UNR BECS TEAM

BEHAVIORAL EDUCATION AND CONSULTING SERVICES

WHO ARE WE?

- Created in the Fall of 2016, the BECS initiative was the result of a growing need in the Washoe County School District for behavioral services capable of rising to the challenges faced by some of the students and school staff in the district

- We are a collection of Licensed Psychologists, Certified Behavioral Clinicians, Doctoral and Master's level Graduate Students, and Bachelor's level Behavior Technicians.

- We utilize behavioral techniques and strategies stemming from the domain of Applied Behavior Analysis, which takes a naturalistic approach to Psychology.

WHAT DO WE DO?

1. Observation and Data Collection

2. Behavioral Assessments and Learning Target Development

3. Analysis of the Functions of Undesirable Student Behavior

4. Hands-On Learning Strategy Development and Protocol Testing

5. Classroom Staff and Parent Coaching and Collaboration

EXAMPLE STUDENT - BILLY

Billy is a 7 year old student who likes to watch car race videos on Youtube and playing with his toy action figures. He also has been diagnosed with Autism Spectrum Disorder, and does not have a way to communicate his needs and wants with others. He is usually happy at home and school, but gets very angry when he is given tasks to work on in class and throws tantrums which involve yelling, hitting the table, and throwing items around the room. As a result, he is not making progress on academics and the teacher is unsure of how to best address the situation. The teacher wants to teach Billy how to trace his name on paper with a pencil, but cannot present the materials without Billy throwing them.
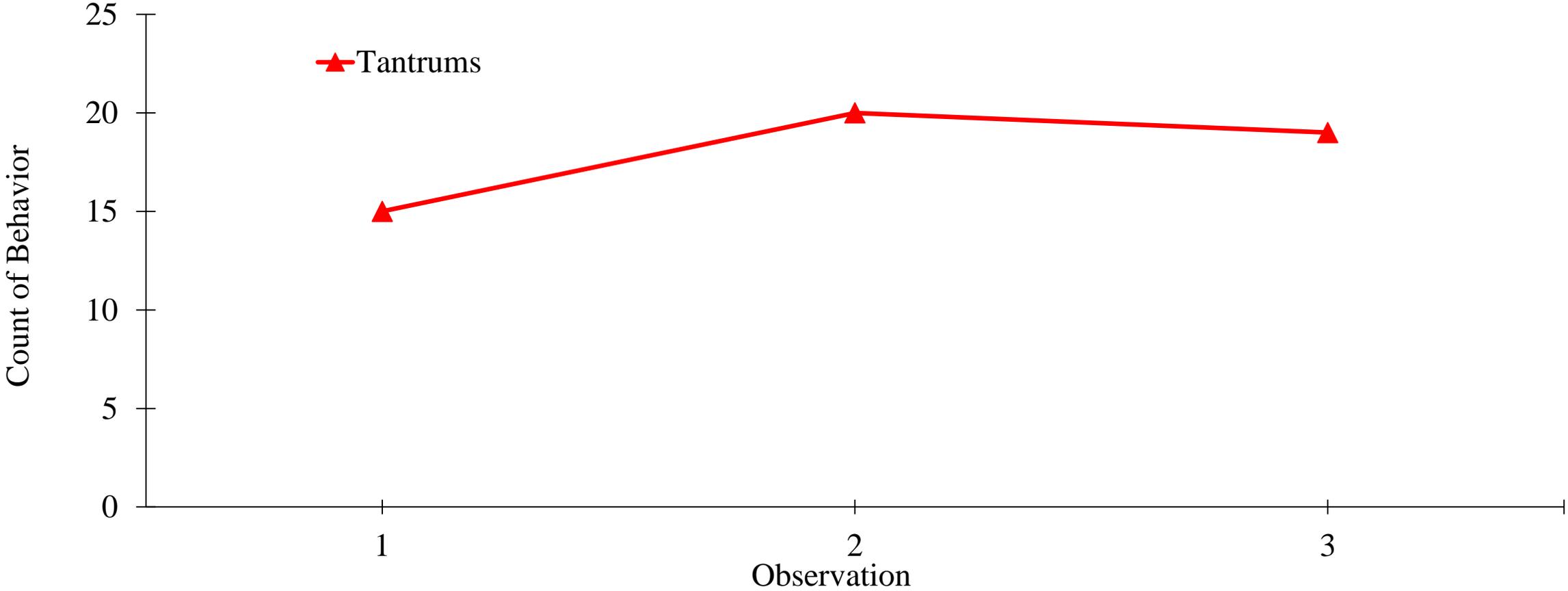
OBSERVATION AND DATA COLLECTION

