CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

APPLIED BEHAVIOR ANALYSIS
RESEARCHED BASED
PARENTAL TRAININGS

A graduate project submitted in partial fulfillment of the requirements
For the degree of Master of Science in Educational Psychology and Counseling,

School Psychology

By

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When considering the typical methods of disciplining children of elementary age, parents tend to experience emotional struggles, such as frustration, anger, and difficulties with appropriately punishing their children (Keith, 2012). In analyzing typical Latino parenting, studies have demonstrated Latinos may respond harshly, resorting to corporal punishment, when disciplining their children (Aronson Fontes, 2002). Research has found that such forms of discipline negatively affect children (Herrera & McCloskey, 2001). Currently, the growing number of Latinos in Southern California has also been noted in the local schools, where an increase of Latino student enrollment has occurred (LAUSD District Profile, 2012). In turn, schools and Latino parents’ typical student discipline such as punitive, harsh discipline, as well as corporal punishment has negatively impacted the Latino youth (Fowler, 2011; Aronson Fontes, 2002). The Latino community is in need of more suitable methods of discipline, in regards to their children, which will not negatively impact them. The purpose of this project is to create Applied Behavior Analysis based parent behavioral workshops both in English and Spanish to address this need for more suitable methods of discipline.
CHAPTER I

I. Introduction

When considering the typical methods of disciplining children of elementary age, parents tend to experience emotional struggles, such as frustration, anger, and difficulties with appropriately punishing their children (Keith, 2012). These struggles may then pave the way to exceedingly more lax forms of child discipline, or in contrast, harsh forms of child discipline, which may then in turn put children at risk for emotional and behavioral problems (Keith, 2012). It has been noted by Smith (2012) children who experience physical abuse are at a higher risk of being identified with emotional or behavioral disorders.

Once the behavior or emotional issues present themselves in a child, it becomes quite difficult to pinpoint a single cause. Rather Smith (2012) has identified three factors, which contribute to the development of behavioral and emotional disorders: biology, home and community, and school. In regards to biology, research indicates a correlation between prenatal drug exposure and emotional and behavioral disorders (Smith, 2012). School factors such as poor classroom management, teacher expectations, insensitivity to students’ individual differences, create an environment where aggression, frustration, and withdrawal are common responses to the environment or teacher (Smith, 2012). In addition, home and community factors, such as poverty, abuse, neglect, parental stress, inconsistent expectations and rules, confusion, and turmoil over long periods are also instrumental factors to the development of emotional and behavioral issues in children (Smith, 2012).
A need for empirically proven forms of discipline within the child’s home and community may not only improve the occurrence of children developing behavioral problems, but introduce alternative forms of child discipline that are less likely to contribute to parent stress, child abuse and mistreatment, and in-home turmoil. When researching alternative forms of child rearing and discipline, the key components such as positive rewards of desired behavior, punishment through non-violent means, and behavior analysis kept resurfacing (Smith, 2012; Cooper, Heron & Heward, 2007; Keith, 2012; Robers, Zhang, Truman & Synder, 2010). A well-known method of analyzing behavior, as a means of identifying and reinforcing desired behavior involves Applied Behavior Analysis (Smith, 2012; Cooper, Heron & Heward, 2007; Keith, 2012; Robers, Zhang, Truman & Synder, 2010). A well-known method of analyzing behavior, as a means of identifying and reinforcing desired behavior involves Applied Behavior Analysis (Cooper et al., 2007).

Applied Behavior Analysis (ABA) is the identification, analysis, and intervention of problem behavior (Cooper et al., 2007). ABA has been researched and utilized for many years and has been cited in numerous studies as an empirically proven form of altering and improving human behavior (Cooper, 2007; Skinner, 1938/1966; Mueller, Sterling-Turner & Scattone, 2001). Using ABA when addressing problem behavior has improved behavior in students within the school setting, as well as children who are experiencing behavioral difficulties within the home setting (Anderson & Kincaid, 2005; Bailey, Montrose & Phillips, 1970). It can be inferred that ABA techniques will improve the problem behavior of any child.

Southern Californian schools and parents are experiencing increased difficulties with appropriately disciplining children, as evidenced by the increase of suspensions and expulsions (LAUSD District Profile, 2012). In Southern Californian schools, Latino students are the majority of students attending the Southern California schools (LAUSD
According to the US Census Bureau (2012), Latinos are one of the fastest growing minority groups in the US, with a population increase of 15.2 million between 2000 and 2010, accounting for over half of the 27.3 million increase in total population (US Census Bureau, 2012). In the 2010 census, 37.6 million, or 75 percent, of Latinos lived in one of the eight states with Latino population of 1 million or more; 14 million, or 28 percent, of the total Latino population reported to reside in the state of California (US Census Bureau, 2012). The city of Los Angeles had the second largest concentration of Latinos, with 1,838,822 in total (Ennis, Rios-Vargas & Albert, 2011). This concentration of Latinos in a given area would definitely be seen in the surrounding educational school districts. Southern California schools are not only housing a large number of Latino students, in comparison to other ethnicities, but are also dealing with the struggles of increased discipline problems of their students.

Recent studies suggest discipline problems are one of the major indicators of increased crime and violence within school systems across the nation (Robers, Zhang, Truman & Synder, 2010). The U.S. Department of Education and Justice have identified the leading discipline problems reported by public schools, in 2007-2008. In the primary schools student bullying was the leading cause of discipline problems. In regards to the middle schools, the most reported discipline problems include student bullying and gang activity. In high schools, a towering 43% of all discipline problems that were reported related to gang activity (Robers et al., 2010). When reviewing the principal action taken by schools in dealing with discipline problems, an astonishing 76% of all actions taken resulted in school suspension (Robers et al., 2010).
Dealing with the school discipline problems with suspension, increases crime and youth delinquency, which in turn puts a strain on the juvenile detention facilities and correction facilities. Suspension exacerbates a student’s academic deterioration, which then increases the likelihood of student delinquency, crime, and substance abuse (Pediatrics, 2003). Discipline measures based on suspensions, and expulsions do not address the underlying issue within the nation’s schools. School disciplinarians have disclosed utilizing expulsion and suspension as a means of eliminating problem students from the educational setting (Pediatrics, 2003). These momentary solutions in the school systems discount the possibility of encompassing alternative means of addressing discipline and problem behavior.

School systems have historically utilized the previously mentioned methods when disciplining students without much success. Evidenced based discipline strategies would benefit students by utilizing new approaches that have previously demonstrated desirable outcomes.

Much has been learned about Applied Behavior Analysis (ABA) and it’s benefits on diminishing problem behavior among the Autistic population (Cooper, Heron & Heward, 2007). However, ABA behavioral techniques have not been typically associated with the general children population in regards to discipline (Mueller, Sterling-Turner & Scattone, 2001). Applied Behavior Analysis is aimed at improving problem behavior, utilizing interventions that are based upon principles of the learning theory and that have been evaluated in experiments using reliable and objective measurement (Association for Science in Autism Treatment, 2012).
The underlying goal of Applied Behavioral Analysis, would best be described as “the improvement and understanding of human behavior,” (Cooper, Heron & Heward, 2007). The understanding of human behavior lends itself to the identification and awareness of behavior, which in turn can then guide possible changes in attempt to improve or stop a multitude of behaviors. ABA is the science that defines objective behavior, identifies environmental factors, which fuel the behavior, and then applies interventions and techniques, which will change the behavior (Cooper et al., 2007). The discoveries acquired from ABA allows for the recognition of what truly influences or drives the behavior to occur in the first place.

Although, ABA behavioral techniques and interventions have become the ideal method of teaching autistic children and improving their behavior by manipulating environmental factors, these same techniques and interventions could be successfully utilized with the general population of children (Anderson & Kincaid, 2005). Parents can successfully utilize ABA, or behavioral techniques to address their child’s behavior within their own home. Parent Behavioral Trainings “teach parents to define behavior problems accurately, implement assessment measures that further define the problem and its intensity, and educate parents in the treatment plans that would be appropriate for the problems within their individualized context” (Christiansen, Clark, Jenson, Maughan & Olympia, 2005).

II. Statement of Problem

The US Census Bureau (2012) noted the growing Latino population as the most rapidly increasing minority group in the United States. This increase in Latinos within the United States has been observed to be occurring in eight different states, where the
The majority of Latinos have been noted to reside in the state of California (US Census Bureau, 2012). Within California, the city of Los Angeles has been noted to have the second largest population of Latinos (Ennis, Rios-Vargas & Albert, 2011).

When analyzing Los Angeles County’s demographics, it becomes apparent that the massive cluster of Latinos is also represented within the Los Angeles Unified School District. The Los Angeles Unified School District is made up largely of Latino students, where the discipline tendencies for the entire student population have resulted in punitive strategies (California Department of Education, 2012). LAUSD practice punitive discipline strategies in where 66 percent of the overall suspensions resulted in Latino student suspensions (LAUSD District Profile, 2012). This overrepresentation of Latino students, who are disciplined in the school setting using suspensions, may have also negatively impacted the Los Angeles County juvenile detention facilities.

In reviewing demographic and statistical information, the Los Angeles County Probation Department houses 2,200 juveniles (“The Los Angeles Probation Dept.,” 2011). Of these 2,200 minors, over half are of Latino decent (The Los Angeles Almanac, 2011). It has become quite apparent that a correlation between Latino student suspensions has influenced the population of Latino youth in the Los Angeles County detention facilities.

### III. Statement of Need

Cultural factors such as social stress, level of assimilation and poverty are associated with the discipline techniques utilized by the Los Angeles Latino population. According to the most recent Census, in the last 50 years the foreign-born population has increased from 1 million in 1960 to 21.1 million in 2010, (Walters & Trevelyan, 2011).
Of these foreign born individuals, Latin American foreign-born individuals represent over half of the total who migrated to the United States (Walters & Trevelyan, 2011). As a result, foreign-born Latinos begin to attempt to assimilate with their families, but still carry discipline methods they have grown accustomed to. At times Latino parents may respond harshly, resorting to corporal punishment, when disciplining their children (Aronson Fontes, 2002). Research has found that such forms of discipline negatively affect children. Herrera and McCloskey (2001) noted that 31% of the children receiving escalated forms of abuse were referred to juvenile court at least once. Latino parents who are resorting to child abuse, as a means of controlling their child’s behavior, may not fully embrace alternative forms of discipline nor understand the consequences of their actions.

Poverty also contributes to the standard discipline methods amongst Latino families. Low-income Latino families face stressors, such as “cultural differences, the need to learn a new language, the impact of bilingualism on cognitive functioning, personality, and worldview, prejudice and discrimination, disruptions in the family life cycle, anxious daily interactions with people outside the ethnic group,” which in turn heightens and increases frustration within the household (Herrera & McCloskey, 2001, p. 1037). Parents are faced with their own stress of working and providing for their families and misbehaving children are seen as an additional stressor, where Latino parents rely on their conventional means of discipline.

The correlation between discipline methods and delinquency rates amongst the Latino youth is negatively impacted, where punitive forms of discipline increase the likelihood of more and more Latinos who are then seen in the juvenile detention
facilities. A call for more appropriate forms of discipline is warranted. The Latino community is in need of more suitable methods of discipline, in regards to their children, which will not negatively impact their futures. As previously mentioned, ABA behavioral techniques and interventions can aid the Latino population in appropriately identifying their child’s behavior, establishing the underlying function of the behavior, and changing their own behavior or environment, to decrease the reinforcement of the unwanted behavior.

IV. Purpose of Graduate Project

Common discipline methods within the Latino population depend on their cultural norms, social stresses they may be experiencing, and overall understanding of socially, appropriate forms of child discipline. Latino parents resort to corporal punishment when rearing their children. Noteworthy statistics have demonstrated the connection between child abuse and adolescent delinquency (Fowler, 2011). Data has depicted how adolescent delinquency has put a strain on the Los Angeles juvenile detention facilities, where the majority of minors housed at these facilities are of Latino decent (“The Los Angeles Probation Dept.,” 2011). District data in a Southern California school district provides an example of the astonishing number of suspensions occurring on a yearly basis, where an estimated 64 percent of students are of Latino decent (LAUSD District Profile, 2012).

The purpose of this project is to design bilingual behavioral parent workshops, based on ABA research, to assist parents learn appropriate discipline techniques and interventions within an elementary school setting. Such workshops and trainings can help remediate discipline issues occurring among the Latino child population at a
fundamental time, to ideally positively influence the Latino adolescent delinquency rate in the future.

This goal will be accomplished by developing workshops utilizing simple language, specific relatable examples, and empirically proven Applied Behavior Analysis techniques and interventions. To further insure attainment of newly acquired knowledge on behalf of the parents, a handbook will be distributed. The goal is to foster a learning environment for Spanish speaking parents, where they will have an opportunity to practice newly acquired skills and troubleshoot specific behavioral issues their children might be exhibiting within the home.

