### MODULE II: POSITIVE BEHAVIOR SUPPORTS

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TRAINING MATERIALS YOU WILL NEED

- Post-It Notes
- Personal-sized Dry-Erase Boards
- Dry-Erase Markers
- Large letters A, B, C, D
- Masking tape
- Poster board
- Construction paper
- Pictures of desired activities
- Laminating materials
- Scissors (at least one pair for every three people)
- Ball
- Velcro
- Markers
- Copies of First/Then template
- Copies of Token Board template
WAYS TO PROMOTE POSITIVE BEHAVIOR

Educators and behavioral scientists have learned a lot about how to promote positive behaviors at school, at home, and in other settings as well as how to reduce challenging behaviors.

There are ways to encourage positive behavior in day-to-day activities both at home and at school. Most of these strategies are helpful for all children and some are specific to the needs of individuals with disabilities. In this manual, we cover some of these methods, including ways to:

1. Structure the environment
2. Reward positive behavior
3. Manage challenging behavior
STRUCTURE THE ENVIRONMENT

A predictable environment helps children behave positively and appropriately. Children need and want structure, because it makes them feel safe and secure. When there are no rules and no routines, children often experience stress because they don’t know what they are supposed to do. Just like a building needs a foundation to support the walls and the roof, children need a solid foundation to support their learning and positive behavior.

A solid structure requires at least two key components: routines and expectations.

- **Routines**: Routines are the activities and behaviors that happen regularly and the order in which they typically occur. A daily schedule is a plan that identifies which activity occurs and in what order. Knowing the daily routine helps children predict what will happen each day. Individual activities may also follow a routine. For example, during reading, we sit in a circle and listen to the teacher read from a book. Although there may be day-to-day variations in the daily schedule or an individual activity, children need a consistent way to predict what will happen each day. Explain changes as far in advance as possible.

- **Expectations**: Children need to know how you expect them to behave. Expectations are the rules you want children to follow in your class or at home. These expectations may include how they treat others in the class, and what to do when they enter the classroom (e.g., “We always say ‘please’ and ‘thank you’”, “We always ask permission to leave”, “We treat each other with respect”, “If you get out a toy, you have to put it back”).

Routines and expectations are important for all children, but they may be especially important for children with disabilities. For example, many children with autism spectrum disorder like repetition and are resistant to change. Slight changes in routine can cause the child to become very anxious and upset. It is important to make sure routines are clear to all students and are consistently followed.
ROUTINES

Why routines?
A routine gives the child a clear idea of what to expect throughout the time span of an activity or the daily schedule. This minimizes the element of surprise – reducing uncertainty and stress – and provides comfort and structure.

What are picture schedules and routines?
Picture schedules are a way of displaying a schedule by attaching pictures to key activities on the daily schedule. This allows children to look quickly at a schedule and understand what they can expect throughout the day. It gives children who can’t read a way to understand what is coming next through the visual of a picture.

Pictures can also be attached to individual activities to create picture routines so that children know what they are supposed to do within various activities.

How are picture schedules and routines used?
Create a picture schedule based on the location or activities of the child’s day. Attach pictures to each activity so that even children who cannot read can understand what to expect. The picture schedule should be located somewhere that can be easily seen or accessed by the child throughout the day so that he or she will have constant access to it. The picture routine or schedule can be referenced to remind students what is coming up next so they know what to expect and what is expected of them.
Sample Picture Schedule: Class

2:00          Sit down/Welcome

2:10          Play a game

2:45          Read

3:30          Use the computer

4:30          Go home
Sample Picture Schedule: Home

- Wake up and get dressed
- Go to school
- Go to the library
- Eat dinner
- Go to bed
EXPECTATIONS

Children need to understand how you want them to behave – both at home and in the classroom. To set expectations, we recommend adhering to the following guidelines:

1) Keep a list of the rules in view and remind children of them from time to time.

2) Limit the number of rules. Choose no more than 10 important rules that generally cover all expectations.

3) Keep rules simple and easy to understand.

4) State rules in a positive way that emphasize behaviors you want to see. For example:
   - We keep our hands to ourselves.
   - We ask permission to leave the room or use a toy, etc.
   - We use magic words (e.g., hello, goodbye, please, thank you, excuse me).
   - We speak quietly and use our “indoor” voices.
   - If we use something, we put it away.

