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NEW JERSEY CENTER FOR TOURETTE  
SYNDROME AND ASSOCIATED  
DISORDERS  
PRESENTS  
**UNDERSTANDING BEHAVIOR**  
**A Guide to Behavior Management**

Prepared & Presented by  
Dr. J.A. Buonadonna, Sr., Ph.D., Psychologist  
925 Rt. 73 North, Suite D, Marlton, NJ 08053  
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**Goals**  
**for this workshop**

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**Your Goals**

- What do you want to learn from this presentation?
- What questions did you want answered?
- What did you hope to leave with today?

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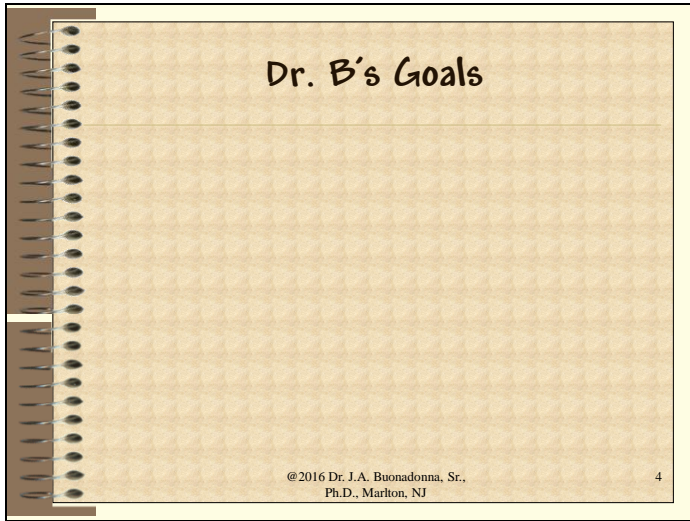
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Dr. B's Goals

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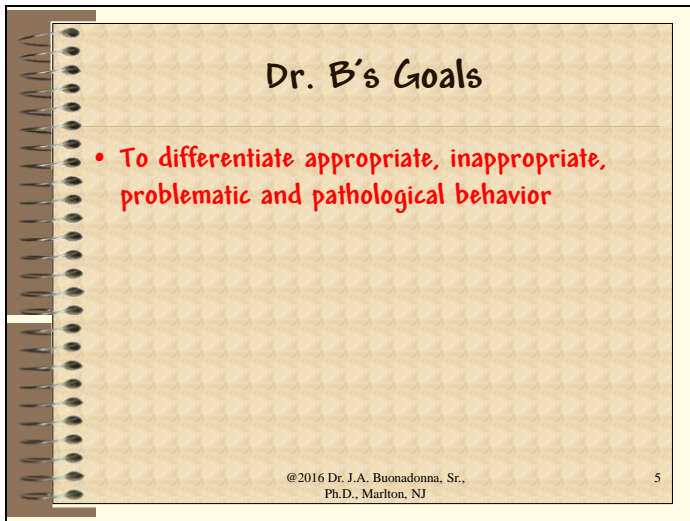
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Dr. B's Goals

- To differentiate appropriate, inappropriate, problematic and pathological behavior

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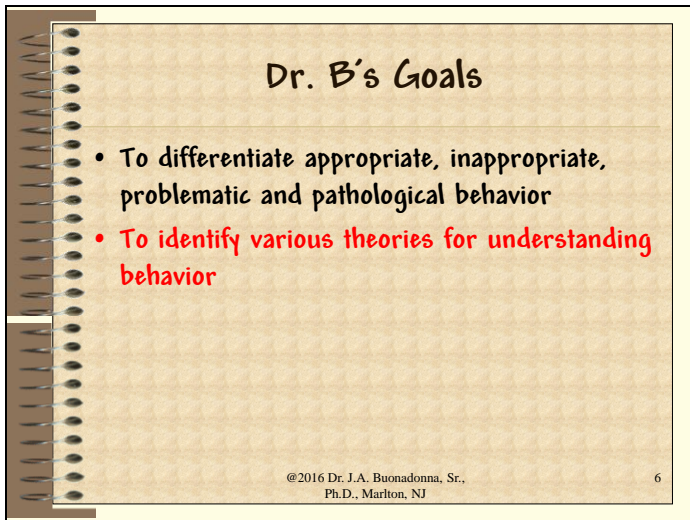
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Dr. B's Goals

