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FDLRS Emerald Coast
ABCs of Behavior
April 6, 2020
12:45 – 3:00 p.m. ET

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>> TRACY UMPENHOUR: Good afternoon, everyone. Welcome to today's webinar. My name is Dr. Tracy Umpenhour, and on behalf of the FDLRS administration project, we welcome you to the ABCs of behavior webinar. We're really excited to have you join us for this collaborative partnership with CARD, the center for autism and related disabilities.

CARD is just like the FDLRS administration project. They are a discretionary project of the Florida department of education, bureau of exceptional education and student services. You may hear it as BEASS. We provide diagnostic, instructional technology support to students, districts and families in 19 centers throughout the state. We have direct contact with agencies, support personnel, community, families. We are just all over. In addition to the FDLRS network, we also have six multi-disciplinary centers and they focus on in-depth evaluations. We provide statewide services for students who are deaf and hard of hearing through their resource materials and technology center, and we also have a state-wide services for students who are blind or visually impaired through the Florida instructional material center for the visually impaired.

So we really do encourage you to go ahead and check out our website at www.FDLRS.org, and you can see the centers that I mentioned to you today and everything that we have to offer, including the recordings, materials from today's presentation, and we've been doing many, many other presentations throughout the past couple weeks. We've been working with Florida virtual school, and of course CARD to look at how we actually provide instruction and services in the virtual world given everything happening today.

Of course we couldn't do all of this without the expertise of our other discretionary projects and our hard-working internal team. We also have a captioner with us today. So we thank all of our team and the captioner for being with us to execute this webinar this afternoon. It's our pleasure to introduce Elise Summa. Elise has a master's degree and is a BCBA. She will be covering basics of behavior for early learners and topics will include understanding the functions of behavior, determining functions of behavior to plan interventions, and how to take basic data on behaviors to have those behaviors either increased or decreased depending on what the goal is for that behavior.

She'll address common behavior challenges such as aggression, communication, how to wait, attention-seeking behaviors and task completion. The presentation she has today is aimed at making the underlying philosophies of applied behavior analysis understandable and applicable for real life, for parents, teachers, therapists, anybody on the call today. She will take questions at the end. So if you hear her say something or you think of something that you want to ask her, just make sure to jot it down. And you'll have an opportunity at the end to ask those questions.

So without further ado, it is our pleasure to introduce you to Elise Summa.

>> ELISE SUMMA: Hi, you guys. Wow. First of all, thank all 153 of you for joining. It's a beautiful day outside, as I just saw when I went to let one of my dogs out. I love doing trainings. And this is very unique for me because I've never just talked to my computer screen before.

[Laughter]

Unless I'm frustrated with it for some reason. So thank you, guys, for being here. Thank you for your time. I have two Dachshunds and one 3-year-old. I'm keeping my fingers crossed. We're going to see. This is my first day working from home, and I think we all are experiencing new opportunities to be flexible and alter our own behavior during this time. So I really thank you guys for being here.

I'm the lead clinician at the center for autism and related disabilities in Jacksonville. As Tracy said, CARD is a discretionary project. We're a grant through the department of education. And CARD centers cover all of Florida. So if you-all have a child on the autism spectrum or you're supporting students on the autism spectrum, I really encourage you to link up with your local CARD center. Not only do we provide trainings, we can provide technical assistance for teachers and school staff, whether that's public or private. And also we have a lot of really cool support groups, game groups, parent training, just the gamut. And we support students from, you know, age of identification all the way through adulthood.

At our center in Jacksonville, our youngest constituent is actually 1 and we have constituents that are into their 70s. So please do check us out.

All righty, so speaking of being flexible --

[Laughter]

-- usually when I do this behavior training, I love to talk about behavior. Behavior is something you can get your Ph.D. in. And so it's always unique to have a couple hours to present about behavior. I usually show a good amount of videos and have props and, you know, sometimes we reenact some behaviors and things. So today we're going to try to do it without videos, and I'm going to do my best to be a good storyteller.

The first -- the first picture that I wanted to show is a group of really adorable 3-year-olds. When you get off this, you should Google it. If you go to YouTube and you put in -- it's sprinkling and it's raining, you will see a video of some 3-year-olds. And they are going back and forth in a classroom about whether it's sprinkling outside or it's raining outside. And they end up -- they're trying to argue it out and they end up getting into a little bit of a physical altercation. It's very cute.

One -- I do a lot of consulting about behavior and I have a lot of people ask me questions. These are kind of some of my maybe common questions or concerns that people talk to me about. Aggression, I don't think I need to tell you-all that aggression can take so many different forms. Temper tantrums. I have a lot of parents who communication is a huge concern, and I work with a lot of children who have very minimal to no verbal communication. And so they're using -- they're relying on their behavior to get their point across. Engaging, attention span, those are concerns, both for teachers and parents. I work with a lot of -- a lot of younger kids. So haircuts, teeth brushing, toilet training, going to Target or Walmart, those are big ones, too, sleeping in their own bed.

And I also run a food averse activity clinic. I talk to a lot of children who are very food selective, very, very picky eaters.

So I work at a developmental pediatric center. And when we're talking about behavior, we really want to think about development. Being familiar with typical development is so crucial. I've worked with children with pretty significant special needs for 17 years. And so sometimes when we work with children with significant special needs, we kind of forget a little bit about what typical development looks like. So it's always good to go back and remind yourself.

So when we look at this bell curve, the whole world is a bell curve, whether it's height, weight, how fast you can run a mile. In my case, I cannot run a mile. Maybe a quarter of a mile. But we all fall somewhere within this range. And so for -- for a classroom teacher, I'm not good at math. Let's just say 10-year-olds because it's the easiest for me. If you have a class of typically developing 10-year-olds, you could have children act like they're 13 developmentally and you could have children that act more like they're 7 developmentally and they're all within quote-unquote the average range. And then of course when we're working with students with special needs or ESE students, we have children that outlie on either end of that average. So it gives you a huge range of ability levels to -- to support and developmental ranges to consider.

So I don't know if we have any pre-K classes or even some ESE self-contained teachers in here or parents of children that are in pre-K or ESE self-contained, but the CDC has some really wonderful tools that I

love to refer people to on their website. And it's called know the signs and act early. And it goes through month by month up until a year. I think they do 3 months, 6 months, 9 months, then a year, 18 months, 2 years, 3 years, 4 years, 5 years. What's really nice about it is it has what children do at this age. What they do social-emotionally, language and communication-wise, their cognitive skills at a given age and also their physical skills. It has an area of when you should talk to a doctor where concerns are that are very, very the err on the side of caution on those.

Also, on the back of the sheet, it has what you can do for your child at that age. So it kind of gives people activities or things to think about or things they might be able to do with their child at a certain developmental level. You can get it in various languages. I know you can print it off easily in Spanish. So this can be a really, really advertise tip. And, you know, sometimes I might print or e-mail a range of ages to a family. Because, again, some of our students, especially with autism, they may know all their letters and be able to read, but they may still be at a 1-year-old level on some of their emotional skills or their communication skills.

So in my clinic, we talk a lot about that your age is not your chronological age, it's not when you were born. It's really your developmental age. And the best predictor of your developmental age, which is your judgment, your attention span, how you deal with your emotions, really a lot of that can focus around your receptive language ability or what you understand. So we have language abilities that are rote, things that we've been trained to do repetitively. You know, where is your head, sit down, counting, even ABCs, those kinds of things are rote skills. And then we have our functional language abilities which are things that are novel. Do you understand language that has not specifically been trained, commands that have not specifically been trained.

For example, can you put a block on your head. Usually that's not something that someone teaches someone like they might teach them where's your nose, where your eyes, where your ears. We're looking to see do children have these functional novel skills. Counting one to ten is a rote skill, but understanding the concept of can you give me one, can you give me three. Those are different functional abilities that your rote abilities. So that receptive language really is the best predictor of what your functional abilities are. And usually kind of controls how you act in general.

And, again, that functional receptive language that you have really controls your behavior, your attention and your judgment. So comprehension, what you understand, really is going to affect you in your home and in your classroom. I have a lot of students that I work with and maybe they're 6 years old in kindergarten and they're getting in trouble for certain things, but where their language is, they're really more like a 2 1/2-year-old. And so they're acting completely normal for a 2 1/2-year-old, it's just that they're not in a 2 1/2-year-old body.