5) Make sure children know the difference between:
   - Desirable behaviors
   - Undesirable behaviors (things that are irritating or slightly disruptive)
   - Completely unacceptable behaviors (e.g., hurting another child, damaging property)

6) Differentiate the consequences based on the type of behavior
   - Reward positive behavior
   - Ignore or redirect undesirable behavior
   - Interrupt unacceptable behavior and impose appropriate consequence (e.g. time-out)

7) Enforce rules and consequences consistently

Note: Pictures can also be attached to lists of rules to give children who cannot read an idea of what they are supposed to do. For example, if there is a rule that children should raise their hands before talking, you can display a picture of someone raising his or her hand next to the rule to illustrate the expectation.
REWARDING POSITIVE BEHAVIOR

STRATEGIES FOR OPTIMIZING BEHAVIOR

1. Build relationships
   - Children need to feel safe, trusted and loved. When they do, they are more motivated to engage in positive behaviors. When they do not feel appreciated, they are more likely to resist and act out.
   - Find something you have in common.
   - Do activities together or play games.
   - Have conversations with them.
   - Share about yourself and encourage them to share as well.
   - Have fun. Laugh.

2. Be positive
   - Notice and acknowledge behavior you like (e.g., “Thank you for raising your hand!” , “Thank you for putting your toys away.”).

3. Tell Social Stories
   - Read books or tell stories with pictures that teach behavioral expectations.

4. Be Consistent
   - Do the same thing EVERY DAY and EVERY TIME. By making your classroom or home predictable, you create a sense of safety and security.
HOW TO REWARD POSITIVE BEHAVIOR

1. **Verbal Praise:** What you say to let children know you noticed and are pleased with their behavior. It is important to be specific so the child knows what the good behavior is. For example, you can say, “I like the way you raised your hand to ask a question!”

2. **Being a Helper:** Children often like to be given special jobs as a reward for positive behavior. For example, “I noticed Juan was sitting quietly, so he can help me pass out the snacks.”

3. **Edible Rewards:** For some children, getting a treat or something they like to eat/drink is a way to encourage positive behavior.

   **NOTE:** Use edibles sparingly as rewards so the child does not depend on food. For example, if a child gets a piece of candy every time he raises his hand, he will expect candy each time and this is not healthy. These types of rewards are harder to slowly take away, or fade.

4. **Tangible Rewards:** Rewards children can see and touch to remind them of what they have accomplished, such as tokens or stickers. See below for ideas as to how to create a token board.

5. **Desired Activities:** You can also use a favorite activity to reward a desired behavior. For example, “You did a great job listening while Jonathon read the book today. You can play with the blocks for 5 minutes.”

**TOKEN BOARD**

*What is a Token Board?*
A token board is used to reward children for completing an activity or engaging in a particular behavior. The child receives a “token” each time this activity or behavior occurs within a certain time period. Once the child receives a specified number of tokens, the child receives a reward.

*How is a Token Board used?*
The child has a token board for a specific behavior or activity. When the child has completed the activity or shown wanted behavior, they receive a “token” to place on their board. The “token” could be a star they Velcro onto the board. When the child receives 5 stars or “tokens,” they are rewarded with 15 minutes of play time. This is just one example. The tokens and rewards can vary – for example, stickers or smiley faces can be used in place of stars.
Sample Token Board
Click here for a video example or go to https://www.youtube.com/watch?v=Y15hqLh8o2Q

Sit quietly

5 ★ =

Play time
MANAGING CHALLENGING BEHAVIORS

There are reasons that children behave in ways that challenge us. When a parent or teacher understands why a child is behaving in a particular way, we can change our reactions to the behavior so that our interactions with the child go more smoothly. Since children can’t always explain why they are behaving in a particular way, it is important to observe them and take notes so that we know what is causing the behavior. One way to do this is with a method we call, “Functional Behavior Assessment”.

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

What is an FBA?
Functional Behavior Assessment, or FBA, is a systematic method for identifying why a child may behave a certain way. Once we understand the reason for a challenging behavior, we can use strategies to manage it more effectively. To understand the purpose, or function, of particular behaviors (e.g., a tantrum, hitting another child), we collect data using the FBA.

How is the FBA used?
Collect data. To collect data, take notes on when the child’s behavior occurs. Notice what happens right before that behavior occurred; this is the antecedent. Then, notice what happens after it; this is considered the consequence. These will give you important clues as to why the behavior is occurring. Attached are two sheets to help you take these notes.

Look for a pattern. After the challenging behavior has been observed several times, you can look at the notes to see if there is a pattern in the behavior. For example, if a child starts to run around during a lesson, and everyone chases him, the act of chasing him is probably causing his behavior to continue. The child learns when he gets up and runs, people chase him and it becomes a fun game.