- To differentiate appropriate, inappropriate, problematic and pathological behavior
- To identify various theories for understanding behavior

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**Dr. B's Goals**

- To differentiate appropriate, inappropriate, problematic and pathological behavior
- To identify various theories for understanding behavior
- To reflect on how our personal biases/beliefs influence our responses to behaviors

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**Dr. B's Goals**

- To differentiate appropriate, inappropriate, problematic and pathological behavior
- To identify various theories for understanding behavior
- To reflect on how our personal biases influence our responses and interventions
- To develop a model strategy for managing behavior

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**Dr. B's Goals**

- To differentiate appropriate, inappropriate, problematic and pathological behavior
- To identify various theories for understanding behavior
- To reflect on how our personal biases influences our responses and interventions
- To develop a strategy for managing behavior

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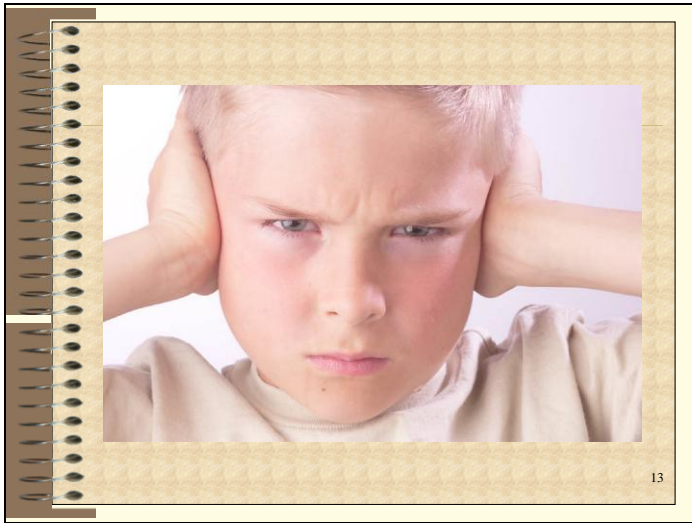
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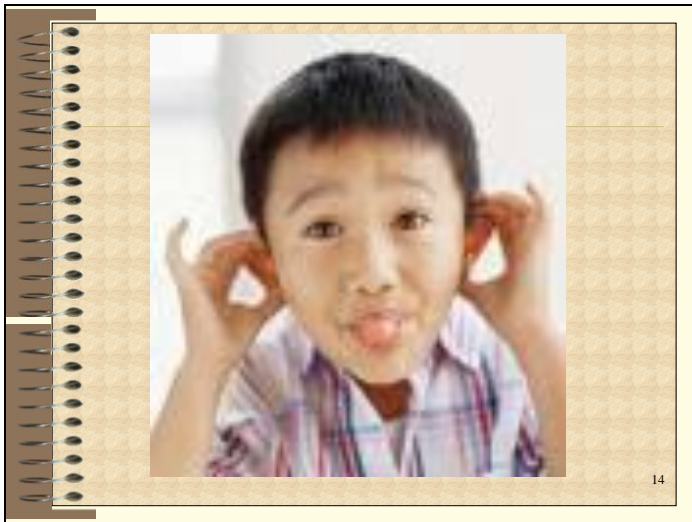
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WHAT ARE WE TALKING ABOUT?

