



## **Advanced Parenting Techniques I**



# **School and Academic Issues**

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# Agenda

- **Overview - Applied Behavior Analysis**
- **School refusal vs. school enthusiasm**
- **Increasing motivation**
- **Fostering creativity**
- **Helping with peer interactions**
- **Operant conditioning of brainwave activity**
- **Q & A**

# Overview

- **Applied Behavior Analysis** - this phrase was first defined by Baer, Wolf, and Risley (1968).
- **Clinically versus socially important:**
  - test results on a behavior scale versus number of verbalizations made by a student about his sense of efficacy.
  - finger dexterity versus typed words per minute.
  - child's attitudes towards others with handicaps versus number of times that the child initiates a conversation with a peer who is handicapped.

# Overview

- **Operationalizing.**
- **Target descriptions should be measurable and observable:**
  - **Saying that the child is “intelligent” versus saying that the child is in the 80th percentile of a norm-referenced reading test.**
  - **Saying that the child is moody versus noticing that the child is swearing, refusing to complete his work, etc.**
  - **Claiming that a child is inattentive is not as helpful as noticing that the child has not completed his work and requires multiple repetitions of the directions.**



# Overview

- **Applied Behavior Analysis (ABC) Flowchart**
  - **Ensure the social validity of your goals**
  - **Develop behavioral objectives**
  - **Select antecedent control techniques**
  - **Develop related personal characteristics**
  - **Develop consequence control**
  - **Collect data**
  - **Graph data**
  - **Use a design**
  - **Plan generalization**
  - **Teach self-management**
  - **Communicate with others**



# **School refusal vs. school enthusiasm**

- **On Suspension and Time Outs versus DRO's and Forced choice**
- **Negotiating reintegration - bribery versus positive reinforcement**
- **Antecedent Control Techniques**



# **School refusal vs. school enthusiasm**

## **Antecedent Control Techniques**

- 1. Classroom rules**
- 2. Classroom routines**
- 3. A classroom schedule**
- 4. Instructor-child interactions**
- 5. Peer interactions**
- 6. Modeling**
- 7. Systematic instruction**
- 8. Rate of success**
- 9. Age-appropriate activities**
- 10. Review of the educational program**

# Increasing motivation

- **Intrinsic versus extrinsic rewards**

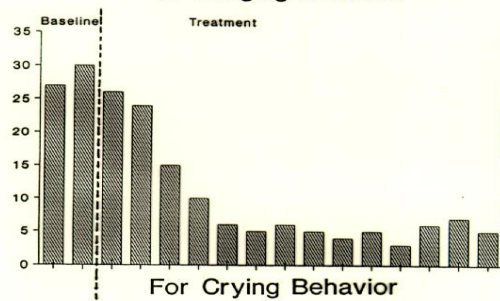
- **Long-term goals** ⇒ **short-term objectives** ⇒ **lesson plan objectives**  
↑ **math skills at 2nd grade** ⇒ ↑ **addition skills** ⇒ **given a worksheet with regrouping into the 10's column, the student will complete with 90% accuracy**

- **Token economies and secondary reinforcers for academic performance**

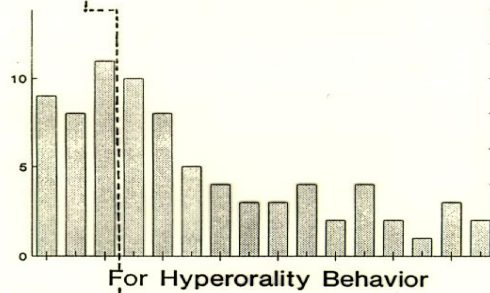


# Increasing motivation

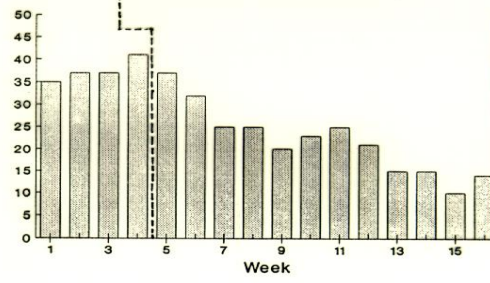
Multiple Baseline Token Economy  
For Banging Behavior



