

Behavior Bootcamp

Todd Streff, M.S., BCBA
Todd@greatstrides.cc

Jill Sederburg
Rolla Public Schools



What's the plan???

- Comprehensive behavior and skill assessment
 - Behavior, Curriculum, Prompting, and related concerns
- Development or refinement of an ABA program plan
- Expert implementation of the plan
- Staff observation, participation and mastery of teaching and behavioral strategies that work best for the student
- A concentrated dose of intensive behavioral programming to give the student a rapid boost in skill development and behavioral progress

Behavior

- Behavior is just not targeted enough!!!!
- Reinforcers are not powerful enough, used correctly, developed appropriately...

**Bribery
vs.
Reinforcement**

<u>BRIBERY</u>	<u>REINFORCEMENT</u>
CHILD IS DISRUPTIVE & PROMISED REINFORCEMENT IF BEHAVIOR STOPS	CHILD IS EXHIBITING APPROPRIATE BEHAVIOR & RECEIVES REINFORCEMENT

WHAT'S THE PROBLEM WITH BRIBERY?

- IT USUALLY WORKS IMMEDIATELY!
- IT REINFORCES THE DISRUPTIVE BEHAVIORS
- IT FACILITATES NEGOTIATION
- IT REDUCES INDEPENDENCE
- CANNOT THIN REINFORCEMENT SCHEDULE

Behavior

- Behavior is just not targeted enough!!!!
- Reinforcers are not powerful enough, used correctly, developed appropriately...
- Have not identified the correct function / purpose of the behavior.
- Not targeting replacement skills

Curriculum

- Learning how to learn skills are not effectively targeted.
- Curriculum does not target foundational skills
- Not enough intensity

Prompting

- Too eager to prompt
 - Doesn't give student opportunity to think, be independent, or deal with frustration
- Rarely follow prompted trial with lesser prompted trial
- Not using a variety of prompts and less intrusive
- Providing irrelevant and/or unnecessary prompts

Other Issues

- Schedule doesn't provide enough opportunity for meaningful teaching
- Pacing is too quick
- Too many accommodations
- Data is rarely taken
- Too much disparity in ages and functioning levels

More Issues

- Not enough communication
- Not finishing trials
- Students do not understand the contingency / expectations
- Not facilitating Independence:
 - Probing, thinning reinforcement, fading aides, less intrusive prompts, retrialing, not asking necessary questions

The School Setting

- What teacher will help with bootcamp?
 - Willing to take direction
 - Willing to follow through with direction
 - Strong-willed and Patient
- We don't have enough time!
 - It will save time later
- This isn't teaching academics!
 - You can't teach academics until you have compliance.

Location and Timing

- Small room with table and chairs
- Away from main office/parent entrance
- During Spring/Winter/Summer break?
- Activity day or field trip day (Not MAP testing week)

"Fix'em"

- Change in teaching method
 - Teach the reinforcement system -- Consistent use of positive reinforcement system (ring stacker, tickets, numbers)
 - Then work on academic skills -- Work on goals through reinforcement system (OT, PT, speech)

Bootcamp – School perspective

- Day 1
 - Crying, screaming fits (Child and Teacher)
 - Reinforcement system is taught and usable
- Day 2
 - Mastery of reinforcement system
 - Introduction of new skills through reinforcement system