**Behavior**

UNACCEPTABLE

Problematic

Good Behavior

Misbehavior

Out of Control

Pathological

Bad Behavior

Annoying Behavior

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**Differentiating Behaviors**

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**Differentiating Behaviors**

- **Appropriate**

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**Differentiating Behaviors**

- **Appropriate**  
**vs. Inappropriate**

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**Differentiating Behaviors**

- **Appropriate**  
**vs. Inappropriate**  
**vs. Problematic**

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**Differentiating Behaviors**

- **Appropriate**  
**vs. Inappropriate**  
**vs. Problematic**  
**vs. Pathological**

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## Differentiating Behaviors

- **Appropriate**  
vs. **Inappropriate**  
vs. **Problematic**  
vs. **Pathological**

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## DEFINITIONS



- **APPROPRIATE**- generally acceptable for the child's developmental age, his culture, a specific environment, or circumstance. They may or may not be bothersome.

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## DEFINITIONS



- **INAPPROPRIATE**- behavior that may be out of place for a child's age, unacceptable in his culture, or a specific environment, or an unacceptable response to the circumstance at hand.

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## More DEFINITIONS

- **PROBLEMATIC**- inappropriate responses that are more extreme than warranted, that become more frequent, that result in unhealthy outcomes, but that do respond to controls and interventions.

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## More DEFINITIONS

- **PATHOLOGICAL**- behaviors that are consistently unhealthy, harmful to oneself or another and (effectively) out of the control of the child.

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## SOME THOUGHTS

- NOT ALL BOTHERSOME BEHAVIORS ARE INAPPROPRIATE.
- NOT ALL BOTHERSOME BEHAVIORS REQUIRE INTERVENTION.
- NOT ALL INAPPROPRIATE BEHAVIORS ARE PROBLEMATIC.

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## Differentiating Behaviors

- **Appropriate**  
vs. **Inappropriate**  
vs. **Problematic**  
vs. **Pathological**

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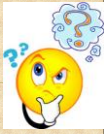
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## How can we tell the difference?



- Is the behavior developmentally appropriate? How many others of the same age/developmental level manifest this behavior?
- Is the behavior culturally appropriate?
- Is the behavior appropriate in the environment/setting?
- Is the behavior a reasonable response to some specific, precipitating event(s)?

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## MORE QUESTIONS

- Does the behavior prevent the child from realizing their own goals or establishing healthy goals?
- Is the individual able to control the behavior?
- Is the behavior safe? Legal?
- Are there critical limitations (medical, cognitive, neurological)
- Extenuating circumstances (Grief, transition)

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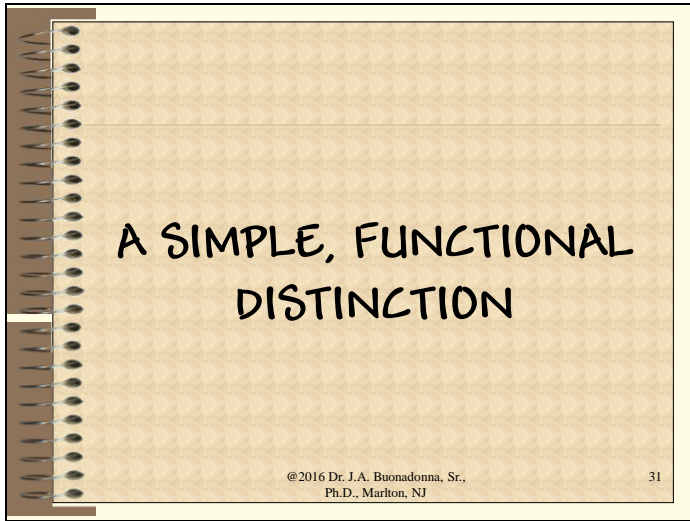
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A SIMPLE, FUNCTIONAL  
DISTINCTION