V. Terminology

*Applied Behavior Analysis* – The science in which tactics derived from the principles of behavior are applied to improve socially significant behavior and experimentation is used to identify the variables responsible for the improvement of behavior (Cooper et al. 2007)

*Antecedent* – An environmental condition or stimulus change existing or occurring prior to a behavior of interest (Cooper et al. 2007)

*Behavior* - Anything that an organism does involving action and response to stimulation (Cooper et al. 2007)

*Consequence* – A stimulus change that follows a behavior of interest (Cooper et al. 2007)

*Reinforcement* – Occurs when a stimulus change immediately follows the response and increases the future frequency of that type of behavior in similar conditions (Cooper et al. 2007)
**Function-altering effect** – A relatively permanent change in an organism’s repertoire of motivating operation, stimulus, and response relations, caused by reinforcement, punishment, an extinction procedure, or a recovery from punishment procedure (Cooper et al. 2007).

VI. **Organization of Project**

This project has been organized into the following sections: Chapter 1 is an introduction to Applied Behavior Analysis and an explanation of the current need for this project. Chapter 2 provides a review of research, which is relevant to the design and implementation of this project. Chapter 3 includes the details of why this specific project was chosen and how it was developed. Chapter 4 includes a formative evaluation of this project; Chapter 5 includes a summary of the preceding chapters, the results of the evaluation of the parental workshops, and a discussion.
CHAPTER II

I. Introduction

Applied Behavior Analysis has a long withstanding history in providing sound empirical techniques and interventions in the study of human behavior. Such techniques and interventions are rooted in the early scientific methodology and experimentation of human behavior, where behavior is viewed and studied based upon the basic principles of the learning theory (Cooper, 2007). ABA studies can also be seen to positively influence the occurrence of problem behaviors of typically developing children.

The sole purpose of ABA is no longer exclusively implemented with the Autism population. Recent studies depict the successful utilization of ABA parental trainings within the home setting. Parents are able to gain substantial knowledge on reinforcement, punishment, and their possible contribution to some of their child’s problem behavior (Bailey, Montrose & Phillips, 1970).

In addition, ABA has been successfully utilized in the school environment. Functional assessments of where and why students’ problem behavior occurs has in turn aided staff members in applying ABA, in the form of positive behavior support. Implementation of such techniques has resulted in positive outcomes, where problem behaviors, school violence, and delinquency rates have greatly decreased (Carr & Sidener, 2002).

Instances where ABA based positive behavior supports were not implemented in the school setting punitive discipline techniques were utilized, which increased the prevalence of delinquent youth (Fowler, 2011). Within Los Angeles County, where over half of the current population is made up people of Latino decent, an overrepresentation
of Latino youth makes up the population of youth within the juvenile detention centers. Punitive disciplinary techniques on the part of both the school systems and Latino parents have had detrimental outcomes on the presence of Latino youth in the juvenile detention centers (Fowler, 2011). In order to remediate the disproportionate number of Latino youth in juvenile facilities a grassroots approach needs to be implemented, where behavioral interventions could be executed at the primary school level.

Historically, the Latino population has practiced unconventional methods of child discipline. Cultural norms practiced in their home countries have carried over and are still occurring within the home environments. Corporal punishment, which is noted to be a form of child discipline in regards to the Latino population, may be adversely affecting the Latino youth (Aronson Fontes, 2002). Correlations between the use of corporal punishment and the future presence of significant problem behavior in the future have been noted in several studies (Aronson Fontes, 2002; Gershoff, 2010; Halgunseth, Ispa & Rudy, 2006). Latino parents can be guided in different ways of child discipline by school districts.

Schools within the Los Angeles County can execute parent behavioral workshops to address child discipline with the Latino parent population. In doing so, schools need to take into account the best possible methods of working collaboratively with parents. Historically, Latino parents have not experienced positive involvement in regards to the school systems. Latino parents may experience isolation, and cultural barriers that may prohibit and hinder their full involvement (Olivos, 2004). Utilizing collaborative strategies in regards to parental involvement will ensure a sense of parent empowerment. Empowering parents to work collaboratively with schools by utilizing nonconventional
means of parent involvement through mutual respect, and group participation may
increase the likelihood of their involvement (Delgado-Gaitan, 1991)

II. History of Applied Behavior Analysis

Applied Behavior Analysis or “Behaviorism” initially originated from John B.
Watson, who indisputably took psychology towards a new direction, away from the study
of states of consciousness, images, and other mental processes, in the early 1900’s
(Cooper et al., 2007). Watson’s article “Psychology as the Behaviorist Views It,” (2007)
was noted to describe the theoretical goal of behaviorist as predicting and controlling
behavior, and directly observing relationships between environmental stimuli and the
responses they evoke (Cooper et al., 2007). The notion of predicting behavior implies the
possibility of controlling or regulating the behavior. When human behavior can be
controlled and regulated, it can also be improved.

Watson’s contributions paved the way for the study of behavior as a natural
science and the experimental branch of behavior analysis formally began. B. F. Skinner’s
(1938/1966) laboratory research introduced two types of behaviors; respondent and
operant. Respondent behavior is reflexive behavior, which is elicited or brought out by a
stimulus that immediately precedes it (Skinner, 1938/1966). The behavior then is more
of a reflexive reaction. In other words, respondent behavior occurs after a stimulus
(something external, which influences an activity), and causes an involuntary reaction.
For example, a bright light shined into an eye (stimulus) results in the involuntary
blinking, or squinting of the eye (respondent behavior). Operant behaviors are described
as not occurring because of preceding stimuli but instead influenced by stimulus changes
that have followed the behavior in the past (Skinner, 1938/1966). Therefore, operant
behaviors can be seen as learned behaviors as result of environmental events, which have influenced the occurrence of the behavior (Cooper et al. 2007). For example, a child who completes his homework after coming home from school (operant behavior) is rewarded by being allowed to watch television (environmental stimulus influencing behavior).

B. F. Skinner’s identification of operant conditioning brought about his experimental analysis of behavior, later known as Applied Behavior Analysis. Such analysis demonstrated the first steps of viewing reliable functional relations between behavior and various types of environmental events (Cooper et al. 2007). Baer, Wolf, and Risley (1987) recommended that ABA be applied, behavioral, analytic, technological, conceptually systematic, effective, and capable to supply generalized outcomes. Such stringent analysis and implementation insures valid results when utilizing ABA techniques.

In order to identify and analyze behaviors direct observation of the behavior needs to occur to understand the relation between the behavior and possible reinforcing event or action, which is sustaining the behavior. Anecdotal observation or ABC recording (antecedent, behavior, consequence), involves descriptive accounts of the problem behavior and antecedent conditions and consequences for the events (Cooper et al., 2007). From such observation, a functional relation between the behavior and environmental circumstances influencing the behavior is exposed. Therefore, the observation produces the identification of reinforcements that maintain problem behavior (Camp, Iwata, Hammond, & Bloom, 2009). In identifying the antecedent, understanding what occurred immediately before the problem behavior, the identification of environmental circumstances may assist in preventive recognition of the problem
behavior (Camp et al., 2009). After the problem behavior occurs, directly after an antecedent, a consequence either reinforces the problem behavior or decreases the behavior. Behaviors are typically maintained, or sustained because of either positive, negative, and/or automatic reinforcement (Cooper et al., 2007).

Ideally, when the consequence is identified in the ABCs of behavior, identifying the conditions that affect a behavior suggests what conditions need to be altered to change the behavior (Cooper, 2007). In other words, the identification of the occurrence or consequence, directly after the problem behavior, reveals information on how the consequence can be modified to change the problem behavior. On the other hand, antecedent events may also influence the occurrence of a problem behavior. Camp et al. (2009) noted the importance of analyzing the antecedent event and including it in the overall analysis of problem behavior. The antecedent event or precursor of problem behavior may predict the occurrence of the behavior. Evaluating both the antecedents and consequences when identifying the ABCs of behavior, results in a complete recognition of the problem behavior. A functional behavior analysis (FBA) aids in the development and understanding of what reinforces the behavior (Camp et al., 2009).

All behaviors, whether washing hands or tantrumming, are learned behaviors and are maintained through interaction with the social and physical environment. Behaviors are either strengthened by either “getting something,” or “getting out of something” (Cooper, 2007). The antecedent or consequence has one or two effects on behavior, either an immediate but temporary increase or decrease in frequency of behavior, or a delayed permanent effect in the frequency of the behavior. These are known as behavior reinforcers, which include; positive reinforcement, negative reinforcement, punishment,
and extinction (Cooper, 2007). Positive reinforcement involves adding a stimulus that will increase a behavior, such as verbal praise and rewards (Heffner, 2001). Negative reinforcement occurs when a stimulus is taken away and increases a behavior, such as in nagging an individual until they achieve the behavior/response (Cooper, 2007). Punishment involves adding an aversive stimulus to decrease a behavior, as in spanking a child to decrease misbehavior (Cooper, 2007). Extinction occurs when a stimulus is removed in order to decrease the behavior (Heffner, 2001). A FBA is then used to identify the source of reinforcement by identifying the function-altering effect (function) of the behavior (Cooper, 2007). The four functions of behavior are attention seeking, tangible reinforcement, escape/avoidance, or self-stimulatory behavior (Liaupsin, n.d.).

Problem behavior often results in immediate attention from others in the form of head turns, surprised facial expression, reprimands, attempts to soothe, counsel, or distract, and may be inadvertently reinforcing the likelihood of the behavior occurring again, under familiar circumstances. As noted by Carr, and Durand (1985), typically attention-seeking behavior is a result of positive reinforcement. Their article also indicated empirical evidence that suggests children may learn to engage in behavior problems in order to obtain adult attention (Carr & Durand, 1985). The function of attention seeking behavior is to attain the attention of someone that is then reinforced when the attention is received.

Many behaviors result in the access to reinforcing materials or stimuli. The access to a tangible reinforcement may be seen as a child tantrumming until a favorite television show is turned on, or in stealing another’s child’s candy, which produces access to the item taken (Cooper, 2007). Problem behaviors tend to develop when
consistent production of desired item or event is delivered, temporarily stopping the
behavior, while increasing the likelihood of similar behaviors (Cooper, 2007). The
function of tangible reinforcement behavior is to attain a desired item or stimulus
(Liaupsin, n.d.).

In other cases, some behaviors are learned as a result of their effectiveness in
terminating or postponing aversive events, as in disruptive student behavior may result in
being sent out of class escaping/avoiding the assigned classwork, or terminating a
unfavorable phone call by hanging up the phone. The function of escape/avoidant
problem behavior, fueled by negative reinforcement, allows the individual to escape or
avoid difficult or unpleasant tasks, activities, or interactions (Carr & Durand, 1985).
Some of the behaviors, which serve the behavioral function of escape/avoidance, include
aggression, self-injury, and tantrums (Carr & Durand). The result of the function of
escape/avoidant behavior historically has been negatively reinforced by the removal of
aversive stimuli (Liaupsin, n.d.).

Lastly, self-stimulatory behaviors are automatically maintained or reinforced in
the absence of actions by others. Self-stimulatory behaviors directly produce their own
reinforcement, as in thumb sucking (Cooper, 2007).

Applied Behavior Analysis involves the identification, analysis, and
manipulation of antecedents, consequences, or functions of behaviors to lessen the
occurrence of problem behavior. The ABCs of direct behavior observation
systematically delineates problem behavior, the reason for the problem behavior, and
possible techniques and interventions, which will most likely effect and improve problem
behaviors.
III. Applied Behavior Analysis Usage with the Typical Developing Child

Applied Behavior Analysis is typically associated with the Autism and the developmentally delayed children population, but research as shown that ABA techniques could be successfully utilized with the typically developing child. Werle, Murphy, and Budd (1993) investigated the effectiveness of parental training in behavioral interventions and the generalization of such trainings within the child’s natural environment. The study evaluated the effectiveness of parent behavioral training programs for parents with children exhibiting feeding-related behaviors in the home. Parents were trained to initiate regular offerings of previously rejected food and provide specific prompts and positive reinforcement to increase the child’s acceptance of non-preferred foods. The intervention procedures consisted of using prompts, such as praise and pleasurable events for desired eating, pairing non-preferred food with access to preferred food, ignoring mild disruptive behaviors, and using time-out, physical guidance, or other negative consequences. The manipulation of such consequences (in regards to the ABCs of behaviors) was ultimately utilized to diminish the targeted problem behavior of food refusal and the expelling of food (Werle et al., 1993).

Results indicated that parent home-based parent behavioral training generated systematic changes in maternal behaviors and improvement of the children’s targeted problem behavior (Werle et al., 1993; Christiansen, Clark, Jenson, Maughan & Olympia, 2005). Parents increased their positive attention response to their child’s newly learned behavior, which in turn demonstrated the parents’ functional role in regards to their children’s behavior (Werle et al., 1993). The study depicted the utilization of Applied Behavior Analysis in the usage of the ABCs of behavior, and identification of the
function of behavior. In identifying the consequences, or reinforcing outcome, which has been maintaining the children’s problem behavior, the parents from the study were able to modify their own behavior to improve their child’s behavior.

Reinforcing positive behaviors through the praise, rewarding, and introduction of pleasurable events, decreases problem behaviors. Ignoring and using negative responses to address problem behaviors has been noted to minimize the occurrence of problem behaviors. When parents address problem behaviors by identifying, analyzing, and changing the environmental stimulus, which has sustained the behavior, they can influence the occurrence of their child’s problem behaviors. Positive reinforcement of preferred, acceptable behaviors were also studied in attempt to collaborate with the home and school environment.

