necessary in-class and real life practice, thereby enabling those trained to properly apply what they have learned. These factors will assist in producing outcomes that can generalize across all personal characteristics, behaviors, and settings. This training will also support the possibility of consistent conduct management and multi-domain caregiver collaboration, thus making the necessary hours of generalized intervention for optimal success achievable.
For more than 15 years, I have been teaching various groups of adults and children a wide array of subjects, in a variety of settings. I recognized the extent to which disruptive behaviors could destroy potential for learning and was interested in finding tools to assist me in the conduct management process. Through my search I found books about the science and methods of behaviorism (and have continued in my learning process about the behavioral foundations and techniques included in this curriculum for over a decade). I then began using my own classrooms as a personal laboratory to test and fine tune what worked best for me. For the past five years, working with behavior consulting companies and as an independent behavior consultant, I have also utilized this knowledge by training teachers, parents and caretakers in how to handle their own behavior management issues with children, teenagers and adults, of various ethnicities and genders, with multiple diagnoses and histories in an wide array of environments and circumstances.

For example, I was hired by a day program for developmentally delayed adults, to create and implement a behavior management program, and to train their teachers and support staff to manage behaviors. When I started, there was no behavior management program in place and the overall attitude among staff was one of hopelessness and frustration. Three of the most common ways they dealt with inappropriate behaviors consisted of, first, the teachers sending anyone with behavior problems out of the class, to a “behavior” room they had set aside for program participants with problem behaviors. There they often drew pictures, colored, listened to music, or slept until they “talked” out their problem (very rewarding!). Second, the
support staff, frequently used hands-on restraint techniques to gain control over problematic behavior situations. This often only served to magnify the behavior as the client fought against the intrusive hold. And third, the police were called on a very regular basis to deal with the behavior problems which frequently resulted in handcuffs and removal from the premises. This day program was not the exception to the behavior management norm. Similar to what I’ve seen in almost every home, school, day program and other environment I’ve worked and trained in, these responses amounted to a whole lot of inappropriate reacting, thereby perpetuating and multiplying the problem behaviors they were actually attempting to solve. As I had with many other parents, educators and care staff, I began to train, practice and implement this curriculum’s design with the day program’s teachers and staff. Starting with the foundations of behavior, we went on to discuss, practice and apply these methods for behavior management in weekly training sessions. At first staff had a hard time with the proposed changes and openly expressed skepticism and on some occasions even anger, believing that these methods were creating more work and would provide no greater product. They initially followed my course because they were required to, but as they were taught more about the principles and science of what we were doing, their attitudes began to include hope and even excitement (although some nervous apprehension and skepticism lingered). After the second and third week, as an understanding of the foundations of behavior grew, staff confidence increased. Within the first month, a shift in the attitude of personal responsibility toward behavior management became obvious. The “behavior” room began to be
unnecessary, hands-on restraints halted and police stopped being called. These positive changes and many more, continued and thrived throughout the program. The focuses and outcomes shifted from overreactions and stagnation to consistent behavioral confidence and progressive learning. As I’ve seen occur in countless homes, schools and businesses, behavior management went from a hopeless need to an applied reality.

**Recommendations**

This training curriculum is recommended for parents, educators and caretakers; anyone that has an active role in helping others learn and be successful in whatever they do, and have a better quality of life. It is also recommended that the training sessions cover a rationale for the training, the philosophy and science of behaviorism, principles of behavior, antecedents, consequences, behavior excess, skill deficit, behavior cycle, reinforcement, punishment, extinction, functions of behaviors, functional behavior analysis, differential reinforcement, appropriate alternative response, data collection, data analysis, behavior intervention plans (for behavior excesses), task analysis/lesson plans (for skill deficits), and troubleshooting, updating and ending intervention, as well as including ways to assess understanding of the training content and techniques. The training is recommended to be divided into eight, two-hour training sessions with each training session utilizing lecture and discussion techniques. Participants should be encouraged and expected to play an active role in the discussions as well as taking notes and role playing in the sessions and also be encouraged and expected to utilize and apply new understandings of concepts and
techniques outside the sessions as they are covered in the training. Training instructors are encouraged to use verbal praise regularly throughout the training sessions to reinforce the individual and group participation. Vocally thanking the participants on a regular basis, for their input and involvement is also highly recommended. This recommended training will prepare caregivers to effectively navigate through the spectrum of behaviors that arise by offering solid empirically founded techniques on top of an empirically supported foundation broad enough to readily apply to any person, group dynamic, scenario or behavior.
APPENDIX

Curriculum
Session One:

The Philosophy and Science of Behaviorism & Principles of Behavior

Purpose:

To help the participants:

1. Get to know the trainer and the others in the group.

2. Understand what this training includes and why it is needed.

3. Understand what is expected of them.

4. Begin to understand of the nature of behaviors.

Preparation:

Before the participants enter the training session:

- Have a board to write on that all can see. Have writing utensils for the board.
- Have the attendees’ seats facing the direction of the board.
- Decide on three to five class rules that are essential for the group to maintain throughout the duration of the training in order to successfully meet the training objectives. Be prepared to discuss each rule, specifically explaining why it is important. *(The author recommends using: 1) Be Honest, 2) Be Respectful, and 3) Speak Your Mind. These three foundational rules, when being followed, take care of almost every behavioral disruption to learning)*
and progress. For example, if someone always speaks their minds in an honest and respectful way, then they will be behaving in an appropriate and acceptable way in order to get their concerns met.

- Have a copy of the training agenda, and any other handouts, for each participant.
- Have a blank post-it note for each participant.
- Write “I need this training.” on the top left corner of the board and write “I do not need this training.” on the top right side of the board. Draw a line down the middle of the board.

A. Opening Attention Activity

1. Introductions

   - Introduce yourself. Briefly share any education, work and life experience (include information that supports you as a qualified trainer). Then share some personal fun fact (e.g., “My favorite ice cream is…”).
   - Invite the group to share their name and some personal fun fact. Welcome each participant individually as they share. Thank the entire group for sharing after the last participant is welcomed.
   - Introduce the Standards for the training sessions:

     (This activity introduces the training outcome objectives. It sets a standard for full class participation while providing an immediate opportunity for the trainer and participants to engage in the practice of a real-life scenario)
together, where principles of ABA are utilized. It also introduces concepts of behavior analysis and the concept of personal responsibility regarding participation in this training as well as preparing the participants for a discussion on why this training is needed. Finally, it gives the trainer the chance to assess the attitude toward training of the participants and group.

- Explain that in order to assess the behavior management needs for this training group, today’s session will start with a “Following Directions” activity which will include the completion of a brief anonymous survey.
- Pass out a blank post-it note to each participant.
- Ask everyone to have the side of the paper that is sticky facing them with the sticky part on top and draw a line down the middle of the paper.
- Explain that the left and right sections of the paper correspond to the left and right sections of the board and the statements that are included on those particular sides.
- Ask everyone to, while concealing the paper, draw an X on the side they agree with and fold the paper down the middle. Have them hold the papers up when they are done so you can collect them.
- Collect the folded papers immediately as they are held up and give a verbal praise paired with a high-five to each participant for completing the task.
• Thank and give verbal praise to the group, as a whole, for their participation.

• Briefly point out the behavior management principles experienced during the activity.

• Address the post-it responses of the class regarding their feelings of personal need for training and help reassure them that because of the broad base of principles covered and opportunities for practice, this class is designed to be useful to a wide variety of levels of knowledge.

• Explain that, like in this activity, full active participation will be encouraged and is expected from each participant throughout the course of this training. It will take the involvement of each individual in discussions, role-plays, practices and more, in order to achieve the outcome objectives of this training. They are to gain a solid understanding of: 1) the nature of behaviors, 2) behavior assessment and 3) intervention, and 4) skill training, as well as, 5) receive access to the right resources for knowledge and comprehension and to the necessary tools, in-class and real-life practice, coaching and feedback for proper application and overall behavior management skills.

• Write on the board under the heading, “Class Rules”, three to five class rules previously determined to be essential for the group to maintain throughout the duration of the training in order to successfully meet the
training objectives. Discuss each one, specifically explaining why it is important. Commit to the group that you will follow these rules. Ask the group, “Will you commit to following these rules?” Allow each participant to respond. If any participants respond in the negative, take the time to address their concerns with the rules. Make any changes to the rules as needed in order to support each participant to commit.

2. **Rationale for Training**

- The trainer should briefly share personal reasons why this training is important. If applicable, include reasons that the participants will relate with (e.g., to help all individuals reach their potential, have a better quality of life, etc.).
- Invite the group to briefly share reasons why training is important to them. Allow as many participants to share as would like. Thank each participant for sharing as they finish.

**B. Discussion and Application**

NOTE: At the end of each concept, ask questions to assess individual and group understanding. Do not introduce each next concept until the previous concept is clearly understood by participants.
1. **Discuss The Philosophy and Science of Behaviorism**

- The philosophy of behaviorism takes a firm side in the age old question of nature versus nurture. It holds as truth the idea that an individual’s environment and experiences shape their behaviors more than their genetic make-up. In other words, a person chooses to work out every day because their parents instilled that value in them and there is a gym down the street, rather than because it is a preset part of their DNA to require that as a daily activity.

- The science of behavior is a product of research and quantification of that philosophy. It shows how science can help predict behavior and even manipulate environmental variables to affect a change in behavior.

- Many caregivers have questioned why they would need to learn about the science of behaviors. They are the experienced parent, educator, babysitter or other direct care staff and they often feel they know the individual or group they are working with better than anyone. These are valid and accurate concerns. However, after trying all of his trusted tactics, sometimes even the most experienced farmer will need to call on the expertise of a botanist to help him understand how to analyze crops on a scientific level so that he can manage problematic situations in the fields. Likewise, most adults, including parents, caretakers and educators (even farmers and botanists) across the world have a great responsibility to guide, protect, and facilitate learning and progress toward independence in their
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children, clients and students who receive their services. Accomplishing these duties successfully is more and more difficult with the constant interruptions from the challenging behaviors and skill deficits exhibited, and the expertise of a behavior scientist could be equally helpful to them.

- Explain that Applied Behavior Analysis is using science to analyze, or dissect and see all the components of a behavior for the purpose of understanding and being able to predict the behavior. Then applying, or using that understanding in order to control and change the behavior.

2. **Discuss Behavior**

- Explain that when behaviors are discussed, especially within groups of caregivers, they are often spoken of with a negative connotation. Ask the group, “What is a behavior?” Have the group give their definitions of behavior.

