

A large, irregular blue watercolor splash serves as the background for the text. The splash is centered and has a soft, painterly texture with varying shades of blue. The text is overlaid on this splash, with the main title in large, bold, black capital letters and the authors' names in smaller, bold, black capital letters below it.

BEHAVIOR AND COMMUNICATION

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What is behavior?

Behavior is ANYTHING that a person does that can be observed and is measurable.

1. Behavior is **COMMUNICATING** something to us
2. Humans behave to get their wants and needs met
3. We only behave in ways that work
 - If the behavior continues, how is that behavior getting reinforced?
4. As adults, we have to change our behavior to ensure the inappropriate behavior no longer works
5. Must be teaching replacement behaviors while shaping undesired behavior
 - The child cannot do the undesired behavior if they are busy doing the taught desired behavior



**Tell them WHAT to do, not what NOT
to do**

Compliance VS Cooperation

Consequences have the power to **INCREASE or DECREASE** behavior

Reinforcement

Anything that occurs
after a behavior that
INCREASES the
likelihood of the
behavior occurring again
in the future

VS.

Punishment

Anything that occurs
after a behavior that
DECREASES the
likelihood of the
behavior occurring again
in the future

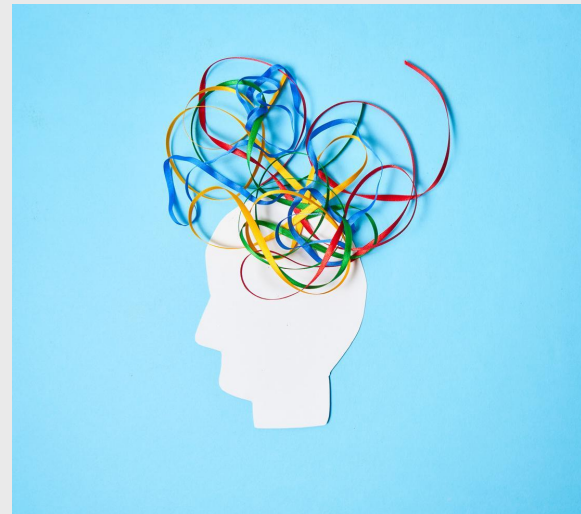
Consequences are defined by the effect they have on behavior.
Consequences are **NOT** defined by the effect **YOU** intended them to have on
behavior.

Where it all goes wrong



Excess

Too much behavior



Deficits

- Not enough of the behavior
- Usually indicates lack of a necessary skill



Inappropriate

stimulus control

Wrong place, wrong time,
wrong people

Proactive Strategies



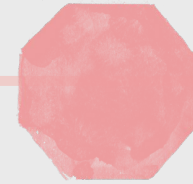
Remain Calm

Keep your voice and
face neutral.



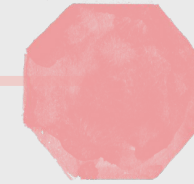
Use Fewer Words

Don't take it
personally.



Control your own actions

Take away eye
contact.