Bailey, Wolf, and Phillips (1970) found that when parents were taught appropriate reinforcement and punishment strategies in regards to their children, school problem behavior seemed to decrease. Five pre-delinquent boys in the experiment were given home-based consequences or rewards in regards to their behavior they exhibited in school. The boys were required to take home a daily report card with their teacher’s mark on their behavior. The teacher marked yes or no whether a boy had “studied the whole period,” and “obeyed the class rules.” Clear rules and expectations were put in place by the teacher were the boys were asked to not leave their seats without permission, not to talk without permission, not to look out the windows, not to tilt desks, not to make noise, and not to disturb others (Bailey et al., 1970).

In implementing the experiment, explicit, and measurable behavioral definitions were identified to allow reliable data collection. Observations were taken by two
experienced observers to additionally check for inter-observer agreement. Home-based reinforcement was demonstrated to be a very effective and a practical classroom behavior modification technique. Results indicated the consequences delivered at home clearly modified the school behavior of the five boys in the experiment. The necessity to back-up reinforcement within in the home setting was seen as an essential step in controlling and modifying unwanted problem behavior (Bailey et al., 1970). Altering the consequence or outcome of the problem behavior, as seen in the study, where parents either positively reinforced or punished their children depending on their school behavior, consistently decreased the occurrence of problem behavior.

Parent Behavioral Trainings have been noted to be successful interventions in reducing the disruptive/externalizing behaviors in children. Christiansen, Clark, Jenson, Maughan, and Olympia (2005) conducted a meta-analysis on 79 outcome studies of the effectiveness of Parent Behavioral Trainings in reducing their children’s externalizing and disruptive behaviors. Results were congruent in the overall reduction of the children’s disruptive behavior. Parents were taught how to identify their children’s behavior, analyze the function of their children’s behavior, and then modify the reinforcing consequences that were sustaining the behaviors (Christiansen et al., 2005). These strategies within the home setting delivered by parents have shown improvement in children’s misbehavior.

Across all three studies, parental implemented behavioral techniques were seen as an excellent reducer of children’s problem behavior. Parents are capable of learning the true nature of their typically developed children’s behavior and are competent in
modifying that behavior. ABA strategies have also been successfully utilized within the general education setting with the purpose of controlling discipline problems.

IV. Applied Behavior Analysis Usage within the School Environment

Discipline problems within the school systems have been historically dealt with utilizing punitive discipline techniques, but the movement towards school-wide positive behavior support plans has been seen to decrease the occurrence of problem behavior. Grounded in principles and technology of behavior analysis, school-wide positive behavior support plans have been suggested by Anderson and Kincaid (2005) to address extreme problems behaviors as well as less severe problems. School-Wide Positive Behavior Support (SWPBS) plans assist schools in the implementation and support of comprehensive, evidenced based practices of behavior management. Anderson and Kincaid (2005) suggested SWPBS plans be implemented at three levels consisting of the universal level, targeted support level, and individual support level. Both the targeted and individual support levels of a SWPBS plan are implemented for groups of students at risk for discipline problems and students who are not responding to the interventions at the universal level (Anderson & Kincaid, 2005).

A SWPBS plan is a comprehensive system of support that is in place in all areas within the school setting. The goals of SWPBS plans are to prevent the development of problem behavior, decrease, or eliminate currently occurring problem behaviors of all students (Anderson & Kincaid, 2005). Typically, common features of SWPBS plans include a team-driven approach, where school data is analyzed to identify recurring discipline problems, expectations and rules are developed based on the discipline analysis, and an incentive program is designed to positively reward appropriate student
behavior (Carr & Sidener, 2002). In addition, a continuum of consequences is developed and enforced, to discourage problem behavior (Anderson & Kincaid, 2005). SWPBS is a system, which utilizes functional analysis of problem behavior in school children, and implements a consequence based discipline approach (Carr & Sidener, 2002). Altering the punitive consequences typically used by schools, to a more positively driven consequence, or reward for appropriate behavior, is an effective usage of ABA techniques within the broader population of children.

The implementation of SWPBS plans in elementary, middle, and high schools, both in rural and urban communities, result in an overall durability within the school system across several years (Anderson & Kincaid, 2005). Much debate has been introduced in regards to the relation between SWPBS plans and ABA. Carr and Sidener (2002) noted numerous articles, differentiating the two disciplines, that positive behavior support “[is] ‘a new approach to behavioral control,’ ‘an emerging conceptual framework,’ ‘an entity in its own right,’ and ‘an evolving applied science’,”, (p. 249). Statements such as these imply a separation of positive behavior support and ABA. Carr and Sidener (2002) rather illustrated the argument of how positive behavior support is characterized within the broader discipline of ABA. Therefore, the SWPBS is an additional example of how ABA has been and is a successful intervention implemented on typically developing children.

Due to the research and data supporting the usage of SWPBS plans and general positive behavior support, within the school setting, clear examples of the ineffectiveness of punitive discipline techniques are evidenced in the increase of crime and violence in schools lacking positive behavior support plans.
V. Outcomes of Punitive Discipline Techniques among School Systems

Contemporary discipline methods among school systems have typically resulted in remedial techniques, and reprimands of routine discipline problems, and suspensions, and expulsions of severe behavior problems. Numerous studies have depicted the negative effects on problem and delinquent youth when using such discipline techniques.

In response to discipline problems, schools apply reactive discipline techniques, after the problem behavior has occurred, which include verbal reprimands, office referrals, detention, suspensions, loss of privileges, and expulsion. In the usage of such discipline techniques, the assumption is that when students experience these consequences, they will learn the right way to behave and be motivated to comply (Fowler, 2011). In reality, schools may be inadvertently reinforcing problem behavior by providing individualized attention, or allowing the escape and avoidance of non-preferred tasks. Students who exhibit repeated problem behaviors are then moved into environments that are more restrictive. Research suggests students who exhibit discipline problems and are placed in a restrictive setting often begin to demonstrate more frequent and severe discipline problems (Anderson & Kincaid, 2005).

When students begin displaying more severe discipline problems, suspensions are utilized to attempt to deter the students from engaging in such behavior. Unfortunately, the students who are typically suspended are often from a population that is the least likely to have supervision at home, during the suspension. Students with single parents are between two and four times more likely to be suspended or expelled then students who have both parents living at home (Pediatrics, 2003). The students who are more
likely to be suspended within the school systems are also more likely to engage in more severe behavior and become juvenile delinquents.

Fowler (2011) emphasized in his article the increasing severity of school discipline where students were being criminalized for misbehavior to the extent of receiving Class C misdemeanor tickets for misbehavior, which was previously managed in the principal’s office. Fowler (2011) coined the term “school-to-prison pipeline” after a network of public interest centers in 16 states researched the occurrence of school’s discretionary decisions to either suspend, expel, or criminalize their students misbehavior. Outcome of the research depicted a clear connection between the amount of disciplinary referrals and the likely- hood of future juvenile delinquency. Students involved in one or more disciplinary referrals while in school are 23.4 times more likely to be referred to the juvenile detention system, and each increase of disciplinary infraction thereafter increased the likely- hood by 1.5% (Fowler, 2011).

Instead of schools instilling and implementing empirically proven discipline techniques, they rely on suspensions and expulsions to remediate the school’s behavior problems. Little scientific evidence shows typical school discipline measures as being an effective method in reducing school violence or increasing school safety. Rather, several studies have found negative student outcomes following suspensions and expulsion. Students are more likely to engage in delinquent behavior, substance abuse, and school dropout (“Suspension and Expulsion At-A-Glance,” n.d.). In some schools zero tolerance policies are enforced for disciplinary infractions such as bringing weapons or drugs to school, and fighting in schools, as well as an increase of harsher punishment for minor school discipline problems (“Suspension and Expulsion At-A-Glance,” n.d.).
Schools have turned to punitive forms of discipline rather than utilizing empirically proven ABA based positive support plans within the schools. These forms of discipline of today's youth has irrefutably caused negative outcomes.

VI. Statistical Research in regards to the Latino Population

Los Angeles County is home to the second largest concentration of Latino population. Within the Los Angeles Unified School District, in the 2009-2010 school year, out of 662,729 students enrolled, there were 37,670 total suspensions (California Department of Education, 2012). According to the LAUSD District Profile (2012), of those 37,670 total suspensions, 24,917 suspensions were of students of Latino decent. Latino students make up the biggest portion of suspensions in the 2009-2010 academic school year, which presents a real problem not only for LAUSD but also for the cost of maintaining our detention centers.

Unfortunately, when evaluating the Los Angeles County Probation Department, there are currently a total of 19 youth camps housing approximately 2,200 minors (“The Los Angeles Probation Dept.,” 2011). The average time spent in one of these 19 camps/facilities is 23.8 weeks, and the average age of minors is 15.7 years old (“The Los Angeles Probation Dept.,” 2011). Of these 2,200 minors, approximately 56 percent are of Latino decent (“The Los Angeles Probation Dept.,” 2011). Latinos make up over half of the minors in the Los Angeles juvenile detention facilities. Latinos make up the majority of the population in the Los Angeles county and make up a good portion of students within the Los Angeles Unified School District. When analyzing such statistics, it becomes quite difficult to negate the correlation between school and parenting
discipline techniques with the overrepresentation of Latino youth within the juvenile detention system. Definite associations between Latino parenting techniques and Latino youth suspension rates when brought to the light also depict a correlation of the number of Latino youth that end up in the juvenile detention facilities. Typical Latino parents struggle to assimilate in the dominant American culture, evidenced by the discipline techniques they utilize with their own children.

VII. Typical Latino Parenting

As the Latino population migrated from various countries and settled in the Los Angeles County, their traditions and cultural norms also carried over. In general, Latino families fall into two groups; the authoritarian style family, who utilize harsh corporal punishment, combined with high levels of intimacy and support, or the Latino family who punish their children in cruel and malicious ways that would be considered abusive in any other culture (Aronson Fontes, 2002). These forms of discipline are typically seen as harsh, cruel, unnecessary, and useless. Latino families do not approve or support child abuse; rather their disciplinary techniques can be attributed to the fact that Latino parents are typically younger, less educated, employed at lower paying jobs, and financially poorer (Aronson Fontes, 2002). Aronson Fontes (2002) noted the correlation between both family and neighborhood poverty with physical child abuse. Latinos are more likely than non-Latino Whites to live in poverty, and even when Latino parents are similarly established in regards to socioeconomic status, they are still likely to experience acculturative stress and racial discrimination (Halgunseth, Ispa & Rudy, 2006). These stresses can negatively impact parents’ patience and lead to stricter forms of discipline
(Halgunseth et al., 2006). At times, Latino parenting techniques have caused further isolation from the dominant culture and additionally have led to family problems.

Traditionally oriented Latino families and their values at times clash with the child-rearing norms of the dominant culture and may cause problems with child protection agencies, and counselors (Aronson Fontes, 2002). Latino parents who have had fewer years of a formal education may respond punitively when children misbehave (Zayas & Solari, 2002). This punitive corporal punishment increases the likelihood of negative effects, which can be seen in the future.

Gershoff (2010) indicated research in where twenty-seven studies on parents who regularly practiced corporal punishment when disciplining their children, resulted in children that are more aggressive in the end. In resorting to such disciplinary methods results led to less long-term compliance and decreased pro-social behavior, from the children, where more aggression and antisocial behavior developed (Gershoff, 2010; Cashmore, 2011). Research indicates that corporal punishment does not have the effect parents intend when using it and in fact has the reverse effect, where the undesirable behaviors increase (Gershoff, 2010). Corporal punishment unquestionably puts children at risk for short-term and long-term negative effects.

Cashmore (2011) found that in a recent survey of young people in juvenile detention facilities illustrated that 81 percent of young women and 57 percent of young men had been abused. The correlation between corporal punishment and child abuse with the likelihood of future juvenile delinquency is staggering. Latino families are accustomed to culture norms, where corporal punishment is the typical means of disciplining misbehavior among their children (Aronson Fontes, 2002). These methods
of violent means of discipline can be attributed to their own upbringing. As seen in research, adults who experienced corporal punishment as children from their parents report more verbal and physical aggression with their spouses, dating partners, and children (Gershoff, 2010). If the Latino population were exposed to different methods of child discipline in a collaborative, culturally sensitive manner, the probability of Latino parents implementing these strategies increases.

Smith (2012) noted correlations between corporal punishment and the development of emotional and behavioral disorders. Lack of proper supervision, erratic and punitive discipline, low rate of positive interactions, and high rate of negative interactions all contribute to the possible development of emotional and behavioral disorders (Smith, 2012). Corporal punishment also increases the likelihood of children developing oppositional defiant disorder (ODD), or conduct disorder (CD) (Searight, Rottnek & Abby, 2001). Inconsistent parent availability and discipline may also put children at risk to developing ODD, and CD (Searight et al., 2001). Latino parental discipline norms of using corporal punishment may cause adverse affects to the social development of the children in the end.