- Behavior is anything, and everything, a living organism can do. It is not just things we don’t like, but things we do like as well. Everyone has countless behaviors.

- Ask: Who here has ever been born?

- Explain that from the moment we are born ‘til the moment our bodies expire we are engaging in behaviors. Ask: Why do people behave?
3. **Control.** People behave to control. From the moment we are born ‘til the moment we die we are behaving to control something. In fact, every one of the countless behaviors each individual does is for control over something.

- Ask the group to give some examples of purposes behind daily behaviors. Emphasize with each example the way each behavior’s purpose is control in order to meet a need or want, gain attention of some kind or escape attention.

- The problem is that even though we engage in behaviors to get our needs and wants met, some of those behaviors are not socially appropriate or desired. The solution is found in the 2 main ingredients that are essential to effective behavior management: 1) Stop the inappropriate/undesired behaviors for control, 2) Teach appropriate/desired behaviors for control.

4. “**Manipulate.”**

- Explain that another word, when used or discussed, that is often done so with a negative connotation is, manipulate. In the science of applied behavior analysis, as in the sciences in general, the term, manipulate simply means to make changes in variables in order to predict and change outcomes. It is important to understand that the manipulation spoken of, and done, in this training is the manipulation of behavioral variables (not people), with the ethical intention of helping everyone have the best day, and life possible through effective behavior management.
• Throughout training we will discuss and practice how we can manipulate environmental and behavioral variables to affect desired changes in behaviors. We will also experience and participate in several examples of this concept.

• It is recommended to use a magic trick to demonstrate this concept if possible, otherwise, discuss in general how the trainer has already manipulated certain variables throughout the session to achieved desired outcomes. For example, by providing them post-its and clear instructions, earlier, you achieved participation in the activity.

5. Homework

• Participants are to complete Homework Worksheet #1. They are to write down a list of behaviors that they commonly experience in people they care for. These should include behaviors that they like, dislike, wish would stop or decrease, and wish would start or increase. Participants are to then select from their list, the four behaviors that they believe are the highest priorities for targeting. There should be two behaviors that they consider to be “good” and appropriate, and two behaviors that they consider to be “bad” and inappropriate. They are to then bring the completed worksheet with them to the next training session for use in the discussion.
C. Conclusion

- Assessment/Recap content- Randomly ask participants questions regarding class content (allow peer help if needed).
- Open floor to any questions
- Schedule dates and times that each participant can meet with the trainer in real-life settings so the trainer can observe the participant applying the training and provide coaching and feedback on the spot.
- Give reminders for next training session
One-size-fits-all

Behavior Management Training Agenda

Session One:

The Philosophy and Science of Behaviorism & Principles of Behavior

1. **Introductions**
   - Class Rules
   - Who am I?
   - Who are you?

2. **Rationale for Training**
   - Why do I do this?
   - Why do you do this?

3. **The Philosophy and Science of Behaviorism**
   - What is philosophy of behaviorism?
   - What is science behaviorism?
   - Why do we need it?
   - What is ABA?

4. **Principles of Behavior**
   - What is a Behavior?
     - Good or Bad?
     - How many?
     - Who has them?
     - Definition and role - Why do people behave?
   - Control.
     - Who wants it?
     - Over what?
   - “Manipulate.”
     - Good or Bad?
     - Why do it?
     - How?
     - Active example…

5. **Homework**

6. **Questions?**
### Homework Worksheet #1

1. Write down a list of behaviors that you commonly experience with the individuals you care for. These should include behaviors that you like, dislike, wish would stop or decrease, and wish would start or increase.

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2. Select four behaviors from your list that you believe are the highest priorities for targeting. There should be two behaviors that you consider to be “good” and appropriate, and two behaviors that you consider to be “bad” and inappropriate.

   **“Good” and Appropriate:**
   
   ________________  ________________

   **“Bad” and Inappropriate:**
   
   ________________  ________________
Session Two:

Antecedents, Consequences, Behavior Excess, Skill Deficit

Purpose:

To help the participants:

1. Have a greater understanding of the nature of behaviors.

2. Understand what surrounds/effects behaviors.

3. Understand how to identify problem behaviors and skill deficits.

Preparation:

Before the participants enter the training session:

- Have a board to write on that all can see. Have writing utensils for the board.
- Have the attendees’ seats facing away from the direction of the board.
- Have a copy of the training agenda, and any other handouts, on the chairs of each participant.
- Stand in the entrance and welcome each participant.

A. Opening Attention Activity

(This activity continues to support the standard of full class participation and provides an opportunity for the trainer and participants to engage in the practice of a real-life scenario together, where principles of ABA are utilized. It also introduces more concepts of behavior analysis and
continues to strengthen the concept of personal responsibility regarding participation in this training.)

1. Previous Session Review

- Go to the board (which is behind the participants), face the board and begin writing the class rules.

- While writing the rules, explain that this session will begin with a review of the previous session, starting with the class rules. *(At some point any number of participants will very likely begin to address the issue of the review taking place behind them. For example, they may turn their chairs and/or bodies to face the trainer, raise their hands to say something or speak out loud, etc. Nonchalantly allow them to do this, and respond to their questions as they come, reinforcing the desired goal of attention to the board and physical adjustment.)* Continue with the steps as directed.

- Proceed to finish writing the rules and briefly review, as a group, the class rules, behaviorism as a science, ABA and the beginning principles of behavior.

- Explain that in today’s session the nature of behaviors will be discussed on a deeper level with the purpose of learning how to dissect any behavior, understand it’s parts and how it works and ultimately how it can be controlled and managed.
• Thank and give verbal praise to the group, as a whole, for their participation.

2. **Homework Check-up**

• Remind the group of the homework assignment from the previous session. Tell them that the behaviors they listed will be used a little later in today’s session and let them know that if anyone forgot to bring their completed list, they should still complete it during this session.

**B. Discussion and Application**

NOTE: At the end of each concept, ask questions to assess individual and group understanding. Do not introduce each next concept until the previous concept is clearly understood by participants.

1. **ABCs:** Write A, B and C, from top to bottom on the left side of the board. Using each of these letters, write Antecedent, Behavior and Consequence on the board. Explain that in order to manage any behavior, it must first be understood. Every behavior has antecedents and consequences.

   • **Antecedents:** The word, antecedent, is made up of *ante*, which means “before” and *cedent*, which means “the going”. Antecedents of any behavior are, literally, what goes on before that behavior. They set the scene for behaviors to happen or not. For example, some antecedents to *eating breakfast* may be waking up, getting out of bed, experiencing
abdominal pain, smelling food cooking, and seeing food accessible.
Likewise, some antecedents to *not eating breakfast* may be staying in bed all day, being full, being sick, and having no access to food. *(Share more examples as needed. Ask for examples from the group to assess understanding.)* So, antecedents happen before a behavior would happen, and make it more or less likely for that behavior to occur in the first place.

- Does this mean that if you could control the antecedents to a behavior, you could control whether that behavior ever happens in the first place?

    YES

Remember, antecedents can be any number of things going on before (and right up to the moment) a behavior occurs. If your plan is to manipulate the antecedents in order to make a specific outcome more or less likely, you must first know what the antecedents are. To comprehensively analyze the antecedents of a behavior, think in terms of what the person who engaged in the behavior of focus might have seen, felt, heard, smelled, and/or tasted with regards to people, places, things and the time of day, week, month or year, before the behavior occurred.

- Then can you ever manipulate ALL the antecedents to a behavior?

    NO (not ethically), but you can manipulate many, which is often enough to prevent most undesired behaviors from occurring. Even if you can’t manipulate enough antecedents to prevent a behavior, there is still hope for change in the manipulation of consequences.
• **Consequences:** The word consequence is made up of *con*, which means “with” and *sequence*, which means “the following”. Consequences of any behavior are, literally, whatever follows as a perceived result of (and connection with) that behavior. They are not simply what happens after any behavior, but must be perceived to occur as a result of the behavior and happen from the *onset* of that behavior and any time thereafter. Consequences control the maintenance of behaviors. They determine whether a behavior continues altogether or not and repeats or not, and the frequency, intensity and duration of a behavior. For example, some consequences to eating breakfast may be experiencing pleasant flavors, relieving hunger pains and gaining energy which may make someone more likely to eat breakfast again. Likewise, some consequences to eating breakfast may be experiencing unpleasant flavors, getting sick and getting sleepy which may make someone less likely to eat breakfast again. *(Share more examples as needed. Ask for examples from the group to assess understanding.)* So, consequences happen after the behavior begins, as a perceived result of that behavior, and make it more or less likely for that behavior to continue or repeat (or not).

• Does this mean that if you could control the consequences to a behavior, you could control whether that behavior continues or ever happens again? **YES**
However, it is important to remember that consequences can be any number of things that follow a behavior from the moment it starts and that are perceived to occur as a result of that behavior. If your plan is to manipulate the consequences in order to make a specific outcome more or less likely, you must first know what the current consequences are. To comprehensively analyze the current consequences of a behavior, think in terms of what the person who engaged in the behavior of focus might have gained, avoided or escaped by way of seeing, touching/feeling, hearing, smelling, and/or tasting with regards to people, places, things and the time of day, week, month or year, as of the moment the behavior began and thereafter.

• Then, can you ever manipulate ALL the consequences to a behavior?

   NO (not ethically), but you can manipulate many, which is often enough to stop, correct and/or maintain almost every behavior.

   However, with all of the antecedents AND consequences you can manipulate, ALL behavioral circumstance can be managed.)

• Now you know how to analyze and recognize antecedents and consequences of all behaviors so that you can manipulate them in order to control desired behavioral outcomes, but which behaviors should you target for change?
2. **Behaviors to Target for Change:**

- **ACTIVITY:** Have the participants get out their homework. Explain that it is easy for us to pick out behaviors that we like and/or dislike, but how do we know which ones we should focus on to change? Have each participant share from their homework, one “bad” behavior and one “good” behavior. List their responses on the board under “bad” and “good” headings. Once the list is complete, go over each behavior and discuss how it is always bad or good, *except* when… *(Give examples, tell stories, and ask for others to share about circumstances wherein the behavior would actually be considered the opposite of its current label. For example, hitting is always bad/inappropriate, *except* when one’s a boxer in a match.)*

3. **Behavior Excess** – A behavior is only truly inappropriate once it is excessive to the boundaries of where it occurs.