So I'm going to talk just a little bit about 2-year-olds and 4-year-olds because I'm hoping that it's going to be interesting for some of

you guys or maybe eye-opening. Typically developing 2-year-olds have about 300 words and they rapidly start to develop phrase speech. They are using these words and these phrases to get needs and wants met and also to engage with other people. The typically developing 2-year-old has a six-minute attention span, and if you've sat with a timer for six minutes, six minutes is a pretty long time. But also on a lot of IEPs for our self-contained kiddos, we see lots of things that say ten and 15 minutes as a starting off point for some of our kids.

So when you have the typical 2-year-old language development, that six-minute attention span that you have, that might be for something like coloring, reading a book, playing with Play-Doh. It's not just TV, iPad, video games or some of the things you may be really, really enthusiastic about if you have an autism spectrum disorder. Because some of my kiddos can actually pay attention for too long to things like that, right? When I'm screening children with autism, I often will tell a parent, really, you know, a 3-year-old boy should not be able to pay attention to these letter blocks for 45 minutes and let us have an uninterrupted conversation. That attention span can kind of go both ways. Sometimes we see kids that don't have an attention span appropriate to their chronological age and sometimes we see kiddos that their attention span for things that they're interested in is actually overly long, they should not be able to do it that way.

Also 2-year-olds are able to do two-step unrelated commands. An unrelated command is different than pick up the paper and throw it away. It might be put that in the trash and bring me your cup. And with those two step unrelated commands comes the ability to do toilet training. It's very, very, very helpful to have the ability to do a two-step unrelated command and to have language to be able to get your basic needs want before you begin toilet training.

All right. So this is my own personal 2-year-old. And 2-year-olds can go from being just precious adorable to losing their ever-loving 2-year-old mind within a split second. I'm sorry I can't show you some funny videos, but I think we all know, right, some toddlers that have really big feelings and really big emotions. 2-year-olds aren't good at sharing. 2-year-olds may hit. They may bite. Their default word is no. They cry when they get their way. They get physical when they're upset. We know that 2-year-olds are going to act that way. But sometimes, again, we may have a 10-year-old that really with their language and their behavior is a 2-year-old and we have to realize that we need to hold them accountable for their behavior where they are developmentally.

Now, we don't just let 2-year-olds do whatever we want. We put boundaries in place for them, but we also understand where their understanding lies and where they're going to be able to kind of manage their emotions.

So I really wish there could be something called the terrible 40s, you know, so I could explain my crabbiness away with a developmental perspective, but I'm still working on that. If you guys want to get that going, any of you that are in your 40s, let's start a movement.

[Laughter]

It's really weird for me to try to be funny and have no idea if people are rolling their eyes or laughing or not. Okay. So now we're going to skip to 4-year-olds. 3-year-olds are still important, but we're going to realize that they're in between the 2 and the 4-year-olds. A typically developing 4-year-old starts to use language to solve their problems and negotiate. And a 4-year-old developmentally is where we can expect someone really to not get physical when they are upset. 4-year-olds can put four sentences together to describe an event. To describe an event in a way that is logical and that makes sense.

And this is where you could say, hey, what happened at school today and they could say, we went outside, but it had been raining and I stepped in a mud puddle in my new shoes and I cried. Right? They are able to really use their language in a functional way to describe something fairly comprehensively. And with that, they have a back and forth conversation with another person.

So also when we're thinking about behavior and development, sometimes we're using things for young children regarding either punishments or rewards that may not be really based on where they are developmentally understanding time. So for 3 to 4-year-olds, time is very abstract. Pre-schoolers really are kind of learning before and after. They're not going to understand, you know, in three hours or on Friday or things like that, or at the end of the week.

Five to 6-year-olds also, you know, they're kind of doing their little morning meetings and they're learning a little bit more about days of the week and they're understanding a little bit more about time, but they still are not at the level where they can get superbly delayed gratification or some type of a consequence whether it's a positive or a negative consequence.

Oops. Sorry. Okay. And then really briefly kind of finishing up some thoughts about -- about child development. There are also developmentally different types of play that we do, and the first type of play that you do really is what we call isolate play. That's usually for typically developing kiddos, the play that your mom kind of puts you down on a blanket and you can't get that far away and you are kind of exploring things. You're putting things in your mouth, you're banging things together, you're doing a lot of cause and effect type things. Parallel play again comes around 2. And parallel play really means that you are near someone else and as long as there are enough materials, things will be okay for a little bit. So you're playing nearby. You're not really sharing. It's that there's enough, but as soon as somebody wants the blue crab and there's only one, it's going to go down.

So 2-year-olds and 3-year-olds are often going to fight over things they are not excellent at sharing. In fact, I once attended a training with a lady in Tallahassee that ran an amazing child care center for children with typical development and special needs and she said in all her classes 2 and below, if they had ten students in the class, they had ten shopping carts, ten red balls, ten of everything which really reduced a lot

of their problem behavior.

Then we get into symbolic or dramatic play. My 3 1/2-year-old is definitely here. She's loving dolls and pretending and you be the dog and you be Anna and I'll be Elsa and that kind of stuff. But it's still not truly cooperative play. Cooperative play is if I say I know that you want to play with blocks and I really want to play with dolls. But because you are my friend and I want to play with you, I will play with those blocks. And this is where I usually go around the room and ask people to tell me what age of a skill do you think that is. Someone makes a joke that their husband can't play nicely like that. But really, this is a 6-year-old skill. When they're thinking about IEP meetings -- thank you, Karen, for that smiley face. I hope that's for me.

When you're thinking about IEP meetings, think about how many times we have cooperative play on IEP meetings for children who probably are not 6 years old developmentally. So sometimes if that's not going well, it may not be because you're not teaching it well or as a parent that you're not hosting play dates well, but it may just be that that true cooperative play is not attainable at that moment for that child. And maybe we can do, you know, work on some brief back and forth sharing or things like that.

Another thing I want to say is sometimes for my kiddos with autism, we may be wanting them to head towards more cooperative play, but maybe the type of play that they do on their own, their isolate play is a little bit odd and it may not be play that other children want to participate in. So sometimes we need to go back and teach them how to do play or how to play with items where they're going to kind of expand their audience and be able to join in with other students.

Okay. So now we're going to kind of get into some of the foundations of behavior. I get lots of questions about behavior. So somebody may say, okay, I want my child to stop, blank. Or start blank. And so let's say somebody says my child is hitting, I really want them to stop hitting. You need to be very careful for the person who just gives you a prescription for hitting or biting or tantruming or whatever it may be. Because you really have to be a little bit of a behavioral detective. So we're going to talk about how behavior analysts look at behavior and the way we look at it is that there's not one treatment for one behavior.

The way that we are going to address a behavior has to do with why the behavior is occurring. So if we take hitting, for example, I might hit you because you have something that I want. And you're not giving it to me, and I hit you, and maybe I'm going to get that. Or maybe I'm hitting you to get attention. You've been talking on the phone and you've been ignoring me and you haven't been answering me and I come up to you and I smack you and that's a very good way for you to hang up the phone and give me a lot of undivided attention. Sometimes we have kiddos that are hitting to escape or avoid something. I'm working on a fine motor task with you. It's not that fun, and you would like it to go away. You smack somebody and maybe you go to time-out or that worksheet gets taken

away from you.

It's kind of a funny example, although I have seen it, I've seen kiddos target one specific student in a classroom to hit because the sound that child makes when they react is unique and reinforcing to that child. Sometimes behaviors are automatically reinforcing. The best way I think -- and I know I have some other behavior analysts on here, but the easiest most simple test for whether a behavior is automatically reinforcing is would you ever walk into a room and find that child doing that behavior on their own. So sometimes we think certain sub-stimulatory behaviors may be reinforcing.

Do they only engage in that sensory behavior when you present them with a task. Some behaviors that look sensory like actually may be escape avoidance type behaviors.

So how do we learn? My dad has this saying that he likes to say, you learn something new every day if you're not careful, but we actually are all learning pretty much constantly. And this is where we get the ABCs for data or the ABCs of behavior. There's an antecedent, what comes right before the behavior, the actual behavior that occurs, and then the consequence. And this is how learning occurs. This learning trial can happen sometimes within a second, the entire trial. Usually for a lot of people when they hear the word "consequence" they think of something negative. Because in our everyday language, we often -- we often use it as a consequence is something that you're going to have happen to you that's going to be bad. But actually a consequence is just whatever immediately follows that behavior. And that could be something that makes you more likely to engage in the behavior again or it could be something that makes you less likely to engage in the behavior. However, there's no neutral consequence.