**VIII. How to Include and Teach the Latino Population**

The Latino population has experienced difficulties assimilating in the dominant American culture (Delgado-Gaitan, 1991). Latino parents have also experienced impediments in the school systems (Quezada, Diaz & Sanchez, 2003). Historically, Latino parents have been viewed as unresponsive, uninvolved, and uninterested in regards to their participation in their child’s education (Quezada et al., 2003). On the other hand, Habermehl (2006) illustrates how the educational system could be confusing,
challenging, and unfriendly when communicating with non-English speaking parents. Research illustrates the struggles Latino parents have undergone in regards to collaborating with their children’s schools, which in turn exemplifies the means and methods of how to involve Latino parents in the combined discipline of their children (Delgado-Gaitan, 1991; Quezada et al., 2003; Habermehl, 2006).

In general, parents hold a valuable role in their child’s success in school. Significant research depicts the importance of parental support in the home environment as a proactive technique in promoting social, cognitive, and academic development, which is even more apparent among bicultural children and children from low-income families (Olivos, 2004). Parents play a meaningful role in where they can truly promote developmental growth. Unfortunately, typical Latino parents are hampered in their attempts to take pivotal roles in their child’s school life. Latino parents face obstacles that prevent their full involvement. Traditionally, Latino parents have not been inclined to participate in the school systems, fueling the assumption among public educators that Latino parents don’t care nor are interested in participating in their child’s education (Olivos, 2004).

Parents of ethnically and linguistically diverse students often fail to participate in the schools, which can be attributed to the differences in school and home culture (Delgado-Gaitan, 1991). Issues that include language barriers, differing values, and practices, can cause a rift between the school and home environment (Delgado-Gaitan, 1991). Such barriers further isolate the Latino parent population and cause definite disadvantages. Latino parents living in poor socioeconomic conditions face sustained
isolation from school culture that can lead to miscommunication, which then may lead to
resentment, apathy, and the possibility of alienation (Delgado-Gaitan, 1991).

Furthermore, Quezada, Diaz, and Sanchez (2003) note Latino parents may
experience barriers such as the inability to understand English, the unfamiliarity with the
school system, the assumption that parent involvement equals interfering with the school,
the lack of a formal education, too many responsibilities, and negative experiences in
regards to schools. Latino parents’ unfamiliarity with the school systems prevents them
from inquiring and accessing available assistance with the schools, which is typically free
of charge. In addition, the lack of a formal education and of the English language
impacts a Latino parents’ confidence in their ability to make a difference in their child’s
educational experience. In regards to cultural conflict, the lack of participation on the
part of the parents may result in children facing barriers between their teachers (Delgado-
their children’s educational success.

Latino parents need to feel empowered to truly begin to increase their presence
and participation in schools. Empowerment encompasses four dimensions; mutual
respect, critical reflection, caring and group participation (Delgado-Gaitan, 1991). This
may generate increased Latino parent participation because it allows relationship building
between the parents and the schools. Typical parent participation can be conventional,
nonconventional, and parent lead involvement (Delgado-Gaitan, 1991). Conventional
involvement includes back to school nights, open house, and parent-teacher conferences.
Nonconventional involvement involves parental workshops, and activities that were not
typically offered during the regular school year. Parent lead involvement includes activities in where the parents form their own autonomous group.

A differentiation of power in parent involvement can be noted in conventional, nonconventional, and parent lead involvement. The conventional type of parental involvement represents domination in power on the part of the schools, in which an attempt is made for the parent to conform to the school, in where the schools may typically ignore the needs of underrepresented Latino parents who are unfamiliar with school’s expectations (Delgado-Gaitan, 1991). This form of parental involvement further increases the rift and mistrust Latino parents may be feeling when dealing with the school systems.

Latino parents’ feelings of isolation, with the English dominated school system, is not lessened with conventional means of including parents. Nonconventional types of parental involvement represent an attempt at power sharing on the part of the school, where the parents participate and learn how to best help their children succeed (Delgado-Gaitan, 1991). This allows the formation of relationships between the schools and the parents, in addition to paving the way for dialogue, which would typically not present itself in a more rigid, formal conventional approach to parental involvement. In nonconventional parent involvement, parents feel a sense of empowerment through the active participation, which is magnified when schools take social and cultural differences into account (Delgado-Gaitan, 1991). In regards to parent lead autonomous groups of involvement, typically these groups instill the most empowerment within the parents. These groups set their own agendas, design their own context in which they invite the
school personnel to share decision-making about programs, and policies (Delgado-Gaitan, 1991). Such parent lead involvement takes the form of parent centers.

Delgado-Gaitan’s (1991) results indicate the need for schools to implement nonconventional forms of parental involvement, rather than solely relying on conventional means, in regards to the Latino parent population. Schools historically have promoted parent activities that have been institutionalized to involve parents in limited ways. Nonconventional activities tend to accommodate parent involvement in a process, in which the Latino parents actively participate and learn how to support their children.

There are a number of strategies that could be applied when dealing with Latino parents in attempt to involve them in their child’s school success. These strategies need to be culturally relevant and sensitive to insure the attempt and favorable outcome to empower parents. Quezada et al. (2003) noted offering Latino parents’ flexible schedules, transportation to the school site; home visits to invite parents to participate, bilingual workshops, as well as making parents feel welcome. In addition, providing hands-on training amplifies Latino parents’ comfort and increases the possibility of implementing their newly acquired skills (Quezada et al., 2003). When developing and planning Latino parental workshops, it becomes quite important to actualize strategies and techniques that are culturally sensitive, as well as obtain knowledge on how to empower and encourage their participation. In doing so, Latino parents may be inclined to not only participate but also attempt to work collaboratively with the school system to improve their children’s academic and behavioral problems.
IX. Summary

Although there is plenty of information that depicts the need for discipline strategies, which are not reactive, punitive consequences, both parents and school systems are still utilizing such adverse discipline techniques. Latino parents also typically utilize such punitive discipline techniques, which are not helping the overrepresentation of Latino youth within the juvenile detention system. In recent years the population of Latinos within the Los Angeles County has increased which subsequently also increased the Latino youth population in the juvenile detention centers.

Much research has been conducted in regards to empirically proven Applied Behavior Analysis techniques and the effectiveness of the implementation of such behavioral techniques. ABA techniques have been seen to minimize or completely diminish problem behaviors within the school systems. Teachers and school staff have implemented school-wide positive behavioral support plans that have significantly improved the occurrences of problem behavior among the students. In addition, Parent Behavioral Trainings have also been noted to successfully identify, modify, and improve children’s problem behavior within the school setting, utilizing ABA strategies.

The subsequent steps in improving the overrepresentation of Latinos in the juvenile detention systems should be addressed in a grass-roots approach. Bilingual Parent Behavioral Trainings/Workshops within a high need community will address the pressing issue at the most basic level. Ideally, if Latino parents are given strategies to address their child’s behavior, the students would then display better behavior within the school environment, and create a snowball affect, which may eventually decrease the Latino juvenile delinquency and overrepresentation in the detention centers.
If ABA strategies and techniques were given to the Latino community, in regards to their children’s problem behavior, a positive outcome would arise. Historically, Latino parents have been shunned by school systems through their typical attempts of involving parents in school activities. School systems typically utilize conventional means of involving Latino parents, not taking into consideration cultural differences. School systems generally involve and expect parents to participate in back to school night, open house, and parent-teacher conferences, in where the schools retain the power. Latino parents are expected to conform to school norms without taking into account their cultural and family norms.

Latino parents are very interested in their children’s school success. If school systems were to practice nonconventional means when including Latino parent participation, in where schools share power, and utilize open dialogue in workshops and meetings, Latino parents may be more apt to participating and contributing to the school culture. Nonconventional means of parent participation involves the school systems taking into account differences in school norms and culture with that of Latino parents’ cultural norms.

Latino parents can be significant participants in monitoring, analyzing, and intervening in their child’s problem behavior. In collaborating with schools when controlling their children’s problem behavior, an undeniable benefit may arise which can may cause a snowball affect in regards to the Latino youth population as a whole. If Latino parents would implement ABA based strategies and techniques in the home setting, the outcome may positively influence their child’s behavior, which may also positively influence their child’s school behavior. Then there would be little need for the
schools to utilize suspensions and expulsions to deter problem behavior, potentially decreasing the Latino youth population in the Los Angeles County juvenile detention centers.
CHAPTER III

I. Introduction

Latinos are the fastest growing minority groups in the US (US Census Bureau, 2012). The city of Los Angeles has the second largest concentration of Latinos (Ennis et al., 2011). Sadly, when evaluating the Los Angeles County Probation Department, of 2,200 minors housed in the juvenile detention centers, approximately 56 percent are of Latino decent (The Los Angeles Almanac, 2011). An obvious problem is currently occurring in the Los Angeles County area. There is an overwhelming amount of Latino youth in the Los Angeles juvenile detention centers that needs to be remediated. In addition, Southern California schools are also experiencing the strain of misbehaving Latino youth, evidenced by the suspension rates (LAUSD District Profile, 2012). A grassroots approach, where Latino parents and schools work collaboratively to resolve the issue of student discipline would benefit the problem behaviors Latino children are currently displaying. Potentially, a decrease in problem behaviors within the home and school environment may ultimately lead to a decrease in number of Latino youth exhibiting discipline problems which lead to increased suspensions, expulsions, and even participation in the juvenile detention centers.

II. Development of Project

The inspiration to develop this project was based from the author’s work experience and growing awareness in disparity between the Latino parent population and schools. Working as a teacher’s assistant and then special education assistant, in highly Latino populated schools the author became conscious of the correlation between
students’ problem behaviors occurring within the school setting and problem behaviors also occurring within the home setting.

Although Latino students were exhibiting behaviors in both settings, the author did not note many attempts to remediate the students’ behavior problems in a collaborative effort between both school and home. Rather the author noticed both parents and schools were dodging the responsibilities and blaming each other for the students’ problem behavior.

When the author began graduate school, she also began to gain experience as a behavioral therapist at a non-public agency. This began to pave the way to new techniques, which could be utilized in the school environment. The author continued working as a special education assistant for LAUSD, while utilizing newly acquired strategies and techniques to improve students’ problem behavior in the home setting as a behaviorist. The author began to note the ease parents were also able to implement ABA techniques in attempt to improve their autistic children’s problem behavior, which began the inspiration and formulation of the current graduate project.

While the author began to apply the newly obtained ABA strategies with typically developed children in the school environment, the notion of parent behavioral workshops began to take shape. The need to improve students’ problem behavior utilizing empirically proven ABA based behavior strategies outweighed the stereotypical methods of suspensions and expulsions schools would use. ABA strategies could also be implemented in the home setting successfully, which would allow an overall, wrap around approach to child discipline.
During the next two and a half years, the author explored and practiced different ABA techniques and strategies to gain an understanding of how to identify, analyze, and modify problem behaviors among typically developed students. In addition, the author gained additional knowledge through the means of a literature review of articles and books, as well as the implementation of functional behavioral assessments in the school setting. The author also began to build the collaborative skills necessary to work hand in hand with parents. This project was developed after two and half years of research, ABA assessments, and strategy implementation with children, and parental trainings, in the home setting.

III: Intended Audience

After reading and evaluating all of the available information and gaining work experience within a Southern California school district, and non-public agency, implementing and teaching behavior therapy to families of autistic children, the author unmasked the great need for parent behavioral workshops with the Latino community. During the development of this project, the author reviewed and practiced different strategies in collaboration with Latino parents to insure the development of necessary skills, which would eventually be utilized in the workshops.

This project was designed with the intentions of making it understandable and attainable to the Latino parent population. In the Los Angeles County, more specifically, the San Fernando Valley a good majority of the population speaks Spanish. Being of an immigrant background, the author is aware that many Latinos living in the San Fernando Valley may be recent immigrants and therefore still have not acquired the English language. This population may often be facing many hardships in assimilating into the
dominant American culture, and therefore not seek assistance from the school in regards to their children.

After an extensive literature review, the author also noted the need to intervene and impart information at a grassroots level, at the primary schools, where students’ behavioral problems tend to develop. Disseminating information on ABA evaluation, strategies, and interventions at an elementary school would allow Latino parents to intervene at a crucial time in a child’s life. As children enter middle school, and then high school other factors begin to take precedence in a child’s life. As time elapses in a child’s school life, other influences such as peer pressure, and cultural influences may impact their judgment, making it more difficult for parents to learn new discipline techniques, as well as apply them in the discipline of their children.

The information provided in the parent behavioral workshops will be delivered both in English and in Spanish. In addition to the workshops, a bilingual handbook will also be provided allowing the parents the opportunity to review and keep the information from the workshops for future reference. Once designed and implemented, the author’s ABA parent behavioral workshop curriculum could be eventually utilized by other mental health professionals to aid them in the possible collaboration and training of Latino parents who may be displaying difficulties disciplining their children.

When creating the workshops and handbook the author found it, necessary to employ easily understood topics and language to promote the ease of a stress free learning environment for the parents. The topics that were chosen followed a direct, logical approach to teaching the ABCs of behavior, the functions of behavior, and possible interventions for the problem behavior. The handbook that was distributed, also
followed a straightforward approach were the topics covered in each of the workshops was summarized in the handbook.

