

# Ask the Doctor



## Because I Said So!

APRIL, 2011

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### This One is a Combination of Information from the Literature



- Kopp, Grusec, 2006; Fledman & Klein, 2003; DeMartini-Scully, Bray, & Kehle; 2000, Musser, Bray, Kehle, & Jenson, 2001; Forehand & MacMahon, 81, Patterson, et.al.,1984-2006



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### What Are We Talking About?



### Operationally Define the Target

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### What Happens When You Say...

*Sit, Down!  
Come Here!*

*Do This,*

*Don't That*

*"Why?"*

1. The first sentence is a command. The second sentence is a question. The third sentence is a request. The fourth sentence is a statement. The fifth sentence is a question. The sixth sentence is a statement. The seventh sentence is a question. The eighth sentence is a statement. The ninth sentence is a question. The tenth sentence is a statement.

2. The first sentence is a command. The second sentence is a question. The third sentence is a request. The fourth sentence is a statement. The fifth sentence is a question. The sixth sentence is a statement. The seventh sentence is a question. The eighth sentence is a statement. The ninth sentence is a question. The tenth sentence is a statement.

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### *Because I Said So!*

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### FLIP SIDE?

• Follow Directions ... **OR**



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### What is the Opposite of Following Directions?

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#### Ignoring and Arguing

- Continuing Previous
- Dawdling
- Arguing
  - whining
  - crying
  - excuse making
  - guilt induction

#### Tantruming

- Throwing
- Breaking
- Stomping
- Yelling
- Leaving



## Noncompliance

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#### BABY BLUES



SALLY FORTH

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### Patterson & Associates

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- Micro Social-moment to moment relating interacting, leading to



- Macro Social-relating. of interacting and relating.

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## Cascading Effect

RELATING BETWEEN ADULT AND CHILD

- Playful & Cooperative

10

- Mutually Hostile
- Disengaged

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### It Gets Way Bad

**Teacher**

- Step 1
  - Asks, "Wouldn't you like to...???"
- Step 2
  - Repeats, "Please"

**Student**

- Ignores, Continues...
- Delays, "Wait, I'm..."

Jenson, Patterson

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### Coercive Chain (Cont)

**Teacher**

- Step 3
  - Up the Volume!
- Step 4
  - Threatens

**Student**

- Argues, or Makes Excuses
- Explodes-tantrums

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### Coercive Chain (Cont)

**Teacher**

- **Step 5**
  - Teacher is so upset, she gives up-walks away (she doesn't care if he doesn't learn)

13

Student

- Bad Boy is reinforced for
  - ignoring
  - delaying
  - arguing
  - tantrums

→

or

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### Coercive Chain (Alternate)

**Teacher**

- **Step 5**
  - Teacher is reinforced for withdrawing her request

14

Student

Bad Boy gives up stops his tantrum

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### That's Called

- Coercion
- Noncompliance
- Non-Rule Governed Behavior for Bad Boy
- Its called early out for Teacher

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### 'S Gonna Lead To

- Learning Deficits in Basics
- Deficits in Social Skills with Peers
- Deficits in Self-Regulation

Count :

1. Questions
2. Repetitions of Directives
3. Threats




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### You Know You're There When

- 80% of your Requests Are Not Followed in a Timely Way
- Compliance to Requests is Below 40%
- Your Hair is Prematurely Turning Gray and Your Voice is Cracking



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### 'S Not JUST Because I Said So

- Developmental Task for Toddlers & Preschoolers



Internalizing—Self Regulation of Socially Mediated Regulation of Behavior

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## Compliance To Directives

- Leads to active and enthusiastic participation in the learning partnership
- Becomes Characterized by Self- Initiated Behavior

Feldman & Klein, 2003; Kochanska & Aksan, 1995)

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## What's To Be Done?

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## Does He Know What You Mean?

- **Teach basic action directions**
  - Come Here, Put it Here, Stand Here, Sit
  - Give me, Put In, Coat off....