- First the BECS team would want to gather data to get an idea of how often the targeted behavior of tantruming is occurring

- We would begin by observing how Billy does in class with teachers and staff on typical school days and when working on his academics

- We are looking for the "payoff" for Billy's behavior, or what he is getting out of engaging in tantrums

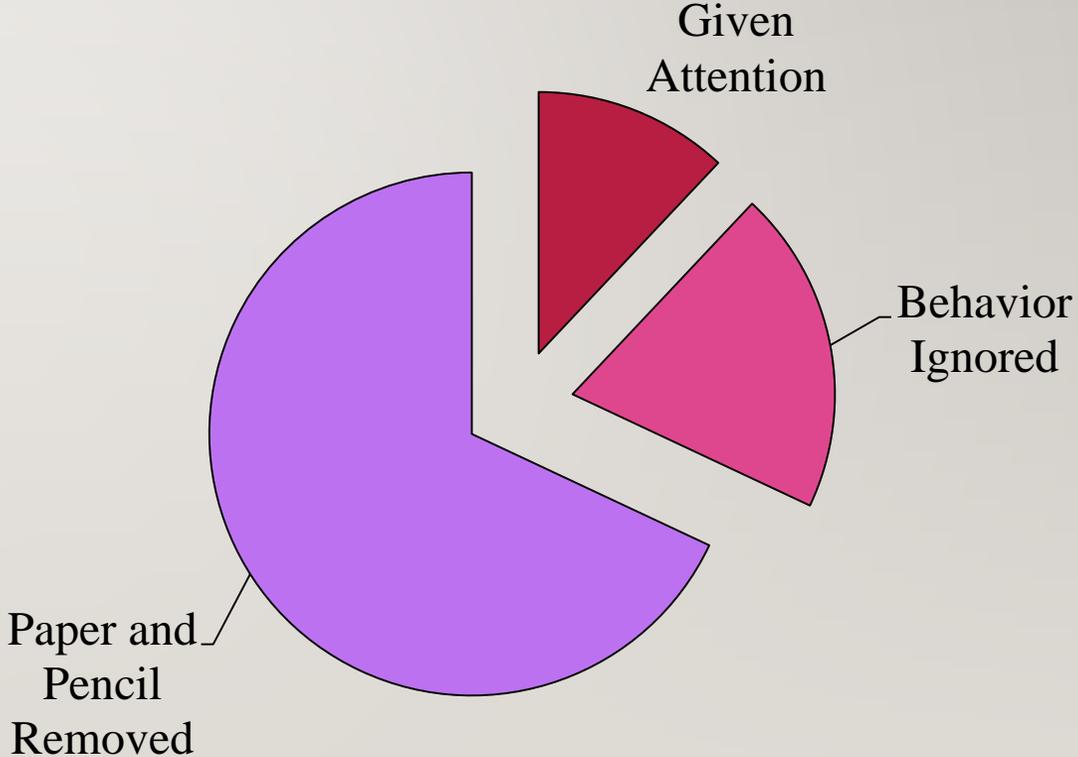**Billy Tantrums**

OBSERVATION AND DATA COLLECTION

- Next we would start with looking at the ABCs of Behavior

  - Antecedents - What comes before the behavior

  - Behaviors - What the behavior looks like

  - Consequences - What happens after the behavior occurs?

ANTECEDENTS AND CONSEQUENCES

What Happens Before Tantrums?

