Problems with Adults
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- Attention for problem behavior
- Button Pushing
- Any Change In Teacher Behavior
- Over Dependence on Adult Attention
- Adults Block Access To Reinforcers
- Adults As A Source Of Demands
Why problems with adults?

1) Adults will often give a bigger reaction to behavior problems than peers (this would cover the “naughty” kind of attention)

2) Adults often mediate powerful reinforcers, therefore they (at times) must also block access to or withhold powerful reinforcers

3) Adults require children to do things that they don’t want to do

4) Adult attention can generally be a tremendous reinforcer for a variety of behaviors (this refers to the “nice-nice” kind of attention).
Attention

- Button pushing: inappropriate attention seeking that produces upset behavior on the part of the teacher
- Best handled using a “non-reactive” response (fractions)
- Any change in teacher attention, even looking away, may be enough of a reaction. It is best to decide what kind of attention to give and only use that. Act, don’t REACT
Overdependence on Adult Attention

- Adult attention has to be used carefully to reinforce independent task completion
- Start small and keep going
- Run back to child after task completion like the child is “on fire”
- Encourage and/or teach independent leisure skills that may have to be (initially) reinforced by attention
Adults block access to SR+

1) Blocked access to things the child can never have (requires reasonable replacements)

May also be necessary to make it clear where and when the child CAN get the reinforcer that cannot be given in school

If the child has failed to earn something that is to be given later in the day, it may be necessary to use pre-correction to remind the child that this is the case. If the child is going to have a bad reaction he’ll most likely have it when using the pre-correction

2) Blocked access to things that child just can’t have (or shouldn’t have) right now

Use yes but, yes as soon as strategy or “Granting them their wishes in fantasy” (highly verbal kids)
Adults as a source of demands

- Problems with demands can be greatly reduced through balancing out interactions and moving the child’s attention from what they have to do to what they will be able to earn.

- Balancing interactions means sometimes you approach the child just to have a pleasant interaction and not always to correct, prompt, scold, etc.

- Approach problems with demands as problems of not focusing on what can be earned.

- Instead of “It’s time to work” you can try “What would you like to earn?”
It’s not your job to make students work!!!

- It is absolutely not your job to make students work
- It is your job to create an environment conducive to wanting to work
- It is your job to show a student how to do something
- It is your job to help a motivated student who is stuck on a problem