- There are many sets of boundaries, or rules, that are held by individuals, groups, classrooms, businesses, governments, etc., which we all find ourselves within at any given time and wherein we are expected to behave according to those rules. The circumstance, or boundaries, we find ourselves in determine whether our behaviors are excesses, or socially inappropriate.
• Like in the saying, “choose your battles”, it is important that we differentiate between hard rule boundaries and our personal boundaries of annoyance and dislike.

• When using applied behavior analysis, behavior excesses are prioritized for targeting. Introduce and discuss the top 3 priorities of problem behaviors for targeting. *(Write these on the board. Share the examples and follow the discussions below.*) 1) A behavior that harms one’s self, another person, or property. 2) A behavior that hinders learning or progress of one’s self or another person. 3) A behavior that hinders a desired relationship of one’s self or direct caregiver.

• Priority number one, the highest priority, might include behaviors like self-injurious behaviors, physical aggression, throwing items, etc.

• Ask the group to name behaviors that might fall under number one. Discuss why each example does or does not fall under number one.

• Priority number two might include behaviors like screaming in class, plugging ears, tantrums, non-compliance and off-task behaviors, etc.

• Ask the group to name behaviors that might fall under number two. Discuss why each example does or does not fall under number two.

• Priority number three might include behaviors like spitting, not wearing deodorant, nose picking, standing to close to others, etc.
• Ask the group to name behaviors that might fall under number three.
  Discuss why each example does or does not fall under number three.
• Emphasize that if a behavior is an excess and it falls under one of these priority categories, then it should be targeted.
• Explain that when a behavior excess is targeted, the focus is on stopping the inappropriate behavior.

4. **Skill Deficit/New Behavior**

• Some behavior excesses exist because some skill or task is either not being done well or not being done at all. For example, the inappropriate behavior of having dirty hands exists because of either not washing hands at all or not washing hands well enough. These are called skill deficits.
• When these skill deficits are targeted the focus is on the learning of a new behavior.

5. **Homework**

• Participants are to complete Homework Worksheet #2. They are to select one behavior excess and one skill deficit from their list of behaviors that they previously completed for homework or new ones they choose to target. Be sure that the target behavior and skill deficit meet the criteria discussed in today’s session. Next, using the selected behavior and skill
deficit as the targets, participants are to list known antecedents and consequences for each. They are to then bring the completed worksheet with them to the next training session for use in the discussion.

C. Conclusion

- Assessment/Recap content- Randomly ask participants questions regarding class content (allow peer help if needed).
- Open floor to any questions
- Schedule dates and times that each participant can meet with the trainer in real-life settings so the trainer can observe the participant applying the training and provide coaching and feedback on the spot.
- Give reminders for next training session
One-size-fits-all

Behavior Management Training Agenda

Session Two:

Antecedents, Consequences, Behavior Excess, Skill Deficit

1. Previous Session Review
   - Class Rules
   - Science/A.B.A.
   - Principles of Behavior
2. Homework Check-Up
3. ABCs
   - Antecedents
     - What are they?
     - How do they affect behaviors?
     - Applied examples
   - Consequences
     - What are they?
     - How do they affect behaviors?
     - Applied examples
4. Behaviors to Target for Change
   - Two types
5. Behavior Excess
6. What is a behavior excess?
   - How do we recognize it?
   - Which behavior excesses are priorities?
   - 3 Priorities of problem behaviors.
7. Skill Deficit/New Behavior
   - What is a skill deficit?
   - New behavior.
8. Homework
9. Questions?

NOTES
Homework Worksheet #2

(1) Select one behavior excess and one skill deficit from their list of behaviors that you previously completed on Homework Worksheet #1 (or you may choose new ones to target). Be sure that the target behavior and skill deficit meet the criteria discussed in Training Session 2.

- **Behavior Excess Target**
- **Skill Deficit Target**

(2) Using the selected behavior and skill deficit as the targets, list known antecedents and consequences for each.

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Session Three:

Functions of Behaviors, Functional Behavioral Assessment (FBA),

Data Collection, Data Analysis

Purpose:

To help the participants:

1. Understand functions of behaviors.

2. Understand Functional Behavioral Assessments (FBA) and how to conduct one.

3. Understand how to collect and analyze behavior data in order to hypothesize the function.

Preparation:

Before the participants enter the training session:

- Have a board to write on that all can see. Have writing utensils for the board.
- Have the attendees’ seats facing away from the direction of the board.
- Have a copy of the training agenda, and any other handouts, on the chairs of each participant.
- Stand in the entrance and welcome each participant.
A. Opening Attention Activity

(This activity continues to support the standard of full class participation and provides an opportunity for the trainer and participants to engage in the practice of a real-life scenario together, where principles of ABA are utilized. It also introduces more concepts of behavior analysis and continues to strengthen the concept of personal responsibility regarding participation in this training.)

1. Previous Session Review

- Go to the board (which is behind the participants), face the board and begin writing A, B and C from top to bottom on the left side of the board.
- While writing this, explain that we will begin today’s session with a review of the previous session, starting with A, B and C. (At this point, it is very likely that some, or all, of the participants will have already turned their chairs to face the board and that the remainder will soon do the same or, raise their hands to say something or speak out loud, etc., to re-address the backward chair issue.) Continue with the steps as directed.
- Proceed to asking the group What A, B and C stand for. Write the correct responses on the board and briefly review, as a group, what they are and why they are important.
• At any time respond appropriately to questions/concerns (when the review is complete, or when the issue of the review taking place behind the group again is brought up, recognize and praise how soon many of the participants turned their attention to the review. Point this out as an example of how fast the learning process can be when using these behavioral methods. Explain that in today’s session we will discuss the Functions of behaviors and what a Functional Behavioral Analysis (FBA) is. We will also discuss how to conduct an FBA including collecting and analyzing behavioral data).

• Thank and give verbal praise to the group, as a whole, for their participation.

2. **Homework Check-up**

• Remind the group of the homework assignment from the previous session. Ask the participants to share examples of what they completed. Discuss any questions and concerns that are brought up. Tell them to save the completed worksheet to be used in future sessions and let them know that if anyone forgot to complete it, they should still do so as soon as possible.
B. Discussion and Application

NOTE: At the end of each concept, ask questions to assess individual and group understanding. Do not introduce each next concept until the previous concept is clearly understood by participants.

1. **Functions:** The function of a behavior is the core reason, or the type of purpose, of the behavior. It is the behavioral answer to “why” the behavior exists. *(It may help to draw a horizontal line across the middle of the board and label the top portion “Social” and the bottom portion “Automatic”. Then write “Attention” on the top left side and “Escape” on the bottom left side of both the top and bottom portions. And, somehow, write in “Tangible” as a subheading of social-attention.)* Explain that there are two categories of functions; social and automatic. And that there are two main types of functions that are the same in both categories; attention and escape (also explain that, tangible, is a type of social-attention, however, it is typically accepted as a separate function). Thoroughly explain and give examples of the components of functions.

- **Social:** These are external functions. There must be someone else present for a behavior with a social function to occur.

- **Automatic:** These are internal functions. Behaviors with automatic functions will still occur when the individual is completely alone.
• **Attention:** To gain access to. For example, social-attention could be a look, praise, hug, touch, word/s, etc., from someone else. Automatic-attention could be a sensation, pleasant sound, feeling, etc., experienced internally.

• **Tangible:** To gain access to some *thing*, that can be physically manipulated. For example, gaining access to an edible, a toy, a token, money, etc..

• **Escape:** To get away from or avoid. For example, social-escape could be getting out of work, remaining off task, being left alone, etc., when someone else is there expecting participation. Automatic-escape could be relief from pain, discomfort, removal of some sensation, etc., experienced internally.

• Explain that knowing the function of a behavior is the essential key to unlock effective behavior management. With it you can 1) know the correct approach to stop the behavior and you can, 2) know which appropriate new behavior to teach, both of which, if you remember, are the 2 main ingredients for successful behavior management. Ask the group to offer up examples of the different functions. Also, give them some scenarios and allow them to suggest a function and explain why. Discuss the responses thoroughly.

• We understand the importance of knowing the function of the target behavior. Now let’s discuss how we determine the function of a behavior.
2. **Functional Behavioral Assessment**: An FBA is a form of an investigation to help determine a hypothesized function of a behavior so that the inappropriate behavior can be stopped and replaced with an appropriate behavior.

- To begin an FBA you must use your understanding of identifying target behaviors by first making sure an undesired behavior is indeed, an excess, and then make sure it falls under one of the categories of priority. Next, you must give the target behavior a name and an operational definition. To operationally define something you describe in observable, measurable and specific terms what it looks like and what it does. This name and definition are important because they make confusion less likely when conducting the FBA and intervention, especially when others are assisting in those processes.

- Being armed with the name and description of your target, it is now time to assess. Data collection is done in order to find out as many details about the behavior as possible.

3. **Data Collection**: Explain that when conducting an FBA you collect information about the behavior that you can see, Direct (Observation) data, and you collect information about the behavior that you cannot or do not see, Indirect (Interview) data. It is best to gather both.

- **Direct (Observation) Data includes:**
  - **Descriptive Analysis (ABC)**: This is divided into sections for antecedents, behavior and consequences, and is usually a narrative
description of exactly what was observed for each occurrence of the behavior target. *(Take time to practice as a group using the Descriptive Analysis (ABC) Data In-Class Worksheet, use examples from the participant’s real-life experiences.)*

- **Frequency:** This is a count, or tally, of how many times the targeted behavior occurs within a specified period of time (e.g., per minute, hour, day, week, month, etc.) For example, you may mark down that hitting happened 10 times per day. *(Take time to practice as a group using the Frequency Data In-Class Worksheet, use examples from the participant’s real-life experiences.)*

- **Duration:** This is a count, or time, of how long (in seconds, minutes, hours, etc.) a targeted behavior lasted during each incident. For example, you may indicate that each tantrum lasted an average of 12 minutes per incident. *(Take time to practice as a group using the Duration Data In-Class Worksheet, use examples from the participant’s real-life experiences.)*

- **Indirect (Interview):** This includes information collected by interviewing the individual engaging in the behavior target and/or any other caregivers. This can also include data and information that was previously collected and compiled by someone else. For example, this may include information on background, medications, diagnoses, etc.. *(Take time to practice as a
After this data is all collected, it is time to analyze it.

4. **Data Analysis:** This is where you dissect the information collected and organize it so that you can understand it in order to come to a hypothesis of the function of the targeted behavior.

   - Compile both the direct and indirect data into a condensed report. Be sure to compile all the antecedents and all the consequences into two separate lists. When you do this it is important to condense the antecedents and consequences to take out repeats, and separately tally how many times they repeated.

