

# Teaching Replacement Behaviors while Teaching the Class



Presentation by DCS Behavior Team

# Replacement Behaviors



- ☞ **Appropriate behavior that serves the same function as a problem behavior**
- ☞ Need to teach and reinforce a positive behavior
- ☞ When we don't teach a new behavior, the child *WILL* come up with a new way to get what he wants

# Example



- ❧ Lilly would cry to get attention from her teachers
- ❧ We stopped the crying by ignoring it, but didn't teach Lilly to get attention appropriately
- ❧ Lilly starts to hit her classmates and throw items to gain attention from the teacher instead of crying.

# What exactly do I want the student to do??



**How can I do this while teaching???**

# When we want to change a behavior, we want to be...

- ❧ **PROACTIVE:** Decide what will make the behavior unnecessary
- ❧ **KNOWLEDGEABLE:** What skill will be taught to replace the problem behavior and improve the child's learning experience?
- ❧ **EFFECTIVE:** How do we make sure the new skill is worth using for the child?

# How do I choose a replacement behavior?

- ❧ **The replacement behavior has to serve the same function as the problem behavior**
- ❧ Your plan has to be proactive, not reactive.

# Replacement Behaviors need to be...

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## ☞ Efficient

- ☞ Easy for your child to get what he or she wants or needs
- ☞ Easy for others to understand

## ☞ Effective

- ☞ Child gets reinforcer right away
- ☞ This is the only and best way to get what he or she wants

**YOU MEAN TO TELL ME**

**HAMMERS DON'T FIX  
EVERYTHING**



# We NEED Strategies



Based on the functions of the problem  
behavior...

# Disclaimer



These are not prescriptive replacement behaviors and interventions.

Every situation and student is unique!!!

# Possible Replacement Behaviors

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The student should...

“The Escaper”

Possible Function: Attention Seeking, Avoidance

- ❧ Ask for a break instead of (insert problem behavior)
- ❧ Ask for adult intervention instead of (insert problem behavior)
- ❧ Ask for help instead of (insert problem behavior)

“The Escaper”

# The teacher should...



- ❧ Specify a number of allowable requests prior to class time
- ❧ Adapt length of lesson
- ❧ Appoint a reliable escort to accompany the student
- ❧ Break assignments into segments
- ❧ Draw connections between the work and the student's life
- ❧ Provide a timer to set for short periods to structure work
- ❧ Maintain a safe classroom where it is okay to make mistakes
- ❧ Conduct a one on one conference with the student

# Possible Replacement Behaviors

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The student should...

“The Over-Active Student”

Possible Function: Physical Reasons (immaturity), Avoidance

- ❧ Work off energy at a scheduled time instead of (insert problem behavior)
- ❧ Have an assigned area instead of (insert problem behavior)
- ❧ Utilize sensory materials/ instructional strategies instead of (insert problem behavior)

“The Over-Active Student”

# The teacher should...



- ❧ Provide scheduled breaks
- ❧ Give short term objectives
- ❧ Give opportunities for preferred sensory stimulation
- ❧ Use multi-sensory instructional strategies
- ❧ Be conscious of sensory elements in the environment that may be overwhelming and attempt to regulate
- ❧ Give opportunities to “work off” energy when requested

# Possible Replacement Behaviors

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The student should...

“The Constant Interrupter”

Possible Function: Attention seeking, gain approval/ power

- ☞ Use a scheduled one-on-one time with teacher instead of (insert problem behavior)
- ☞ Use a parking lot/ wait time strategies (explain) instead of (insert problem behavior)
- ☞ Use talk cards/ turning taking cards instead of (insert problem behavior)

“The Constant Interrupter”

# The teacher should...



- ❧ Reward desired behavior and ignore interruptive behavior
- ❧ Conference (make sure the student is aware of their behavior)
- ❧ Develop silent signals to notify student when behaviors occurs

# Possible Replacement Behaviors

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The student should...

“The Hostile Student”

Often angry with self and others, acts verbally and possibly physically

- ☞ Use calming techniques instead of (insert problem behavior)
- ☞ Use designated calm down spot in the classroom instead of (insert problem behavior)
- ☞ Request break instead of (insert problem break)

“The Hostile Student”

# The teacher should...



- ❧ Address the student directly in a calm voice and use direct eye contact
- ❧ Give the student the opportunity to speak and talk until they are quiet
- ❧ Schedule specific meeting times throughout the day and fade support as the behaviors decrease
- ❧ Allow for breaks to reset emotions

# Possible Replacement Behaviors

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The student should...