IV. Personal Qualifications

These workshops and handbook have been written and delivered in simple, jargon free language. The author has an extensive background in psychology at both a Bachelor and Master degree level. In addition, the author is currently completing supervised internship training hours as a Bilingual School Psychologist at both an elementary and high school in a Southern California school district. In completing supervised internship hours, the author has been allotted the opportunity to evaluate, analyze, and implement ABA strategies and techniques.

The parent behavioral workshops were developed and designed to be used by mental health professionals, which include school psychologists, school counselors, and behavioral therapists. The workshops and handbook are designed to be used as an informational disseminating tool for English and Spanish speaking mental health professionals.

V. Environment and Equipment

The workshops should be implemented in a large quiet space in an elementary school setting. Ideally, the space would be as large as a school auditorium to insure sufficient space for a large number of parent participants. In addition, in order to run the PowerPoint workshops, a computer, overhead multimedia projector, and screen should be available.

VI. Project Outline

Workshop 1.
The first workshop would employ a baseline of new knowledge, and allot the parents the opportunity to practice their new skills by completing the at-home assignments included in the handbook. During the first workshop, the building blocks of ABA, the antecedent, behavior, and consequence, as well as the four functions of behavior were introduced.

Parents were instructed to take home the handbook and complete the assigned homework, which required them to track the ABCs of behavior. The antecedent, behavior, and consequence were the only things that parents were supposed to work complete.

**Workshop 2.**

During the second workshop, there was a review of the previously learned material. In addition, there was an emphasis on the functions of behaviors. Parents were taught how to identify the functions of their children’s behavior. They were also introduced to general interventions to address the four functions of behavior.

Parents were then instructed to take home their handbook and complete and track the ABCs of behavior, as well as, identify the function of the problem behavior, and intervention they employed when addressing the problem behavior.

**Workshop 3.**

During the last workshop, there was an initial review of the previously learned material and then an open discussion of possible parent questions and concerns in regards to there newly acquired skills. Then the author asked the parents to evaluate their new skills and the level competence they employing their new skills in the future management of their children’s behavior.
CHAPTER IV

I. Evaluation

The Applied Behavior Analysis parent behavioral workshops were evaluated by twenty parents whose children were attending the neighborhood school, Roscoe Elementary. The evaluators lived in the surrounding neighborhood in Sun Valley California, part of the San Fernando Valley, were predominantly of Latino decent, and spoke Spanish as a first language. The evaluators consisted of parents who attended all three workshops, where simple Applied Behavior Analysis (ABA) strategies were taught and a handbook was distributed. All twenty evaluators attended the workshops offered, attempted interventions taught at the workshops with their children in the home setting, and completed the assigned homework. All of the parents who attended the workshops were of Latino decent.

The author/creator of this project was interested in knowing if the parents’ knowledge of analyzing, interpreting, and intervening with their children’s problem behavior had increased. The author was also interested in unveiling if the designed curriculum was appropriate for the population it was intended and if it was easy, and attainable to Spanish speaking parents. In order to accomplish this, a Likert scale questionnaire was administered which measured the person’s knowledge and their own perceptions when analyzing, interpreting, and intervening with their child’s behavior. The evaluator’s knowledge about ABA behavioral techniques was measured by their ratings to statements that made up a summative evaluation in which they could rate their level of agreement. The ratings captured an intensity of disagreement and agreement to
various statements in which they could answer with strongly disagree, disagree, neutral, agree, or strongly agree.

In addition to parent evaluators, the author found it necessary to gather data from a summative evaluation of professionals in the field. In the identification of professionals in the field of the mental health of children, the author found it necessary to choose professionals who would consider implementing the curriculum with parents. Three professional evaluators were chosen, two of which were practicing School Psychologists within the Los Angeles Unified School District, and a Therapeutic Behavioral Services Specialist employed at Child and Family Guidance Center. Both School Psychologists were employed in schools where the majority of students were English language learners of Latino decent, therefore, it could be inferred that the majority of parents were also of Latino decent. The Therapeutic Behavioral Services Specialist employed at Child and Family Guidance Center primarily worked with parents, in the home setting, in controlling the child’s problem behavior by teaching ABA strategies, and interventions. Two of these professional evaluators were bilingual (English and Spanish) and regularly utilized their bilingual skills when working with Spanish speaking parents. The third evaluator was monolinguial, an English speaker, but consistently worked with the Spanish speaking population.

Similarly, the three professional evaluators were administered a Likert scale questionnaire, in where they could rate the efficiency of the workshops and the likelihood of the future implementation of the curriculum in their own practice. Like previously mentioned, the summative evaluation was administered, in which they could rate their level of agreement. The ratings captured an intensity of disagreement and agreement to
various statements in which they could answer with strongly disagree, disagree, neutral, agree, or strongly agree.

Both questionnaires, the parents’ and professionals’ evaluations are in appendices E (Parent Evaluation) and F (Professional Evaluation). As an additional method of collecting information a commentary section, which allotted evaluators the opportunity to include supplementary information if they so chose to do so was included at the end of both evaluations.

**Parent Feedback**

Based on the responses that were given by the parent evaluators, the results were positive. The majority of parent evaluator’s knowledge of Applied Behavior Analysis increased after their attendance to the workshops. Overall, the evaluators had very positive comments and thoughts about the workshops and their perception of their newly acquired knowledge. The responses from the parent evaluators were relatively consistent in that not one parent evaluator disagreed with any of the statements in the questionnaire.

The mean score, which resulted from the completion of 20 parent questionnaires, was 23.4 points. If a parent evaluator had answered ‘Agree’ to all five statements, their score would have resulted in 20 points. It can be inferred that the majority of parent evaluators answered positively in regards to the workshops and their newly acquired ABA knowledge, evidenced by the overall mean or average score of 23.4 points on 20 completed evaluations.

In further analysis of the data collected on the parent evaluations, 14 out of 20 parent evaluators ‘Strongly Agreed’ to the following statement: “The ABCs of Behavior
workshops presented strategies I would be able to use with my children.” Furthermore, 6 parent evaluators ‘Agreed’ with the previous statement.

In regards to the second statement, “The strategies presented in the workshops were easy to implement,” 15 out of 20 parent evaluators ‘Strongly Agreed’ with the statement.

An additional 5 parent evaluators ‘Agreed’ with the statement. In analyzing the responses to the third statement, “I feel more competent in analyzing my child’s problem behavior,” 12 out of 20 parent evaluators responded ‘Strongly Agree,’ 7 out of 20 parents responded ‘Agree,’ and 1 parent evaluator response was ‘Neutral.’

The fourth statement, “I am able to identify the function of my child’s problem behavior,” 14 out of 20 parent evaluators responded ‘Strongly Agree.’ In additional 6 of 20 parents responded ‘Agree.’

Lastly, in regards to the fifth statement, “I am able to change the antecedent or consequence in the ABCs of behavior to improve my child’s behavior,” 15 out of 20 parents responded with ‘Strongly Agree,’ where 5 out of 20 parents responded ‘Agree.’

The parent evaluators provided several favorable comments in the space provided at the end of the questionnaire. Most of them found the workshops beneficial and easy to understand. In addition, many comments demonstrated the gratitude the parent evaluators felt towards the school and author in providing such “valuable information.” A number of parent evaluators asked for additional information and workshops be provided at the school.

Figure 1. Make up of parent evaluators’ responses to the Likert scale questionnaire.
Professionals Feedback

When reviewing the questionnaires provided to professionals in the field, results were also positive. Like previously mentioned, there was a possible 25 points for each questionnaire, which would result in answering ‘Strongly Agree’ on the five statements that made up the questionnaire.

The mean score of three completed questionnaires from professional evaluators was 24.3 points. From the data, it can be concluded that the professional evaluators also answered positively on the statements in the questionnaire.

In analyzing each statement in the questionnaire, 3 out of 3 professional evaluators responded ‘Strongly Agree,’ to the first statement “The ABCs of Behavior workshops seem to be well organized and easily attainable to the parent population.”

In regards to the second statement, “The antecedent, behavior, and consequence are well defined, and there are sufficient examples,” 3 out of 3 professional evaluators responded ‘Strongly Agree.’
When analyzing the third statement, “The functions of behavior are well explained, and there are sufficient examples,” 3 out of 3 professional evaluators also responded positively with a ‘Strongly Agree’ response.

The fourth statement “The interventions provided to improve the problem behavior address the underlying functions of the behavior,” 2 out of 3 professional evaluators responded with ‘Strongly Agree.’ Furthermore, the third evaluator responded with ‘Neutral.’

Lastly, the fifth statement, “I would consider implementing these workshops and handbook at my school as a means of addressing parents’ concerns with their children’s problem behavior,” 3 out of 3 professional evaluators responded with ‘Strongly Agree.’

In reviewing the commentary provided by the professional evaluators in the space allotted on the questionnaire, the evaluator who observed the workshops commented she thought that the workshops were beneficial to the parents, and that the author/creator of the workshop succeeded in reaching the parents. The second professional evaluator did not provide commentary. The third and final professional evaluator commented on the interventions provided during the workshops. He commented that he felt additional interventions could have been provided to the parents, which did not only address the functions of the problem behavior, but also addressed the overall dynamics of the parent and child relationship.
Figure 2. Make up of professional evaluators’ responses to the Likert scale questionnaire.
CHAPTER V

I. Summary

Historically, students have been disciplined by parents and schools utilizing punitive, stringent discipline techniques (Gershoff, 2010; Cashmore, 2011; Fowler, 2011). Discipline techniques, such as verbal reprimands, office referrals, detention, suspension, and expulsion on the part of the school systems, and authoritarian style discipline by parents have not positively influenced the occurrence of problem behavior (Fowler, 2011; Aronson Fontes, 2002). Extensive research has found that resorting to such discipline techniques results in negative outcomes, where students are more likely to be referred to the juvenile detention systems (McCloskey, 2001).

Furthermore, in regards to Latino parenting, it has been noted that the use of corporal punishment has resulted in more aggressive and anti-social student behavior, and does not have the effect parents intend (Gershoff, 2010; Cashmore, 2011; Halgunseth et al., 2006). In fact, a recent survey of young people in juvenile facilities unveil that 81 percent of young women, and 57 percent of young men had been abused (Cashmore, 2011). Of these troubled youth housed in the detention systems in Los Angeles County, a staggering 56 percent are of Latino decent ("The Los Angeles Probation Dept.," 2011). Overall, a definite need has become apparent to remediate the historical discipline techniques utilized by Latino parents.

Ernis et al. (2011) noted that 1,838,822 Latinos currently reside in the Los Angeles County, which is considered the second largest concentration of Latinos in the Nation. Los Angeles County’s demographics have also increased the population of Latino students represented within the Southern California school districts (LAUSD
District Profile, 2012; California Department of Education, 2012). Latino families make up the majority within the Southern Californian schools; therefore, the use of alternatives to typical Latino parenting techniques would undeniably improve the statistical overrepresentation of Latino youth in the Los Angeles County detention facilities.

Applied Behavior Analysis (ABA) techniques and strategies have been documented and researched to provide statistically significant evidenced based interventions when attempting to understand, improve, and intervene in human problem behavior (Cooper et al., 2007; Mueller et al., 2001). Providing Latino parents with the skills to identify, analyze, and manipulate the antecedents, consequences, or functions of behaviors may ultimately lessen the occurrence of problem behavior among the Latino youth.

II. Discussion

The purpose of the project of Applied Behavior Analysis parent behavioral workshops was to raise awareness, disseminate evidenced based strategies and interventions to Spanish speaking parents in a highly Latino populated community. Twenty Spanish-speaking parents, who attended all three workshops offered, attempted interventions with their children, and completed the assigned homework, evaluated the workshops. The author/creator of the ABA parent behavioral workshops and handbook was interested in unveiling the parent evaluators’ perception of their newly acquired knowledge of analyzing, interpreting, and intervening with their children’s problem behavior. The author was also interested in unveiling if the designed curriculum was appropriate for the population it was intended and if it what was easy, and attainable to Spanish speaking parents. A Likert scale questionnaire was used to measure the parents’
responses, where the results demonstrated substantial gains in knowledge about analyzing, interpreting, and intervening with their children’s problem behavior. In addition, professional evaluators were chosen by the author to gather data from a summative evaluation of professionals in the field. Based on professional evaluator’s responses on the questionnaire, the overall evaluations of the workshops were also positive. In contrast, one of the professional evaluators offered a professional critique, in which he suggested additional interventions be provided to improve the dynamics between the parent and child.

It is this author’s opinion that these ABA parent behavioral workshops be improved by adding additional sessions to the workshops in order to increase the understanding, application, and opportunity to practice the newly acquired skills. In addition, a number of evaluators mentioned that they would appreciate additional classes/workshops be offered in the school setting. It is this author’s opinion that collaborating and including parents in the discipline and academic success of students would result in favorable outcomes. Moreover, providing additional parental workshops within the school setting on various topics would increase student success. Lastly, the professional critique in regards to providing additional interventions to the ABA parent behavioral workshops would only benefit the parents and students. In the expansion of this project by including, new curriculum addressing parent and child dynamics would allow more of a wrap-around approach to addressing problem behavior.

