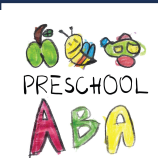# Behaviour modification

ABC of behaviour?

For Primary and Preschool Teachers

By the end of this module, learners will be able to:

1. Understand behaviour modification

2. Define behaviour

3. Identify antecedents and consequences of behaviour

4. Use a simple ABC data collection tool

5. Understand the difference between challenging behaviour and other behavioural disorders

Introduction

Behaviour Analysis – the science of behaviour:

- Behaviourism – philosophal approach in understanding the behaviour;
  - Experimental behaviour analysis – basic research (Pavlov, Watson, Throndike, Skinner);
    - Applied behavior analysis and practice – applied research, use strategies to promote socially important behaviour change.

Behaviour modification

- Procedures involving analysing and modifying environmental events to change behaviour;

- **Behaviour excesses** – too much of behaviour, with the aim to decrease it (self-stimulatory behaviour, tantrums)

- **Behaviour deficits** – too little of behaviour, with th e aim to increase it (communication, play skills, social skills).

Behaviour

- Anything what person does or say (or thinks).

Behaviour label vs Behaviour definition

Is it a behaviour label or behaviour definition?

Angry
- Label

Being bad
- label

Defiant
-   Label

Moaning loudly
- Definition

Banging a fist on the table
- Definition

Pulling hair
- Definition

Describe the behaviour in observable and measurable terms

Behaviour definition

Objective: observable behaviour

Clear: readable, specifically defined

Complete: included vs. excluded

A good characterisation of a behaviour is one where, after reading it, different people observing the behaviour agree that the behaviour occurred.

Active student response (ASR)

- *Is this a good behaviour definition?*

Episodes of agitation - defined as an episode of crushing things (food or materials in the classroom), rubbing ears and eyes, crying, or mumbling. This may be accompanied by physical aggression, biting or self-injurious behaviour (SIB). A new episode begins after 1 minute of not showing agitation as defined above.

Yes

Active student response (ASR)

- *Is this a good behaviour definition?*

Overeating is defined as when I eat more than I wanted to, or whenever I eat too much and feel bloated or when my belt is too tight.

No

Active student response (ASR)

- *Is this a good behaviour definition?*

Studying is defined as a situation where I have books open in front of me in the library or on my desk, the TV is off, and there are no other distractions.

No

Active student response (ASR)

- *Is this a good behaviour definition?*

Self-injurious behaviour (SIB), defined as any instance of hitting oneself on the head or leg, banging one's head against a hard surface, scratching oneself, or biting oneself.

Yes

Activity – Brainstorming session (Annex 5)

"What are the top 2-3 challenging behaviours you see most often in your classroom?„

"What are some interventions you've tried that have been helpful, even slightly?„

Practice Activity: Defining Behaviour with Precision

Challenging behaviour

- must represent a socially significant problem for the individual;

- must pose a socially significant problem for others;

- prevents a person from performing daily activities.

ABC of behaviour

- Relationship between the environmental events and behaviour.

ABC

| Antecedent | Behaviour | Consequences |

ABC of behaviour

3-term contingency of behaviour

Antecedent (A)	Behaviour (B)	Consequence (C)
What comes before the behaviour	*How the behaviour looks like*	*What happens during and after the behaviour*
Request: "It is time to put the toys away"	A child screams.	A teacher lets the child play a little longer.
A teacher talks to a parent.	A child hits his mom.	Mom scolds a child for hitting her.

Activity

- In the group, list 5 antecedents to the behaviour that you see in your classroom.

- In the group, list 5 consequences for the behaviour that you see in your classroom.

Role-Play activity (annex 6)

Participants practice collecting ABC data by observing a role-played scenario

Scenario 1

Scenario 2

Setting events

- Are circumstances that increase the likelihood that a particular antecedent will evoke a behavior.

Setting events	Antecedent	Behaviour	Consequence
Wanting a tablet (motivation)	Instruction: „clean up your room"	Clean the room	Receives tablet
Watching TV for an hour	Instruction: „clean up your room"	Cry	Postpone instruction and let him watch TV

Behaviour disorders

- Behavioural disorders - typically involve a more persistent and pervasive pattern of disruptive or maladaptive behaviours,

- often rooted in underlying psychological or neurological conditions,

- challenging behaviour may be situational, temporary, or a response to specific circumstances.

Wrap-up

Define the behaviour and identify antecedents and consequences in the following examples:

When the lesson is over, the teacher tells the students to put their chairs back on their desks. Mike runs around the classroom laughing. The teacher stops him, points to the chair and repeats the instruction.

Wrap-up

Define the behaviour and identify antecedents and consequences in the following examples:

When playtime is over, it's time to clean up the toys. The teacher starts to put the toys away in the cupboard. At this point the child starts to cry, hits the teacher and refuses to put the toys away. The teacher tells him to calm down and that he can play for another 5 minutes if he wants to.

Wrap-up

Define the behaviour and identify antecedents and consequences in the following examples:

A child enters the classroom with an assistant but immediately starts to cry. The assistant takes toys and offers them to the child until the child takes at least one and stops crying.

Bonus

Identify antecedents, behaviours and consequences in the following examples:

You run into an old friend on the street: "Hi, how are you? I haven't seen you for a while", "Hi, I'm fine, I've been sick for a long time", "Seriously, what happened to you? Are you all right now?", "Yeah, I'm fine, just back problems. How are you?"

THANK YOU