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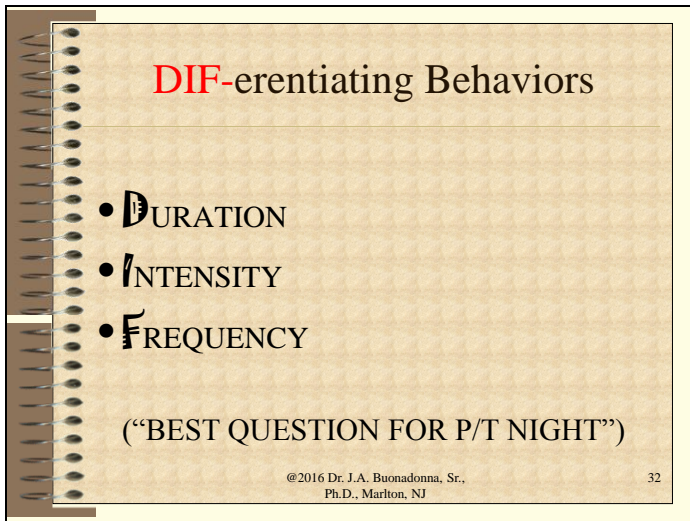
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**DIF**-erentiating Behaviors

- **D**URATION
- **I**NTENSITY
- **F**REQUENCY

(“BEST QUESTION FOR P/T NIGHT”)

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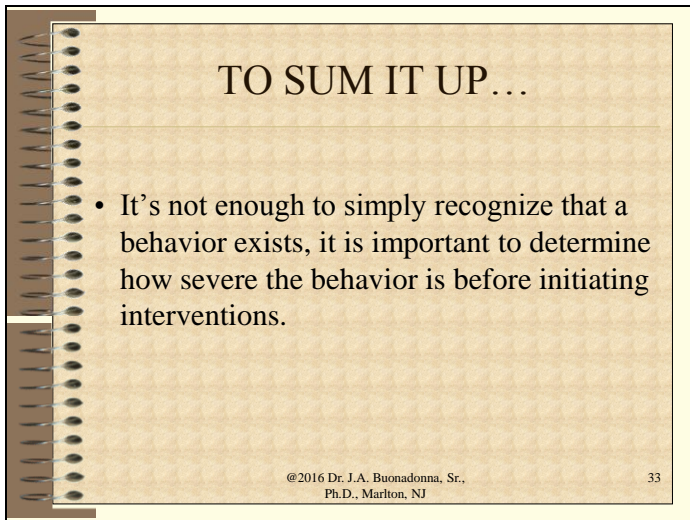
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TO SUM IT UP...

- It's not enough to simply recognize that a behavior exists, it is important to determine how severe the behavior is before initiating interventions.

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## Differentiating Behaviors

<b>PATHOLOGICAL</b>	<b>NEED TREATMENT AND INTERVENTION</b>
<b>PROBLEMATIC</b>	<b>OFTEN NEEDS TREATMENT AND/OR INTERVENTIONS</b>
<b>INAPPROPRIATE</b>	<b>MAY NEED INTERVENTIONS AND/OR TREATMENT</b>
<b>APPROPRIATE</b>	<b>DOES NOT NEED TREATMENT OR INTERVENTION</b>

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## Theories for Understanding Behavior

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## WHY IS SHE CRYING?



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## WHY IS SHE CRYING?

1. She is afraid of being separated from her mother.
2. She is doing it for attention. When she cries her mother stops to get her a donut or if she really cries mom just takes her home.
3. She's woke up feeling sick.
4. She is a sensitive child and always cries when she's upset.
5. She's sitting on a thumbtack that was on her carseat.
6. She's the youngest child and her brother & sister cry, so does she.
7. It's a complicated behavior that includes all of the above.
8. Not enough information.

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## Theories for Understanding Behavior

- **Psychodynamic** - Behavior is an attempt to resolve personal needs and drives.

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## Theories for Understanding Behavior

- **Psychodynamic** - Behavior is an attempt to resolve personal needs and drives.
- **Behavioral** - Behavior is a learned, conditioned response.