   - Use this compilation of data to draw a hypothesis, make your best guess, about which of the five functions is the function of the targeted behavior.

*(Take time to practice as a group using the Data Analysis In-Class Worksheet, use examples from the participant’s real-life experiences.)*

5. **Homework**

   - Participants are to begin a Functional Behavioral Analysis on the behaviors that they selected to target. Participants are to collect direct and indirect data on the behaviors they are targeting using the data worksheet handouts and any other means necessary. They are to then bring the data and all of the previously completed homework with them to the next training session for use in the discussion.
C. Conclusion

- Assessment/Recap content- Randomly ask participants questions regarding class content (allow peer help if needed).
- Open floor to any questions.
- Schedule dates and times that each participant can meet with the trainer in real-life settings so the trainer can observe the participant applying the training and provide coaching and feedback on the spot.
- Give reminders for next training session.
One-size-fits-all

Behavior Management Training Agenda

Session Three:

Functions of Behaviors, Functional Behavioral Assessment (FBA),
Data Collection, Data Analysis

1. Previous Session Review
   • Functions
   • Differential Reinforcement
   • Appropriate Alternative Response
2. Homework Check-Up
1. Functions
   • Attention
     • Tangible
   • Escape
   • Social
   • Automatic
3. Functional Behavioral Assessment
   • Identify Target Behavior
     • Name and Operationally Define
   • Collect Data
     • Direct (Observation) and Indirect (Interview)
4. Data Collection
   • Direct (Observation)
     • Descriptive Analysis (ABC)
     • Frequency
     • Duration
   • Indirect (Interview)
5. Data Analysis
   • Compile Antecedents and Consequences
   • Draw a Hypothesis
6. Homework
7. Questions?

NOTES
**Descriptive Analysis (ABC) Data**

**In-Class Worksheet**

ANTECEDENTS: What might the individual who engaged in the target behavior have *seen, felt, heard, smelled, and/or tasted* with regards to *people, place/s, things* and the *time* of day, week, month or year, *before* the behavior occurred?

CONSEQUENCES: What might the individual who engaged in the target behavior have *gained, avoided or escaped* by way of *seeing, touching/feeling, hearing, smelling*, and/or *tasting* with regards to *people, place/s, things* and the *time* of day, week, month or year, *as of the moment the behavior began and thereafter*?

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**Frequency Data**

**In-Class Worksheet**

**Behavior Frequency:** This is a count, or tally, of how many times the targeted behavior occurs within a specified period of time (e.g., per minute, hour, day, week, month, etc.)

**Instructions:** Write the name of a behavior in one of the four boxes under Target Behaviors. Select an appropriate period of time and write the selection in the box under the behavior being targeted. Write a tally mark for each time the targeted behavior occurs within the period of time being measured.

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<th>Target Behaviors</th>
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### Duration Data

**In-Class Worksheet**

**Duration:** This is a count, or time, of how long (in seconds, minutes, hours, etc,) a targeted behavior lasted during each incident.

**Instructions:** Write the name of a behavior in one of the four boxes under Target Behaviors. Circle an appropriate measure of time in the box under the behavior being targeted. In the columns below, write the number of seconds, minutes or hours the targeted behavior lasted each time it occurred.

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## Indirect Assessment Data

### In-Class Worksheet

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<tr>
<th>Individual Name:</th>
<th>Date of Birth:</th>
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<tr>
<td>Medical Conditions:</td>
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<td>Diagnoses:</td>
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<td>Allergies:</td>
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<td>Medications/Devices:</td>
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<td>Caregivers + Relationship:</td>
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<tr>
<td>Will initiate activities with others? Y</td>
<td>Will join activities when invited? Y</td>
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<td>Who?</td>
<td>With who?</td>
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To get wants/needs met the individual will:

Typical Daily Routine (Include specific times for sleep/wake, meals/snacks, hygiene, meds, etc.):

Behavior Excesses (include estimated frequency/duration):

Skill Deficits:
Data Analysis

In-Class Worksheet

(1) Compile both the direct and indirect data into a condensed overview report. Be sure to compile all the antecedents and all the consequences into two separate lists. When you do this it is important to condense the antecedents and consequences to take out repeats, and separately tally how many times they repeated [e.g., Antecedents: watching TV (4), eating (2), etc.].

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<th>Overview (one to two paragraphs):</th>
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<th>Average Frequency:</th>
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Data Analysis

In-Class Worksheet (cont.)

(2) Use the compilation of data, from (1), to draw a hypothesis. Circle your best guess, about which of the five functions is the function of the targeted behavior.

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<th>Hypothesized Function:</th>
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Descriptive Analysis (ABC) Datasheet

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Frequency Datasheet

Individual Name ________________  Date __________________

Instructions: Write the name of a behavior in one of the boxes under Target Behaviors. Select an appropriate period of time (e.g., per minute, hour, day, week, month, etc.) and write the selection in the box under the behavior being targeted. Write a tally mark for each time the targeted behavior occurs within the period of time being measured.

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<th>Target Behaviors</th>
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## Duration Datasheet

**Individual Name** ________________  **Date** ________________

### Instructions:
Write the name of a behavior in one of the boxes under Target Behaviors. Circle an appropriate measure of time in the box under the behavior being targeted. In the columns below, write the number of seconds, minutes or hours the targeted behavior lasted each time it occurred.

<table>
<thead>
<tr>
<th>Target Behaviors</th>
<th>Second(s)</th>
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### Indirect Assessment Data

**Contact Name ____________________________ Date __________________**

<table>
<thead>
<tr>
<th>Individual Name:</th>
<th>Date of Birth:</th>
<th>Gender:</th>
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- **Medical Conditions:**
- **Diagnoses:**
- **Allergies:**
- **Medications/Devices:**

**Caregivers + Relationship:**

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<thead>
<tr>
<th>Will initiate activities with others?</th>
<th>Y</th>
<th>Will join activities when invited?</th>
<th>Y</th>
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<tbody>
<tr>
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<td>N</td>
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<tr>
<td>Who?</td>
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<td>With who?</td>
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</table>

**To get wants/needs met the individual will:**

**Typical Daily Routine (Include specific times for sleep/wake, meals/snacks, hygiene, meds, etc.):**

**Behavior Excesses (include estimated frequency/duration):**

**Skill Deficits:**
# Data Analysis

**Individual Name** ________________  **Date** ________________

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<th>Target Behavior (Name and definition):</th>
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<th>Overview (one to two paragraphs):</th>
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<th>Hypothesized Function:</th>
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Homework Worksheet #3

(1) Begin a Functional Behavioral Analysis (FBA) on the behaviors that you selected to target.

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<th>Behavior Excess Target (name and operational definition):</th>
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<th>Skill Deficit Target (name and operational definition):</th>
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(2) Collect direct and indirect data on the behaviors you are targeting using the data worksheet handouts and any other means necessary:

- Descriptive Analysis Data
- Frequency Data
- Duration Data
- Indirect Assessment Data

(3) Bring all previously completed homework and collected data to the next training session for use in the discussion.
Session Four:

Behavior Cycle, Reinforcement, Punishment, Extinction

Purpose:

To help the participants to:

1. Have a greater understanding of the nature of behaviors.

2. Begin to understand how to use what surrounds/affects behaviors to control/change them.

Preparation:

Before the participants enter the training session:

- Have a board to write on that all can see. Have writing utensils for the board.
- Have candy on hand, ready to give out at any moment.
- Have a 2 ½ - 3 feet long piece of yarn with slip-knot loops tied on each end, on the chairs of each participant.
- Have the attendees’ seats facing away from the direction of the board.
- Have a copy of the training agenda, and any other handouts, on the chairs of each participant.
- Stand in the entrance and welcome each participant.
A. Opening Attention Activity

(This activity continues to support the standard of full class participation and provides an opportunity for the trainer and participants to engage in the practice of a real-life scenario together, where principles of ABA are utilized. It also introduces more concepts of behavior analysis and continues to strengthen the concept of personal responsibility regarding participation in this training.)

1. Previous Session Review

(At any point, during this activity, that you notice a participant has turned their chair to face the board, give them a piece of candy and praise their behavior.)

- Go to the board (which is behind the participants), face the board and draw a horizontal line across the middle of the board.

- While doing this, explain that we will begin today’s session with a review of the previous session, starting with functions. Continue with the steps as directed.

- Proceed to asking the group to help you fill in the components about function. Write the correct responses on the board and briefly review, as a group, what they are and why they are important. Continue to briefly review the FBA procedures including data collection. Tell them that you will review data analysis during homework check-up.
• At any time respond appropriately to questions/concerns (when the review is complete, or when the last participant has received candy and praise, recognize and praise the entire group for how well they turned their attention to the review. Point this out again as an example of how fast the learning process can be when using these behavioral methods. Explain that in today’s session we will discuss the cycle of behaviors, reinforcement, punishment and the extinction of behaviors).

• Thank and give verbal praise to the group, as a whole, for their participation.

2. **Homework Check-up**

• Remind the group of the homework assignment from the previous session. Ask the participants to share examples of what they completed. Discuss any questions and concerns that are brought up. Review data analysis with the group. Walk them through a data analysis using their homework data and the Data Analysis Worksheet. Explain that between now and session six, they are to continue to collect data and update/reconfirm their analysis.

**B. Discussion and Application**

NOTE: At the end of each concept, ask questions to assess individual and group understanding. Do not introduce each next concept until the previous concept is clearly understood by participants.
1. **Behavior Cycle (see handout):** All behaviors follow this cycle. It is important to know this cycle so that you can attempt to intervene and teach during the appropriate times in the cycle. The best time for teaching and learning is before the trigger and after the depression. Redirection is possible during acceleration, deceleration and depression, however, it is likely to result in a more rapid acceleration or reacceleration toward crisis. During crisis learning is halted. *(Act out a comprehensive example of a tantrum to demonstrate this cycle. Include antecedents, a trigger, the start, escalation, the un-teachable peak, de-escalation, drop below the norm, depression period and the return to the norm. Have them follow along on their Behavior Cycle handout. Discuss any questions and/or concerns.)*

**ACTIVITY:** Have the participants partner up. Instruct one partner to lightly tighten the loops on each end of their yarn onto each of their wrists, like handcuffs, and hold their arms apart to show the completed “big circle” with their body, arms and yarn. Instruct the other partner to lightly tighten one end of their yarn to one of their wrists, then put the end of the yarn that is not connected to anything through the center of their partner’s big circle and then lightly tighten it to their free wrist, like they have handcuffs on too and they are now handcuffed to each other.