III. Conclusion

The author/creator of this project was pleasantly surprised to gather such a considerable amount of positive feedback after implementing the ABA parent behavioral
workshops. Parent feedback definitely invoked a sense of accomplishment in the author, where she was able to take note of the need to actualize collaborative efforts to improve Latino students’ behavioral problems within the Southern California school districts. At the conclusion of the workshops, Latino parents seemed more empowered and apt to apply their newly acquired skills when addressing their child’s problem behaviors.

In addition, the attending Latino parents also reported the benefits they had gained when analyzing the functions of the problem behavior of their children. They reported that when analyzing their children’s behavior they were in turn able to change their own behavior, which benefited their overall relationship with their children. Furthermore, the feedback from the professional evaluators helped the author plan for the future contribution and dissemination of ABA behavioral workshops in Southern California schools.

Addressing the occurrence of problem behavior amongst our Latino youth in Southern California by providing opportunities to work collaboratively with the Latino parent population may essentially improve the overall academic success of students. However, the implementation of such workshops can only truly benefit an entire population if implemented county wide. It is the author’s hope that school professionals may eventually consider offering such workshops within their own schools with the goal of developing collaborative relationships with parents, and ultimately improving students’ academic success.
REFERENCES


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ABCs of Behavior
Session #1
Assessing Behavior

What are the problem behaviors?

Workshop Presented by Ms. Jennifer Obando
Sponsored by Roscoe Elementary and Parent Center

Agenda
What is behavior?

Why does behavior occur?
- Attention
- Tangible Item
- Escape / Avoidance
- Self-Stimulatory

ABCs of Behavior
Tracking behavior
What is Behavior?

Anything we do or say constitutes a behavior.

- Walking, talking, eating, sleeping, shopping, thinking ……

All behaviors are learned and are maintained based on our interaction with the environment.

Defining Behavior

<table>
<thead>
<tr>
<th>Bad Definition of Behavior</th>
<th>Good Definition of Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child throws a tantrum when he gets mad</td>
<td>My child sits down on the floor, kicks his legs, and screams when I say &quot;no&quot; to him.</td>
</tr>
</tbody>
</table>
Four Reasons Why Misbehaviors Occur

- Attention
- Tangible Item
- Escape/Avoid
- Self-Stimulatory

Attention

Child Wants Attention...

- A baby cries
  - He wants attention from his mom
- Child sees another child playing with a another child
  - Child pulls the child’s hair
- Parents are speaking to each other
  - Child yells out in order to get their parents attention
Tangible Items

Child seeks a tangible item...
- Child notices another child playing with a toy
- Child pushes the child and grabs the toy
- Child waits in line at supermarket and sees a candy bar
- Child asks for candy and throws a tantrum when his mother says no

Escape / Avoid

Child is attempting to avoid or escape from something ...
- Child sees his mom cleaning the house
  - He runs out the door over to friends house.
- Child sees broccoli on her plate at dinnertime.
  - She begins to cry and says she has a stomachache.
Self-Stimulatory

Child receives some gratification...

- It's bedtime and the child is put to bed.
- She starts sucking on her thumb.

How do you assess behavior?

A Antecedent

B Behavior

C Consequence
A = Antecedent

- Are the events that happen before the behavior occurs.
  - Examples

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child sees candy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child sees broccoli on his plate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mom and dad are engrossed in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conversation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identifying the antecedent in the ABCs of behavior allows for future analysis of what is really causing misbehavior to occur.

B = Behavior

- Is the specific way the child acts.
  - Occurs right after the antecedent (what caused the behavior in the first place)
  - Examples

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child sees candy</td>
<td>Child cries for candy</td>
<td></td>
</tr>
<tr>
<td>Child sees broccoli on his plate</td>
<td>Child refuses to eat broccoli</td>
<td></td>
</tr>
<tr>
<td>Mom and dad are engrossed in</td>
<td>Child yells for mother’s attention</td>
<td></td>
</tr>
<tr>
<td>conversation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identifying the behavior in the ABCs of behavior allows for the identification of the consequence.
C = Consequence

- Are the events that happen to the child immediately following the behavior.
- Examples

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child sees candy</td>
<td>Child cries for candy</td>
<td>parent buys candy</td>
</tr>
<tr>
<td>Child sees broccoli on his plate</td>
<td>Child refuses to eat broccoli</td>
<td>parent tells child to eat all the rice and meat</td>
</tr>
<tr>
<td>Mom and dad are engrossed in conversation</td>
<td>Child yells for mother's attention</td>
<td>mother tells child to stop yelling and asks her what she wants</td>
</tr>
</tbody>
</table>

Identifying the consequence in the ABCs of behavior allows for understanding of what may be reinforcing the behavior.

ABCs of Behavior

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy is standing in line at the grocery store and sees a candy she wants.</td>
<td>She asks for the candy and mom says no. She kicks and her mom and yells.</td>
<td>Mom is embarrassed and gives the candy so she’ll stop yelling.</td>
</tr>
<tr>
<td>Timmy taps on mom to talk to her while she speaks to her friend on the phone.</td>
<td>Mom continues speaking on the phone so Timmy starts calling her name.</td>
<td>Mom stops talking and says “What?” Timmy asks if he could go play outside.</td>
</tr>
</tbody>
</table>
Example

![Image](crapville.com)

Homework

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
ABCs of Behavior
Session #2
Reinforcement of Behavior

What is driving the problem behavior?

Workshop Presented by Ms. Jennifer Obando
Sponsored by Roscoe Elementary and Parent Center
Agenda

Review
ABCs of Behavior
Homework
Importance of Identifying the Antecedent and Consequence
Functions of Behavior
How to Intervene

ABCs of Behavior

- Antecedent
  - The events that happen before the behavior occurs.
- Behavior
  - The specific way the child acts.
- Consequence
  - The events that happen to the child immediately following the behavior.

What reinforces the problem behavior?
Behavior Reinforcers

- Attention
- Child wants attention
- Tangible Item
- Child wants an item or object
- Escape / Avoidance
- Child wants to escape or avoid something
- Self-Stimulatory

Homework

- Did you notice any patterns?
  - Time of day…
  - What did the child want…

- Did you notice changing your own behavior when your child misbehaved?
  - Your reaction to the behavior…
Antecedent

- Why is the antecedent important?
  - Identification is important for 2 reasons:
    - It allows you to predict when the behavior may occur…or why the behavior is triggered
    - By changing the antecedents, you can change the behavior

Consequence

- Event that may potentially reinforce the behavior
- Reinforcer: Increases the probability that a behavior will occur again
  - A behavior is increased to get access to…
  - A behavior is increased to get rid of…
    - Attention
    - Tangible Item
    - Escape / Avoidance
    - Self-Stimulatory
Example

Take 5 minutes and identify the functions of your child’s behaviors…
How could we improve problem behavior?

- Reinforce desired behavior (increase good behavior)
  - Positive reinforcement = A behavior is increased to get access to
    - Praise, attention,
  - Negative reinforcement = A behavior is increased to get rid of
    - Yelling
  - Punishment = Decreases the probability that a behavior will occur again

What to do…

- Attention
  - Ignore, take space
- Tangible Item
  - Don't give item, opportunity to earn…with positive behavior
- Escape / Avoidance
  - Prepare child before they attempt to escape/avoid something
  - During the antecedent
ABC Example

Antecedent: Rachel's father asks her to pick up her toys.
Behavior: Rachel refuses by saying "no."
Consequence: Dad later asks two more times without success then he picks up the toys himself.

ABC Example

Antecedent: While mom is telling her dad a store.
Behavior: Johnny laughs out loud interrupting the conversation.
Consequence: Mom tells him to stop laughing so loudly.
Homework
ABCs and Function

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

See You Next Time!
ABCs of Behavior
Session #3
Evaluating New Strategies
Did they work?

Workshop Presented by Ms. Jennifer Obando
Sponsored by Roscoe Elementary and Parent Center

Agenda
Review
Homework
ABCs of Behavior
Functions of Behavior
Did it work?
How to Intervene
Evaluation
Review

ABCs of Behavior

• Antecedent
  • The events that happen before the behavior occurs.

• Behavior
  • The specific way the child acts.

• Consequence
  • The events that happen to the child immediately following the behavior.

Functions of Behavior

Behavior Reinforcers

• Attention
  • Child wants attention

• Tangible Item
  • Child wants an item or object

• Escape / Avoidance
  • Child wants to escape or avoid something

• Self-Stimulatory
Homework
Did it work?

How to Intervene

- **Attencion**
  - Ignore (give attention to desired behavior), take space

- **Tangible Item**
  - Don't give item, opportunity to earn…with positive behavior

- **Escape / Avoidance**
  - Prepare child before they attempt to escape/avoid something
  - During the antecedent
### Prizes & Natural Reinforcers

<table>
<thead>
<tr>
<th>Praise</th>
<th>Fewer chores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candy</td>
<td>Pick clothes to wear</td>
</tr>
<tr>
<td>Money</td>
<td>Play time with parents</td>
</tr>
<tr>
<td>Pat on the back</td>
<td>Video games</td>
</tr>
<tr>
<td>Extra TV time</td>
<td>Breakfast in bed</td>
</tr>
<tr>
<td>Extra time before bed</td>
<td>Choose own hairstyle</td>
</tr>
<tr>
<td>New clothes</td>
<td>Have a picnic</td>
</tr>
<tr>
<td>Extra time to play</td>
<td>Invite friends over</td>
</tr>
<tr>
<td>Choose what to eat</td>
<td></td>
</tr>
<tr>
<td>Extra time to sleep on the weekend</td>
<td></td>
</tr>
</tbody>
</table>

### Evaluation

Please take a few seconds to evaluate the workshops.
Questions
APPENDIX B
(Spanish Workshops)

ABCs de Comportamiento
Premir Sesión
Evaluación del Comportamiento

¿Cuáles son los comportamientos problemáticos?

Taller presentado por Jeniffer Osando
Patrocinado por Roscoe Elementary y el Centro de Padres

Agenda
¿Qué es el comportamiento?

¿Por qué ocurre el comportamiento?
Atención
Quiere algo (objeto)
Escapar / Evitar algo
Acto fisiológico

ABCs del Comportamiento
Observación del Comportamiento
¿Qué es el comportamiento?

Cualquier cosa que hagamos o digamos constituye un comportamiento.

- Caminando, hablando, comiendo, durmiendo, ir de compras, la acción de pensar ..... 

Todos los comportamientos son aprendidos y son mantenidos debido a nuestra interacción con el ambiente.

Definición del Comportamiento

Mala Definición del Comportamiento
- Mi hijo lanza un berrinche cuando se enoja.

Buena Definición del Comportamiento
- Mi hijo se sienta en el suelo, da patadas, y grita cuando le digo que "no."
Cuatro Razones por qué Ocurren los Comportamientos Problemáticos

- Atención
- Quiere algo (objeto)
- Escapar / Evitar algo
- Acto fisiológico

Atención

El Niño Quiere la Atención...

- Un bebé llora
  - Él quiere atención de su mamá
- Un niño ve a otro niños jugando
  - El niño va y le jala el cabello a uno de los niños
- Los padres están hablando
  - El niño grita para llamar la atención de sus padres
Quiere algo (objeto)

El niño quiere algo (un objeto)...
- El niño nota a otro niño que juega con un juguete
- El niño empuja al niño y agarra el juguete
- El niño espera en la línea en el supermercado y nota el caramelo
- El niño pide el caramelo y hace un berrinche cuando su madre dice que no

Escapar / Evitar algo

El niño intenta evitar o escaparse de algo...
- El niño ve a su mamá limpiar la casa
  - Corre a la casa de su amigo
- La niña ve espinaca en su plato a la hora de cenar.
  - Ella comienza a llorar y dice que tiene un dolor de estómago.
Acto fisiológico

El niño recibe alguna gratificación fisiológica...

- Es hora de dormir y la niña está en la cama.
- Ella comienza a chupar su dedo.

¿Cómo evaluar los comportamientos?

A Antecedente

B Comportamiento

C Consecuencia
A = Antecedente

- Son los eventos que ocurren antes de los comportamientos problemáticos
- Ejemplos

<table>
<thead>
<tr>
<th>Antecedente</th>
<th>Comportamiento</th>
<th>Consecuencia</th>
</tr>
</thead>
<tbody>
<tr>
<td>El niño nota el caramelo</td>
<td>El niño llora por el caramelo</td>
<td></td>
</tr>
<tr>
<td>El niño ve espinacas en su plato</td>
<td>El niño rechaza comer las espinacas</td>
<td></td>
</tr>
<tr>
<td>Mamá y Papá están hablando</td>
<td>El niño grita para llamar la atención de su madre</td>
<td></td>
</tr>
</tbody>
</table>

La identificación del antecedente en los ABCs de comportamiento permite el análisis de lo que realmente está causando los comportamientos problemáticos.

B = Comportamiento

- Es el modo específico que el niño se comporta.
- Ocurre directamente después del antecedente (lo que causó el comportamiento en primer lugar)
- Ejemplos

<table>
<thead>
<tr>
<th>Antecedente</th>
<th>Comportamiento</th>
<th>Consecuencia</th>
</tr>
</thead>
<tbody>
<tr>
<td>El niño nota el caramelo</td>
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</tr>
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<td>Mamá y Papá están hablando</td>
<td>El niño grita para llamar la atención de su madre</td>
<td></td>
</tr>
</tbody>
</table>

La identificación del comportamiento en los ABCs de comportamiento permite la identificación de las consecuencias.
C = Consecuencia

Son los eventos que le suceden al niño inmediatamente después del comportamiento.