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**Theories for Understanding Behavior**

- **Psychodynamic** - Behavior is an attempt to resolve personal needs and drives.
- **Behavioral** - Behavior is a learned, conditioned response.
- **Bio-physical** - Behavior is essentially organically determined/inherited.

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**Theories for Understanding Behavior**

- **Psychodynamic** - Behavior is an attempt to resolve personal needs and drives.
- **Behavioral** - Behavior is a learned, conditioned response.
- **Bio-physical** - Behavior is essentially organically determined/inherited.
- **Sociological** - Behavior is a function of social/cultural factors.

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**Theories for Understanding Behavior**

- **Psychodynamic** - Behavior is an attempt to resolve personal needs and drives.
- **Behavioral** - Behavior is a learned, conditioned response.
- **Bio-physical** - Behavior is essentially organically determined/inherited.
- **Sociological** - Behavior is a function of social/cultural factors.
- **Ecological** - Behavior is the result of an interaction/conflict between internal and external forces effecting the individual.

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## Theories for Understanding Behavior

- **Psychodynamic** - Behavior is an attempt to resolve personal needs and drives.
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- **Sociological** - Behavior is a function of social/cultural factors.
- **Ecological** - Behavior is the result of an interaction/conflict between internal and external forces effecting the individual.
- **Constructivist** - Behavior is a complex interaction of numerous factors that both effect and can be effected by the individual as s/he interacts in his social relationships and environments.

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## Theories for Understanding Behavior

- **Psychodynamic** - Behavior is an attempt to resolve personal needs and drives.
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We all have theories, assumptions, beliefs and biases - whether conscious, unconscious, or subconscious - that influence our perceptions and, consequently, our responses to situations.

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**Your Personal Theory of Behavior**

- I believe people behave the way they do because ...
- I believe when a child misbehaves it is because...
- I believe the best way to change behavior is ...

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**Some Principals of Behavior Management**

1. If nothing changes, everything stays the same!
2. Behavior has a purpose.
3. Behavior that increases is being reinforced.
4. The shortest distance between two points is a straight line.

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**Principals of Behavior Management (continued)**

6. Behavioral change is best achieved by a system of both rewards and consequences.
5. PRE-NEGOTIATE.
6. Take yourself out of the middle.
7. Let the rules reinforce themselves.
8. Keep the response close to the behavior.

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**Principals of Behavior Management (continued)**

- 9. Never take away an earned reward.
- 10. Consequences should be meaningful, as immediate as possible, and short lived.
- 11. Consequences are superior to punishments.
- 12. Involve the child in the process.
- 13. Be consistent.

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**Principals of Behavior Management (continued)**

- 14. Be patient.
- 15. Be proactive not reactive.
- 16. Understanding lends to a greater variety of interventions.
- 17. Intrinsic motivation is superior to extrinsic motivation
- 18. Changing behavior without changing brain produces short term results at best.

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**A Model Plan**

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## GOALS OF B-M

1. To take **parents out of the middle** and reduce conflict
2. To **empower the child** so they can achieve their goals without acting out
3. To encourage the **child's ownership of their own behavior**
4. To give the child **a stake** in the rules/goals and their outcomes
5. To increase the likelihood of **permanent change** by internalizing motivation

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## 4 P's

- **P**REPARE
- Be **P**ROACTIVE
- **P**RE-NEGOTIATE
- Be **P**ATIENT

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## 3 Components

- 1. Rules or Goals**
- 2. Rewards**
- 3. Consequences**

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Problem	RULES/GOALS	REWARDS	CONSEQUENCES
	(State Rules/Goals in POSITIVE terms. E.G.: "Speaks kindly" rather than "Don't say mean things." Rules must be followed and have both rewards and consequences. Goals need not be done and only have rewards, not consequences.)	(Have the child suggest rewards that are meaningful to them. Remember a reward is anything that makes a behavior increase. If the undesirable behavior increases it is being rewarded somehow. If the desired behavior does not increase, the reward is not meaningful enough.)	(Consequences are not punishments. The purpose of the consequence is to help the child understand what happens when things are not done that need to be done. The best consequence is one that brings about compliance with the rule.)
	1.		
	2.		
	3.		
	4.		
	5.		