Attention given to other students

Transition

Playing Alone

Pencil and Paper Presented
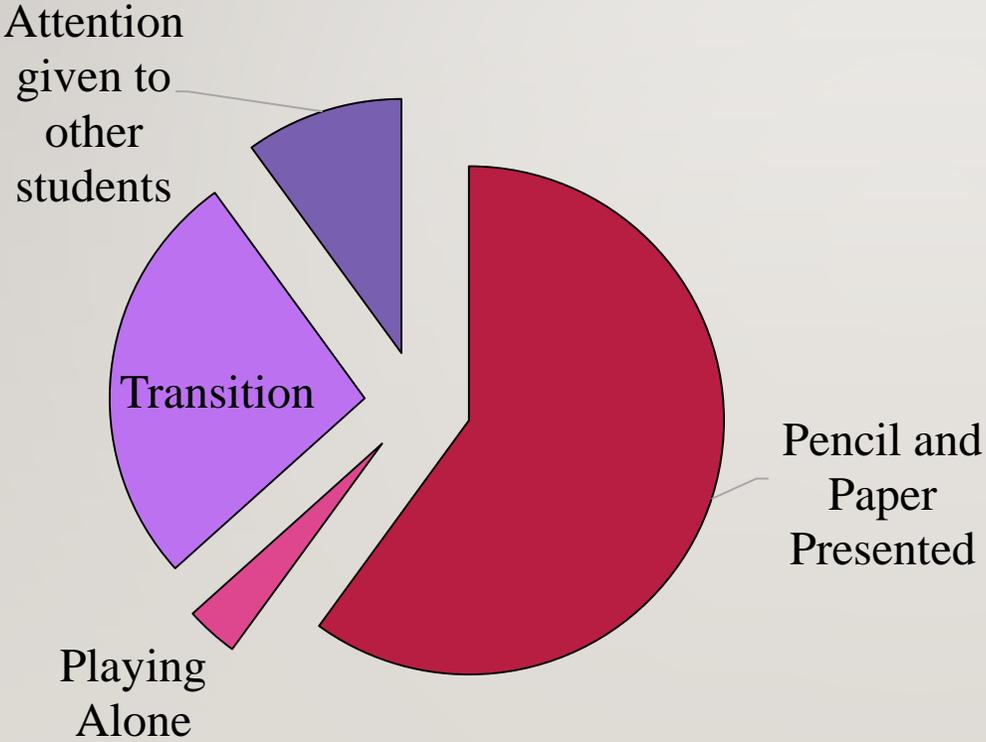
What Happens After Tantrums?

Given Attention

Behavior Ignored

Paper and Pencil Removed

ANALYSIS OF DATA – WHAT DOES IT MEAN?

- In Billy's case, it looks like he does not like it when he is asked to do work in class.

- There could be many different reasons for this:

1. He does not have a way of asking for a break from work

2. He has not had a chance to learn some basic tracing skills such as shapes, making tracing his name difficult to successfully complete