It's either going to make you more likely to do that behavior again or less likely to do that behavior again. So if a behavior is increased or strengthened, we call that reinforcement. If a behavior is decreased or weakened, we call that behavior punished. So we're going to kind of talk through some of these things a little bit. The way that consequences -- let me back up a little bit. The way that consequences impact a behavior the most is by what we call their temporal relationship. So their time, how quickly the consequence comes after the behavior, and also the magnitude. How intense that consequence is.

So I'll give you a couple kind of silly examples. If I engage in the behavior of eating at an Indian food buffet -- I love Indian food -- and about four to five hours later that evening my stomach starts to hurt, I'm not really sure is my stomach hurting because I ate that food or is my stomach hurting because I tend to work with a lot of germy kids and maybe I got a bug? So that consequence of my stomach hurting is probably not going to affect my behavior of eating at that restaurant, but if I walk into a room and I see someone and they punch me in the face, that's an immediate consequence and it has a lot of magnitude. So that is definitely going to alter my behavior in the future when I see that person because there's not really a doubt in my mind due to the time or due to the magnitude.

Sometimes we have threatened consequences that we want to shape people's behavior. We might have this in a classroom. We may have this at home. One that I think about is speeding, right? You're threatened consequence when you're speeding is that you may get a ticket or you may get in an accident, but on a daily basis if I engage in the behavior of speeding, my consequence is that I'm faster. Because I don't get that aversive consequence every single time. And for some people the threat of getting a ticket is enough to alter their behavior and make them not speed. And for other people, it absolutely is not.

So when we think about -- we throw around the term -- you know, a lot of people throw around the term "reinforcement" very willy-nilly and sometimes we're not always referring to that correctly. But when you think about behaviors that are continuing, if you have a child that is engaging in a certain behavior on a very regular basis, that behavior is being reinforced somehow, some way. If it wasn't being reinforced, it would not keep occurring. And also sometimes we think that we are administering a punishment, but if we think we're delivering a punishing consequence and that behavior is not decreasing, we are not punishing that behavior.

Okay. So I'm going to try to help you think about punishment a tiny bit differently because first of all it's not a word that we like to use a lot, especially not in the school system, but punishment really just means something that happens after a behavior that makes that behavior less likely to happen. So when I first started working at CARD years and years ago and I was in my 20s, I used to like to wear heels and pretty earrings. I will tell you that my behavior of wearing dangling shiny earrings in the presence of children with significant autism was very, very quickly punished. I do not wear dangling shiny earrings anymore. All you need is an earring to get snatched out of your ear or attempted to snatch a couple times before that behavior is punished.

I have had hair styles before that have been punished. That sounds very weird, right? I have a really funny memory of teaching a Sunday school class and I attempted to do some kind of a beachy tousled hair style like this lady. And one of the girls whispered to me, Ms. Elise, I think you forgot to brush your hair today. A couple boys that were a little less subtle were like what's wrong with your hair? Your hair looks crazy. If I'm less likely to style my hair like that again, or at least in the presence of those people, that behavior is punished.

Let's say I -- I style my hair in that way and one of my friends at work says oh, my gosh, I love your hair. What did you put it in it how did you get it to look that way, it looks so great. That may be totally reinforcing. Especially if I respect that person's opinion. Maybe if there's a creepy guy across the hall from the call center and he's like, oh, wow, I really like your hair, I may choose not to do my hair like that because I don't want to draw that person's attention. So the consequence could be different -- Karen, I love your smileys -- just depending on who it comes from. The little picture of the -- of the turkey, I enjoy cooking. I do not enjoy cleaning up the kitchen. I find washing dishes, loading and unloading the dishwasher to be a very punishing task.

However, there are times when I'm around certain family members that may come to visit at Thanksgiving that are a little overwhelming to me. Right? They live in Michigan. They're not on this call, so they're not going to know. I suddenly am far more motivated to engage in the task of washing dishes and cleaning. And in fact, I will do it all by myself.

[Laughter]

So that I get a little bit of a break from a punishing stimuli.

Now, our children, whether they are children in our classroom or our own personal children or our fur children, no matter how cute they are, they are really good at punishing our behavior. There are a lot of times where you do not need a board certified behavior analyst to tell you the right thing to do as far as a behavior problem. Right? Sometimes it's just not super complicated. However, we often don't do the right thing because kids are very punishing at times. So, for example, when I had a puppy -- look how cute my puppy is when he was little. You know, it was really hard and really a pain not to let him chew on things. I remember a time where I was like, oh, it's fine, I'm going to let him chew on this plastic bottle. It's empty. Someone said that's not a very good idea. Because I needed to keep him occupied, I let him do it.

Well, who weeks later when he chews up my brand-new \$26 bottle of lotion because it's in a plastic bottle, I'm mad. But can I really be upset, right? Because I let him do something that I knew he probably shouldn't just because it was convenient at the time. Same thing with -- with children and children crying, co-sleeping can be a huge, huge, huge issue. And a lot of times we -- we know we shouldn't bring that kiddo in our bed, but we also know that if we do it, the punishing behavior, the crying, the screaming will stop, and the reinforcement of getting to sleep will occur.

So a quick story about how our kids punish our behavior. I have a friend locally and she has a son on the spectrum and he was about 4 at the time of this story. And she said, Elise, I need you to help me. I -- every time I go to the grocery store, I have to buy popsicles. And if I don't go to the grocery store and buy popsicles, my son throws a huge fit, he screams, it's embarrassing, people stare at us. I have so many popsicles in my freezer. We come home, we give popsicles to the neighbor. I can't keep buying popsicles, so what do I do?

Now, this is a very intelligent person. And when I told her, well, you have to stop buying popsicles when he throws a fit, the look on her face was like, uh, that's what you got for me? Right? That's it? Thanks a lot. And she knows it, right? She knows it within her heart, but here's what happens. You go to the grocery store. Your adorable child says popsicle. No, we're not going to get popsicles today and they say popsicle, popsicle. And then they're screaming popsicle! In the store and having a fit and people are staring at you, and so you just get the popsicles and put them in the cart because then magically they stop punishing you for saying no. And this is what we call the credit card effect. It's very easy to take these easy way outs. It's like swiping a credit card. You swipe, swipe,

swipe, ordering online, it doesn't even seem real, but at some point the bill comes due. This is how it is with our students and children in a lot of behaviors.

I encourage parents and teachers to try to curb some of these behaviors while children are small and not as strong and before they have turned into years, years, years' long habits. So now we want to talk about some myths about -- of reinforcement. Sometimes teachers and classrooms will have a treasure box or something kids are working for. Or I may compile a bunch of things that I'm hoping will be motivating for children. But really, those are just things. We can't call a pile of things that we think are cool reinforcers because they're only reinforcers if they are serving to make the behavior that comes before we give it more likely to happen again in the future.

Sometimes we have kids that really love certain things. Like let's say Skittles or chips or something like that. I might say, oh, my daughter loves chocolate, so I'm going to be able to get her to sit on the toilet for chocolate. Mmm, maybe not. Because the effort may not match the reward. Or she may know that when she goes to grandma's house she's going to get even more chocolate just for breathing, right, and not have to do anything hard. Sometimes also children might say they want something, but it doesn't mean that it's reinforcing enough to drive or fuel a behavior.

And listen, we all work on these principles or reinforcement. Sometimes people will say I'm not going to bribe someone, my child or my student, to do the right thing. First of all, when you offer the reinforcer ahead of time, it's not a bribe because you're not in a negotiation, right? If you do this, you will get this. But that's -- that's how we all work. We all work for a conditioned reinforcer. It's called a paycheck. If our boss said, hey, you have to do the exact same amount of work or maybe even a little bit more, but I'm going to reduce your paycheck by 25%, even though we like money that 25% diminished paycheck is not going to be probably reinforcing enough for us to continue to do that task.

All right. And same thing with, you know, a lot of times with our students, especially children with autism spectrum disorders, some of them may have things that they absolutely are so enthusiastic about that they can truly never get enough of that exact same thing. And that's -- that is wonderful. But it's not always the case for all of our students. So just because you really love something doesn't mean that you want that to be your go-to option for a reinforcer every single day in and day out. And sometimes I may be blowing bubbles and a child really likes it and they're pointing to the bubbles or they're saying bubble or they're handing me a picture exchange for a bubble, I'm using these bubbles as reinforcing communication, as soon as they stop communicating for that, those bubbles are no longer serving as a reinforcer. We have to consider motivation to engage in a behavior.

