



# QUARTERLY NEWSLETTER

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## Behavioral Supports



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### Make it Motivating!

by Meriah Cory, Multiple Disabilities Specialist

Motivation helps support behavior. If a student is not motivated to work, then there are probably behaviors. Would you come to work if you were not getting a paycheck? Many times, the first step in correcting behavior is looking at what interests and motivations the student has. This can be done in a variety of ways both formally and informally.

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Token Board Example

## Thinking About the Best While Preparing for the Worst: CBI and Escalation Response

by Brian Babcock, Autism Specialist

The best management of disruptive behavior is prevention. Easier said than done, I know. However, the truth remains: Many of our students require explicit teaching of social skills and regulation strategies.

The [Social Thinking](#) website is a great source for Cognitive Based Interventions (CBI) programs and tools:

**Kelso's Choices**, **Second Step**, **PEERS**, **SuperFlex** and **The ZONES of Regulation** are some examples of programs designed to promote social learning. Most can be implemented school-wide, within a classroom, small group or individually. If you are using these programs already, consider personalizing materials to make them more inviting and to increase student buy-in.

People see these as Big Problems		
↑		
People see these as Medium Problems		
↑		
People see these as Small Problems		

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## Newsletter Re-cap: The FBA/BIP Process, Reinforcement, Training and SESA Services

by Lyon Johnson, Emotional Disabilities Specialist

A Functional Behavioral Assessment (FBA) is an evidence-based assessment practice that educators should use when attempting to reduce problem behaviors and increase pro-social behaviors for those students experiencing emotional/behavioral (Gable, Park, & Scott, 2014) and neurodevelopmental disorders (Durand & Crimmins, 1988). The goal of an FBA is to accurately identify the underlying communicative function or purpose of a behavior (Cooper, Heron, & Heward, 2007).

In prior SESA Newsletter Articles, I have described the [Process for Reducing Challenging Behavior](#) and the different methods for conducting FBAs, such as indirect assessment (i.e., interviews and behavior rating scales) and descriptive/observational assessment (e.g., antecedent-behavior-consequences recordings).

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## Token Boards for Motivation

by Nicole Taylor, Emotional Disabilities Specialist

A token economy is a behavior management system that provides reinforcement to a student by giving them tokens for each occurrence in which they are exhibiting desired behaviors. Once a predetermined amount of tokens are collected, the tokens can be exchanged for something of value.

Token boards allow individuals to visually track the reinforcement for a given task, and is also a type of delayed reinforcement. Teachers can customize these boards with student preferences like superheroes. Token boards are easy to make and can be changed as student's preferences change.



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## The Key: Developing Positive Self-Concept & Self-Determination in Students with Hearing Loss

By Kelsey Koenigs, DHOH Specialist



As expressed by Schum (1991), some children with hearing loss do not receive full environmental experience necessary to construct higher levels of interpersonal understanding. This lack of communication access causes delays in psychosocial development, resulting in behaviors considered 'abnormal' or 'immature' when compared to the development of their hearing peers.

When a student's inner monologue changes from telling themselves 'I am different' to 'my difference means I am inferior', an increase in unwanted behaviors is likely to occur (avoidance, disruption, changes in amplification use, etc.).

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