- Explain that they are to try to separate themselves from each other without cutting/breaking the yarn and without taking the loops off their wrists at all. Tell them that they will have _______ minutes (depending on how much time
you have, give them 10 – 15 minutes) to complete the task from the time you say, “Begin”. Tell them that at any time after they begin, and before the time is up, they may ask you for the solution as a couple, otherwise, at the end of the time you will tell them all the solution. (As quickly as you can after someone asks you for the solution, give it to them. As soon as they separate themselves, whether by your help or not, give them each a piece of candy and praise their accomplishment.) ***Here is the solution: Pass the center of one string under the string around the other person’s wrist, then over his hand, then back under the string again.

- Briefly discuss some of the applicable behavioral principles and principles of responsibility experienced in the activity (e.g., immediate reinforcement, Think outside the box for troubleshooting solutions, not giving up, don’t hesitate to ask the expert/seek an outside resource, etc.). Explain that this activity will be referenced again in a later session.

There are three main types of consequences we will discuss, that affect the maintenance of behaviors; reinforcements and punishments. All three are important and should be used carefully. All three can be used right and wrong.

2. **Reinforcement**: is something that increases behavior (the strict scientific meaning). It is important to understand that reinforcement is not always wanted or appropriate. Reinforcements, both positive and negative, increase all behaviors, the ones you like and the ones you dislike.
• **Positive**: is something added to. For example, a hug, toy, snack, activity, look, talk, etc.. A token economy uses positive reinforcement. It is where a certain quantity of tokens represents the value of a desired reinforcement (e.g., receiving 15 stickers on a potty chart equals having a potty party).

• **Negative**: something aversive being taken away or avoided. For example, opening an umbrella causes the rain to stop hitting you, putting on your seatbelt causes the constant buzzing to turn off etc.

3. **Punishment**: is something that decreases behavior (the strict scientific meaning). It is important to understand that punishment is not always inappropriate. Punishments, both positive and negative, decrease all behaviors, the ones you dislike and the ones you like.

• **Positive**: is something aversive added to. For example, a checkmark or frowny-face next to your name, a spanking, smack or hit, an undesired task, etc.

• **Negative**: is something desirable taken away or avoided. For example, being grounded or losing a privilege, not getting paid on time or at all, having to pay for damage, etc. Response cost uses negative punishment. It is when something of value is taken away with the purpose of decreasing a bad behavior (e.g., when you get one of your previously earned tokens taken away because of a behavior).

4. **Extinction**: is when the expected reinforcement for a behavior does not occur, eventually resulting in the cessation of a behavior. It is used to stop behaviors.
It will stop behaviors you dislike and like. For example, an individual screams to make another person leave the room, and the other person does not leave, or an individual screams to get another person’s attention, and the other person does not respond. In layman’s term, to put a behavior on extinction is making it seem or acting like the behavior did not happen at all in regards to the expected results of the behavior (as in planned ignoring).

- **Extinction is the number one behavioral tool**, when used with the knowledge of functions, for stopping inappropriate behaviors. It tells us how to react appropriately to stop any behavior excess. You stop attention behaviors by removing access to attention (e.g., planned ignoring), and you stop escape behaviors by continuing attention (e.g., follow-through with a demand).

- **Extinction requires consistency.**

- **Extinction Burst**: When the behavior on extinction gets worse before it gets better. For example, one’s tendency when the batteries die in a remote control to push the power button several times and harder before giving up, or one’s tendency when a light bulb burns out to flip the switch several times before stopping, or a classic tantrum, etc..

- **Caution**, this happens often: If the behavior is reinforced during an extinction burst, the behavior will get worse than it was originally.
5. **Homework**

- Explain that a Reinforcement Inventory is another type data to collect, directly or indirectly, when working on behavior management. Go over the Reinforcement Inventory Datasheet and the Homework Worksheet #4 with the group.

- Participants are to complete the Reinforcement Inventory Datasheet on the individual whose behavior is being targeted. Then using that data, complete the Homework Worksheet #4 by writing down a list of reinforcements and punishments that may be effective with that individual’s behaviors. They are to then bring this with them to the next training session for use in the discussion.

**C. Conclusion**

- Assessment/Recap content- Randomly ask participants questions regarding class content (allow peer help if needed).

- Open floor to any questions.

- Schedule dates and times that each participant can meet with the trainer in real-life settings so the trainer can observe the participant applying the training and provide coaching and feedback on the spot.

- Give reminders for next training session.
One-size-fits-all

Behavior Management Training Agenda

Session Four:

Behavior Cycle, Reinforcement, Punishment, Extinction

1. Previous Session Review
   • Antecedents
   • Consequences
   • Target Behaviors
2. Homework Check-Up
3. Behavior Cycle
   • Applied examples
4. Reinforcement
   • Definition
   • Positive
   • Negative
5. Punishment
   • Definition
   • Positive
   • Negative
6. Extinction
   • Definition
   • Extinction Burst
7. Homework
8. Questions?

NOTES
**Reinforcement Inventory Datasheet**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Likes/Favorites</th>
<th>Current per/week</th>
<th>Dislikes/Least Favorites</th>
<th>Current per/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foods/Drinks</td>
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<tr>
<td>Objects/Toys</td>
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<tr>
<td>Activities/ Games</td>
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<tr>
<td>Movies/TV Shows/Music</td>
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<tr>
<td>Places</td>
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</tr>
<tr>
<td>People</td>
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<tr>
<td>Comforting/ Calming Things</td>
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<tr>
<td>Social Attention (e.g., hugs, praise, etc.)</td>
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<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>
(1) Using the data from the Reinforcement Inventory Data Worksheet, create a list of reinforcements and punishments that may be effective with that individual’s behaviors.

<table>
<thead>
<tr>
<th>Behavior Excess (name):</th>
<th>Skill Deficit (name):</th>
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</thead>
<tbody>
<tr>
<td>Reinforcements</td>
<td>Punishments</td>
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</table>
Session Five:

Differential Reinforcement, Appropriate Alternative Response

Purpose:

To help the participants:

1. Understand how to use differential reinforcement to strength behavior management.

2. Understand how to replace problem behaviors and appropriate new behaviors.

Preparation:

Before the participants enter the training session:

- Have a board to write on that all can see. Have writing utensils for the board.
- Have candy on hand, ready to give out at any moment.
- Have the attendees’ seats facing away from the direction of the board.
- Have a copy of the training agenda, and any other handouts, on the chairs of each participant.
- Stand in the entrance and welcome each participant.

A. Opening Attention Activity

(This activity continues to support the standard of full class participation and provides an opportunity for the trainer and participants to engage in the practice of a real-life scenario together, where principles of ABA are utilized.)
It also introduces more concepts of behavior analysis and continues to strengthen the concept of personal responsibility regarding participation in this training.)

1. Previous Session Review

(At any point, during this activity, that you notice a participant has turned their chair to face the board, give them a piece of candy and praise their behavior.)

- Go to the board (which is behind the participants), face the board and draw the behavior cycle on the board without labels.

- While doing this, explain that we will begin today’s session with a review of the previous session, starting with the behavior cycle. Continue with the steps as directed.

- Proceed to asking the group to help you fill in the components of the behavior cycle. Write the correct responses on the board and briefly review, as a group, what they are and why they are important. Continue to briefly review the three main consequences. Remind them to beware of extinction bursts and why.

- At any time respond appropriately to questions/concerns (when the review is complete, or when the last participant has received candy and praise, recognize and praise the entire group for how well they turned their attention to the review. Point this out again as an example of how fast the learning process can be when using these behavioral methods. Explain
that in today’s session we will discuss differential reinforcement and appropriate alternative responses to inappropriate behaviors).

- Thank and give verbal praise to the group, as a whole, for their participation.

2. **Homework Check-up**

- Remind the group of the homework assignment from the previous session. Ask the participants to share examples of what they completed. Discuss any questions and concerns that are brought up. Using their completed homework, have them complete the Three Consequences In-Class Worksheet wherein they will separate their listed reinforcements and punishments into positives and negatives. Then using this and their other previously completed homework, they will select one positive and one negative from each list that they determine would be most effective to use with the targeted behaviors. Finally, they will determine and write down an extinction consequence to use with each of the targeted behaviors. Tell them to save this information to be used in a future session.

**B. Discussion and Application**

NOTE: At the end of each concept, ask questions to assess individual and group understanding. Do not introduce each next concept until the previous concept is clearly understood by participants.
1. **Differential Reinforcement**: this is when a different response/behavior is reinforced instead of the undesired behavior. It takes the focus away from the undesired behavior and puts it on a different behavior, like redirection. There are many types of differential reinforcement for different behaviors. This training will focus on three; DRO, DRI and DRA.

- **DRO**: Differential Reinforcement of Other is when *any other* behavior is reinforced, instead of the undesired behavior. For example, when someone is singing and dancing, and you don’t like the singing so you say, “you’re a good dancer!”

- **DRI**: Differential Reinforcement of Incompatible is reinforcing *only* behaviors that when occurring, the undesired cannot occur. For example, you reinforce someone’s videogame playing because you don’t want them to sleep.

- **DRA**: Differential Reinforcement of Alternative is reinforcing *only* behaviors that meet the same need (function) as the undesired behavior. For example, you reinforce someone’s playing catch with a ball behavior because you don’t want them to throw blocks.

2. **Appropriate Alternative Response**: is a replacement behavior. Once you have an idea of the function of a behavior, you must come up with a new behavior that can replace the target behavior and meet its same need or function (e.g., replace yelling with talking). Teaching a functionally
appropriate alternative to behavior excesses is essential to behavior management.

- **The easier, the better.** *(Remind the group of the yarn activity from the previous session and how the AAR of asking was easier than the alternatives. Ask for the group to come up with examples of AARs and discuss their responses.)*

3. **Homework**

- Participants are to complete the Homework Worksheet #5, Differential Reinforcements and Appropriate Alternative Responses. They are to come up with two DRO, DRI and DRA/AAR for each targeted behavior. Participants are also to gather together, review and complete any previously assigned homework and bring them along with today’s completed homework to the next training session for use in the discussion.