I've had a lot of times where I'm unsuccessful in getting a child to do a behavior, engage in a behavior that I want them to, and I switch up

the reinforcer and magically it appears. That's not always why we don't have a behavior occurring, but sometimes motivation can really be the key to it. It's no different than if I said, hey, it's August, it's 110 degrees out, could you please help me move some really heavy furniture. It will take about three hours and I'll give you \$20. Most people are going to say, uh, you've lost your mind. But if I say, hey, I know it's super hot outside and it's going to take a while, but I really want to do this to surprise my husband and I'm so motivated to do it that I will give you \$250 cash and a case of your favorite beer, the task is still the same, but your motivation to engage in that task may be very different once the consequences changed.

All right. So time-out -- time-out is -- is another myth that we need to talk about. And I know for a lot of -- especially pre-K classrooms, a time-out or sitting out is kind of almost one of your only recourses that you feel like you have as far as curbing a behavior. What I want to tell you is, time-out is only an effective form of punishment if that child is really feeling like they are missing out on something that they really want to do while that I will be in that time-out. So if you have a student that is not as socially motivated or they're trying to escape certain things, time-out can be superbly reinforcing to them. I want you to pick up these toys. The child doesn't want to pick it up. Pick these up. No, they won't. Now you're in time-out. Guess what they're not doing while they're in time-out? They're not picking up the toys. Finishing your worksheet, finishing your lunch, whatever it may be. Strengthening a task or a demand can strengthen a behavior.

For my daughter, when she needs to clean something up -- she's already learned this lesson and knows I'm just crazy enough to do it. Especially when she was younger if she would not clean up, I would take her hand and hand over hand pick up every single thing. There's times where I was almost like sweeping the floor with her when we were picking up an entire thing of blocks she took out. She learned very quickly when I said clean up, there was not going to be an escape from that. So that behavior did not persist for very long. So you really, really, really want to think about that, how you're using time-out. Sometimes you may still need to use time-out because they need a break but maybe they fix what they did wrong before they go to time-out or maybe they fix it right after they go to time-out even if you're needing to prompt them.

Some other examples of potential reinforcement. Behavior analysts are kind of known for using a lot of edible reinforcers. I will tell you that I don't often have to use a lot of edible reinforcers. There are all different kinds of potential reinforcers depending on your student and their motivation. It might be listening to music, getting to bounce on something, looking at a kaleidoscope. There are all kinds of sensory things. I like to have sensory baskets where I have a bunch of things and somebody can pick from it. And they may get access to one of those items for maybe five minutes. But whether you're a parent or a teacher, then when that timer is up, you're going to put those things away so that they still keep their motivating factor, right? If you get to play with it or hold it all the time, it's going to lose its appeal. You're going to be satiated and it's going to wear

off.

Also playing a game with a friend. Getting to watch ten minutes of a movie or watching a show. My daughter is still young enough where she thinks it's cool to be a helper. It realize that's going to wear off at some point in time, but I'm going to ride that wave as long as I can. Down here I have a token strip. For some of you, especially parents doing homeschooling right now, and what about this? You're a teacher and you're having to electronically school your students and you have your own children at home? Wow, that's a lot. Maybe you have a token strip and you're working for something that's in this lovely tumbler. That is your motivator to keep you going to get your assignments done with your kiddo. I love using token strips. Token strips can be a nice visual to show your students what they're working for, and they can also maybe choose what their reinforcer is going to be so they feel like they have say in it or control over what they're getting.

Sometimes when we're doing like a token strips, you might need to give those stars out within a five-minute period. Some of our students might be able to earn one star each hour or each activity that they're working for. It really depends on your student and their developmental and language abilities and also how hard is the task -- how hard is that goal that they're working towards. All right. Some of our kids really crave attention. And the things that motivate us to engage in behavior, again, we have access to items, escape from items, attention, and behaviors that are automatically reinforcing.

Usually you guys are negative a -- our negative attention is so much more interesting than our positive attention. We may have a classroom full of students or our own children who are sitting doing the right thing, and we might say, oh, great job. But as soon as somebody's doing something that they're not supposed to do, right -- Henry! How many times do I have to tell you to keep the chair on the floor? Do you want to get hurt? Do you want to fall back and crack your head? Am I going to need to call your mom? That is so much more attention and so much more interesting than us just saying, oh, you're doing a nice job sitting. So don't think that negative attention cannot be a huge motivating factor and reinforcer for our kids.

So if you do have a child that craves attention and you know that you have a really hard time ignoring attention-seeking behavior, some of us have years of practice and we are pretty excellent at it and others of us have a really difficult time. Sometimes we can ignore attention-seeking behavior in our students a lot better than we can in our own children and I'm certainly guilty of that. I like to use a motivator. This is a picture of the old school one that you clip on your belt. I think there are apps that you can also put on your phone to do this. With the motivator, you can set it for an interval of time or you can put it on a varying interval. Maybe it vibrates every five minutes and you can scan the class and you find those kiddos that really need a lot of attention and do a lot of attention-seeking behavior and you give them attention in the absence of a problem behavior.

It can be so hard to remember to do that, especially when you're

managing a classroom or a household and then it is so easy to just provide that attention and provide it in a more intense way when somebody is doing a behavior that we want to see less of. Another thing you can do that's very intentional is pivoting. So if it is a behavior that's attention-seeking that you are able to ignore, you pivot and you turn and give usually fairly obvious attention to someone who is doing the opposite of that behavior. Like, hey, so-and-so, I love the way you raised your hand instead of saying to that other kid how many times do I have to tell you not to blurt out the answer? And then the next time that child is quiet, you might raise their hand for them and say, I love how you raised your hand. Thank you.

Some of our kids that really like that more negative attention or maybe are not going to respond to, like, oh, good job, high five, we can engage them in something that's called naughty praise. You might say, what? Is that your worksheet? You did it that fast? No way! Are you sure? It's got a little bit of sass. Yeah, I did, and I can do it again. And you're engaging them on a level and in a way that is more meaningful to them. Also, you can redirect or address a behavior while providing very minimal attention or social interaction. So if you've got a child who is [knocking] tapping their pen instead of saying, oh, my goodness, you're distracting everyone, how many times do I have to tell you? Give me that pencil or you're going to sit in the thinking chair, whatever it may be, you may just walk up and take the pencil out of their hand and return it in 20 seconds. You may walk up and without looking at them, prompt them to put their pencil down.

Maybe somebody's throwing something. Instead of saying don't throw that, you're going to hurt someone! And you have not been paying attention to that child before that. It's like cause and effect. All I have to do is do this and I have Mr. So and so's undivided attention. You may move those items they're throwing out of the way or hand them something that's appropriate to throw. This is a skill that you really have to practice. Sometimes we need other people around us to help remind us or coach us on these things, but you can still address a behavior or a block of behavior from happening without giving a lot of dramatics.

I'm so good at doing this with the kids I work with professionally, and I will tell you I catch myself with my daughter doing something like [gasping] and I'm like, oh, man. Oftentimes these are skills that we really need to practice. All right. So antecedents. What comes right before the behavior? A lot of times we get really tunnel visioned on the specific behavior. The hitting, the spitting, the tantruming, whatever it may be. And we need to take a step back and look at what is going on right before that behavior happens. Do they need anything, right? Do they need attention? Sometimes we reinforce inappropriate behaviors because maybe our child has been saying mom, mom, and you're like not now, mom, mom. And then it goes into some kind of meltdown and that's when you're like, I'm on the phone, what do you need from me. Then you're dealing with it. You have just reinforced a higher level of a problem behavior.

Is your child hungry? Is your child tired? I will tell you, you know, being the parent of a toddler that hungry and tiredness are precursors to all kinds of behaviors that we wouldn't usually have and that may influence their behavior, increase their motivation to engage in a behavior or, you know, just make them overall less like their usual self or kind of less emotionally hearty. Then you have the specific behavior, what is your child doing, and then the consequences. What happens after the behavior. And we want to think about really what happens very quickly after the behavior. Are those consequences strengthening the behavior. And, again, like we mentioned before, if that behavior is continuing, here's the hint, it is being reinforced.