For Crying Behavior



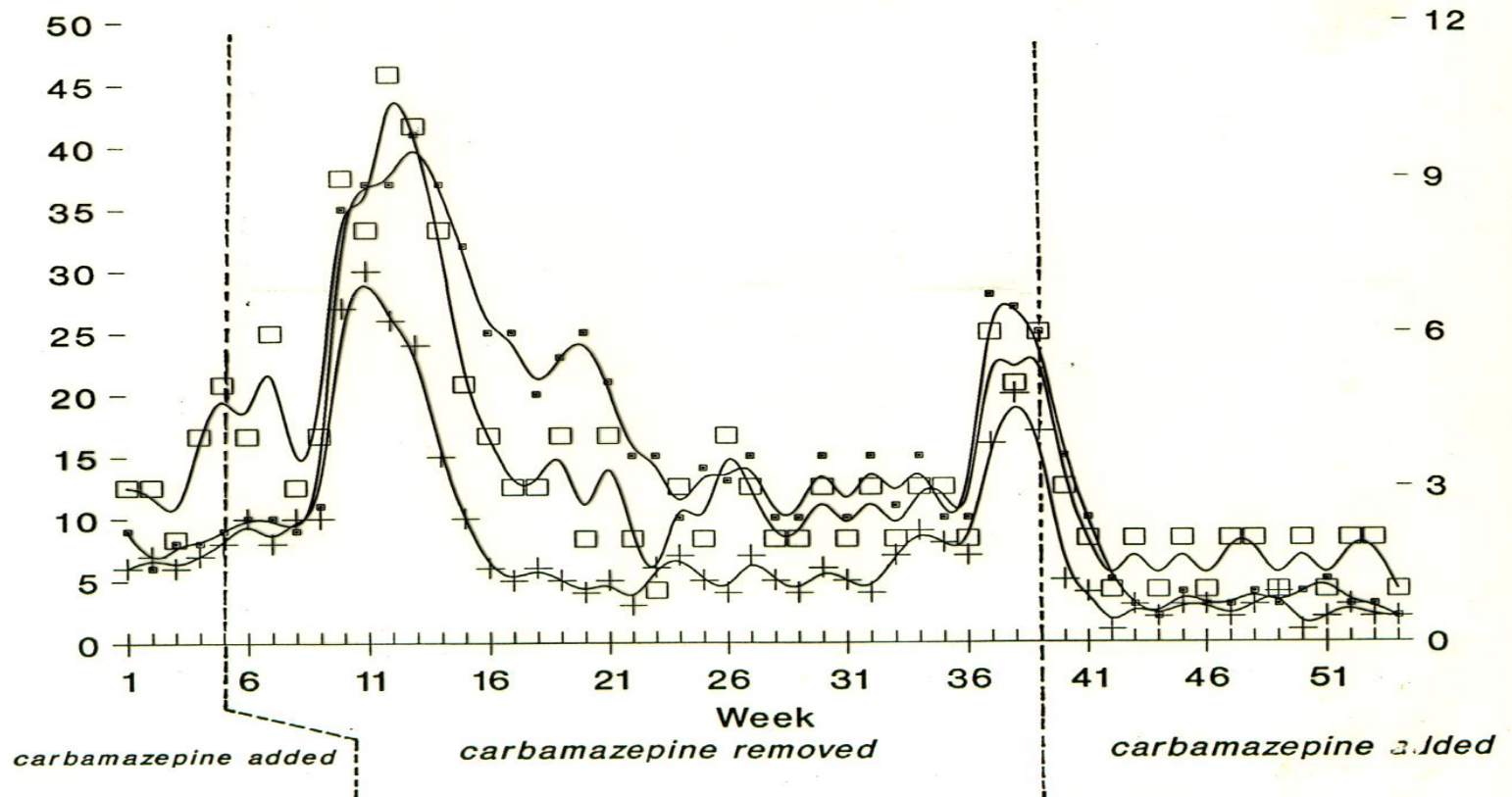
For Hyperorality Behavior



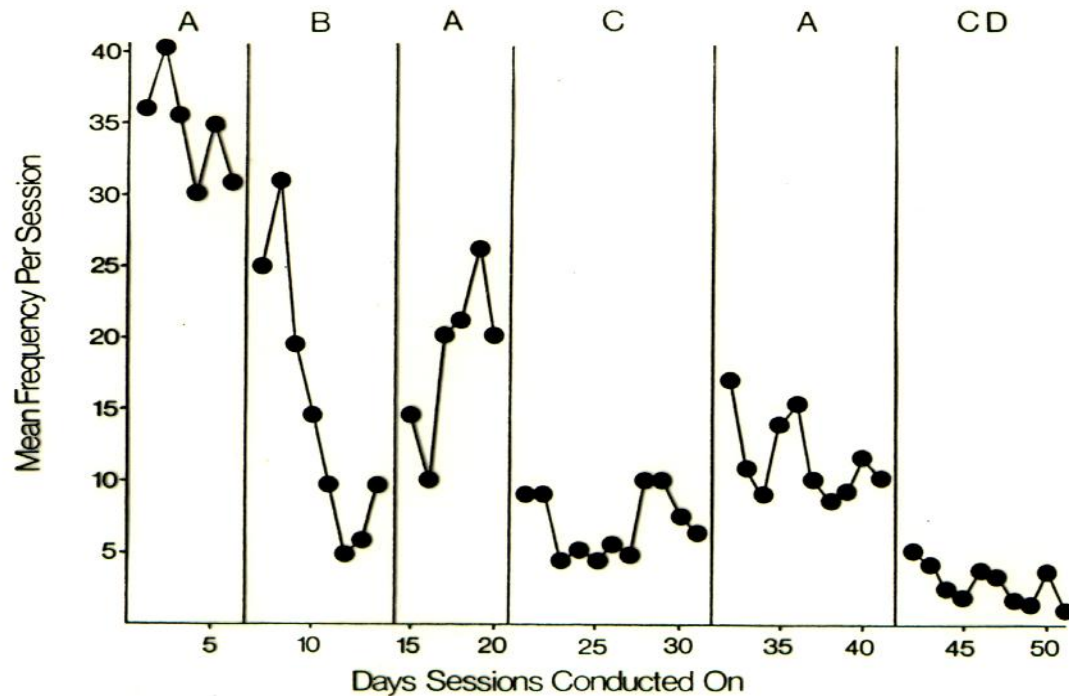
Week

# Increasing motivation

## Frequency of Target Behaviors



# Increasing motivation



Treatment of repetitive speech using response cost and cognitive overlearning. A, no treatment; B, response cost; C, modified response cost; CD, modified response cost and cognitive overlearning.

Do Your Duty. Learn Good Habits and Responsibility. Use This Daily List and Check all Completed Duties.

# DAILY DUTIES<sup>®</sup>

MY WORK WAS  
PLACE STICKER  
HERE  
THIS WEEK

Name: \_\_\_\_\_

## TAKE CARE OF MYSELF S M T W T F S

- Shower or Bath
- Brush My Teeth In The Morning
- Brush My Teeth In The Evening
- Other Duties

GREAT  
JOB!

## TAKE CARE OF MY ROOM S M T W T F S

- Put My Things Away
- Put My Dirty Clothes In The Laundry
- Put My Clean Clothes In The Closet or Dresser
- Make My Bed
- Other Duties

YOU'RE  
THE  
BEST!

## FAMILY DUTIES S M T W T F S

- Clean Up My Mess
- Take Out The Trash
- Help With The Dishes
- Feed The Dog or Cat
- Outside Chores (Rake Leaves, Etc.)
- Other Duties

WAY  
TO  
GO!

## SCHOOL DUTIES S M T W T F S

- Finish My Homework
- Did I Participate In Class?
- Did I Learn Something New?
- Other Duties

THANKS  
FOR  
YOUR  
HELP!

The Special Goal I'm Working Toward This Week Is:



# Fostering creativity

- **Shaping inaccurate responses**
  - operationalized as problem solving
- **Stimulus Control alternatives - MFA, Nickelodeon, NOVA vs WWF, South Park, or soap operas**
- **System of Least Prompts**