Keep emotions away

Ignore the junk

Ignore the Junk

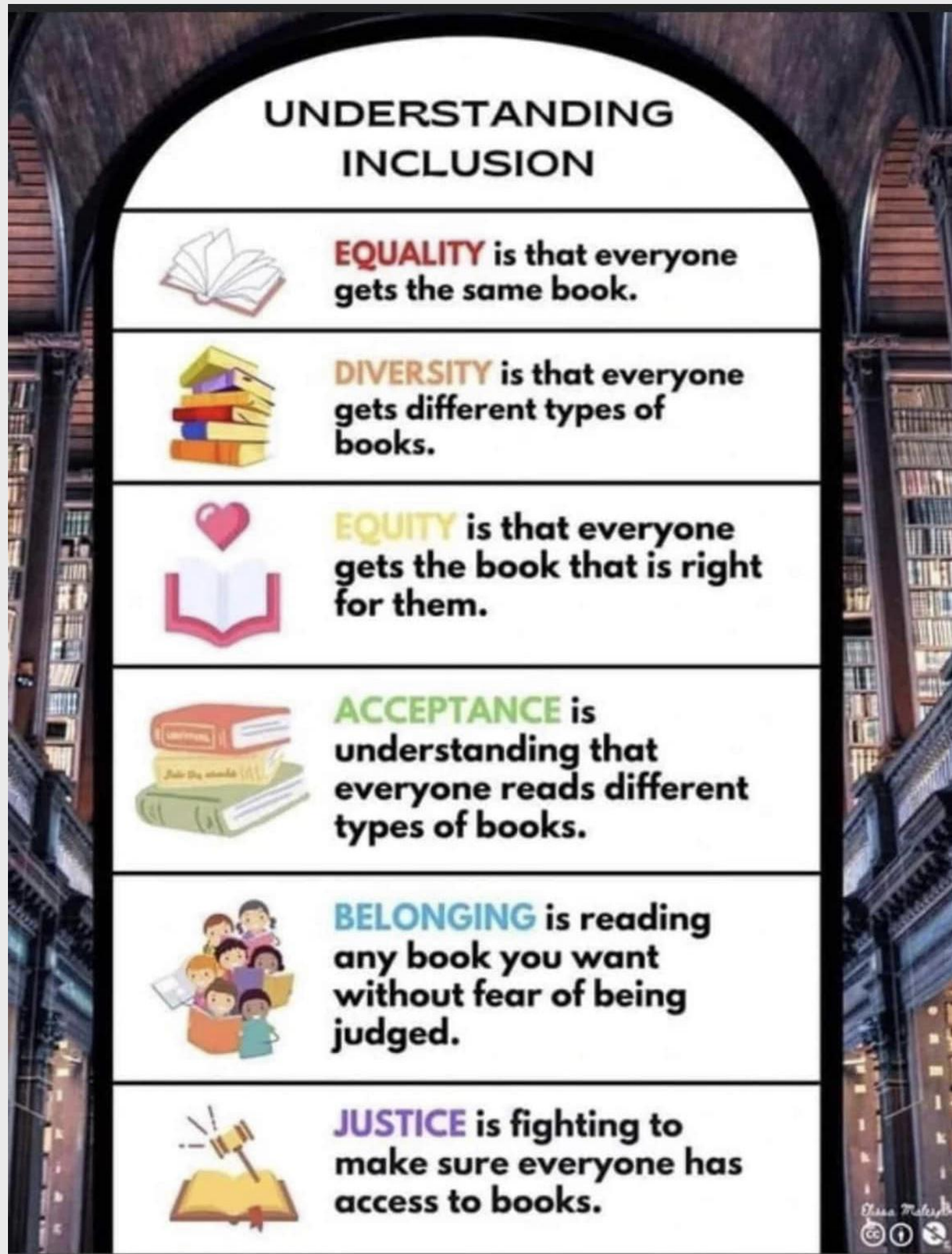
Junk behavior is behavior that is not harmful or destructive.

It is just annoying

You have the power to ignore junk behavior

- Don't say anything about it
 - Don't react to it
- Do an activity independent of the child
 - Pivot praise
- Catch the child doing a desired behavior or re-direct calmly