C. **Conclusion**

- Assessment/Recap content- Randomly ask participants questions regarding class content (allow peer help if needed).
- Open floor to any questions.
- Schedule dates and times that each participant can meet with the trainer in real-life settings so the trainer can observe the participant applying the training and provide coaching and feedback on the spot.
- Give reminders for next training session.
One-size-fits-all

Behavior Management Training Agenda

Session Five:

Differential Reinforcement, Appropriate Alternative Response

1. Previous Session Review
   • Behavior Cycle
   • Reinforcement and Punishment
   • Extinction
2. Homework Check-Up
3. Differential Reinforcement
   • DRO
   • Applied examples
   • DRI
   • Applied examples
   • DRA
   • Applied examples
4. Appropriate Alternative Response
   • The easier, the better
5. Homework
6. Questions?

NOTES
### Three Consequences

#### In-Class Worksheet

1. Using your completed homework, separate the listed reinforcements and punishments into positives (+) and negatives (-).

<table>
<thead>
<tr>
<th>Behavior Excess (name):</th>
<th>Skill Deficit (name):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(+) Reinforcements</td>
<td>(+) Reinforcements</td>
</tr>
<tr>
<td>(+) Punishments</td>
<td>(+) Punishments</td>
</tr>
<tr>
<td>(-) Reinforcements</td>
<td>(-) Reinforcements</td>
</tr>
<tr>
<td>(-) Punishments</td>
<td>(-) Punishments</td>
</tr>
</tbody>
</table>

2. Using the above information and your other previously completed homework and data, select one positive and one negative from each list that you decide may be most effective to use with the targeted behaviors.

<table>
<thead>
<tr>
<th>Behavior Excess (name):</th>
<th>Skill Deficit (name):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(+) Reinforcements</td>
<td>(+) Reinforcements</td>
</tr>
<tr>
<td>(+) Punishments</td>
<td>(+) Punishments</td>
</tr>
</tbody>
</table>

3. Create, and write down, an extinction consequence to use with each of the targeted behaviors.

<table>
<thead>
<tr>
<th>Behavior Excess:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Deficit:</td>
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</tbody>
</table>
Homework Worksheet #5

Differential Reinforcements and Appropriate Alternative Responses

**Differential Reinforcement of Other (DRO)** is when *any other* behavior is reinforced, instead of the undesired behavior.

**Differential Reinforcement of Incompatible (DRI)** is reinforcing *only* behaviors that when occurring, the undesired cannot occur.

**Differential Reinforcement of Alternative (DRA)** is reinforcing *only* behaviors that meet the same need, or function, as the undesired behavior.

**Appropriate Alternative Response (AAR)** is a behavior used specifically as a *replacement* for a targeted behavior.

(1) Come up with two DRO, DRI and DRA/AAR for each targeted behavior.

<table>
<thead>
<tr>
<th>Behavior Excess:</th>
<th>Skill Deficit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DROs:</td>
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<tr>
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<td></td>
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<td>DRIs:</td>
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<tr>
<td>DRAs/AARs:</td>
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(2) Please gather together, review and complete any previously assigned homework and bring all completed data and homework to the next training session for use in the discussion.
Session Six:

Behavior Intervention Plans (for Behavior Excesses)

Purpose:

To help the participants:

1. Understand how to create an effective Behavior Intervention Plan.

2. Understand how to effectively implement a Behavior Intervention Plan.

Preparation:

Before the participants enter the training session:

- Have a board to write on that all can see. Have writing utensils for the board.
- Have candy on hand, ready to give out at any moment.
- Have the attendees’ seats facing away from the direction of the board.
- Have a copy of the training agenda, and any other handouts, on the chairs of each participant.
- Stand in the entrance and welcome each participant.

A. Opening Attention Activity

(This activity continues to support the standard of full class participation and provides an opportunity for the trainer and participants to engage in the practice of a real-life scenario together, where principles of ABA are utilized. It also introduces more concepts of behavior analysis, specifically
SHAPING, and continues to strengthen the concept of personal
responsibility regarding participation in this training.)

1. **Previous Session Review**

*(During today’s activity, on your way to the board, ONLY give the participants a piece of candy, and praise their behavior, who turned their chair to face the board BEFORE you left the doorway to walk to the board.)*

- Go to the board. Deliver appropriate reinforcement along the way.
- Once you reach the board, recognize and praise the entire group for how well they turned their attention to front of the room in preparation for the review. Give added recognition and praise to those participants who immediately turned their chair to face the front after they entered the room.
- Thank the group, as a whole, for their participation in training thus far.

2. **Homework Check-up**

- Remind the group of the homework assignment from the previous session. Ask the participants to share examples of what they completed. Use this time to review differential reinforcement and appropriate alternative responses to inappropriate behaviors. Discuss any questions and concerns that are brought up. Have the participants take out all of their previously assigned homework to this date, and explain that they will be used in today’s session.
B. Discussion and Application

NOTE: At the end of each concept, ask questions to assess individual and group understanding. Do not introduce each next concept until the previous concept is clearly understood by participants.

1. **Behavior Intervention Plans (BIP) for Behavior Excesses:** This is used for reducing and changing a behavior excess. Before you create a BIP you must identify a behavior for targeting and gather data on the individual engaging in the targeted behavior and on the behavior itself. To do this you conduct a Functional Behavioral Assessment. Once the FBA is complete you must compile and analyze the data in order to determine a hypothesized function of the targeted behavior. Explain that they have already done this and now it is time to apply it. *Have the group fill out the BIP (Part One) In-Class Worksheet, using their completed homework, as you explain and walk them through the steps. Discuss any questions and/or concerns throughout the process.*

- **Format The FBA and Data Analysis:** This first portion of the BIP is important because it is what directs the intervention.

  - **Behavior Excess:** Re-name and operationally define the target behavior from FBA if necessary.

  - **Antecedents:** Compiled antecedents from FBA
• **Precursors:** Behaviors the individual engages in just before the target behavior.

• **Trigger:** the thing(s) that start the target behavior off.

• **Time:** time of day, week, month, year, etc., when the target behavior is more or less likely to occur.

• **People:** the target behavior is more or less likely to occur with whom? and around whom?

• **Place:** the target behavior is more or less likely to occur where?

• **Consequences:** Compiled consequences from the FBA. These are current (and prior), not future, consequences.

• **Frequency/Duration Data:** How many times and how long did the target behavior occur?

• **Function (Hypothesized):** Name the function (from the 5).

• **Appropriate Alternative Response (AAR):** Decide on a replacement that meets the same function as the target behavior.

• **Skills to Teach:** The individual may not know how to do the AAR. If not, you must teach it.

*Have the group fill out the BIP (Part Two) In-Class Worksheet, using Part One’s information and their completed homework, as you explain and walk them through the steps. Discuss any questions and/or concerns throughout the process.*
• **Prevention:** Number what you can do to manipulate the antecedents so that the target behavior doesn’t happen. Include steps to teach and reinforce the AAR.

• **Procedure:** Give a step by step process of solid consequence manipulations so that when the target behavior occurs, you can stop it. Include extinction.

(Now have the group practice using the BIP. Pair up the participants with partners and have them take turns playing the role of the “caregiver” and the “recipient”. Have the caregiver first follow the steps in the Prevention portion of the BIP with the recipient, while the recipient behaves appropriately. Then have the recipient engage in the target behavior and have the caregiver follow the steps in the Procedure portion of the BIP to stop the behavior. Discuss any questions and concerns that arise.)

2. **Implement Behavior Intervention Plans (BIP) for Behavior Excesses:** You must be prepared to follow the BIP 24/7/365.

• **No Deviation:** Stick to the plan. If the behavior isn’t changing, most likely you aren’t sticking to the plan.

• **Consistent and Constant:** Be consistent with your new consequences and constant with your new antecedents.

• **Continue Data Collection:** This helps you see progress and determine next steps.
3. **Homework**

- Participants are to practice implementing the BIP. Then answer the questions on the Homework Worksheet #6 which include: what you found easy and difficult, and why, what you liked and disliked about their experiences, and why, how many times they followed the BIP out of occurrences, Did they follow the BIP exactly every time, and why not, were they constant with the preventions, and were they consistent with the procedures. They are also to collect descriptive analysis data on each occurrence whether they used the BIP or not. They are to then bring them with them to the next training session for use in the discussion.

C. **Conclusion**

- Assessment/Recap content- Randomly ask participants questions regarding class content (allow peer help if needed).

- Open floor to any questions.

- Schedule dates and times that each participant can meet with the trainer in real-life settings so the trainer can observe the participant applying the training and provide coaching and feedback on the spot.

- Give reminders for next training session.
Behavior Intervention Plans (for Behavior Excesses)

1. Previous Session Review
   - Functional Behavioral Assessment (FBA)
   - Data Collection
   - Data Analysis
2. Homework Check-Up
3. Create Behavior Intervention Plans (BIP) for Behavior Excesses
   - Run a Functional Behavioral Assessment
   - Analyze the Data
   - Format The FBA and Data Analysis
     - Behavior Excess
     - Antecedents
       - Precursors
       - Trigger
       - Time
       - People
       - Place
     - Consequences
     - Frequency/Duration Data
     - Function (Hypothesized)
   - Appropriate Alternative Response
   - Skills To Teach
   - Prevention
   - Procedure
4. Implement Behavior Intervention Plans (BIP) for Behavior Excesses
   - No Deviation
   - Consistent and Constant
   - Continue Data Collection
5. Homework
6. Questions?
**BIP (Part One)**

**In-Class Worksheet**

**Behavior Excess:** Re-name and operationally define the target behavior from FBA if necessary.

**Antecedents:** Compiled antecedents from FBA. **Precursors:** Behaviors the individual engages in just before the target behavior. **Trigger:** the thing(s) that start the target behavior off. **Time:** time of day, week, month, etc., when the target behavior is more or less likely to occur. **People:** the target behavior is more or less likely to occur with whom? And around whom? **Place:** the target behavior is more or less likely to occur where?

**Consequences:** Compiled current (and prior) consequences from the FBA. Not future.

**Frequency/Duration Data:** How many times and how long did the target behavior occur?

**Function (Hypothesized):** Name the function (from the 5).

**AAR:** Decide on a replacement that meets the same function as the target behavior.

**Skills to Teach:** The individual may not know how to do the AAR. If not, you must teach it.
<table>
<thead>
<tr>
<th>Individual:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Behavior Excess:</td>
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<td>Function (Hypothesized):</td>
<td></td>
</tr>
<tr>
<td>AAR:</td>
<td></td>
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<tr>
<td>Skills to Teach:</td>
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</tr>
</tbody>
</table>
### BIP (Part Two)

**In-Class Worksheet**

**Prevention:** List what you can do to manipulate the antecedents so that the target behavior doesn’t happen. Include steps to teach and reinforce the AAR.