Some behaviors, you guys, for teachers especially in a classroom, if you have a child that is engaging in attention-seeking behavior, you may be able to correctly ignore that behavior. You know, let's say they're using potty words or something. But the other students in your class are totally reinforcing it with all kinds of attention. At that point, you may need to find a competing consequence because the attention from the other students, you can't get 6-year-olds to ignore fart jokes. But say if you can make it to this time without a potty word coming out of your mouth, you can get this or this. So think about those consequences.

Also, consequences, you know, for some of our kids who might be super shy, if they did a really good job on an assignment and I called them up in front of the class to show off their work to the class, for some children that may be the most motivating thing ever for them to try to continue to do a good job. For other kids, they might be like I'm never going to do that good on a paper again because I never want her to bring me up in front of the class. What I think is reinforcing because it's reinforcing to me might actually be a punishing consequence to somebody else.

Okay. So this is where I would usually have some videos. I'm in a little bit of a mourning for my videos. And I thank you guys for hanging with me. We're an hour into this. So sometimes the antecedent behavior of the consequence is simple cause and effect and we don't have any problem kind of figuring it out and sometimes it's a little trickier. So I'm going to tell you a couple stories. I'm sorry we don't have any visual prompts. Hopefully I'm interesting enough for -- for you to -- to bear with me on my voice.

So I went to a pre-K school and I was there to see a child with autism who had been stealing other kids' food like very, very frequently and eating their food in the lunchroom. And for any of you guys who provide behavior support, you will know that as soon as you go out to a school to see somebody -- to try to open a behavior, that child usually has the best day they've ever had in weeks and you never see it.

[Laughter]

So I'll be honest, I tried to avoid going out to this school because I thought I'm not going to catch her in the act. Let me see if I can ask some questions to try to figure this problem out. My first thought was, did her mom switch her to a gluten-free diet. Is her food gross and now she's

taking other kids' food. I tried to ask some questions. I ended up going out. So I go out to see her and while I'm watching her in the lunchroom, she accidentally knocks another little boy's sandwich off the table. And it lands -- it's kind of like a picnic style bench, so it lands right beside this little boy and he starts crying.

My first thought is, oh, my goodness kiddo, your sandwich is right beside you. He's sobbing. The teacher doesn't give him a lot of attention. She directs the girl to pick the sandwich up for him. I'm like, wow, he's kind of wimpy. I kind of label this kid a cry baby. Keep that in your head. I'm taking videos. As I'm reviewing the videos for a clip for my training a little bit later, I see the little boy. And he's trying to open his apple sauce. He's trying to open it. He's trying to open it. I'm videoing my little girl that I'm trying to catch in the act of stealing food. He smiles at me. And I'm just not paying attention to him. He tries to open it. He holds up the container kind of towards me and I still ignore it. He holds it up again. He's smiled at me, done two nice gestures, and then he goes [crying] that's when I notice him and I lean over and help him open his thing.

As I caught myself on video doing that, I thought oh, my goodness, here's this kid I had labeled kind of as a cry baby. His teacher didn't give him a lot of attention. Maybe he wasn't looking for attention. He was looking for help. So I have now effectively punished three much nicer ways for him to ask for help, a child that's probably very minimally verbal. What did I reinforce? I reinforced actual the most maladaptive of those behaviors, which was crying. It was very meaningful that I caught it on a video because I know that we do these things as parents or teachers inadvertently all the time without catching ourselves doing it. So that's something -- just a thought that I want you to think about how many times do we unfortunately reinforce more undesirable versions of a behavior.

So onto my story about my little girl who is stealing the food. She's sitting there. She's able to speak in some little sentences. It's mostly echolalia. She begins trying to chew through her bag of popcorn to get to her food. And she says to me "can I open it?"

. I said you can open it, which she couldn't. I sat there and watched her struggle. The reason she's engaging in this maladaptive behavior of stealing other kids' food is because she doesn't have a way to open her own food. And she also doesn't have a way to use the adults around her and advocate for herself and ask for help. Instead, she's just going to take food that's available and nearby her because it's lunchtime and she's hungry. And it was a really important lesson for me because when I didn't want to go try to observe that behavior, I was trying to ask questions I did not even think about asking can she open her own food items. And so in that case, that behavior problem that we had was really because of two skill deficits. One, the ability to open her own food items, for sure, and the other, to use the language that she had to be able to advocate for herself and ask for help.

So for those of you in classrooms, sometimes it's so hard for us to see the forest from the trees. Her teacher felt so badly, but she was also at the other end of the cafeteria helping 3 and 4-year-olds who had to

carry trays of hot food and para professionals were on break during that time. We ended up teaching her how to open a bag. It was really hard for her fine motor-wise. So we provided her alternate containers to bring her food in.

Sometimes I think when we're in a classroom -- I'm invited out to do a lot of observations. It can be really nerve-racking for teachers, but hopefully the person that's coming out really wants to help you and just realize that sometimes when you're in the middle of a situation, it's really hard to see some of the elements because it's just something that you're used to.

Antecedent interventions is the next thing that we're going to talk about. You really want to set yourself up for success. And sometimes curbing a behavior really has to do with altering our environment, especially when we're working with early learners. So you will see in the bottom right-hand corner, a picture of some dog bowls. When I -- when my daughter was younger, she always wanted to get into the dog food bowls. I have two. They're low to the ground. Their bowls were right on the ground. And I really didn't want to move the food and the water up off of the floor. Because I thought that was kind of a pain. My dogs were used to just grazing around and I really didn't want to change my habits. And so I thought that I could just keep her out of them.

And I engaged in a lot of different behavioral plans to keep her out of it. At one point I thought, well, maybe if I just let her eat some of this dog food, she'll realize that it's gross and she won't want to do it again. That backfired on me.

[Laughter]

I'm putting myself through a lot of strain trying to get her away from the dog food every time she went over therein instead of altering my environment and making a change as the grownup in the situation and moving the food to where she couldn't get it. We do this a lot as parents. We do it sometimes as teachers. It's kind of just -- maybe it's not a hill we would lean on, but man, we just want it to be a certain way. Sometimes we have to really suck it up and alter our environment. I've seen very similar situations in classrooms where a teacher is like, hey, I need you to help keep this kid out of these ABC letters that I have in this big bucket under my chair. He gets in them every day. I can't keep him out. He's not allowed to have them. And I said, well, do you want to put them up in a locked cabinet that you have over there? No. I want him to stay out of it.

So we really have to decide, right, is that the hill that we want to bleed on or are there times that we can just alter our environment. We can't always alter every single thing. There are times when it's just not valid, but sometimes we could make a slight environmental change that would really engage somebody's ability to engage in a behavior or their motivation to.

I also work with kids that do a lot of throwing. Sometimes it is developmentally where they are because they're in a developmental phase that's known as casting and they are going to be throwing things for

a while. You know, during those moments, it's more about keeping breakable things out of their way or providing them with items that are very soft because we know that they will be throwing those things. That's an antecedent intervention.

The power of choice. So for a lot of our kids, let's say you're going to have to do homework, that's not an option to do it, but it might be do you want to do math first or spelling first. Do you want to write with -- do you want to write with the blue pen or the purple marker? A lot of times our kids, they don't get a lot of choices during the day. And so just giving somebody choice in something can be a very nice and very easy antecedent intervention.

Do you want to do three spelling words or four spelling words? And sometimes kids, especially sassy ones are like, seven. It's your choice. Go for it. You can change motivation to engaging behavior 6789 if you have a kiddo that is jumping on the couch all the time. Instead of telling them to get down off the couch. If you want to make it effective, your instruction, you have to prompt them within five seconds of your direction to get down. Just take the pillows off the couch. If you have kiddos that throw a fit before they go to a store because they're going to want something, I encourage you to have a little basket of goodies hidden somewhere. They're going to pick one toy to take with them to the store. It's something in that box that they rarely get to see or hold.

I told you guys in the beginning that I work with a lot of really picky eaters. But a lot of those picky eaters also just graze all day. They just are able to have access to snack foods and the foods that they want and they are drinking a lot of fluids and they're just kind of snacking. That is not going to make you motivated to sit down and eat a dinner with your family. And so I encourage no snacks or drinks for two hours before dinner. No one is going to die of starvation for two hours before a dinner. They will make it.