Check Developmental Level, Language Level—then go after it au naturale

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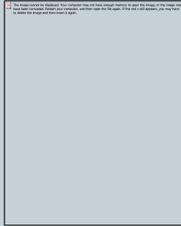
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## Response Generalization

### • How He *Does* It

- "In a Minute"
- Fast, careless
- Dawdle
- After 6<sup>th</sup> Repetition
- Sometimes



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22

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## Stimulus Generalization

### • How *You* Do It

- facing Him
- 5 feet away
- when he's engaged with preferred
- on the playground
- in the bus yard
- where other's are running around



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23

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## Multi-Component

- Establishment of Positive Classroom rules
- Increasing frequency of teacher movement
- Consistent Rewards for Compliance
  - token economy
  - mystery motivator,
  - response cost

Forehand & McMahon

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24

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25

## Make a Schedule

KEEP IT  
DOWN TIME'S A KILLER

The most common mistake is to create a schedule that is too rigid. It should be flexible enough to allow for changes in the day. If you are not able to stick to the schedule, it is better to have a backup plan than to have no plan at all.

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26

## Structure Your Space

DIVIDE AND CONQUER

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Bottom Line So Far

<ul style="list-style-type: none"> <li>• Dx level of understanding</li> <li>• Teach Action Directions               <ul style="list-style-type: none"> <li>○ tend to Response Generalization</li> <li>○ tend to Stimulus Generalization</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Establish Classroom Rules</li> <li>• Move Around</li> <li>• Reward Compliance</li> <li>• Schedule</li> <li>• Structure Physical Space</li> </ul>
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## The Magic of ~~Bad~~ Good Directions



“Isn't it time you got started?”

Jenson, W.R., Rhode, G.R., & Reavis, H.K., 1992, 1993

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## A Yard's Worth of Space Only

- Get Up Close and Personal



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## Get Attention

- Eye ball to eye ball
- (Get Ready)



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### Tell 'Em What To Do

- Don't pull her hair!
- Don't eat that!
- Don't you leave this classroom!



1. The sign is not facing the right way. It is facing the wrong way. It is pointing the wrong way. It is pointing the wrong way. It is pointing the wrong way.

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31

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### With Quiet Time to Comply



- Leave 5 to 10 seconds (with your mouth quiet) for the student to begin to comply.

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32

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### Repeat Only Once

- Use a Quiet Voice
- Non-emotional Tone



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33

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### Catch Each Good Response

34

- If he does what you asked, make sure you catch it and compliment him.
- If you don't reinforce it, how do you expect it to increase?



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### How Do You Catch Him?

35

- **I**
  - **Immediately-**
    - End of the Week?
    - End of the Day?
    - End of the Response?
- **F**
  - **frequently**
    - FR 1 to start ; Move to FR 1:1 social plus FR3 :1 back-up to VR 3:1 Plan for Self-Reinforcing component from the start.
    - 3 or 4:1 +/-
- **E**
  - **enthusiastically**
    - Use your voice, smile, energy;
    - Ham it up; better than Cleaning up
- **E**
  - **With eye Contact**
    - He's gonna look at your face for good things...
- **D**
  - **Descriptively** ( Good job, good job, good job, good job, oh heck)

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### Jenson's Additions to S<sup>r+</sup>

36

- **A**
  - for Anticipation: Build the excitement, Use "hype"
- **V**
  - for Variety: Create a menu; instigate a reinforcer sampling each week; tend to deprivation; change as often as necessary to maintain momentum

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Magic of Giving Good Directions

SO THE TAKE HOME MESSAGE IS

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Improve Your Chances:

1. Use statements, not questions
2. Get close-within 3 feet
3. Use a quiet voice
4. Look him in the eyes- touch him if you can
5. Give him 5 seconds
6. Don't repeat more than once
7. Be Non-emotional

**AND**

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Catch Him Being Good

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Congratulate Yourself!



• *You're Saving the World*

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41

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