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## RULES or GOALS?

RULES	GOALS
• Must be complied with	• Are encouraged, but not required
• Should be positively stated	• Should be positively stated
• Should be stated as behavioral objectives	• Should be stated as behavioral objectives
• Have both rewards and consequences	• Have rewards attached but <b>NO CONSEQUENCES</b>

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## REWARDS

- Rewards should be...
  - Meaningful to the individual
  - Given as soon as possible
  - Never taken away
  - Examples\*:
    - A special desert
    - Later bed time
    - 15 mins. w/mom or dad to play a game or read a book
    - Extra time on electronics

(\*Can be "pooled")



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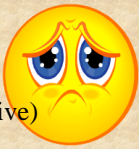
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## CONSEQUENCES

- Consequences should be..
  - Meaningful to the individual
  - Short lived (generally not cumulative)
  - Different and specific to each rule



- Examples:
  - Time out
  - Reduction or loss of specific privileges
  - Extra chores
  - No privileges until the rule is complied with

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## Consequences vs. Punishments

CONSEQUENCES	PUNISHMENTS
• Agreed upon	• Imposed
• Proactive	• Reactive
• Pre-negotiated	• Arbitrary
• Consistent	• Inconsistent
• Self Reinforcing	• Require external enforcement
• Goal: to accomplish the intent of the rule	• Goal: often unrelated to the rule

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## DEVELOPING A BEHAVIORAL PLAN

- Identify the problem(s) or goal(s).
- Make a rule/goal for each problem.
- Determine an appropriate and different consequence for each rule/goal.
- Identify meaningful rewards for each rule or goal. (Remember to ask the child.)

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## DEVELOPING A BEHAVIORAL PLAN (con't)

- Meet with the child to present the plan as a package and solicit their input.
- Listen actively to their reactions and input and make reasonable adjustments.
- Implement the plan – consistently – for at least 2-3 weeks.
- Monitor the plan and make adjustments as needed.

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## SCHOOL BASED PLAN

### BEHAVIOR MANAGEMENT PLAN

STUDENT: DAN SAMPLE DATE OF PLAN: 00/00/0000

**Descriptive:** Dan is often in trouble. He can be belligerent and defiant toward his teachers, and he conflicts with his peers on a daily basis. He has difficulties with his academics, and often refuses to work at or complete tasks, and he seems to have low self esteem related to his school performance.

**MEASURABLE ANNUAL GOAL:**  
To improve school behavior.

**Short-term Objectives or Benchmarks:**

1. To improve peer relationships.
2. To improve interactions with adults.
3. To increase compliance.

Short-term Objectives	ANTECEDENTS (When...)	PROBLEM BEHAVIOR	DESIRED OUTCOME - OBJECTIVE	EXPECTED LEVEL OF ACHIEVEMENT	EVALUATION SCHEDULE	METHOD OF EVALUATION	NAME OF EVALUATOR	DATE
1	Provoked by other students...	Dan engages in retaliatory behaviors.	When provoked by other students, it will ...	eg. -> baseline rate 80% of time	Daily	Frequency count		
1	Without apparent provocation...	Dan engages in verbal arguments and confrontations with peers	Dan will interact appropriately with peers without initiating conflict.					
1		Dan frequently engages in physical						

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## IMPLEMENTATION AND FOLLOW-UP

- BE PATIENT
- BE CONSISTENT
- REVIEW EFFECTIVENESS EVERY 2-3 WEEKS TO SEE IF BEHAVIOR IMPROVED-TWEAK AS NEEDED
- AFTER 6-8 WEEKS OF CONSISTENT IMPROVEMENT A RULE CAN OFTEN BE DISCONTINUED (AND ANOTHER SUBSTITUTE IF NEEDED)

