

Every Church Can do Something about Behavior

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Overview

- Behavior and the environment
- What does that look like at church?
- Tangible examples of implementation
- Quick look at "catch alls"
- Quick look at crisis plans



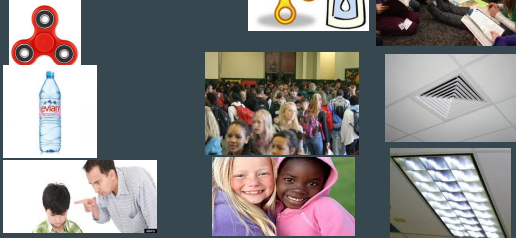
Human Behavior



Applied Behavior Analysis



Church Environment



What is Behavior?

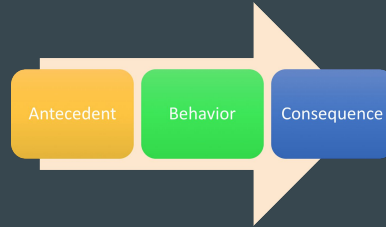


Identify a behavior of social significance.

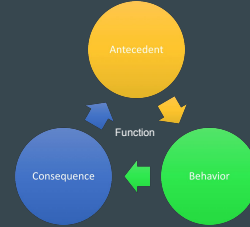
- Will the behavior change benefit the individual?
- Will the behavior change provide more opportunities for the individual?
- Does the behavior really need to be changed?



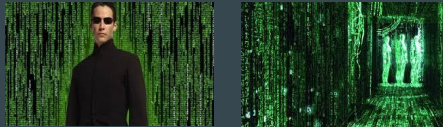
There is a clear process to change behavior environmentally.



Behavior can be predictable.



When behavior becomes predictable you have the tools to make change.

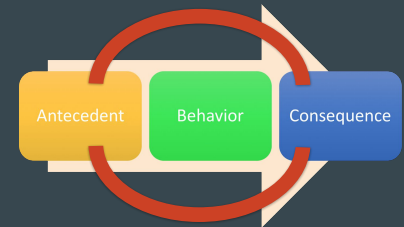


Use these abilities for the good.

- Decrease Behavior (aka Problem Behavior)
- Increase Desired Behaviors



Determine the environmental events and change 1 or more.



Let's Unpack This...

- Antecedent (Trigger)
 - Presentation of Task/Demands
 - Removal of Preferred Activities
 - Diverted/Removed Attention
 - Lack of Stimulation
- Consequence (Pay Off)
 - Removal of Task/Demands
 - Presentation of Preferred Activities
 - Provided Attention
 - Provided Stimulation



Reinforcement

- Delivered after Behavior
- Increases the Behavior

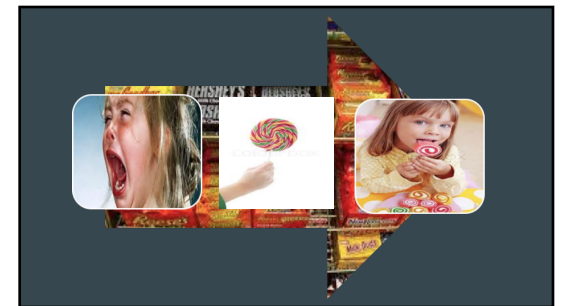
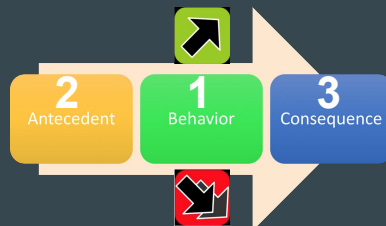


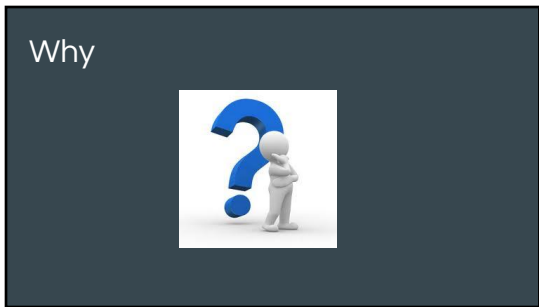
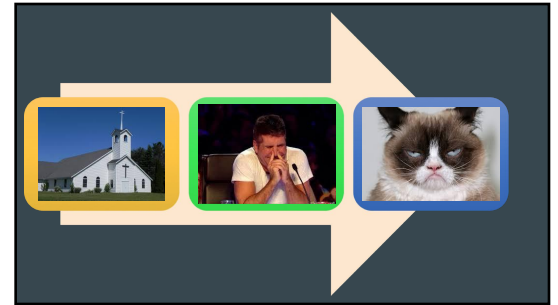
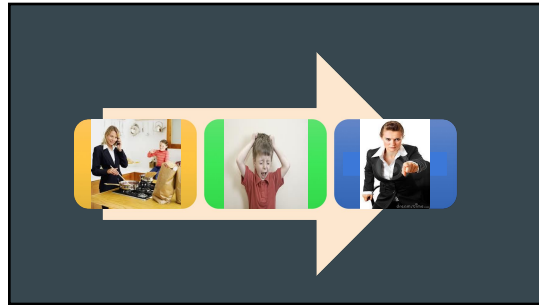
Punishment

- Delivered after Behavior
- Decreases the Behavior













Let's Practice Identifying the Environment.





