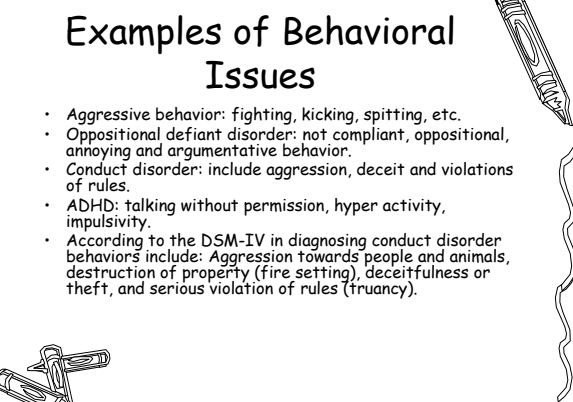


Behavioral Issues

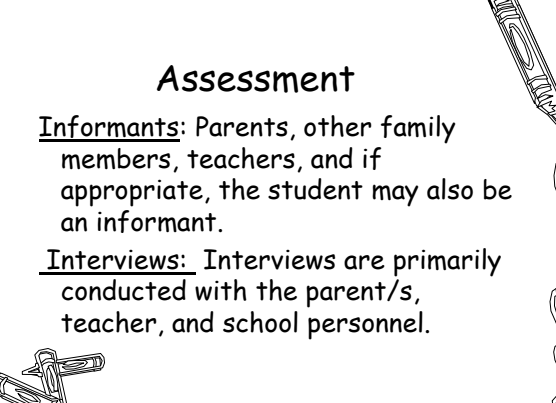
EDS 245

Joseph D. Hernandez
Veronica Sarabia
Evelyn Teran



Examples of Behavioral Issues

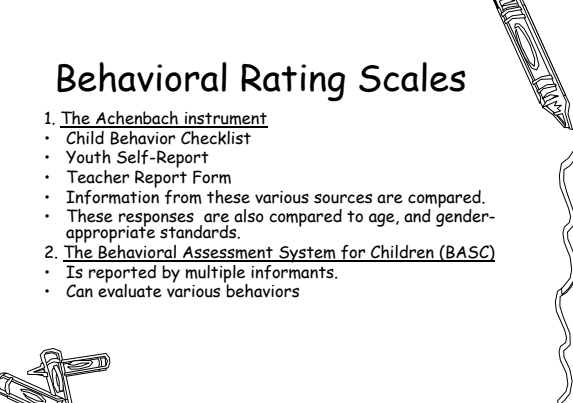
- Aggressive behavior: fighting, kicking, spitting, etc.
- Oppositional defiant disorder: not compliant, oppositional, annoying and argumentative behavior.
- Conduct disorder: include aggression, deceit and violations of rules.
- ADHD: talking without permission, hyper activity, impulsivity.
- According to the DSM-IV in diagnosing conduct disorder behaviors include: Aggression towards people and animals, destruction of property (fire setting), deceitfulness or theft, and serious violation of rules (truancy).



Assessment

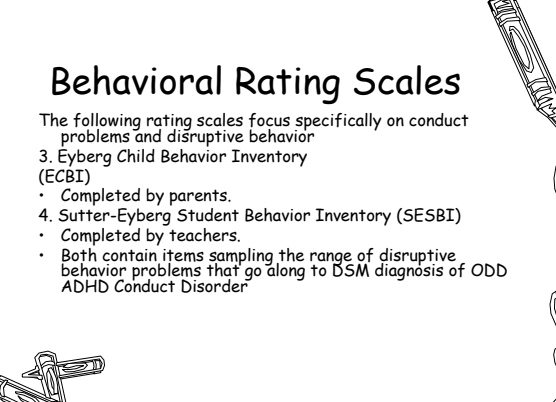
Informants: Parents, other family members, teachers, and if appropriate, the student may also be an informant.

Interviews: Interviews are primarily conducted with the parent/s, teacher, and school personnel.



Behavioral Rating Scales

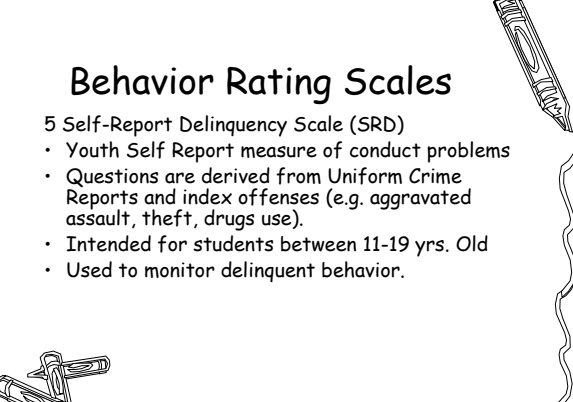
1. The Achenbach instrument
 - Child Behavior Checklist
 - Youth Self-Report
 - Teacher Report Form
 - Information from these various sources are compared.
 - These responses are also compared to age, and gender-appropriate standards.
2. The Behavioral Assessment System for Children (BASC)
 - Is reported by multiple informants.
 - Can evaluate various behaviors