Identify replacement behavior. After identifying why the behavior is occurring, determine a replacement behavior. A replacement behavior is an alternative behavior that you teach to replace the current behavior. What can the child do to get the same response, but in a way that is positive? For example, instead of yelling for attention, the child can raise their hand and still receive attention.

The next two pages have forms that you can copy and use to help you take notes.
### Functional Behavior Assessment for ______________________________

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: __________________________</td>
<td>What did he/she do?</td>
<td>How long did the episode last?</td>
</tr>
<tr>
<td>Time: __________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What happened first?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ Asked to do something</td>
<td>_____ Refused to do work</td>
<td>__________ minutes</td>
</tr>
<tr>
<td>_____ Redirection</td>
<td>_____ Laid on floor</td>
<td><strong>What occurred as a result?</strong></td>
</tr>
<tr>
<td>_____ Waiting</td>
<td>_____ Ran</td>
<td>_____ Took a break</td>
</tr>
<tr>
<td>_____ Did not get desired item</td>
<td>_____ Yelled</td>
<td>_____ Removed from room</td>
</tr>
<tr>
<td>_____ Change in location/activity</td>
<td>_____ Threw objects</td>
<td>_____ Did not earn reinforcer</td>
</tr>
<tr>
<td>_____ Denial of request</td>
<td>_____ Hit</td>
<td>_____ Redirected</td>
</tr>
<tr>
<td>_____ Comment by adult/peer</td>
<td>_____ Kicked</td>
<td>_____ Out of seat/moving around room</td>
</tr>
<tr>
<td>_____ Other:</td>
<td>_____ Destruction of property</td>
<td>_____ Laid on floor</td>
</tr>
<tr>
<td><strong>Where did the behavior occur?</strong></td>
<td>_____ Other:</td>
<td>_____ Time out</td>
</tr>
<tr>
<td>With whom?</td>
<td></td>
<td>_____ Physical restraint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(for __________ minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_____ Other:</td>
</tr>
</tbody>
</table>
## Sample Data Collection Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Antecedent (What happened first)</th>
<th>Behavior</th>
<th>Consequence (What happened after)</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2</td>
<td>3:00pm</td>
<td>Juan sat down to listen to a book being read aloud.</td>
<td>Juan stood up and ran around the room.</td>
<td>Teachers and other children chased Juan.</td>
<td>Paige Hawkins</td>
</tr>
<tr>
<td>July 2</td>
<td>3:06pm</td>
<td>Teachers and other children chased Juan.</td>
<td>Juan continued to run around and disrupt story time.</td>
<td>Teacher made Juan sit next to her.</td>
<td>Paige Hawkins</td>
</tr>
<tr>
<td>July 2</td>
<td>3:08pm</td>
<td>Juan was listening to the book being read aloud, sitting next to the teacher.</td>
<td>Juan stood up and ran round the room.</td>
<td>Teachers and other children chased Juan.</td>
<td>Paige Hawkins</td>
</tr>
<tr>
<td>July 2</td>
<td>3:10pm</td>
<td>Teachers and other children sat down and ignored Juan running around.</td>
<td>Juan sat down to listen to the story.</td>
<td>Juan learned what the story was about.</td>
<td>Paige Hawkins</td>
</tr>
</tbody>
</table>
RESPONSE TO CHALLENGING BEHAVIORS

1) After we understand the function (i.e., reason) of the challenging behavior, there are techniques we can use to address it in a positive way.

2) Decide if the behavior is unacceptable or undesirable.
   a) Behaviors that are hurtful or destructive (e.g., hitting or biting another child, pulling hair, bullying, destroying property, etc.) are unacceptable and must be stopped immediately and result in consistent consequences.
   b) Other challenging behaviors are undesirable: irritating or distracting. You can often handle these behaviors using other methods (e.g., ignoring the distracting behavior or giving the child a more positive alternative).

FUNCTIONS OF CHALLENGING BEHAVIORS & STRATEGIES FOR ADDRESSING THEM

➢ Attention-seeking
   Sometimes children use challenging behaviors to get others to pay attention to them. Some attention-seeking behaviors are positive, such as when a child raises his or her hand in class before they give you the answer to something or when he or she shows you a drawing. However, other responses, like shouting out the answer, being silly, or making fun of another student can be distracting, disruptive, or even hurtful to others.

   In general, it is helpful to remember the following rule:
   Attention is to people like the sun is to plants: Whatever you pay attention to grows. What you ignore tends to go away.