Ejemplos

<table>
<thead>
<tr>
<th>Antecedente</th>
<th>Comportamiento</th>
<th>Consecuencia</th>
</tr>
</thead>
<tbody>
<tr>
<td>El niño nota el caramelo</td>
<td>El niño llora por el caramelo</td>
<td>el padre compra el caramelo</td>
</tr>
<tr>
<td>El niño ve espinaca en su plato</td>
<td>El niño rechaza comer la espinaca</td>
<td>el padre le dice al niño que por lo menos se coma todo el arroz y la carne</td>
</tr>
<tr>
<td>Mamá y Papá están hablando</td>
<td>El niño grita para llamar la atención de su madre</td>
<td>La madre le dice que deje de gritar y la pregunta qué quiere</td>
</tr>
</tbody>
</table>

La identificación de la consecuencia en los ABCs de comportamiento permite la comprensión de lo que puede reforzar el comportamiento.

ABCs of Behavior

<table>
<thead>
<tr>
<th>Antecedente</th>
<th>Comportamiento</th>
<th>Consecuencia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy está en la línea en la tienda y ve un caramelo que quiere.</td>
<td>Pide el caramelo y mamá dice que no. Ella tira patadas y le grita a su mamá.</td>
<td>La mamá está avergonzada y le da el caramelo para que deje de gritar.</td>
</tr>
<tr>
<td>Toca Timmy a su mamá mientras que ella habla por teléfono con su amiga.</td>
<td>La mamá sigue hablando por el teléfono entonces Timmy comienza a llamar su nombre.</td>
<td>La mamá deja de hablar y dice &quot;¿qué?&quot; Timmy le pregunta si puede jugar fuera.</td>
</tr>
</tbody>
</table>
Ejemplo

[Image: Children running in a park]

Ejemplo

[Image: People shopping in a store]
Ejemplo

Tarea

<table>
<thead>
<tr>
<th>Antecedente</th>
<th>Comportamiento</th>
<th>Consecuencia</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ABCs de Comportamiento
Segunda Sesión
Refuerzo del Comportamiento

¿Qué causa el comportamiento problemático?

Taller presentado por Jennifer Obando
Patrocinado por Roscoe Elementary y el Centro de Padres
Agenda
Repaso
ABCs del Comportamiento
Tarea
Importancia de Identificar el Antecedente y Consecuencia
Funciones de Comportamiento
Como Intervenir

ABCs del Comportamiento

- Antecedente
  - Los eventos que ocurren antes de los comportamientos problemáticos
- Comportamiento
  - Es el modo específico que el niño se comporta.
- Consecuencia
  - Son los eventos que le ocurren al niño inmediatamente después del comportamiento.

¿Qué refuerza el comportamiento problemático?
Refuerzas del Comportamiento

- Atención
  - El niño quiere la atención
- Quiere algo (objeto)
  - El niño quiere algo (un objeto)
- Escapar / Evitar algo
  - El niño intenta evitar o escaparse de algo...
- Acto fisiológico

Tarea

- ¿Notó usted alguna norma?
  - Tiempo de día…
  - ¿Qué quiso su niño/a?

- ¿Notó usted el cambio de su propio comportamiento cuándo su niño/a se comportó mal?
  - ¿Qué era su reacción al comportamiento?
Antecedente

¿Por qué es importante el antecedente?
- La identificación es importante por dos razones:
  - Le permite predecir cuando el comportamiento puede ocurrir…o por qué el comportamiento es provocado
  - Cambiando los antecedentes, se puede cambiar el comportamiento

Consecuencia

- El evento que potencialmente puede reforzar el comportamiento
- Refuerza: Aumenta la probabilidad de que un comportamiento ocurra otra vez
  - Un comportamiento es aumentado para conseguir el acceso a…
  - Un comportamiento es aumentado para deshacerse de…
  - Atención
  - Quiere algo (objeto)
  - Escapar / Evitar algo
  - Acto fisiológico
Ejemplo

Ejemplo
Ejemplo

Tome 5 minutos y identifique las funciones de los comportamientos de su niño(a)…
¿Cómo podríamos mejorar el comportamiento problemático?

- Reforzar los comportamientos deseados (aumente el comportamiento bueno)

  - Refuerzo positivo = Un comportamiento es aumentado para conseguir el acceso a
    - Alabanza, atención,
  - Refuerzo negativo = Un comportamiento es aumentado para deshacerse de
    - Gritos
  - Castigo = Disminuye la probabilidad de que un comportamiento ocurra otra vez

Qué se puede hacer…

- Atención
  - Ignorar, toma espacio

- Quiere algo (objeto)
  - No le dé el artículo/objeto, déle una oportunidad de ganar

- Escapar / Evitar algo
  - Hablé con el niño antes que intenta escapar/ evitar algo
  - Durante el antecedente
Ejemplo de los ABCs

**Antecedente**: El padre de Rachel le pide recoger sus juguetes.

**Comportamiento**: Rachel se niega diciendo 'no'.

**Consecuencia**: Su padre le pide dos veces más sin éxito entonces él recoge los juguetes él mismo.

Ejemplo de los ABCs

**Antecedente**: Mientras mamá le cuenta una historia a papá.

**Comportamiento**: Johnny se ríe en voz alta interrumpiendo la conversación.

**Consecuencia**: Mamá le dice que deje de reírse tan ruidosamente.
Tarea
ABCs y Función

<table>
<thead>
<tr>
<th>Antecedente</th>
<th>Comportamiento</th>
<th>Consecuencia</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

See You Next Time!
ABCs de Comportamiento
Tercer Sesión
Evaluación de Nuevas Estrategias

Taller presentado por Jennifer Obando
Patrocinado por Roscoe Elementary y el Centro de Padres

Agenda

- Repaso
- Tarea
- ABCs del Comportamiento
- Funciones de Comportamiento
- ¿Trabajo?
- Como Intervenir
- Evaluación
Repaso

ABCs del Comportamiento

- Antecedente
  - Los eventos que ocurren antes de los comportamientos problemáticos
- Comportamiento
  - Es el modo específico que el niño se comporta.
- Consecuencia
  - Son los eventos que le suceden al niño inmediatamente después del comportamiento.

Funciones de Comportamiento

Refuerzas del Comportamiento
- Atención
  - El Niño Quiere la Atención
- Quiere algo (objeto)
  - El niño quiere algo (un objeto)
- Escapar / Evitar algo
  - El niño intenta evitar o escaparse de algo…
- Acto fisiológico
Tarea
¿Trabajo?

Como Intervenir

- Atención
  - Ignorar (de atención al comportamiento), toma espacio

- Quiere algo (objeto)
  - No le dé el artículo/objeto, déle una oportunidad de ganar, ofrecer opciones

- Escapar / Evitar algo
  - Hable con el niño antes que intente escapar/evitar algo
  - Durante el antecedente
### Premios y Refuerzos Naturales

<table>
<thead>
<tr>
<th>Premio</th>
<th>Refuerzo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabanza</td>
<td>Menos quehaceres</td>
</tr>
<tr>
<td>Dulces</td>
<td>Elija la propia ropa de vestir</td>
</tr>
<tr>
<td>Dinero</td>
<td>Tiempo de juego con sus padres</td>
</tr>
<tr>
<td>Paladitas en la espalda</td>
<td>Juegos de video</td>
</tr>
<tr>
<td>Tiempo extra con la television</td>
<td>Desayunar en la cama</td>
</tr>
<tr>
<td>Tiempo adicional antes de ir a la cama</td>
<td>Elija propio peinado</td>
</tr>
<tr>
<td>Ropa nueva</td>
<td>Tener un picnic</td>
</tr>
<tr>
<td>Tiempo de juego extra</td>
<td>Invitar a amigos</td>
</tr>
<tr>
<td>Elegir un alimento en particular</td>
<td></td>
</tr>
<tr>
<td>Dormir más tarde durante los fines de semana</td>
<td></td>
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</tbody>
</table>
Preguntas
APPENDIX C

(English Handbook)

THE ABCs OF BEHAVIOR
PARENT WORKSHOP

April 9, 13, and 16 2012

Workshop Presented by Ms. Jennifer Obando
Sponsored by Roscoe Elementary and Parent Center
The ABCs of Behavior

SESSION 1: Assessing Behavior

What are the problem behaviors?

What is Behavior?

Anything we do or say constitutes a behavior.
  • Walking, talking, eating, sleeping, shopping, thinking ......

All behaviors are learned and are maintained based on our interaction with the environment.

Defining Behavior

Bad Definition of Behavior
  • My child throws a tantrum when he gets mad

Good Definition of Behavior
  • My child sits down on the floor, kicks his legs, and screams when I say "no" to him.

Good definitions break behaviors down into their simplest components. They describe details of the actions observed.

The more detailed the behavior is described the easier it becomes to understand what the problem behavior means.
Four Reasons Why Misbehaviors Occur

1. Attention
2. Tangible Item
3. Escape/Avoid
4. Self-Stimulatory

1. **Attention = Child Wants Attention...**

   - A baby cries
     - He wants attention from his mom

   - Child sees another child playing with a another child
     - Child pulls the child’s hair

   - Parents are speaking to each other
     - Child yells out in order to get their parents attention

2. **Tangible Item = Child seeks a tangible item...**

   - Child notices another child playing with a toy
     - Child pushes the child and grabs the toy

   - Child waits in line at supermarket and sees a candy bar
     - Child asks for candy and throws a tantrum when his mother says no
3. *Escape / Avoidance = Child is attempting to avoid or escape from something* ...

- Child sees his mom cleaning the house
  - He runs out the door over to friends house.

- Child sees broccoli on her plate at dinnertime.
  - She begins to cry and says she has a stomachache.

4. *Self-Stimulatory = Child receives some gratification*...

- It’s bedtime and the child is put to bed.
  - She starts sucking on her thumb.

**How do you assess behavior?**

A = Antecedent

B = Behavior

C = Consequence
$A = \textit{Antecedent}$

- Are the events that happen before the behavior occurs.

Identifying the \textit{antecedent} in the ABCs of behavior allows for future analysis of what is really causing misbehavior to occur.

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
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</thead>
<tbody>
<tr>
<td>Child sees candy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child sees broccoli on his plate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mom and dad are having a conversation</td>
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<td></td>
</tr>
</tbody>
</table>

$B = \textit{Behavior}$

- Is the specific way the child acts.

Identifying the \textit{behavior} in the ABCs of behavior allows for the identification of the consequence.

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<thead>
<tr>
<th>Antecedent</th>
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</thead>
<tbody>
<tr>
<td>Child sees candy</td>
<td>Child cries for candy</td>
<td></td>
</tr>
<tr>
<td>Child sees broccoli on his plate</td>
<td>Child refuses to eat broccoli</td>
<td></td>
</tr>
<tr>
<td>Mom and dad are having a conversation</td>
<td>Child yells for mother’s attention</td>
<td></td>
</tr>
</tbody>
</table>
\( C = \textbf{Consequence} \)

- Are the events that happen to the child immediately following the behavior.

Identifying the \textbf{consequence} in the ABCs of behavior allows for understanding of what may be reinforcing the behavior.

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<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
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</thead>
<tbody>
<tr>
<td>Child sees candy</td>
<td>Child cries for candy</td>
<td>Parent buys candy</td>
</tr>
<tr>
<td>Child sees broccoli on his plate</td>
<td>Child refuses to eat broccoli</td>
<td>Parent tells child to eat all the rice</td>
</tr>
<tr>
<td>Mom and dad are having a conversation</td>
<td>Child yells for mother’s attention</td>
<td>Mom tells child to stop yelling and asks her what she wants</td>
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</table>
# Additional Examples of the ABCs of Behavior

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>Kathy is standing in line at the grocery store and sees a candy she wants.</td>
<td>She asks for the candy and mom says no. She kicks and her mom and yells.</td>
<td>Mom is embarrassed and gives the candy so she’ll stop yelling.</td>
</tr>
<tr>
<td>Timmy taps on mom to talk to her while she speaks to her friend on the phone.</td>
<td>Mom continues speaking on the phone so Timmy starts calling her name.</td>
<td>Mom stops talking and says “What?” Timmy asks if he could go play outside.</td>
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**NOTES**

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# Homework

In the following week, please choose one behavior to track. Document the ABCs of behavior (antecedent, behavior, and consequence) in the chart below. Please remember to be as detailed as possible when documenting each aspect of the ABCs of behavior.

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</tbody>
</table>
The ABCs of Behavior

SESSION 2: Reinforcement of Behavior

What is driving the problem behavior?

Review the ABCs of Behavior

• Antecedent
  • The events that happen before the behavior occurs.

• Behavior
  • The specific way the child acts.

• Consequence
  • The events that happen to the child immediately following the behavior.

What reinforces the problem behavior?