Behavioral Rating Scales

The following rating scales focus specifically on conduct problems and disruptive behavior

3. Eyberg Child Behavior Inventory (ECBI)
 - Completed by parents.
4. Sutter-Eyberg Student Behavior Inventory (SESBI)
 - Completed by teachers.
 - Both contain items sampling the range of disruptive behavior problems that go along to DSM diagnosis of ODD ADHD Conduct Disorder



Behavior Rating Scales

5 Self-Report Delinquency Scale (SRD)

- Youth Self Report measure of conduct problems
- Questions are derived from Uniform Crime Reports and index offenses (e.g. aggravated assault, theft, drugs use).
- Intended for students between 11-19 yrs. Old
- Used to monitor delinquent behavior.

Alternative Behavioral Approaches

Applied Behavior-Analysis

- These interventions rely on techniques of operant conditioning and is one of the most widely used behavioral procedures in educational settings.
- Reinforcement techniques are used extensively in school settings by teachers to improve social functioning and decrease negative behaviors.
- If possible, the teacher plays a role in monitoring behavior and providing consequences.

Social reinforcers consist of consequences such as praise, attention, physical contact (e.g. pat on the back), as well as positive facial expressions.



Alternative Behavioral Approaches

- Activity reinforcers have also been used to improve social functioning
- Activities based on the Premack have been found to be effective.
- The Premack Principle states that those behaviors with a low probability can be increased when they are followed by an opportunity to engage in a preferred behavior.
- Some preferred activities include: student chosen reading materials, music, movies, drawing, painting, running errands for teachers, extended recess time, and games.
- Edible reinforcers have also been used in the school setting.
- In some instances, use of candy as a reward has been to decrease physical and verbal aggression in an entire class.
- Grieger (1970) used candy as a reward at the end of each class period during which specified disruptive behaviors were not demonstrated.
- It is recommended that parent permission should be given when using edible reinforcers.



Alternative Behavioral Approaches

- Token Economy is a reinforcement system based on tokens.
- These tokens serve to reinforce behavior immediately, tokens can be accrued and used later to purchase back-up reinforcers such as: objects, activities or consumables.
- A Token program implemented with jr. high students who had serious behavioral problems resulted in the reduction of the number of expulsions suspensions and grade failure
- Students who participated in this token economy program have shown higher rates of interest entering high school, improved school attendance and better classroom conduct. (Heaton & Safer, 1982; Safer, Heaton, & Parker, 1981).



Social Learning Approaches

- Social Learning Theory (Bandura, 1977) assumes behaviors are developed and maintained on the basis of three systems: (a) Classical Conditioning Processes; (b) external reinforcement; and (c) seeking cognitive mediational processes. Cognitive processes are important in determining the environmental experiences, these cognitive processes determine how environmental influences are attended to, perceived, and whether they will shape future behaviors.
- Social modeling programs focus on developing new desired behaviors by method of: instruction, exposure to models, rehearsal, performance feedback and practice.

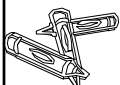


Parent Training

- Therapists teach parents to alter interactions with their children to increase pro-social behavior and decrease deviant behavior.
- New ways of identifying, defining, and observing behavior problems are taught as a result of training.

Some examples of parent training:

- To give direct, concise commands
- Allow the child sufficient time to comply
- Reward compliance with contingent attention
- Apply negative contingency to noncompliance



Case study

Little Johnny is an 8 year old third grader living with his ailing grandmother. Johnny was recently taken from his home by child protective services a month ago when his mother was arrested for prostitution and drug possession. In school Johnny's behaviors include: blurting out answers before questions are completed, disruptive behaviors with other children, and leaving his seat to bully others near him when the teacher is occupied. Johnny's teacher became concerned when she had found him during recess strangling the classroom pet with a plastic bag. When Johnny was questioned it was observed that he appeared angry and resentful, continuously blaming others for his own actions.

Judging from the example above what accommodation, modification or interventions would you suggest?



References

Macciomei, N. R., & Douglas, H. R. (1999). Behavioral Management in Public Schools: An Urban Approach. Westport: Praeger.

Mather, C. A., & Forman, S. G. (1987). A Behavioral Approach to Education of Children and Youth. Hillsdale: Lawrence Erlbaum Associates, Publishers.

Wicks-Nelson, R., & Israel, A. (2003). Behavior Disorders of Childhood, (Fifth Ed.). Upper Saddle River: Prentice Hall.