   Strategies to address attention-seeking behavior:
   • Ignore the behavior
     ▪ Do not look at the child, laugh, or otherwise attend to their behavior. Do not give in to their request. Do not talk to the child.
   • Give attention to desired behaviors
     ▪ Look for and praise behaviors you want.
   • Proximity control
     ▪ Stay close to the child. Children are less likely to misbehave when you are nearby.
Avoidance

Sometimes children engage in challenging behaviors when they are trying to avoid or escape situations they find stressful. For example, if a child becomes frightened when there are too many people around and has no way to communicate that he is becoming overstimulated, he may do something to get the people to go away (e.g., cry, hit, bite, pull hair, tantrum). This student needs a way to separate himself from the upsetting situation without having to resort to an undesirable behavior.

Strategies to address avoidance behavior:

- Identify the cause of the stress.

- Give the student an opportunity to escape frightening/overstimulating situations that elicit the challenging behavior before the need arises.

- Give the student a break. For example, give him or her a task or job to give them a break from the activity.

- If a child is using avoidance behaviors because the task is too hard reduce the task to more manageable steps. For example, you can decrease the difficulty of the task, then slowly increase the difficulty as the child gains mastery.

- Do not stop the activity because of the behavior.

- Directly teach/develop skills to reduce challenging behaviors (e.g., teach a signal to indicate he or she is overstimulated, teach child to take deep breaths, count to ten, ask appropriately for a break).
Control-seeking
Sometimes, children resort to challenging behaviors because they want to feel in control of a situation. This is not bad - for children to become independent, we want them to be in control of their own behavior. This does not mean that they should be in control of everything. There are things we must insist on such as a child attending his or her classes.

Strategies to address control-seeking behavior:

- **Negotiate**
  - Have a discussion and dialogue about expectations. Compromise! Give them a little bit so they get the sense that they are in control.

- **Use first/then statement or board.** “First, you will ______. Then, you can ______.”

- **Give the child choices that are acceptable to you and consistent with the request.**
  - “Would you rather read this book or that book?” In this case, it is not a question of whether the child will read or not, but the child has a choice between books. Another example is, “Do you want a crayon or pencil?”

- **Directly teach/develop skills to reduce challenging behaviors.** Think about what you would like them to do instead and directly teach ways to do that. For example, if you would like a child to use a word or signal instead of crying to communicate that he or she wants something, directly teach the child the word or signal.

Object-seeking
Sometimes a child behaves in an inappropriate way to get an object (e.g., a toy, food, activity) that he or she wants. For example, the child may grab a toy that another child is using or even hit or push other children to get them out of the way.

**Strategies to address object-seeking behavior:**

- **Teach an appropriate way to ask for the item.**

- **Reward children who use appropriate ways to ask for items.**

- **Teach the student to wait using a timer or first/then board.**

- **Use visuals along with a routine for when the student will get the item.**

- **Directly teach/develop skills to reduce challenging behaviors.**
Communication needs

When students cannot tell you directly that they need or want something, they tell you indirectly – perhaps by crying, having a tantrum, biting, pushing, etc. In such cases, it is important to give students ways to communicate so they don’t have to resort to challenging behaviors.

Strategies to address communication needs:

- Teach an alternative way of communicating – this can include signs, pictures, gestures, or communication boards – anything that gives a way for the student to tell you what he/she needs. (Please see Module III: Alternative Communication to learn ways to teach children how to communicate what they want, need, like, dislike, prefer, etc.)

Sensory stimulation needs

Some children may have senses (vision, hearing, smell, taste, and/or touch) that are over- or under-stimulated making some situations difficult or uncomfortable. For example, a child who is overstimulated by sight and sound may have difficulty in an activity with bright lights and loud noises. This can lead to some of the avoidance or control behaviors mentioned previously. Be aware and take notice of behaviors that occur as a result of new sensory stimuli within locations and activities.

Strategies to address sensory stimulation needs:

- If over-stimulated (e.g., from noise, people, light), remove child from source.
- Limit distracting stimuli for students who are easily distracted.
- Teach child to use word, gesture, or signal that he/she needs to get away as an alternative to crying, having a tantrum, etc.
- Anticipate situations where sensory stimulation may be a problem and give appropriate sensory options before needed/on a regular basis.
- Recognize when children need more stimulation and provide them with opportunities to get it. For example, a child who cannot see or hear may respond well to movement, muscle pressure, or vibration.
**FIRST/THEN BOARD**

*What is a first/then board?*
A first/then board helps children understand expectations. It shows children what they NEED to do before they can do something they WANT to do. This can help children understand the order of activities, such as “First math, then science”, or to understand what they can do after completing an activity such as “First finish work, then go play”.

