

## KERNELS OF BEHAVIOR CHANGE

<b>Effective Reinforcers</b>	<p>Provide the student with reinforcers to increase desired behavior. <u>Reinforcers must be of value to the student to get behavior change</u></p> <p><i><u>Increases</u> academic skills, social skills, work completion <u>Decreases</u> aggression, impulsivity</i></p>
<b>Deep Breathing</b>	<p>Teach the student to breathe through their nose when upset by having the student place their hand on their tummy and make their hand go up and down with each breath</p> <p><i><u>Increases</u> the ability to think; <u>Decreases</u> reactions of panic, anxiety, and hostility</i></p>
<b>Structured Peer Play</b>	<p>Plan and supervise structured play activities that involve following rules, taking turns, and social skills. Board games are great for teaching social skills, as are games such as Red Light/Green Light, Simon Says, etc.</p> <p><i><u>Increases</u> academic skills, social skills <u>Decreases</u> aggression, impulsivity</i></p>
<b>Practice, Practice</b>	<p>Repeat the desired behavior many times (use role plays, practice in different settings with different people, practice until the skill is mastered and can be done independently)</p> <p><i><u>Increases</u> skill levels, confidence, compliance <u>Decreases</u> noncompliance, frustration, and aggression</i></p>
<b>Written Praise</b>	<p>Write short, positive behavior notes for appropriate behaviors. Praise effort and the use of appropriate strategies</p> <p><i><u>Increases</u> social skills, work completion, peer relations <u>Decreases</u> vandalism, aggression</i></p>
<b>Verbal Praise</b>	<p>Student receives spoken praise for performing a desired behavior</p> <p><i><u>Increases</u> cooperation, social skills, academic skills <u>Decreases</u> disruptive behaviors</i></p>
<b>Positive Greetings</b>	<p>Greet students in a positive way every day. Target students who may be having difficulties. Use their name and take a personal interest in them.</p> <p><i><u>Increases</u> attachment, security, social status <u>Decreases</u> aggression and hostility</i></p>

<b>Active Play</b>	<p>Engage in active play with the student (students learn how to “rev” up and then bring themselves down by watching you, can learn about fairness, rules, and non-verbal cues)</p> <p><i><u>Increases</u> compliance, work completion, positive interactions with adults <u>Decreases</u> aggression</i></p>
<b>“No Talk” Transition Cues</b>	<p>Use visual, auditory, or touch cues to shift attention</p> <p><i><u>Increases</u> time-on-task <u>Decreases</u> transition difficulties, time off task</i></p>
<b>Grandma’s Rule</b>	<p>“If you do this....you can/get to do this”</p> <p><i><u>Increases</u> compliance <u>Decreases</u> inattention, impulsivity, noncompliance, disruptive behaviour</i></p>
<b>Time Out</b>	<p>Student sits in a quiet spot away from reinforcement. This is not a punishment, it should be taught as a coping skill that allows the student to regain control. Usually give the student 1 minute for every year of age.</p> <p><i><u>Increases</u> teacher effectiveness <u>Decreases</u> noncompliance, mood outbursts, arguing, tantrums</i></p>
<b>Sit and Watch</b>	<p>Student is removed very briefly from an activity and given a chance to just watch others, then highly reinforced for rejoining the activity appropriately</p> <p><i><u>Increases</u> getting along with others <u>Decreases</u> disruptions, aggression, dangerous behavior</i></p>
<b>Private Reprimands</b>	<p>Give short, corrective feedback without threat or intense emotion. Give reprimands privately with a sign or note. Avoid creating feelings of threat or intense emotion (keep calm and use a gentle voice).</p> <p><i><u>Increases</u> adult effectiveness <u>Decreases</u> inattention, aggression, disruptive behaviors</i></p>
<b>Response Cost</b>	<p>Student earns points for desired behavior but can also lost points for inappropriate behavior</p> <p><i><u>Increases</u> adult effectiveness <u>Decreases</u> inattention, disruption, impulsivity</i></p>