Another -- another antecedent intervention that changes motivation is when we're potty training, wearing underwear instead of a pull-up. The pull-up thing really cracks me up. Pull-ups are diapers. I mean that's the bottom line. It's something that you're supposed to be able to pull up and down. But as far as the consequence of you peeing or pooping in it, it's a diaper. It feels a lot different when you wet yourself in underwear and jeans than it does when you have on jeans and a pull-up. That's something that really changes motivation. It also changes your motivation as the adult in the scenario to pay more attention and to remind kids to go to the bathroom, right? If you're going to have to clean up a mess, you are definitely attending a lot more than if they are wearing a pull-up.

Okay. So we already talked about the food. Some other behavioral principles. There is something called the premack principle. We also call it grandma's rule. A high probability behavior can serve as a reinforcement for a low probability behavior. So that's often a first, then. I know a lot of teachers do picture boards for that because that helps a lot of our students. First you eat a bite of broccoli, then you can have your French fry. You know, first you do two math problems, then you hold this

squishy toy. Whatever it may be.

Another principle that you can use is behavioral momentum. This sounds really cheesy and like, yeah, whatever, but you try it and you might be really surprised at how it works. You can even try it on your husband, if you would like. You ask a series of easy requests. Things that somebody is likely able to do. It's got to be something mastered, followed by high reinforcement right before asking for a request that is usually avoided. And that kind of increases your momentum that you're saying yes or you are being compliant. Salespeople use this all the time. They use behavioral momentum. They're not going to say, hey, can I sell you this \$10,000 whatever, but they're going to get their foot in the door with little small requests that you start saying yes to and then they're on a roll.

You can use a token strip for behavioral momentum. I love doing this with kids. You know, even really wrong learners can be taught the value of a token strip. So you might start where they only need to get one token before they get, let's say it's a Skittle. It usually needs to be something that goes away because we want them to be more of it. It doesn't have to be something edible. You've got maybe four stars already on the token strip. They only have to earn one. Hey, can you give me five. You got your five stars. Great listening. Here is your blank. Then you do two stars. Maybe you back it up and they have four stars where they're doing really easy tasks. Touch your nose. Give me five. Point to the apple. And then their last one before they're getting their reinforcer is something that would usually be avoided or be a little bit harder.

I would not be a true behavior analyst if I did not talk about taking data. I know data can be a pain to take, whether you're a parent or whether you're a teacher or whether you're a therapist. But there are so many things that we are going to miss if we're not taking data, and our memories just are not good enough to tell the difference between a lot of things. If somebody is usually having tantrums that last between 13 and 17 minutes, I'm not going to be able to tell the difference between a 13-minute tantrum and a nine-minute tantrum, right? I'm just not that good. Or if somebody is picking their nose and it seems like it's all day and you're working on some type of behavior plan to reduce that behavior, if you don't know literally how many times they're doing it, you're not going to be able to tell if you are reducing that behavior little by little.

So you can have a tally counter. You can have a paraprofessional take data, have data sheets in different rooms in your house. This is a sample one. And I'm happy for somebody to e-mail me if they need help with some data sheets. But you really need to take data because sometimes just the data gives us -- gives us the answer that we're looking for, and it's something that we -- we didn't think about.

Also, following up on data is setting appropriate goals. Sometimes I have teachers or parents asking me for help because they're not having success in an area, and sometimes it is legitimately a behavior problem, and sometimes it's truthfully that the goals that are set are not developmentally appropriate or not attainable. So you really want to set yourself and your learner up for success by setting appropriate

goals. The goals have to be child specific. This is something that just really I empathize with teachers in the classroom so much because in my ideal pre-K classroom, you would have a couple students that sat in the morning meeting for maybe four minutes. And if they did not eat a book or punch somebody in the face, they're doing great and they are dismissed. And then you have kids that can stay for a couple more activities before they're dismissed. And then you have kiddos that can make it through the entire time. Your goals just really need to be specific to each child.

I used to have a co-worker. We looked very physically similar. People often got us confused for each other. She could go run 7 miles if she wanted and I would die if I tried to run like 1 mile, right? So you cannot judge people based on groups and things you think are similar. Everybody needs to have their own goals.

And you want to remember where are those students developmentally. A lot of our kids on the autism spectrum, they may have some crazily amazing splinter skills, whether it's pattern recognition or memorization or hyperlexia or just memory for whatever their area of interest is, but that does not mean that all their other skills fall within that range developmentally. So we have to not be thrown off by any of those splinter skills and we really want to think about making ourself familiar with those developmental milestones, and you know, yes, this child is 10 and he can do some really cool things, but how he tells me about his day or how he acts when he gets upset really reminds me more of a kindergartener.

[Barking]

Sorry, guys. So the other thing you want to do -- I came to close to not having that happen. I apologize. The other thing you want to do is get baseline data. Where are you starting off? So you can do an observation. You may have a checklist. You may time things. I have a lot of parents who might say I can't get my child to sit and read a book with me. As silly as you may feel, time it and see over a couple times what's your average time before your child walks away or starting engaging in maladaptive behavior. If it's 37 seconds, try to go for a minute, don't try to go for five minutes. Sometimes just starting off at a better spot is going to be helpful. If I decided I wanted to run a marathon -- which I wouldn't, but if I did, I would have to say how far can I run before I feel like I want to die. It's 42 seconds. I'm going to try to run for a minute. I'm going to advance incrementally to give myself the opportunity to be successful.

We as parents or teachers, we need to be able to feel successful and so do our students and our kids. We all need to be able to feel successful. It's better to start off with things that are easier and build up than to start with things that are really hard and cause frustration. And we really want to do 80% mastered, 20% new hard skills. I know some of my teachers are like, you've got to be kidding me. Tell that to everybody in the education field. But when we're thinking about our early learners and giving them momentum and opportunity to be successful, nobody wants to try to do things that are incredibly hard for them and a little bit out of their

range all day long. None of us do that.

Also we want to make goals meaningful. So I have seen some just fantastic therapists and teachers out there. I have also seen some therapists that have goals that, you know, are really a little bit unique in the fact that I'm not sure how it's going to help that child's daily life or their parents' daily life or their teacher's daily life. If I have a child that cannot ask for water or ask for a snack or can't handle a transition, I'm probably not worried about whether they can age-appropriate cut with scissors or not, okay? Try to make those goals as meaningful as possible.

This is unique. Let's see. I don't know if you guys are seeing -- okay. There we go. Also sometimes we think about getting rid of behaviors. We have behaviors that we want to decrease or to go away, but sometimes for some of our students, especially earlier learners or children who are younger developmentally, they are engaging in that behavior because they don't have a better way to get it done.

And this is what's working for them. An example I see a lot of times with minimally verbal students can autism is they may have some very unique ways of getting their mom's attention. A lot of times that's like grabbing their chest area or pulling on their shirt or sometimes it's smacking somebody because they can't say mom, mom. I can't just say, hey, I want this child to stop pulling on my shirt. That's their way to get your attention. We need to teach them a better way to get that accomplished. So definitely keep that in mind. Do you need to teach or exchange a desired behavior. And don't always think that that child that has that in their repertoire or their ability to do that.

So you can ignore or extinguish one behavior, but you are teaching the better way to get it done. That might look like in my example of getting a parent's attention, the mom ignores when the child grabs her shirt or grabs her chest, but she may wait a couple seconds and prompt that child to tap her on the arm gently and then turn around and give that attention. And you want to make sure that your behavior that you're teaching meets the same need as that undesired behavior. This little lollipop that I have here is a picture of a smoke stop pop. I always like to use example from adults, too, because sometimes we get really focused on our kids. A lot of people who are quitting smoking, their mint or lollipop or gum chewing consumption goes way up because they're so used to, you know, having something that they have in their mouth and they really need to have a substitute behavior for smoking.

Extinction is another behavioral principle that I urge people to use with a lot of caution because not only is it hard to do, but also it's not appropriate to do with all behaviors. Extinction is when you stop providing reinforcement after a problem behavior and then that behavior disappears or becomes extinct. Examples would be ignoring behaviors maintained by attention or not removing the instruction when escaped maintained behaviors are exhibited. A side note on this. So now that I am a parent, it's just an opportunity to learn so many humbling things about behavior.

[Laughter]

And I really kind of came into -- to the whole toddler tantrum

thinking, well, these should just not happen because I don't provide reinforcement for my daughter pitching a fit to get her way or to get out of doing something. And I instruct my family members not to, right? It's always funny when you see what kind of grandparents your parents are, especially if they were strict on you. But what I realized is, is even though I don't provide reinforcement for my daughter to have a tantrum to get her way, because of her age and where she is developmentally, it does not mean that behavior will never, ever happen. But it does mean that it's greatly reduced and it also means that the intensity and the duration is reduced.