Creating Inclusive Environments

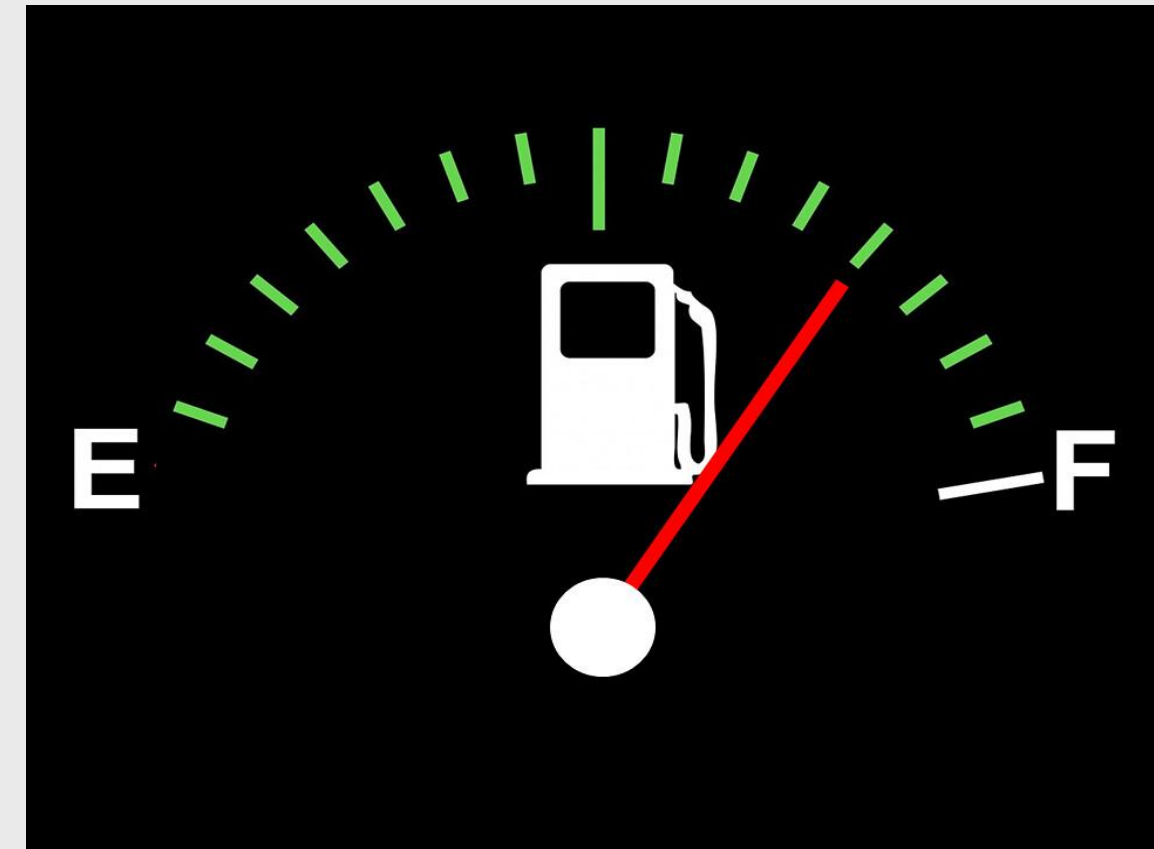
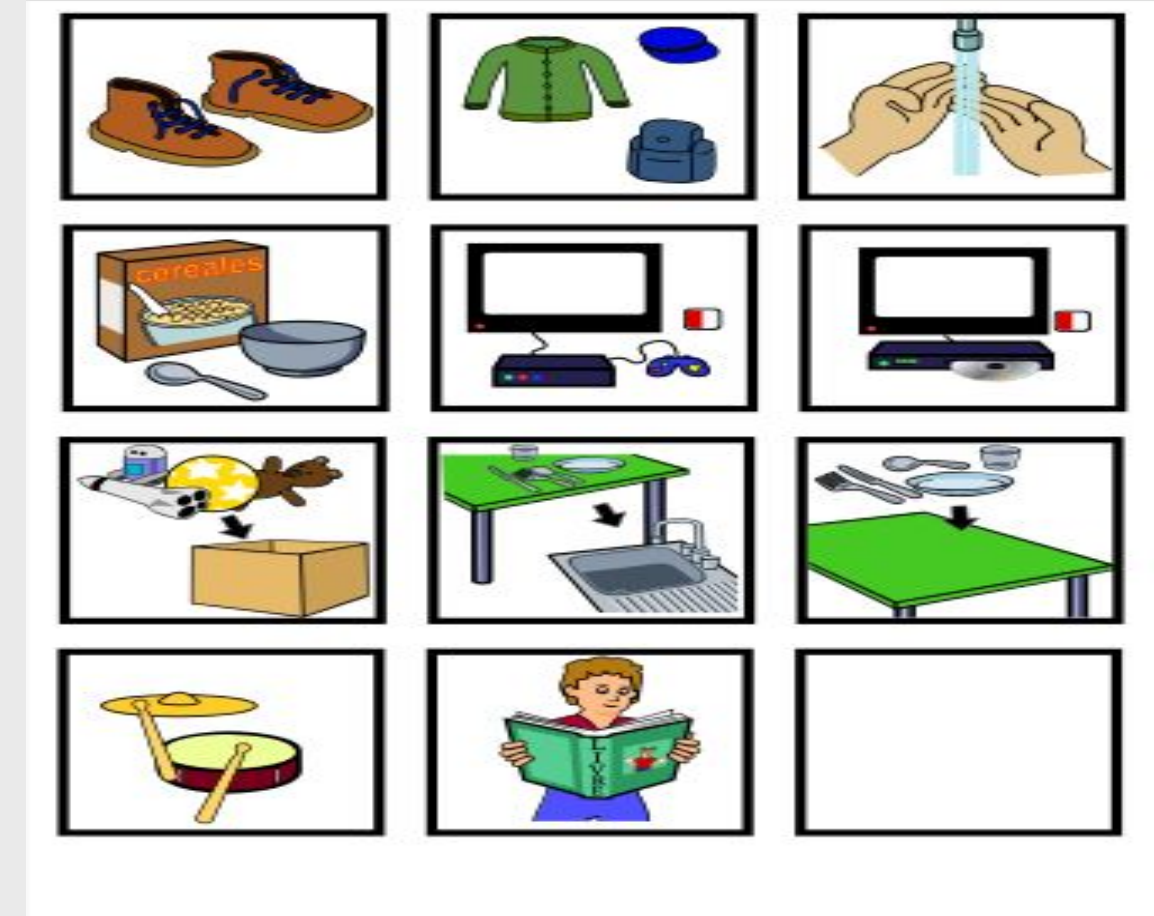


1. Remember that “inclusive” is a spectrum, not a placement.
2. Inclusion is the students best interest, not what is best for our schedules
3. Giving students what they need to be successful
4. Fair does not mean equal

Visuals

Visuals are important for all students,
not just Special Education students

- We have to teach students what visuals mean (Be explicit! “Look both ways”)
- You have to stick with it (and it may take a while!)
- Students cannot argue with a piece of paper
 - Use across settings and across people
 - How do adults use these everyday?



Visuals

Turn over your note card and listen to the directions

1. Processing time, in a reasonable manner– our goal is to shorten
2. Flexibility– Thinking about IEP and what it means– each student has very different needs, regardless of eligibility category– know what their needs are and teach their teams!



Questions???

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A large, horizontal, green brushstroke with a textured, painterly appearance, located in the upper half of the image.

THANK YOU!

**Remember- the only behavior we can
control is our own**