“The Defiant Student”

Possible function: attention seeking, task avoidance

- ❧ Maintain components in a behavior contract instead of (insert problem behavior)
- ❧ Self monitor the defiant behavior instead of (insert problem behavior)
- ❧ Consider alternate assignments and tasks provided by the teacher instead of (insert problem behavior)

“The Defiant Student”

# The teacher should...



- ❧ Conference with the student
- ❧ Create a pact (behavior contract) with the student to listen to their fears and concerns; take into consideration their suggestions/opinions
- ❧ Involve the student in any plans to modify their behavior
- ❧ Provide choices and alternate assignments/tasks when possible

# Possible Replacement Behaviors

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The student should...

“The Bully”

(teases and taunts others)

Possible Function: attention seeking, social avoidance

- ❧ Pair (support) with socially competent peers instead of (insert problem behavior)
- ❧ Engage in positive social interactions with peers instead of (insert problem behavior)
- ❧ Use appropriate communication procedures instead of (insert problem behavior)
- ❧ Accept leadership roles in the classroom instead of (insert problem behavior)

“The Bully”

# The teacher should...



- ☞ Teach appropriate interactions with peers (for younger students- model with peers; act it out)
- ☞ Allow the student open conference with the teacher
- ☞ Facilitate positive social opportunities in the classroom
- ☞ Allow both parties to address their side of the situation with a counselor/adult

# Possible Replacement Behaviors

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The student should...

“The Destructive Student”

Possible function: gain power over a situation/ person

- ☞ Utilize escalation scale to measure frustration/ anger instead of (insert problem)
- ☞ Utilize social stories instead of (insert problem behavior)
- ☞ Utilize Re-think sheets to explore other ways of expressing anger instead of (insert problem behavior)

“The Destructive Student”

# The teacher should...



- ☞ Allow breaks for student when aggression is escalating
- ☞ Reiterate the importance of taking care of your things and others through social stories
- ☞ Complete re-think sheets with student after calming from an incident; explore other ways of expressing anger

# Tips for Implementing Replacement Behaviors...



- ❧ model desired behaviors
- ❧ praise student and peers when desired behaviors are displayed
- ❧ use spontaneous teachable moments
- ❧ ignore undesired behaviors through extinction
- ❧ do not continually reinforce undesired behaviors (giving attention to student talking out)
- ❧ have one on one conferences with your students; find out their interests, become involved, let them know you care
- ❧ be consistent; do not overreact; do not take their behavior personally
- ❧ share social stories with the entire class as a whole
- ❧ provide support and encouragement especially after acting out episodes

# Activity

<b>Challenging Behavior</b>	<b>Purpose of Challenging Behavior</b>	<b>Replacement Behavior</b>
Child does not respond to instruction and appears aloof	Child has difficulty understanding what people say and/or mean	Asking for clarification Asking speaker to slow down

# Additional Trainings Provided by DCS Behavior Department



- ❧ CPI Trainings- 2 day for new faculty, 1 day for refresher course
- ❧ The Roles of the Behavior Team- 30 mins (Very encouraged for Middle Schools/ High Schools)
- ❧ Autism & Meltdowns- 45 mins -1 hour
- ❧ Buying into Progress Monitoring- 45 mins - 1 hour
- ❧ Teaching Replacement Behaviors while teaching the class - 45mins-1 hour
- ❧ Strategies/ Interventions to Implement Prior to Requesting Behavior Services- 45 mins -1 hour
- ❧ Sensory Integration for the General Ed & Sped Classroom- 45 mins -1 hour
- ❧ 13 Categories of Disabilities- and Overview of disabilities and strategies for each - 45 mins -1 hour
- ❧ The “Extra Curriculars” & Special Education

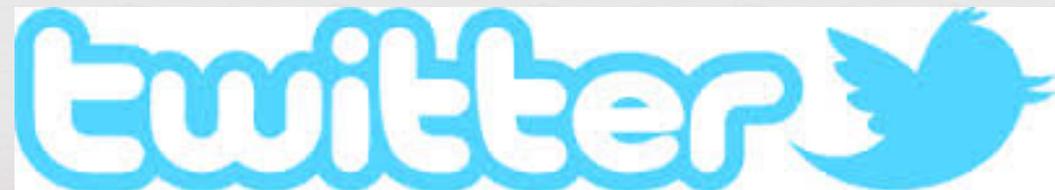
# DCS Behavior Department



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and participation!!!