# Fostering creativity

## System of Least Prompts

**Provide an opportunity for the child to perform a specific skill**



**Does the child independently initiate the task ?**



**Provide a verbal prompt**



**Does the child now performs the skill ?**



**Provide a modeling prompt**



**Does the child now performs the skill ?**



**Provide a physical prompt by guiding the child through the skill**



# Helping with peer interactions

- **Non-zero sum games versus competitive exchanges**
- **Sharing versus privileges**
- **Vicarious reinforcement as positive reinforcer**
- **Response cost interventions for unsafe behaviors**

# Helping with peer interactions

## **Inappropriate Behaviors**

- **Child yells out answer**
- **Child takes object by force**
- **Child expresses anger by throwing**
- **Child cries when commanded**

## **Appropriate Alternatives**

- **Child raises his/her hand**
- **Child requests permission to borrow**
- **Child counts to ten and then asks to discuss**
- **Child complies with broken down command**





# **Operant conditioning of brainwave activity**

- **Lubar versus Barkley ?**
- **Peak performance thresholds and  
neuroelectrical signatures for the  
diagnosis of learning style variations**

- **URL's:**



**Association for  
Applied Psychophysiology  
and Biofeedback**

**[www.aaph.org/](http://www.aaph.org/)**

- **Journal of Applied Behavior Analysis:**  
**[www.envmed.rochester.edu/wwwrap/behavior/jaba/jabahome.htm](http://www.envmed.rochester.edu/wwwrap/behavior/jaba/jabahome.htm)**
- **The Association for Behavior Analysis**  
**[www.wmich.edu/aba/](http://www.wmich.edu/aba/)**
- **Behavior OnLine**  
**[www.behavior.net/](http://www.behavior.net/)**
- **Applied Behavior Analysis in the Classroom P.J. Schloss & M.A. Smith (1994).  
Allyn and Bacon.**

**Q & A**