*How is a first/then board used?*
When a child is not doing what is expected of them, this board is used as a reminder to the child of what they need to do first, and what they can expect after they complete the first activity.

The board can be used as a visual reminder to children. You can verbally say “First _____, then _____” while pointing to the pictures so the child sees and hears these expectations.

[Click here for a video example](https://www.youtube.com/watch?v=UJgEtphBKNY&t=38s) or go to https://www.youtube.com/watch?v=UJgEtphBKNY&t=38s
Sample First/Then Board

First

Sit quietly

Then

Play time
REFERENCES


APPENDIX A: ACTIVITIES
SCENARIOS TO IDENTIFY FUNCTIONS OF BEHAVIOR

Use the following questions and answer choices to review functions of behaviors. Display question and/or ask aloud. Participants will write his or her answer on the personal white board. Everyone will hold up white boards at the same time to reveal answer.

Materials:
- Personal-sized Dry-Erase boards
- Dry-Erase markers

Scenario 1: A child runs around the house. You chase the child. The child begins to laugh and continues to run. What is the function?
- To gain an object
- To gain attention
- To avoid an activity

Scenario 2: A child is given a worksheet. The child begins crying and says “no”. The teacher lets the child sit and color. What is the function?
- To gain an object
- To gain attention
- To avoid an activity

Scenario 3: A child takes their brother’s toy. When his mom gives the toy back to his brother, the child kicks and screams. Mom gives toy back to the child. What is the function?
- To gain an object
- To gain attention
- To avoid an activity

Scenario 4: A child stands in the back of the room and begins singing and dancing alone. The teacher stops the class and tells the child to sit down. Other children laugh and the child keeps dancing. What is the function?
- To gain an object
- To gain attention
- To avoid an activity

Scenario 5: When a child is asked to read a sentence, she throws the book down and says she does not want to. The teacher goes to the next child and asks them to read. What is the function?
- To gain an object
- To gain attention
- To avoid an activity
FOUR CORNERS

Materials:
- Large letters A, B, C, D

How to play:
- Label each corner with a large letter (A, B, C, D). These will represent the answer choices for each question.
- Each corner will represent a different way of addressing the challenging behavior (e.g. “A” represents ignoring the behavior).
- After participants listen to the behavior and it’s function, they will go to the corner with the correct way of responding to the behavior.

Challenging Behavior Questions:

1. The function of a child’s behavior is to gain an object. What should you do?
   A. Ignore the behavior
   B. Give the child what they want
   C. Give the student a break before the behavior starts
   D. Teach the child to ask for what they want appropriately

2. The function of a child’s behavior is attention-seeking. What should you do?
   A. Ignore the behavior
   B. Give the child what they want
   C. Stop teaching to talk to the child
   D. Give choices to the child

3. The function of a child’s behavior is to avoid an activity. What should you do?
   A. Ignore the behavior
   B. Give the child what they want
   C. Give the student a break before the behavior starts
   D. Give choices to the child
REVIEW GAME

Materials:
- Ball
- Marker

How to play:
- Using a marker, write the numbers 1-10 on a ball.
- Stand in a circle.
- Pass the ball to someone.
- When you have the ball, look at the number your left index finger is touching.
- Answer the question of the corresponding number (see questions below).
- Pass the ball to another person.

Review Questions

1. Why is it important to include pictures on your daily schedule?
2. Name two functions of challenging behavior.
3. What else do you want to know about behavior management?
4. Describe the differences in how individuals in your library/class/home learn.
5. How is a first/then board different from a picture schedule?
6. How could you react to a child that is hiding under a table because he wants attention?
7. What are four parts of an ABC chart?
8. Why is it important to be consistent with behavior management?
9. You are working on a student’s behavior and the behavior gets worse ... what do you do?
10. Give an example of a behavior that would be used with a token board. Explain how you would use the token board.
APPENDIX B: TEMPLATES
First/Then Board
TOKEN BOARD

5 ★ =

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For more information contact:

pbeckman@umd.edu

University of Maryland, College Park, MD

This project was funded by
Positive Behavior Support

Module II provides individuals working in low and middle-income countries with ways to manage student behavior in positive ways. The toolkit includes a training manual, activities that can be used during trainings, a PowerPoint presentation that can be adapted to various circumstances, and a video example that illustrates key techniques, adapted for environments that have few resources and minimal access to technology.

DIFFERENT CAPABILITIES
SAME HEARTS