So for my teachers, for my parents of kids with -- with significant needs, if you have a behavior that you've gotten really reduced but it still is there from time to time, please don't feel like you're a failure because you have a kid that throws a tantrum every once in a while or hits every once in a while. Because some of these behaviors due to where our kid is developmentally just isn't going to happen. And let's be honest. We all have our adult forms of temper tantrums at times as well or our own maladaptive behaviors that we do that we may need to rein in every once in a while.

When you put a behavior on extinction if you are doing it correctly and you have the -- you've identified the function of the behavior correctly, a lot of times it's going to get worse before it gets better because that child is used to getting a certain reaction. If you decide you're going to ignore your child cussing because they're doing it to get a reaction out of you, may might start cussing a little bit more or add a few more choice words in because they're trying to get a reaction. Think about it like if you put money into a Coke machine and you're trying to get your afternoon diet Dr Pepper out. It takes your money, you push the button and your Coke doesn't come out. You push it again. You might push it harder. Then you might shake the machine or bump it because you are used to getting a certain result and now you're not getting it.

So cussing is not going to hurt anybody, but there are some behaviors such as aggression that you may not be able to ethically just ignore or they may ratchet up to the point where you address it but when you address it, you have now addressed a higher level of problem behavior that you have reinforced, right? Now you're going to be getting potentially more severe levels of behavior in the future because they know, oh, if I just keep pushing it, if I just keep pushing it, I'm going to get it. So extinction is most successful when you incorporate it with putting one behavior on extension, but also teaching a replacement behavior or reinforcing an alternate behavior and sometimes that may need to be prompted at the beginning.

Okay. So we are getting ready for question time. I just want to say -- first of all, thank you guys, because I think you-all are still here and you hung in with me. So I really appreciate your time and your attention. Please don't be scared to ask for help. I've worked with students with special needs for 17 years, and I still have times where I need to go to a colleague or go to someone and just say, can I just run this by

you? What do you think about this? Sometimes it's just a fresh set of eyes to say, well, have you thought about this? Again, you were just too close to it to really -- to really see it.

Please reach out to your local discretionary projects and agencies for help. That's our job. That's what we're here for. And the department of education gives us money to help you. So we are a part of your team. And we would love to be able to help you in any way we can, whether you're a teacher or a parent.

>> TRACY UMPENHOUR: Elise, thank you so very, very much. That was really awesome. Really nice job. It was great practical tips, great stories, I enjoyed how you said for some of us adults as well as children. I was thinking as you were going through that presentation, oh, these are some things that I need to do for myself. So really, really nice job. And we thank you for providing this webinar for us today.

Before we get to questions, I'm just going to give people a minute or two to complete the evaluations. So the folks that are on the line, there are four questions before you. Did the training increase your knowledge, meet its intended objectives, to what extent will you learn what you used from the training and will you recommend it to others. Keep in mind that the six at the top is the greatest rating and one is not at all. And all you have to do is put your cursor on top of that radio button, and it will record your response for you.

So we'll give you a minute to do that. If you're done and you don't have any questions after you've completed the evaluation, you can go ahead and sign out using the X at the top right of your screen or you can just close down your computer. If you do have questions, just stay on momentarily and Elise will answer those for you. For those of you who are leaving us, thank you for attending today. We're glad that you were with us. The recording and the PowerPoint will be on the FDLRS.org website. We'll make sure to check that out.

>> ELISE SUMMA: Thank you all for your time.

>> TRACY UMPENHOUR: Yep. We'll wait just a minute, and then we'll switch to the question screen.

Okay. I'm not seeing the numbers change too much more, so I'm going to go ahead and switch, Elise, to the question layout.

[Please stand by for captions to resume].

>> TRACY UMPENHOUR: Elise, are you able to see the questions?

>> ELISE SUMMA: I do not see -- oh, let's see.

>> TRACY UMPENHOUR: Right now, everybody's just saying thank you.

>> ELISE SUMMA: Okay.

>> TRACY UMPENHOUR: And what a wonderful job you did. There is --

>> ELISE SUMMA: What an amazing job the transcriber. I cannot -- I can't imagine.

>> CAPTIONER: Thank you.

>> ELISE SUMMA: Hi, Donna. Thank you. That's so kind.

>> TRACY UMPENHOUR: Elise, you do have a question. Do you see it from Jill C? She's asking can you see signs of autism in a 1-year-old?

>> ELISE SUMMA: I would say yes for a well-trained clinician. The -- in my years, I have screened kids that are about 12 to 15 months at our CARD center. Only two of us screen children under the age of 2. There are some wonderful things that you can look at from the first words project to look especially for those social communicative gestures that we really want to see by 16 months. But I will say that we always really proceed with caution, because I have seen children from 18 months to 2 1/2 make a lot of changes. Whether it's, you know, changes towards looking less like an autism spectrum disorder or sometimes a little more like an autism spectrum disorder as their attention span increases and their ability to kind of engage in some of those repetitive behaviors.

The three things that we really would look for in a 1-year-old are response to your name, back and forth reciprocal social smile, and pointing.

So Susan said is it possible to do another webinar aimed at older students. Absolutely. I think we could make that happen. Tracy, I can't see everyone's... I can't see all the comments. I guess I see part of it and just an ellipses.

>> TRACY UMPENHOUR: Let me -- I'll go ahead and ask you some of them. First of all, you're getting a ton of kudos. At special thanks for the great explanation of how the credit card effect works. Here's a question: Is there any way that you can e-mail an ABC form?

>> ELISE SUMMA: Absolutely.

>> TRACY UMPENHOUR: And if you have them, Elise, and you want to send them to me, we'll go ahead and post those with the resources that we have on the website.

>> ELISE SUMMA: Yeah.

>> TRACY UMPENHOUR: This way they'll find everything in one spot. This was great information. I know someone with BCBA. It's super relevant. So you helped somebody with their studies as well. What would you recommend for a parent to instruct a child with ASD that is not attracted to electronic devices and nonverbal. She also has difficulty responding to her name. She's 4 years old.

>> ELISE SUMMA: As a reinforcer? Is that the question.

>>

>> TRACY UMPENHOUR: It just says what would you recommend for a parent to instruct a child with ASD.

>> ELISE SUMMA: So I'm going to guess that means maybe to use as a -- as a reinforcer. It could be -- it could be physical touch. It could be movement. It could be swinging in a swing. Sometimes parents will say, you know, my child isn't reinforced by anything. Sometimes they're just things that we're not really thinking of. Maybe blowing a fan on them. It could be anything really that they enjoy. If the question was geared towards where to start as far as teaching like what to teach, I always like to go to the VB map, that's the verbal behavior milestones assessment

and placement program. And that's what a lot of ABA therapists would use, but there are -- it's broken down developmentally in age ranges and it's a lot of very functional tasks.

So I may be able -- is Sylvia Bretz the next question that you see?

>> TRACY UMPENHOUR: Yes, ma'am.

>> ELISE SUMMA: Can the concepts you discussed be used also for adults with developmental disabilities who are at a 10-year-old level? Absolutely, Sylvia. These behavioral concepts really are across the board for anyone. So I'm glad that you asked that question. I do trainings a lot more teenagers or adults who are more significantly impacted by a developmental disability. And, yeah, we -- we need to meet everybody where they are developmentally. It becomes a little more interesting when we have people who are maybe going through puberty and are functioning as a younger person and sometimes their behaviors look a little different. And so that's something that we always want to -- we want to consider especially when we're dealing with behavior and making sure that there are not any kind of medical explanations for some of the things that -- that may change as students get older.

Okay. Danny said are you conducting behavior assessments for toddlers at this time. At our developmental pediatric clinic in Jacksonville, we have two things. We have a physician. Physicians that will see children for medical diagnoses that go through your insurance. And then we also do screeners for autism or family consultations for children who have an autism spectrum disorder.

How can you help a 5-year-old in ESE that has tantrums when they make a mistake. That's a great question from Erika. Hmm. So it probably really depends on what their -- what their level is and if they're tantruming because they're upset when they make a mistake and they just need help with a little bit of emotional regulation or if they're tantruming because they're frustrated. Either way I would probably really front load them with a lot of things that are mastered. Maybe teach them skills or show them things they can do when they make a mistake besides having a tantrum.

