

Better Behavior

October 2016

Special Education Service Agency - SESA

Identify



Challenging behavior can be identified because it can disrupt daily life, damage relationships, cause stress and be unsafe. Behavior can be changed with positive support methods.

Describe



Describe the behavior by clearly stating what is actually being done. This helps everyone to communicate more effectively.

Function



Use your ABC's to determine why a behavior is occurring. Knowing why can help you find alternatives and strategies.



Strategies

The best strategy is making gradual changes. It is OK to start your new plan for only part of a day and then work up to it always being in place. There is not a right or wrong way, but instead think of the Old vs. the New way. Plan ahead for times when you know that you can not do things as planned. These are different days and that's OK too! There may even be another parent who can help with some feedback.

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Use your ABC's

Antecedent – The Trigger

What happens right before the behavior; what starts the behavior cycle in motion.

Behavior – What You Observe

What you can see, hear and clearly describe as what someone does.

Consequence – The Result

What you do, how the environment changes or what someone else does as a result of the behavior.



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30 Years

Questions?

Give SESA a call or check
out our website.

(907) 334 – 1300
www.sesa.org

Types of Behavior:

Acceptable – This is what we want more of! The expectations and the ability to change our behavior based on the environment. Example: Doing what is expected of you.

Social – The ability to read the people around you and understand the significance of different social roles as well as how another person's mood may impact how you should act around them. Example: Noticing that people are bored and being able to get their attention again.

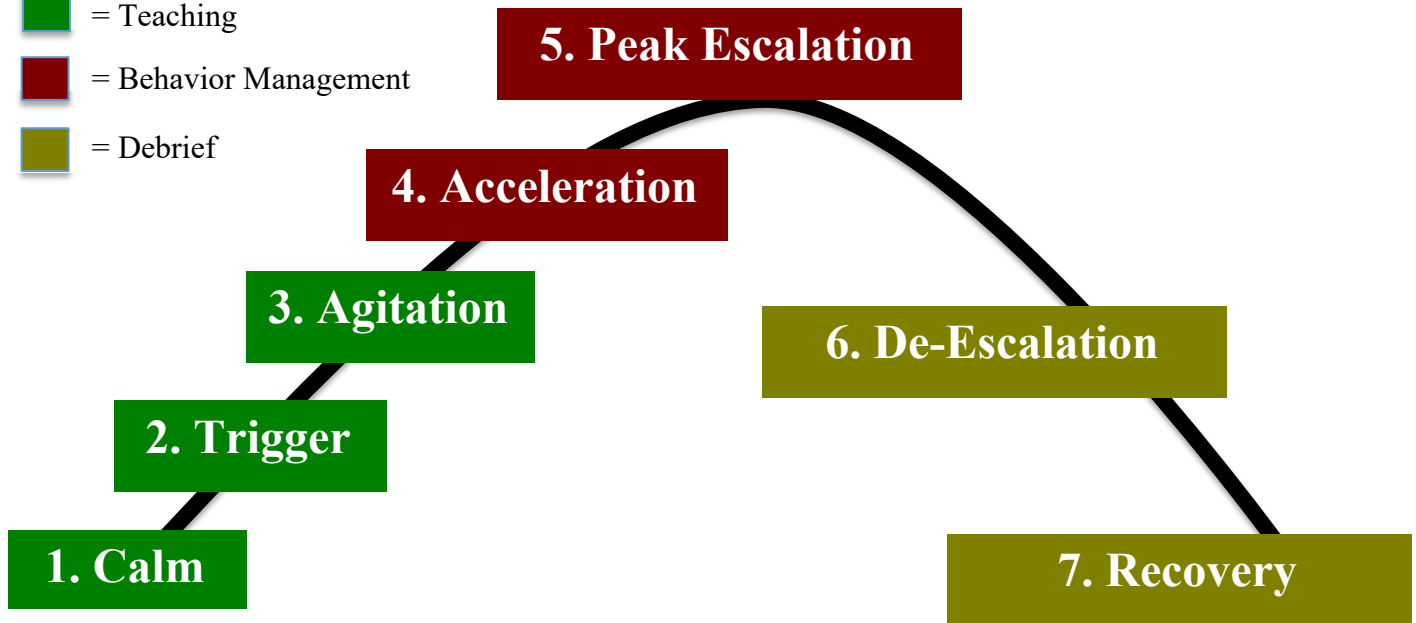
Emotional – The ability to express and process emotional information. Coping strategies and the ability to make healthy choices comes from knowledge of self. Example: Noticing a friend looks sad and being able to give them space or how to cheer them up.

Communication – The ability to express oneself and to be able to access information, or share information, with others. Example: Being able to say that you need or want something.

Maladaptive – Negative behaviors that develop when there are no other appropriate strategies available. Example: Hitting, Lying, Stealing.

Deficit – Behaviors that occur when someone may be able to do something, but not well enough for it to be impactful. This reflects a lack of skill or fluency in a given area. Example: Not knowing the words to say what you are thinking.

- = Teaching
 = Behavior Management
 = Debrief



Remember to start with small goals and to build success gradually.

+Use Visuals +Be Fair +Stay Positive
 +Small Steps +Take Notes +Use Contracts

If the function is to gain attention:

+Special Jobs	+Work Together	+1:1 Time
Give a special job to reward listening skills.	Do a chore together to practice and support.	Spend extra time together after homework

If the function is to avoid something:

+Short Tasks	+Choices	+Passes
Break jobs down and spread them out over time.	Offer fare choices between jobs or chores	Give a free pass for appropriate behavior

Escalation Cycle

- 1) Calm – Discuss options, Practice new behaviors, Teach new skills
- 2) Trigger – Cue new or desired behavior
- 3) Agitation – Make Space, Give Choices, Stay Calm
- 4) Acceleration – Provide alternatives, Praise the new even if it isn't perfect
- 5) Peak Escalation – Clear area, Seek help, Manage Behavior Safely
- 6) De-escalation – Praise calming down, Take mental notes, Be patient, De-Brief
- 7) Recovery – Natural Consequences, Routines