**Procedure:** Give a step by step process of solid consequence manipulations so that when the target behavior occurs, you can stop it. Include extinction.

<table>
<thead>
<tr>
<th>Prevention:</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Procedure:</th>
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<tbody>
<tr>
<td>1.</td>
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<td>4.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
</tr>
</tbody>
</table>
Homework Worksheet #6

(1) Once you have begun implementing the BIP, answer the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What part of the BIP implementation did you find easy, and why?</td>
<td></td>
</tr>
<tr>
<td>What part of the BIP implementation did you find difficult, and why?</td>
<td></td>
</tr>
<tr>
<td>What did you liked about your experiences, and why?</td>
<td></td>
</tr>
<tr>
<td>What did you liked about your experiences, and why?</td>
<td></td>
</tr>
<tr>
<td>How many times did you follow the BIP out of the total number of occurrences?</td>
<td></td>
</tr>
<tr>
<td>Did you follow the BIP exactly every time?</td>
<td></td>
</tr>
<tr>
<td>Were you constant with the preventions?</td>
<td></td>
</tr>
<tr>
<td>Were you consistent with the procedures?</td>
<td></td>
</tr>
</tbody>
</table>

(2) REMEMBER: Collect descriptive analysis data on each target behavior occurrence whether you used the BIP or not.

(3) Bring the completed worksheet and data to the next training session for use in the discussion.
Session Seven:

Task Analysis/Lesson Plans (for Skill Deficits)

Purpose:

To help the participants:

1. Understand how to create an effective Task Analysis.

2. Understand how to effectively implement a Task Analysis.

Preparation:

Before the participants enter the training session:

- Have a board to write on that all can see. Have writing utensils for the board.
- Have candy on hand, ready to give out at any moment.
- Have the attendees’ seats facing away from the direction of the board.
- Have a copy of the training agenda, and any other handouts, on the chairs of each participant.
- Stand in the entrance and welcome each participant.

A. Opening Attention Activity

(This activity continues to support the standard of full class participation and provides an opportunity for the trainer and participants to engage in the practice of a real-life scenario together, where principles of ABA are utilized.

It also continues to strengthen concepts of behavior analysis, specifically
SHAPING, and the concept of personal responsibility regarding participation in this training and general behavior management.

1. Previous Session Review

(During today’s activity, on your way to the board, ONLY give the participants a piece of candy, and praise their behavior, who turned their chair to face the board IMMEDIATELY after they entered the room.)

- Go to the board. Deliver appropriate reinforcement along the way.
- Once you reach the board, recognize and praise the entire group for how well they turned their attention to front of the room in preparation for the review. Give added recognition and praise to those participants who immediately turned their chair to face the front after they entered the room.
- Thank the group, as a whole, for their participation in training thus far.

2. Homework Check-up

- Remind the group of the homework assignment from the previous session. Ask the participants to share examples of what they completed. Go over the Homework Worksheet #6 responses and address any questions or concerns. Praise their overall work throughout the training and encourage them to continue implementing the BIP. Have the participants take out all of the same, previously assigned homework that they used to create the BIP, and explain that the data will be used again in today’s session.
B. Discussion and Application

NOTE: At the end of each concept, ask questions to assess individual and group understanding. Do not introduce each next concept until the previous concept is clearly understood by participants.

7. **Create Task Analysis (TA)/Lesson Plans (for Skill Deficits):** This is used to teach a new behavior or skill. It is also used to strengthen or improve a skill that requires assistance to be completed appropriately. Before you create a Task Analysis you must identify a skill for targeting and conduct a Reinforcement Inventory on the individual learning the targeted skill. Explain that they have already done this and now it is time to apply it. *(Have the group fill out the TA In-Class Worksheet, using their completed homework, as you explain and walk them through the steps. Discuss any questions and/or concerns throughout the process.)*

- **Identify a Target Skill:** This can be done when an AAR on a BIP needs to be taught, or by observing, or receiving report of, a skill that cannot be completed independently.

- **Operationally Define:** First give the skill a name (e.g., shoe tying, hand washing, etc.), then define it by listing out exactly what one would do to complete the task. Remember that this will very likely be the first introduction the individual has received to these steps. Do not assume the individual will be able to fill in any blanks. Give very
specific and clear step by step instruction. *(Before they fill this portion in, have them practice it with you by telling you the steps and see if you could follow them if they were newly introduced to you.)*

- **Determine Administrative Requirements:** There are requirements that must be in place in order to determine that the lesson is set up for success.

- **Instruction:** This is a word, or phrase, which indicates that it is time for the individual to begin the task. It should briefly state what is to be done (e.g., “Wash your hands.”).

- **Materials:** This is a list of all of the materials necessary to successfully complete the task. Once the full Task Analysis is created, run through it yourself a few times to make certain you have listed every necessary material to complete the task. Include the reinforcers you will use for the task.

- **Location:** This is where the lesson will be conducted. Be consistent with the location for the lesson. Once the Task Analysis is successfully completed, you should run it in other locations to support generalization.

- **Reinforcers:** This is a list of the reinforcers that will be used for this TA. Include tangibles and praise.

1. **Implement Task Analysis (TA)/Lesson Plans (for Skill Deficits):** The frequency of running lessons with the TA can vary. Try to run a lesson at least
once a day. It is important to note that if you do not have enough time (or patience) in that moment to appropriately complete the lesson (keeping in mind behavior excesses), it is better NOT to run it. If you start a lesson, it is important that you follow it through to the end.

- **Prompt Scale:** This is a list of prompts to use when running the lesson. A prompt is some action the caregiver does which helps the lesson recipient, themselves, complete a step or task. There are many prompts. “Doing” the step or task “for them” is not one of them. The first two use physical contact (more intrusive), and the rest do not (less intrusive). The scale lists them from most to least intrusive which is the typical order to follow. When using a Full Physical (hand over hand) prompt, you take physical control over, and use the individual’s body to complete the step or task. When using the Partial Physical prompt, you physically guide the individual’s body to complete the step or task. When using the Model prompt, you do the step or task for them to see and then reset it for them to do. When using the gestural prompt, you motion to the individual (without touching anything) what to do to complete the step or task. When using the positional prompt, you position something in such a way that is makes it more likely for the individual to complete the task. When the individual is independent, you do nothing and they complete the step or task alone. There is NO place for verbal prompting (saying what to do for each step) when using a TA because it hinders the fading process. There are only two
appropriate times to speak during the lesson, when giving the initial
instruction (e.g., wash your hands), and when delivering the praise once the
task is complete (e.g., Great job washing your hands!).

- **Fading:** This is when you transition from a more intrusive prompt to a less
  intrusive prompt. The goal when implementing a TA is to fade all prompts
  (from most to least) to independence. When the individual can complete
  the steps in a TA independently, the TA for that skill can be terminated.

(Now have the group practice using the TA. Pair up the participants with
partners and have them take turns playing the role of the “caregiver” and
the “recipient”. Have the caregiver implement the full lesson with the
recipient, who has NEVER done the task independently before. Have them
pay special attention to prompting and fading. Discuss any questions and
concerns that arise.)

2. **Homework**

- Participants are to practice implementing the TA. Then answer the
  questions on the worksheet which include: what they found easy and
difficult, and why, what they liked and disliked about their experiences,
and why, how many times they us the TA to run the lesson out of the actual
number of times the task was done, If they didn’t run the lesson but the
task was still done, why didn’t they run it, did they do any of the steps or
task for them, did they use verbal prompts and were they able to fade any
prompts. They are to then bring them with them to the next training session for use in the discussion.

C. Conclusion

- Assessment/Recap content- Randomly ask participants questions regarding class content (allow peer help if needed).
- Open floor to any questions.
- Schedule dates and times that each participant can meet with the trainer in real-life settings so the trainer can observe the participant applying the training and provide coaching and feedback on the spot.
- Give reminders for next training session.
One-size-fits-all

Behavior Management Training Agenda

Session Seven:

Task Analysis/Lesson Plans (for Skill Deficits)

1. Previous Session Review
   • Behavior Intervention Plans
2. Homework Check-Up
3. Create Task Analysis/Lesson Plans (for Skill Deficits)
   • Identify a Target Skill
     • Operationally Define
   • Determine Administrative Requirements
     • Instruction
     • Materials
     • Location
     • Reinforcers
4. Implement Task Analysis/Lesson Plans (for Skill Deficits)
   • Prompt Scale
   • Fading
5. Homework
6. Questions?

NOTES
# In-Class Worksheet

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Materials</th>
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<th>Location</th>
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<table>
<thead>
<tr>
<th>Reinforcers</th>
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</table>

Individual ____________ Lesson ____________ Month/Year ____________

Prompt Scale:

- **Ph** [Physical], **Pph** [Partial physical], **M** [Model], **G** [Gesture], **Pos** [Positional], **I** [Independent]

<table>
<thead>
<tr>
<th>Steps:</th>
<th>Day:</th>
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Initials:

/#/#:

% correct:
Homework Worksheet #7

(1) Once you have begun implementing the TA, answer the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What part of the TA implementation did you find easy, and why?</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>What did you liked about your experiences, and why?</td>
<td></td>
</tr>
<tr>
<td>What did you liked about your experiences, and why?</td>
<td></td>
</tr>
<tr>
<td>How many times did you run the lesson out of the total number of time the task was done?</td>
<td></td>
</tr>
<tr>
<td>If you didn’t run the lesson, but the task was still done, why didn’t you run it?</td>
<td></td>
</tr>
<tr>
<td>Did you do any of the steps, or task, for them? If “yes”, why?</td>
<td></td>
</tr>
<tr>
<td>Did you use verbal prompts? If “yes”, why?</td>
<td></td>
</tr>
<tr>
<td>Were you able to fade any prompts? If “no”, why not?</td>
<td></td>
</tr>
</tbody>
</table>

(2) Bring the completed worksheet and data to the next training session for use in the discussion.
Session Eight:

Updating and Ending Intervention, Troubleshooting, Tricks of the Trade,

Training Review and Assessment

Purpose:

To help the participants:

1. Be comfortable and confident in applying their understanding of the nature of behaviors.

2. Be comfortable and confident in applying the behavior management tools and techniques they received throughout training.