Let's compare this to fishing...

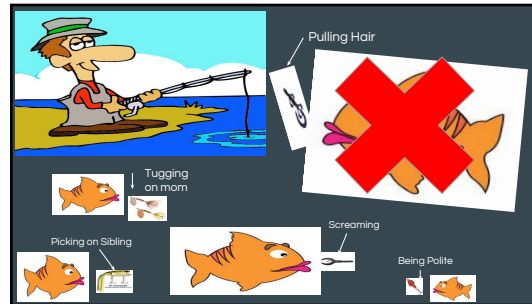
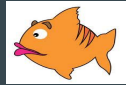
-  Hair pulling
-  Tugging on mom
-  Screaming
-  Picking on Sibling
-  Being Polite

-  Pulling Hair
-  Tugging on mom
-  Picking on Sibling
-  Screaming
-  Being Polite

Attention

Things you CAN do.

- You can control WHEN to give the BIG FISH (pay off/consequence)
- HOW MUCH pay off to give
- Which BEHAVIORS get the pay off



When you SEE the environment, you can manipulate it



Changes to the BPF environment



How we work at BPF

General Behavior:

1. Small Group Leader reviews expectations individually
2. "Principal Talk" - Staff review expectations 1 on 1 outside of group
3. Parent Talk - pulled out of service or talk after
4. Refer to SCS

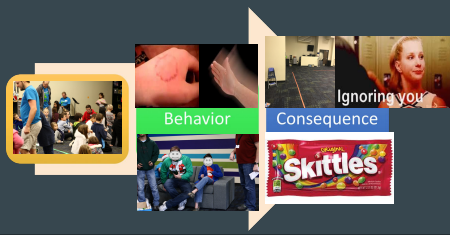
Small Group Support (SGS):

1. Observe in setting without support
2. Ask SG leaders info
 - a. Behaviors
 - b. Preference
3. Motivation list
4. Plan + Motivation
5. Plan + Motivation + outside support

Cade



Nate - Consequence



Nate - Antecedent



Removal

When:

- Continual physical aggression
- The environment can't tolerate the behavior
 - You name it (will change from church to church)
- Return when to designated area as fast as possible.
- When to communicate with parents

What to do in removal:

- Safety first
- Remain neutral
- Always have 2 people
- Most human care
- First removal communicate clearly to parents
- Return to designated area as soon as possible and THEN available for reward

Luke



Luke today...



When the environment is a mystery but action is NEEDED!



When your detective skills fail you...

- Determine a behavior you want to see happening
 - In their skill set
 - OR closer and closer approximations
- Determine something the person wants
 - Be willing to give it
- Allow the person to earn the reward for exhibiting desired behaviors



HOLD UP WAIT A MINUTE



LET ME PUT SOME SCIENCE IN IT

Fading---This is not the end goal, merely the beginning.

- Ultimate Goal is to reach natural rewards and fade the extrinsic
- We only have 1 hour per week MAX
 - Be willing to give a little

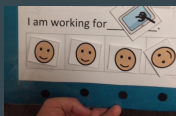
Tantrums when leaving the toys.

	Pick a toy from the Clubhouse toy basket.
	Hand the toy to your teacher and listen to rules to keep your toy.
	At Clubhouse hold the toy in your lap.
	Sit in one spot with your toy at Clubhouse. No crawling.
	You can hold your toy while dancing and singing.
	When it is time to watch the story you and your toy sit on your bottom.
	You must listen quietly to keep your toy at Clubhouse.



Token Economy

- Pick a system
- First time teach the system
- Every week have check in and review how to get points
- Always get them the reward if they've earned it
- HINT: Make it easy then get harder



Buddies

- 1 on 1 support
- Serve every Sunday
- Communicate with families
- Babysit
- Attend special events
- Build relationships
- Support buddies with recommendations from parents or specialized volunteers/staff



Rapport & Academics

- Relationships help with behavior too
- They learn what you are about and you learn them
- You discover things
- Jay's "Aha" moment.



Sleepy...

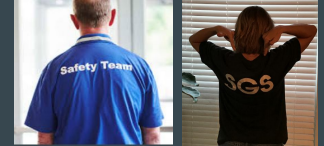
- Movement
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Escalated Behavior

- Plan-
 - Set criteria -What behaviors cannot be tolerated in an inclusion setting?
 - Define what behaviors that cannot be tolerated in the inclusion environment look like.
 - Who responds when the environment cannot tolerate behavior
 - What do they do, where do they go, who is their back up
- What we have done
 - Have volunteers that are trained in crisis de escalation, crisis management (MANDT, CPI)
 - Train security volunteers in HOW they are to respond and assist
 - Communicate plan to EVERYONE (parents included)

Team Work

- Training
- Discussion about concerns or future concerns
 - FA
 - Elopement
 - Escort
- Written Protocols
- Clear ID
- Debrief and reassess



Positively Reinforce your volunteers



- Credit where due
 - M. Wall

In her participation on Sunday mornings! We were not the biggest "players" in [redacted] decision but the "behind the scenes" work that we do assisted in her hearing about Jesus! This is what we do for. Your role matters!

displaying a grumpy the hard work and nstructions.