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## Some Books & Resources

- CENTER FOR PARENT INFORMATION & RESOURCES - <http://www.parentcenterhub.org/repository/behavior-at-home/>
- CHID MIND INSTITUTE - <http://www.childmind.org/en/posts/articles/2012-2-10-parents-guide-managing-problem-behavior>
- How to Reach and Teach Children with Challenging Behavior (K-8): Practical, Ready-to-Use Interventions That Work by Kaye Otten, Jodie Tuttle
- NEW JERSEY CENTER FOR TOURETTE SYNDROME AND ASSOCIATED DISORDERS - <http://www.njcts.org/>
- NEW JERSEY PSYCHOLOGICAL ASSOCIATION - <https://www.psychologynj.org/>
- Positive Discipline by Teresa LaSala, Jody McVittie, and Suzanne Smitha
- TEACHERVISION - <https://www.teachervision.com/classroom-discipline/resource/5806.html>

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## A PARTING THOUGHT

- When I approach a child, he inspires in me two sentiments; tenderness for what he is, and respect for what he may become.  
-Louis Pasteur



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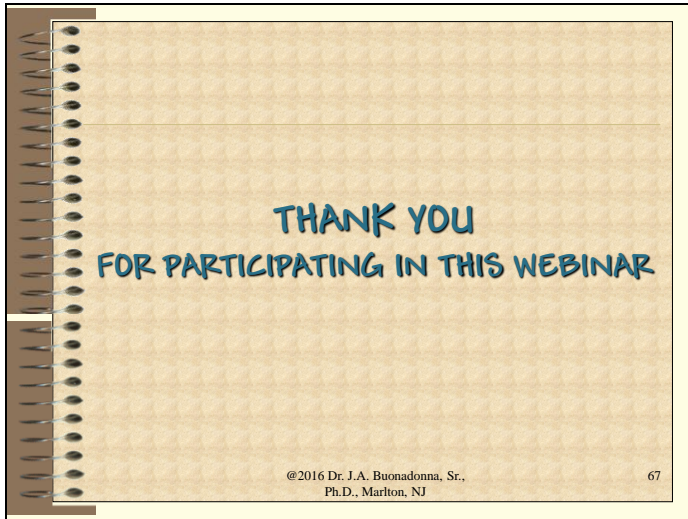
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THANK YOU  
FOR PARTICIPATING IN THIS WEBINAR

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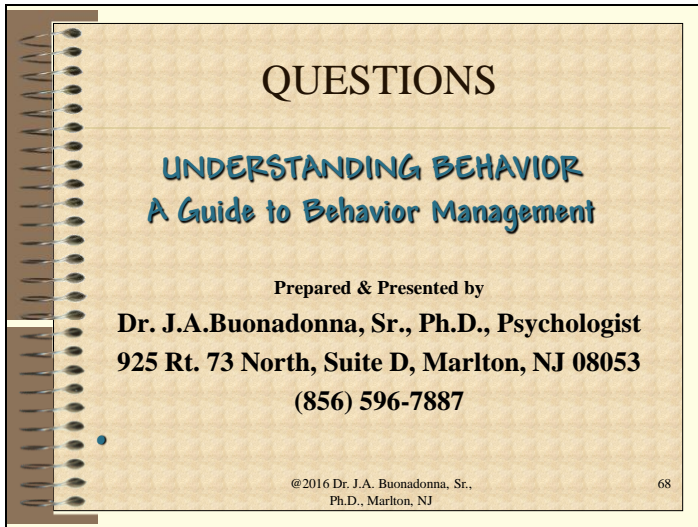
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QUESTIONS

UNDERSTANDING BEHAVIOR  
A Guide to Behavior Management

Prepared & Presented by  
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Strategies for managing behavior

- Psychodynamic approach
- Behavioral approach
- Cognitive-behavioral approach
- Bio-Physical approach
- Social approach
- Ecological approach
- Constructivist approach
- Eclectic approach

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