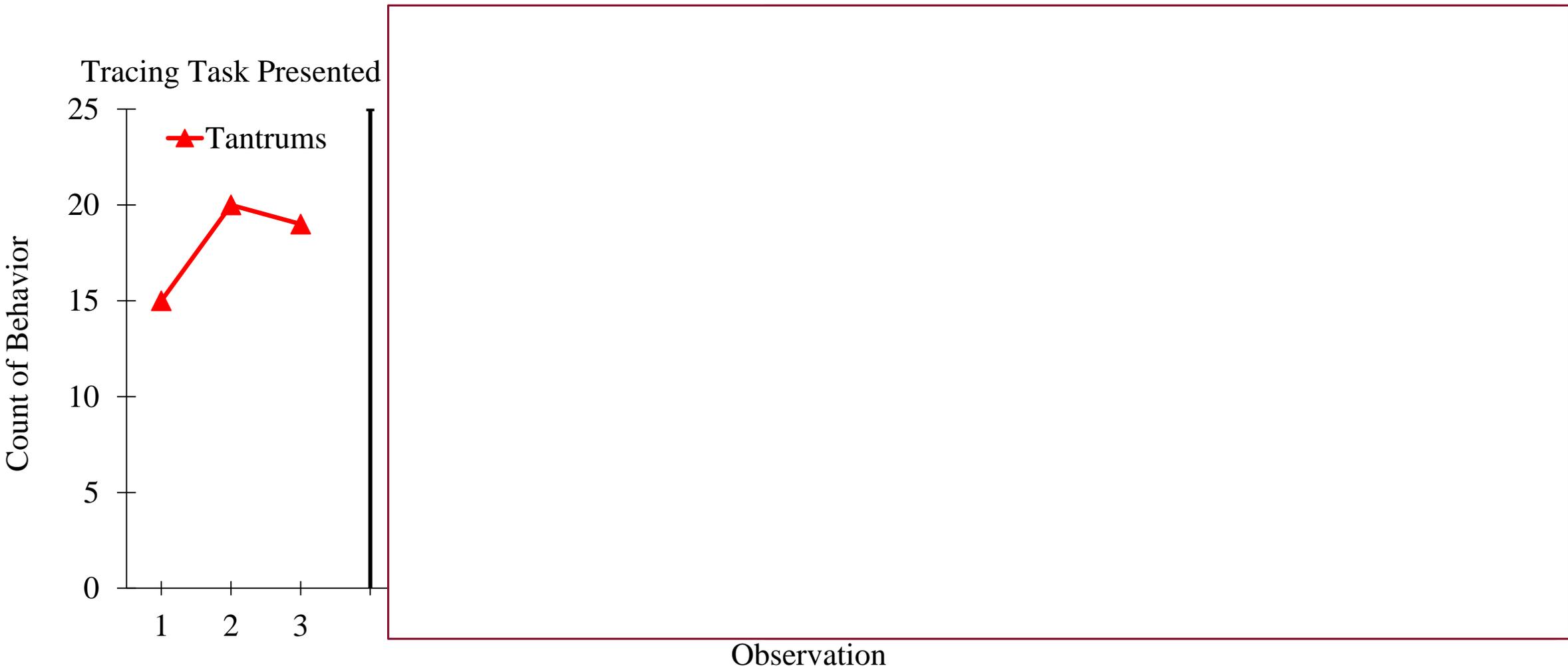3. He would rather watch Youtube instead of doing work, and he usually gets out of work if he throws a tantrum in school
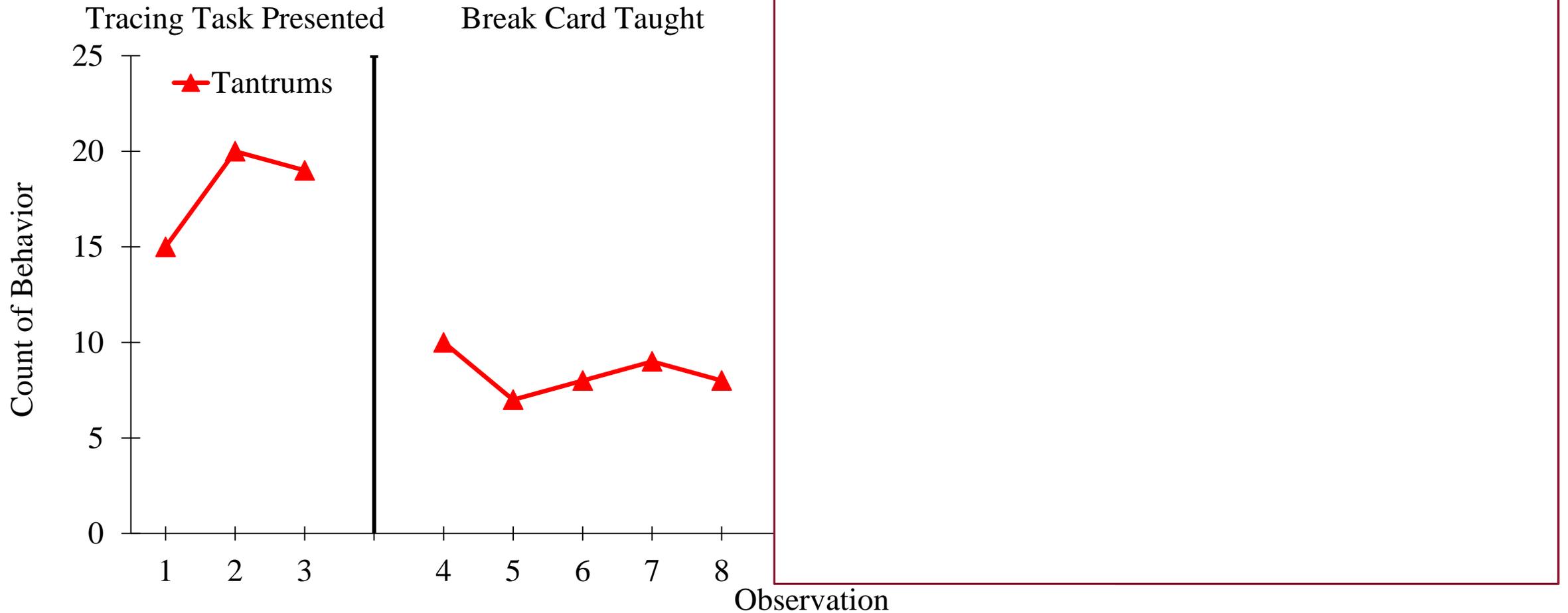
BASELINE LEVELS OF BEHAVIOR