At times the consequence is what reinforces the behavior, increasing the likelihood of the behavior occurring again.
Behavior Reinforcers

- Attention
  - Child wants attention

- Tangible Item
  - Child wants an item or object

- Escape / Avoidance
  - Child wants to escape or avoid something

- Self-Stimulatory

Homework Review

Did you notice any patterns?
  - Time of day...
  - What did the child want...

Did you notice changing your own behavior when your child misbehaved?
  - Your reaction to the behavior...
Importance of Identifying the Antecedent and Consequence

Functions of Behavior

Antecedent

Why is the antecedent important?

- Identification is important for 2 reasons:
  - It allows you to predict when the behavior may occur...or why the behavior is triggered
  - By changing the antecedents, you can change the behavior

Consequence

Event that may potentially reinforce the behavior

- Reinforcer: Increases the probability that a behavior will occur again
  - A behavior is increased to get access to...
  - A behavior is increased to get rid of...
    - Attention
    - Tangible Item
    - Escape / Avoidance
    - Self-Stimulatory
How to Intervene

How could we improve problem behavior?

• Reinforce desired behavior (increase good behavior)
  o Positive reinforcement = A behavior is increased to get access to
    ▪ Praise, attention,
  o Negative reinforcement = A behavior is increased to get rid of
    ▪ Yelling
  o Punishment = Decreases the probability that a behavior will occur again

What to do...

Attention
  o Ignore, take space

Tangible Item
  o Don’t give item, opportunity to earn...with positive behavior

Escape / Avoidance
  o Prepare child before they attempt to escape/avoid something
  o During the antecedent
## ABC Example

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel's father asks her to pick up her toys.</td>
<td>Rachel refuses by saying &quot;no.&quot;</td>
<td>Her father asks two more times without success then he picks up the toys himself.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>While mom is telling dad a story.</td>
<td>Johnny laughs out loud interrupting the conversation.</td>
<td>Mom tells him to stop laughing so loudly.</td>
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</tbody>
</table>

NOTES

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Homework

Over the weekend, please choose one behavior to track. Document the ABCs of behavior (antecedent, behavior, and consequence) in the chart below. Please remember to be as detailed as possible when documenting each aspect of the ABCs of behavior. Also, identify the function of the behavior and the intervention you used to intervene.

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
</table>

Function of Behavior ____________  Intervention ____________
<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
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</thead>
</table>

Function of Behavior ____________  Intervention ______________

<table>
<thead>
<tr>
<th>Antecedent</th>
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Function of Behavior ____________  Intervention ______________

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<tr>
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</table>
Function of Behavior ____________  Intervention ______________

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</table>

Function of Behavior ____________  Intervention ______________

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</table>

Function of Behavior ____________  Intervention ______________
How to Intervene

Praise
Candy
Money
Pat on the back
Extra TV time
Extra time before bed
New clothes
Extra time to play
Choose what to eat
Extra time to sleep on the weekend
Fewer chores
Pick clothes to wear
Play time with parents
Video games
Breakfast in bed
Choose own hairstyle
Have a picnic
Invite friends over
References
APPENDIX D
(Spanish Handbook)

ABCs DE COMPORTAMIENTO
TALLER PARA PADRES

El 9, 13, y 16 de abril de 2012

Taller presentado por Jennifer Obando
Patrocinado por Roscoe Elementary y el Centro de Padres
ABCs del Comportamiento

Premir Sesión: Evaluación del Comportamiento

¿Cuáles son los comportamientos problemáticos?

¿Qué es el comportamiento?

Cualquier cosa que hagamos o digamos constituye un comportamiento.
- Caminando, hablando, comiendo, durmiendo, ir de compras, la acción de pensar ......

Todos los comportamientos son aprendidos y son mantenidos debido a nuestra interacción con el ambiente.

Definición del Comportamiento

Mala Definición del Comportamiento
- Mi hijo hace un berrinche cuando se enoja.

Buena Definición del Comportamiento
- Mi hijo se sienta en el suelo, da patadas, y grita cuando le digo que "no.”

Las definiciones buenas dividen comportamientos en sus componentes más simples. Describen detalles de las acciones observadas.

El más detallado el comportamiento es explicado el más fácil que se hace para entender lo que el comportamiento problemático significa.
Cuatro Razones por qué Ocurren los Comportamientos Problemáticos

1. Atención
2. Quiere algo (objeto)
3. Escapar / Evitar algo
4. Acto fisiológico

1. **Atención = El Niño Quiere la Atención ...**
   
   - Un bebé llora
     - Él quiere atención de su mamá
   - Un niño ve a otro niños jugando
     - El niño va y le jala el cabello a uno de los niños
   - Los padres están hablando
     - El niño grita para llamar la atención de sus padres

2. **Quiere algo (objeto) = El niño quiere algo (un objeto)...**
   
   - El niño nota a otro niño que juega con un juguete
     - El niño empuja al niño y agarra el juguete
   
   - El niño espera en la línea en el supermercado y nota el caramelo
     - El niño pide el caramelo y hace un berrinche cuando su madre dice que no
3. Escapar / Evitar algo = El niño intenta evitar o escaparse de algo...

- El niño ve a su mamá limpiar la casa
  - Corre a la casa de su amigo

- La niña ve espinaca en su plato a la hora de cenar.
  - Ella comienza a llorar y dice que tiene un dolor de estómago.

4. Acto fisiológico = El niño recibe alguna gratificación fisiológica...

- Es hora de dormir y la niña está en la cama.
  - Ella comienza a chupar su dedo.

¿Cómo evaluar los comportamientos?

A = Antecedente

B = Comportamiento

C = Consecuencia
**A = Antecedente**

- Son los eventos que ocurren antes de los comportamientos problemáticos

La identificación del **antecedente** en los ABCs de comportamiento permite el análisis de lo que realmente está causando los comportamientos problemáticos.

<table>
<thead>
<tr>
<th>Antecedente</th>
<th>Comportamiento</th>
<th>Consecuencia</th>
</tr>
</thead>
<tbody>
<tr>
<td>El niño nota el caramelo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El niño ve espinaca en su plato</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mamá y Papá están hablando</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B = Comportamiento**

- Es el modo específico que el niño se comporta.
  - Ocurre directamente después del antecedente (lo que causó el comportamiento en primer lugar)

La identificación del **comportamiento** en los ABCs de comportamiento permite la identificación de las consecuencias.

<table>
<thead>
<tr>
<th>Antecedente</th>
<th>Comportamiento</th>
<th>Consecuencia</th>
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</thead>
<tbody>
<tr>
<td>El niño nota el caramelo</td>
<td>El niño llora por el caramelo</td>
<td></td>
</tr>
<tr>
<td>El niño ve espinaca en su plato</td>
<td>El niño rechaza comer la espinaca</td>
<td></td>
</tr>
<tr>
<td>Mamá y Papá están hablando</td>
<td>El niño grita para llamar la atención de su madre</td>
<td></td>
</tr>
</tbody>
</table>
C = Consecuencia

- Son los eventos que le suceden al niño inmediatamente después del comportamiento.

La identificación de la **consecuencia** en los ABCs de comportamiento permite la comprensión de lo que puede reforzar el comportamiento.

<table>
<thead>
<tr>
<th>Antecedente</th>
<th>Comportamiento</th>
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</thead>
<tbody>
<tr>
<td>El niño nota el caramelo</td>
<td>El niño llora por el caramelo</td>
<td>el padre compra el caramelo</td>
</tr>
<tr>
<td>El niño ve espinaca en su plato</td>
<td>El niño rechaza comer la espinaca</td>
<td>el padre le dice al niño que por lo menos se coma todo el arroz y la carne</td>
</tr>
<tr>
<td>Mamá y Papá están hablando</td>
<td>El niño grita para llamar la atención de su madre</td>
<td>La madre le dice que deje de gritar y le pregunta qué quiere</td>
</tr>
</tbody>
</table>
## Ejemplos Adicionales

<table>
<thead>
<tr>
<th>Antecedente</th>
<th>Comportamiento</th>
<th>Consecuencia</th>
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</thead>
<tbody>
<tr>
<td>Kathy está en la línea en la tienda y ve un caramelo que quiere.</td>
<td>Pide el caramelo y mamá dice que no. Ella tira patadas y le grita a su mamá.</td>
<td>La mamá está avergonzada y le da el caramelo para que deje de gritar.</td>
</tr>
<tr>
<td>Toca Timmy a su mamá mientras que ella habla por teléfono con su amiga.</td>
<td>La mamá sigue hablando por el teléfono entonces Timmy comienza a llamar su nombre.</td>
<td>La mamá deja de hablar y dice &quot;¿qué?&quot; Timmy le pregunta si puede jugar fuera.</td>
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### Notas

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**Tarea**

En la siguiente semana, por favor escoge un comportamiento problemático de notar. Documente los ABCs del comportamiento (antecedente, comportamiento, y consecuencia) en la carta abajo. Por favor acúrdese de ser detallado en documentando cada aspecto de los ABCs del comportamiento.

<table>
<thead>
<tr>
<th>Antecedente</th>
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ABCs del Comportamiento

*Segunda Sesión: Refuerzo del Comportamiento*

¿Qué causa el comportamiento problemático?

ABCs del Comportamiento

- **Antecedente**
  - Los eventos que ocurren antes de los comportamientos problemáticos

- **Comportamiento**
  - Es el modo específico que el niño se comporta.

- **Consecuencia**
  - Son los eventos que le suceden al niño inmediatamente después del comportamiento.

¿Qué refuerza el comportamiento problemático?

A veces la consecuencia es lo que refuerza el comportamiento problemático, aumentando la probabilidad de que el comportamiento ocurra otra vez.
Refuerzos del Comportamiento

• Atención
  • El Niño Quiere la Atención

• Quiere algo (objeto)
  • El niño quiere algo (un objeto)

• Escapar / Evitar algo
  • El niño intenta evitar o escaparse de algo...

• Acto fisiológico

Repaso de la Tarea

• ¿Notó usted alguna norma?
  o Tiempo de día...
  o ¿Qué quiso su niño/a?

• ¿Notó usted el cambio de su propio comportamiento cuándo su niño/a se comportó mal?
  o ¿Qué era su reacción al comportamiento?
Importancia de Identificar el Antecedente y Consecuencia

Funciones de Comportamiento

Antecedente
¿Por qué es importante el antecedente?

- La identificación es importante por dos razones:
  - Le permite predecir cuando el comportamiento puede ocurrir... o por qué el comportamiento es provocado
  - Cambiando los antecedentes, se puede cambiar el comportamiento

Consecuencia

El evento que potencialmente puede reforzar el comportamiento

- Refuerza: Aumenta la probabilidad de que un comportamiento ocurra otra vez
  - Un comportamiento es aumentado para conseguir el acceso a...
    - Un comportamiento es aumentado para deshacerse de...
      - Atención
      - Quiere algo (objeto)
      - Escapar / Evitar algo
      - Acto fisiológico
Como Intervenir

¿Cómo podríamos mejorar el comportamiento problemático?

Reforzar los comportamientos deseados (aumente el comportamiento bueno)

- Refuerzo positivo = Un comportamiento es aumentado para conseguir el acceso a
  - Alabanza, atención,

- Refuerzo negativo = Un comportamiento es aumentado para deshacerse de
  - Gritos

- Castigo = Disminuye la probabilidad de que un comportamiento ocurra otra vez

Qué se puede hacer...

Atención
- Ignorar, toma espacio

Quiere algo (objeto)
- No le dé el artículo/objeto, dé le una oportunidad de ganar

Escapar / Evitar algo
- Hable con el niño antes que intenta escapar/evitar algo
- Durante el antecedente
## Ejemplo de los ABCs

<table>
<thead>
<tr>
<th>Antecedente</th>
<th>Comportamiento</th>
<th>Consecuencia</th>
</tr>
</thead>
<tbody>
<tr>
<td>El padre de Rachel le pide recogá sus juguetes.</td>
<td>Rachel se niega diciendo 'no'.</td>
<td>Su padre le pide dos veces más sin éxito entonces él recoge los juguetes él</td>
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<td>mismo</td>
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<td>Mientras mamá le cuenta una historia a papá.</td>
<td>Johnny se ríe en voz alta interrumpiendo la conversación.</td>
<td>Mamá le dice que deje de reírse tan ruidosamente</td>
</tr>
</tbody>
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**NOTAS**

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Tarea
Durante el fin de semana, por favor escoge un comportamiento problemático de notar. Documente los ABCs del comportamiento (antecedente, comportamiento, y consecuencia) en la carta abajo. Por favor acuérdese de ser detallado en documentando cada aspecto de los ABCs del comportamiento. También, identifique la función del comportamiento y la intervención usted utilizó para intervenir.

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Función del comportamiento _______ Intervención ___________
Como Intervenir

Alabanza
Dulces
Dinero
palmaditas en la espalda
Tiempo extra con la television
Tiempo adicional antes de ir a la cama
Ropa nueva
Tiempo de juego extra
Invitar a amigos
Elegir un alimento en particular
Menos quehaceres
Dormir más tarde durante los fines de semana
Elija la propia ropa de vestir
Tiempo de juego con sus padres
Juegos de video
Desayunar en la cama
Elija propio peinado
Tener un picnic
References