And then if they -- if you present something small to them where they usually may get upset and they do not or they get less upset to really strongly reinforce that. Jill C. Says should screen time be limited for 1 and 2-year-olds. Yes, it should. I have another presentation where I talk about that a lot. The American Academy of Pediatrics has some really great resources that you can look at for managing screen time. And I would say that one of the big things is, is a lot of the things that our kids look at on screen time are super repetitive. And also a lot of times we use screen time when we're not engaging with them or sometimes we think, oh, well, this is educational so it's fine. But it's not interactive.

So in this day and age, yes, people are going to use screens, but I see so many kids who, you know, don't stack with blocks, they don't play with anything. It's all electronic. So I would certainly try to minimize it. The other thing is, is that if you are going to have screen time to sit with a child

and make it somewhat interactive and participatory is really the better way to use screens. Okay. Claudia, I'm a TA pre-K ASD ESE. I'm going to guess that means teaching assistant. Between 3 and 5 years old. What can I prevent ESE students following ASD -- okay. What can you do to keep children from imitating behaviors of students with ASD without saying that behavior is bad.

Wow. That is a really good question. Well, I think it kind of depends. If the behavior is a maladaptive like an inappropriate behavior, like biting, hitting, throwing something, I think it's okay to say we're working on that with so and so but that's not -- we shouldn't throw or we shouldn't bite. That's not something nice to do. If it's something like making noises or flapping or something like that, you might say, you know what, everybody's different. That's the way Johnny shows that he's happy or he's upset, but here's the way that you do it. Because, you know, we're all different and we all do things differently. That's a fantastic question, though.

Lisette from Palm Beach, would you have any excellent webinars like this or others in Spanish.

[Speaking French]

I never get to use French. Nobody cares about French. It would probably need to be translated, but we do translate some of our things here at our center in Jacksonville. I will tell you that a lot of the other CARD centers that are down south have many webinars on their websites in Spanish. So, again, if you have -- if you want to send Tracy an e-mail, I would be happy to direct you to some of those.

Gabriella, yes. So you said thank you, it's called the VB map. It is VB and then MAPP. Verbal behavior milestones assessment placement program. There's a little bit of ABA-type terminology in there, but I do know -- you used to have to be a BCBA to buy it, but now I think you can go to someplace like different roads to learning and order the manual and there are trainings that they have on it as well. All right. Susan, you have great questions. I'm so -- this makes me really happy. Susan says do you feel social stories are effective in teaching replacement behaviors if used consistently. I would say that depends on your student.

I have some students where social stories are work so beautifully and a lot of times we will use pictures and incorporate that student into it. And having the visual for some of our kids can -- can work beautifully. And then other students maybe don't have that level of understanding or maybe they're not attending to it and it may -- it may not work as well. So the answer is it really depends. I have had some kids where those social stories work so effectively and they usually -- once you've got it down, kind of the format, they're not too hard and they don't take too long to make. Our CARD center can support teachers in doing those. So I don't know if you live in Nassau bay or Flagler, if not, I would hit up your local center and see if they can help you if you need help.

All right. John from St. John's county, yes -- he says would you implement differential reinforcement of alternative behaviors for other learners. I certainly would. I think there are so many different things that I

probably did not cover in this webinar that you could use as far as behavioral techniques for students. Donna, hi, Donna. Is your presentation on screen time available on the CARD website.

By the way awesome explanation on how to address other kids imitating atypical behaviors of other students with ASD. Thank you. One of the things, kids that don't have autism spectrum disorder, that's how they learn is imitating. A lot of kids on the spectrum may have deficits imitating social behaviors. So it's kind of a good problem to have. The presentation on screen time, Donna, is actually part of a really, really long ten-hour presentation that I did for the FDLRS institute. But I think that's actually -- I think you gave me a great idea that I should probably shorten it to a screen time presentation, especially with what we're going through right now. Although people might be really unhappy with me to roll that out during this time.

[Laughter]

Amber said what would you say is a good approach to getting nonverbal children adapted to new environments. I don't know if this is going to answer your question totally so if you want to ask me another one, I'm happy for you to. I think a lot of times people will say children with autism don't transition well. And usually it's not like, hey, do you want to transition from doing this thing that you don't like to being on an iPad and they have a fit. It's usually they don't want to transition from something they like to not like. So I don't know that that's something exclusive of children with autism.

If you have somebody that really has a hard time getting adapted to something new like they've got some anxiety or they're just so ritualistic, what I would really do is pair that new environment with something that's reinforcing. Maybe prepare them with visuals as much as they could or bring something that they really enjoy into that new environment to make it a little more reinforcing while you're introducing the new thing.

Oh, okay. John said in regards to students mimicking students on the spectrum, sorry, didn't add context. To differentially reinforce alternative behaviors, yeah, I think that's actually a fantastic way. What John is saying is if you have a student -- or I'm going to put words in your mouth, John. If you have a student that maybe is imitating a behavior that you would not like them to imitate from a child with autism, what you do is really reinforce the absence of that behavior or maybe you're instructing them in a different behavior and you're kind of like very, very strongly reinforcing that and then you may be ignoring when they're mimicking the behavior. Thank you, sir.

All right. Any more questions? You guys had really, really great questions. I'm impressed with this group of Floridians.

>> TRACY UMPENHOUR: They really did have fantastic questions. Thank you, Elise. You answered them so well. Karen's saying it's a smart group. Yes, we agree that this was a very smart group. And Elise educated them so well that they just had really great questions to ask.

>> ELISE SUMMA: I don't know if that's me. I mean, you can -- I've

gotten some really unique questions. I think the questions posed by the group really show the quality of participants and I think that's just a fantastic. So thank you.

>> TRACY UMPENHOUR: John's asking another one.

>> ELISE SUMMA: I think that you -- I need to have you probably shoot me an e-mail because you're in our catchment area. I'd love to be able to -- to hook up with you and -- and maybe give you some more technical assistance. John said how would you introduce a new teacher to a student via online learning who just started prior to online learning. Oh, man. Well, I think there could be lots more things that I might need to know about this, but I would probably just have that new teacher have something that is of interest to that student. I think one mistake that we can often make is just jumping in with demands or things that are hard without pairing ourself with reinforcement.

And a lot of times we need to just back up and -- and pair ourselves strongly with reinforcement, which I know is probably really hard when we're feeling like we need to be task oriented, especially with this online learning. And, you know, task refusal for a new teacher increasing, there are so many confounding factors that are going on right now for this student, like all of the change in routine. Maybe not being able to go to your favorite restaurant or your dad working from home when usually they're not there. So many things that may be adding to that child having a difficult time.

I think you just said something that went away. Like pairing something they liked which is -- which is a really great thought. And I think trust your gut. Because you -- you have lots of good ideas.

>> TRACY UMPENHOUR: Elise, it sounds like John has some pretty specific questions about at student or students he's working with. So for him or anybody else on the call today, what's the best way for them to get in touch with you --

>> ELISE SUMMA: Yeah, so can I -- can I type somewhere like type my e-mail address?

>> TRACY UMPENHOUR: You can in one second.

[Laughter]

>> ELISE SUMMA: Okay.

>> TRACY UMPENHOUR: Everyone's so much quicker than I am. Do you see the chat pod there, Elise?

>> ELISE SUMMA: Let's see.

>> TRACY UMPENHOUR: Karen's on it.

>> ELISE SUMMA: Oh, okay. So this looks really -- going to move this over. Let's see if I can do it, Karen. I see yours. Here we go. Okay. I'm very scared, but now we only have 63 people on here who are going to be receiving this e-mail. I know you-all will use it really wisely. All righty. There you go.

>> TRACY UMPENHOUR: Perfect. Thank you, Elise. And then maybe John also can give you a call and share with you some more specifics from the student he's asking about.

>> ELISE SUMMA: Yeah, absolutely. Absolutely. Okay. Thank you all for your time. You loyal 63 that are still hanging in here, I'm very, very impressed with you.

>> TRACY UMPENHOUR: Elise, I'm going to switch back to the evaluation layout just in case people need to finish that up. And we will wrap this session up with a great big thank you. We really appreciate not only the participants' time today and our captioner and all of our FDLRS admin team, but also to you, Elise. It was a fantastic job. Really, really good.

>> ELISE SUMMA: Shanna, you -- you are amazing.

>> CAPTIONER: Thank you!

>> ELISE SUMMA: Thank you, Tracy, I really appreciate it.

>> TRACY UMPENHOUR: All right. I think somebody put the last remaining person on hold.