Billy Tantrums
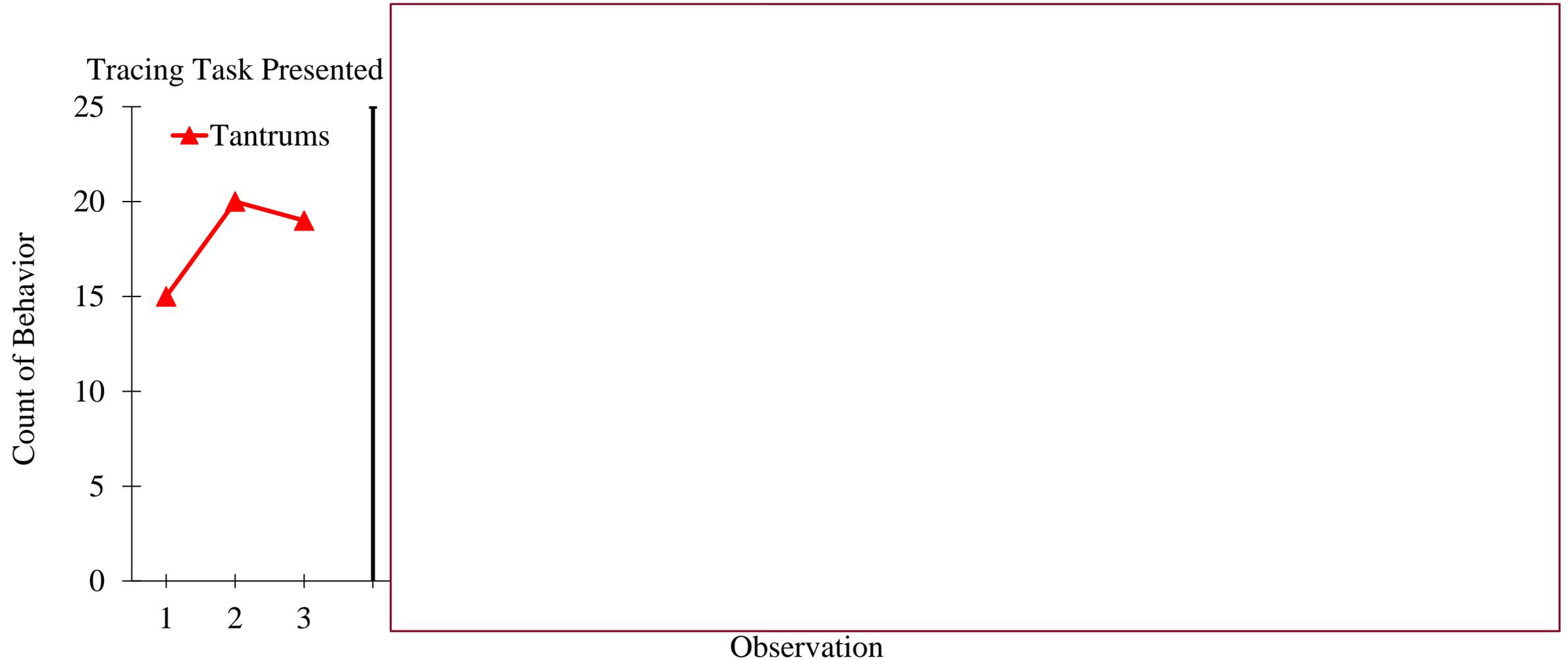
Billy Tantrums

STRATEGY 1: TEACH BILLY TO ASK FOR A BREAK BY TOUCHING A PICTURE CARD

Billy Tantrums

Tracing Task Presented   Break Card Taught

Billy Tantrums

STRATEGY 2: TEACH BILLY HOW TO TRACE BASIC SHAPES LIKE LINES AND CIRCLES