3. Be prepared to effectively handle any behavior management situation they are confronted with.

Preparation:

Before the participants enter the training session:

- Have a board to write on that all can see. Have writing utensils for the board.
- Have candy on hand, ready to give out at any moment.
- Have the attendees’ seats facing away from the direction of the board.
- Have a copy of the training agenda, and any other handouts, on the chairs of each participant.
- Stand in the entrance and welcome each participant.
A. Opening Attention Activity

(This activity continues to support the standard of full class participation and provides an opportunity for the trainer and participants to engage in the practice of a real-life scenario together, where principles of ABA are utilized. It also continues to strengthen concepts of behavior analysis, specifically SHAPING, and the concept of personal responsibility regarding participation in this training and general behavior management.)

1. Previous Session Review

(During today’s activity, on your way to the board, ONLY give the participants a piece of candy, and praise their behavior, who turned their chair to face the board IMMEDIATELY after they entered the room.)

- Go to the board. Deliver appropriate reinforcement along the way.
- Once you reach the board, recognize and praise the entire group for how well they turned their attention to front of the room in preparation for the review. Give added recognition and praise to those participants who immediately turned their chair to face the front after they entered the room.
- Thank the group, as a whole, for their participation in training thus far.

2. Homework Check-up

- Remind the group of the homework assignment from the previous session. Ask the participants to share examples of what they completed. Go over
the worksheet responses and address any questions or concerns. Praise their overall work throughout the training and encourage them to continue implementing the TA.

B. Discussion and Application

NOTE: At the end of each concept, ask questions to assess individual and group understanding. Do not introduce each next concept until the previous concept is clearly understood by participants.

1. Updating and Ending Intervention: Remember the goal of behavior management includes individual independence. It is important to continue collecting data in order to keep track of progression.

   - Chart Progress: Use the data to chart progress and, as needed, make changes to BIPs and TAs to strengthen and support success.

   - Generalization: For highest independence, once a behavior is changed and/or a skill is acquired, practice it with the individual in various locations and with various people.

2. Troubleshooting: Utilize the broad behavioral understanding, along with the behavioral tools and techniques, acquired throughout this entire training to deal with any behavioral problem you may encounter.

3. Tricks of the Trade: These are some additional techniques and tools that can help you in your daily quest for behavior management:
• Tone it Down: Use a neutral tone as often as possible unless you are giving praises.

• Give Time Warnings: If you are going to remove someone from something, or something from someone, that is reinforcing, give them a warning before you do (e.g., “one more minute and then it’s time to…”) and let them know when access to that reinforcer will return (e.g., “ok, it’s time for…you can…again in three hours”).

• Find the Good and Praise it: Seek out appropriate acts to reinforce. Be creative. They are everywhere, and if someone is busy trying to do all of those things that you keep reinforcing, they won’t have much time to do the undesired things.

• Find the “Yes” and lose the “No”: “No” is used too much. If your typical response to a question of permission is “no”, try skipping the “no” and just respond with what they do have permission for (e.g., your student asks, “can I sit with my friend?” instead of “no” say, “you can sit in this seat or that seat” or even better, “today, you can sit in your assigned seat and on Friday you can sit with your friend”). You can even take this a step further and validate their inquiry first before giving your “yes” (e.g., your son asks for ice cream at an inappropriate time. Instead of “no”, say, “Mmm, ice cream does sound good. It is almost dinnertime now, so let’s have some after dinner.”)
• Do stop using “Don’t”: Similar to the previous one, this focuses on the positive. Instead of telling someone what NOT to do. Tell them what TO DO. When you say “don’t”, it may not actually lead to what you want to happen (e.g., “don’t leave your socks on the floor.” could lead the socks to be left any number of places when you actually want them put in the hamper). Try using “Do” to start your instruction.

• Tell instead of Ask: When giving an instruction, politely state what needs to be done, instead of asking. Asking opens the expected responses to either “yes” or “no”. If you expect “yes”, then DO NOT ASK. For example, try cutting out the “do you want to” and “will/would/could you” and simply start using “It’s time to/for…”. You can throw a “please” in at the end for politeness.

• Offer Choices: Sometimes you can offer choices someone else to help motivate a behavior (e.g., It’s time for your bath. Do you want to use the blue soap or the green soap?). Be creative. Build behavioral motivation.

• Use Shaping: This is when, while teaching a desired behavior, you reinforce the response that is closest to the actual desired behavior, and then reinforce the response that is the next closest, then the next and next, until the actual desired behavior is achieved. (To give an example for this, explain how you used shaping to have them achieve the desired behavior of turning the chair to the front at the beginning of the session.)
4. **Full Review:** Explain that a final assessment worksheet will be completed by each participant to assess the understanding of the information covered over the last eight sessions. Ask for any questions or concerns regarding anything covered throughout the entire training period. You may want to read these topics aloud as a reminder of what was covered:

- **Philosophy and Science of Behaviorism**
- **Principles of Behavior**
- **Antecedents**
- **Consequences**
- **Behavior Excess**
- **Skill Deficit**
- **Behavior Cycle**
- **Reinforcement**
- **Punishment**
- **Extinction**
- **Functions of Behaviors**
- **Differential Reinforcement**
- **Appropriate Alternative Response**
- **Functional Behavioral Analysis**
- **Data Collection**
- **Data Analysis**
• Behavior Intervention Plans (for Behavior Excesses)
• Task Analysis/Lesson Plans (for Skill Deficits)

5. **Training Assessment:** Have the group do the Final Assessment In-Class Worksheet.

6. **Schedule Follow-Up:** Schedule dates and times that each participant can meet with the trainer in real-life settings so the trainer can observe the participant applying the training and provide coaching and feedback on the spot.

C. **Conclusion**

• Open floor to any questions.

• Thank all for participation.
Behavior Management Training Agenda

Session Eight:

Updating and Ending Intervention, Troubleshooting, Tricks of the Trade,

Training Review and Assessment

1. Previous Session Review
   • Task Analysis/Lesson Plans (for Skill Deficits)
2. Homework Check-Up
3. Updating and Ending Intervention
   • Chart Progress
   • Generalization
4. Troubleshooting
5. Tricks of the Trade
6. Full Review
   • Philosophy and Science of Behaviorism
   • Principles of Behavior
   • Antecedents
   • Consequences
   • Behavior Excess
   • Skill Deficit
   • Behavior Cycle
   • Reinforcement
   • Punishment
   • Extinction
   • Functions of Behaviors
   • Differential Reinforcement
   • Appropriate Alternative Response
   • Functional Behavioral Analysis
   • Data Collection
   • Data Analysis
   • Behavior Intervention Plans (for Behavior Excesses)
   • Task Analysis/Lesson Plans (for Skill Deficits)
7. Training Assessment
8. Schedule Follow-Up
9. Questions?
**Tricks of the Trade**

These are some additional techniques and tools that can help you in your daily quest for behavior management:

1. **Tone it Down:** Use a neutral tone as often as possible unless you are giving praises.

2. **Give Time Warnings:** If you are going to remove someone from something, or something from someone, that is reinforcing, give them a warning before you do (e.g., “one more minute and then it’s time to…”) and let them know when access to that reinforcer will return (e.g., “ok, it’s time for…you can…again in three hours”).

3. **Find the Good and Praise it:** Seek out appropriate acts to reinforce. Be creative. They are everywhere, and if someone is busy trying to do all of those things that you keep reinforcing, they won’t have much time to do the undesired things.

4. **Find the “Yes” and lose the “No”:** “No” is used too much. If your typical response to a question of permission is “no”, try skipping the “no” and just respond with what they do have permission for (e.g., your student asks, “can I sit with my friend?” instead of “no” say, “you can sit in this seat or that seat” or even better, “today, you can sit in your assigned seat and on Friday you can sit with your friend”). You can even take this a step further and validate their inquiry first before giving your “yes” (e.g., your son asks for ice cream at an inappropriate time. Instead of “no”, say, “Mmm, ice cream does sound good. It is almost dinnertime now, so let’s have some after dinner.”)

5. **Do stop using “Don’t”:** Similar to the previous one, this focuses on the positive. Instead of telling someone what NOT to do. Tell them what TO DO. When you say “don’t”, it may not actually lead to what you want to happen (e.g., “don’t leave your socks on the floor.” could lead the socks to be left any number of places when you actually want them put in the hamper). Try using a “Do” to start your instruction.

6. **Tell instead of Ask:** When giving an instruction, politely state what needs to be done, instead of asking. Asking opens the expected responses to either “yes” or “no”. If you expect “yes”, then DO NOT ASK. For example, try cutting out the “do you want to”; “will/would/could you” altogether and start simply using “It’s time to/for…”. You can throw a “please” in at the end for politeness.
(7) **Offer Choices:** Sometimes you can offer choices to help motivate a behavior (e.g., It’s time for your bath. do you want to use the blue soap or the green soap?). Be creative. Build behavioral motivation.

(8) **Use Shaping:** This is when, while teaching a desired behavior, you reinforce the response that is closest to the actual desired behavior, and then reinforce the response that is the next closest, then the next and next, until the actual desired behavior is achieved.
# Final Assessment

## In-Class Worksheet

<table>
<thead>
<tr>
<th>Date:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has behaviors?</td>
<td>Are behaviors “good” or “bad”?</td>
</tr>
<tr>
<td>What is an Antecedent?</td>
<td>What do antecedents do to behaviors?</td>
</tr>
<tr>
<td>What is a Consequence?</td>
<td>What do consequences do to behaviors?</td>
</tr>
<tr>
<td>Draw and label a behavior cycle on the back of this worksheet.</td>
<td></td>
</tr>
<tr>
<td>When is it possible to redirect?</td>
<td>When is it impossible to teach/learn?</td>
</tr>
<tr>
<td>What is the Function of a behavior?</td>
<td>What are the 5 functions?</td>
</tr>
<tr>
<td>What are the three consequences, and what do they do to behaviors?</td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>What does positive mean?</td>
<td>What does negative mean?</td>
</tr>
<tr>
<td>How do you use extinction to against an attention behavior?</td>
<td></td>
</tr>
<tr>
<td>How do you use extinction against an escape behavior?</td>
<td></td>
</tr>
<tr>
<td>What are three types of direct data?</td>
<td>What does indirect data include?</td>
</tr>
<tr>
<td>Why collect descriptive analysis data?</td>
<td></td>
</tr>
<tr>
<td>List three differential reinforcements and what they are used for?</td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>What does AAR stand for? What’s another name for it? Why is it important?</td>
<td></td>
</tr>
<tr>
<td>What is the key to preventing targeted behaviors?</td>
<td></td>
</tr>
<tr>
<td>What is the key to stopping targeted behaviors?</td>
<td></td>
</tr>
<tr>
<td>What are the two helps that are not on the prompt scale?</td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your participation!
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