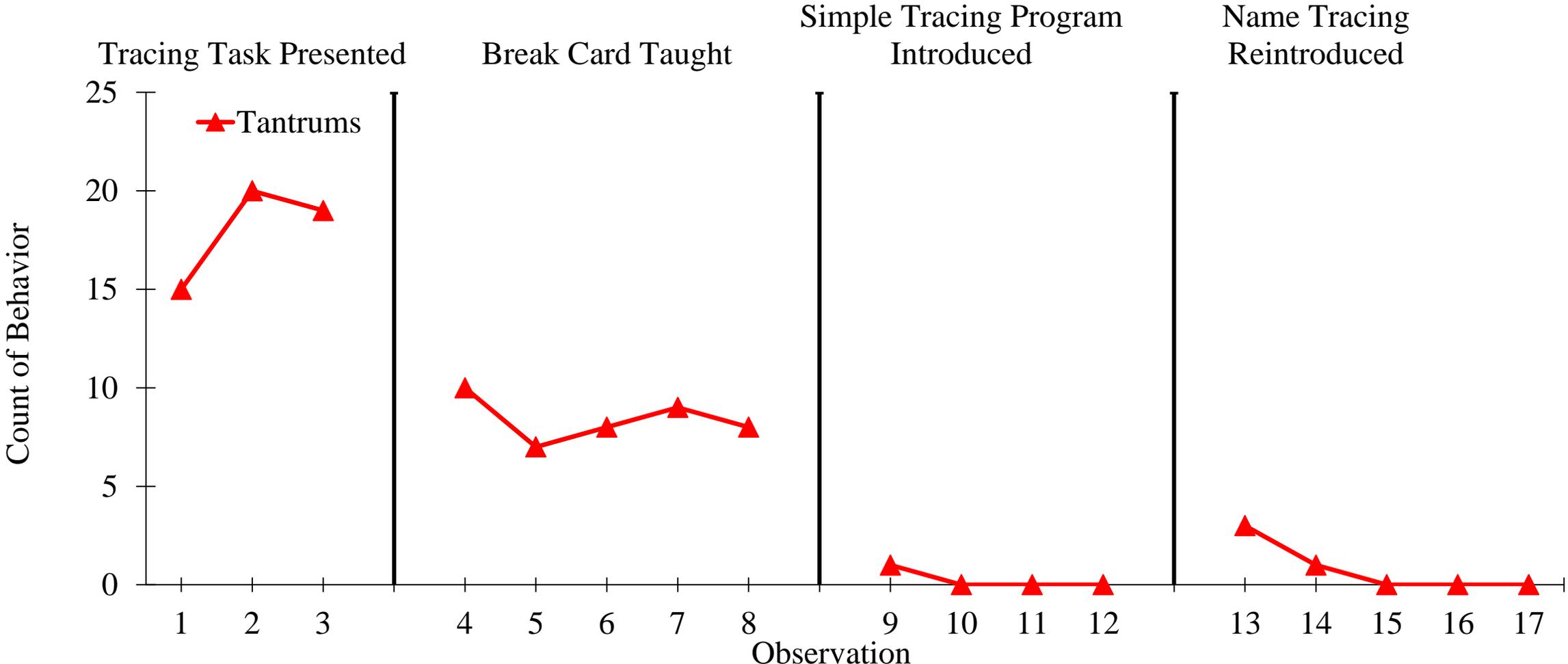

Billy Tantrums
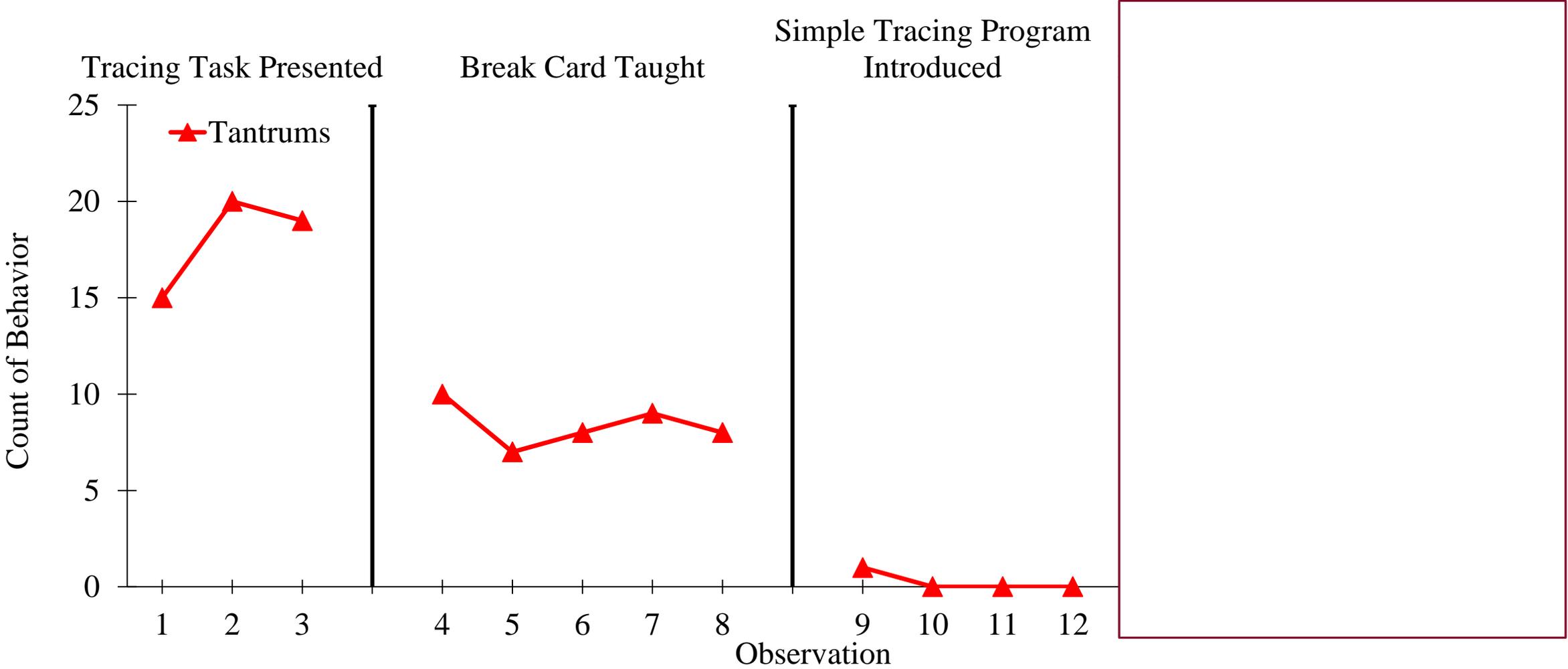
Billy Tantrums

FINAL STEP – REINTRODUCE ORIGINAL NAME TRACING TASK

Billy Tantrums

KEY QUESTIONS TO ASK

- Is their preferred Reward Available? –

  - Make sure that Billy can gain access to the activities he loves when he does his work

- Does the Student have what they need?–

  - Make sure that the student has learned the foundational skills they need to complete their work

- Can the Student communicate their wants and needs? –

  - Make sure the student has a way of asking for a break appropriately