

Motivation System

Definition: A behavior management system designed to provide a systematic, positive and consistent approach for: 1) reinforcing positive behaviors, 2) correcting problem behaviors, and 3) teaching appropriate alternative behaviors.

Why do we use Motivation Systems?

- Teaching tool
- External motivator to develop internal motivation
- Allows us to be systematic and consistent in treatment
- Allows us to assess the need for structure and provide that structure for each youth
- Documents treatment
- Allows us to provide immediate feedback
- Allows us to provide maximum feedback

Goals of using the Motivation Systems

- To encourage youth to work toward goals
- To teach the cause and effect relationship
- To provide a method of arranging rewards and consequences that will be effective enough to teach appropriate behavior
- To provide a method of moving from high structure and artificial reinforcers to low structure and natural reinforcers
- To eliminate external, artificial motivation and increase internal motivation

Advantages of a System that is positive, negative and flexible

- Increases positive behavior while decreasing negative behavior
- Allows us to target unlimited behaviors
- Allows us to pair artificial consequences with positive and negative natural consequences
- Provides constant feedback and a framework for teaching skills
- Is an overall positive approach because youth can always earn back
- Less restrictive since youth determine restrictiveness through their behavior and progress

Social Skills

Definition: "The ability to interact with others in a given social context in specific ways that are socially acceptable or valued and at the same time mutually beneficial or beneficial primarily to others."

-Combs and Slaby, 1977

Correlates of Social Skill Deficiencies

- Aggressive, antisocial behavior
- Juvenile delinquency
- Child abuse and neglect
- Mental health disorders
- Loneliness and despondency
- Learning disabilities and school failures

Why teach Social Skills?

- Teaches youth alternatives to inappropriate behaviors
- Makes youth more pleasant to interact with
- Helps youth work on referral behaviors and treatment issues
- Makes youth more successful in diverse situations

When to Use Recognizing and Describing Skills

- When something is right and you want to provide praise and support
- When a problem exists and you want to correct it
- When watching a youth practice a new skill and you want to provide positive feedback

Behavior

Definition: Any observable and measurable act.

Principles of Behavior

- The Boys Town Family Home Program is behaviorally based
- All behaviors are learned and there for new behaviors can be taught
- We do not view troubled youth as "bad" or "sick" but view inappropriate behavior as a product of previous learning or lack of learning (skill deficiencies)
- The Boys Town Program is not a traditional "behavior modification" program
- Boys Town Motivation Systems incorporate the basic principles of behavior

Importance of Recognizing and Describing Behaviors

- Aids in teaching youth: 1) makes youth aware of specific inappropriate and appropriate behaviors, 2) helps youth understand exactly what is expected, and 3) increases likelihood of future success
- Aids in building relationships: 1) by describing behaviors and avoiding judgmental terms, youth will view Child Care Staff as concerned and be more receptive to teaching and 2) studies show youth prefer being told exactly how and what to do, and youth rate specific positive feedback as important

Consequences Affect Behavior What follows a behavior influences it recurrence.

- Behavior can be positively changed to occur with more frequency or with more intensity
- Behavior can be decreased to occur with less frequency or with less intensity
- New behavior can be learned and old behaviors improved
- Behavior can be changed so that it occurs at a different time or place

Consequences

Definition: Consequences are events in the environment (results or outcomes) following a behavior.

Types of Consequences

Natural: the typical outcomes of a behavior without any intentional human intervention.

- Example- A bruise may be the natural consequence of falling.

Applied: outcomes that are deliberately arranged.

- Example- Tokens, stars, happy faces, allowance, watching TV, etc.

Positive Reinforcement (Rewards)

An event that follows a behavior and increases the likelihood that the behavior will recur.

- A youth earns extra TV time or a favorite privilege for completing homework.

Response Cost (Fine)

Contingently taking away a known positive reinforcer following an inappropriate behavior.

- A youth loses TV time or a favorite privilege for not completing homework.

Feedback

What is Feedback?

- Information about one's behavior
- Information on the effects of one's behavior on others

Why is Feedback important?

- One of the best sources of information for learning
- Only way we know what we are doing right or wrong

Giving Feedback Behaviors

- Initiate interactions pleasantly; use praise or empathy if possible
- Specifically describe the situation
- Provide rationales (reasons)
- Discuss the situation appropriately; suggest solution if appropriate
- Thank the person for listening
- Provide written feedback when necessary
- Follow-up on issue(s)

Receiving Feedback Behaviors

- Look at the person
- Acknowledge what is said
- Ask questions for clarification (without negative voice tone)
- Solicit more feedback
- Thank feedback source
- Show concern for the problem
- Apologize for inconvenience
- Discuss situation appropriately

Tolerance Levels

Definition: The 'fine line' that distinguishes appropriate behavior from inappropriate behavior.

Tolerance Levels: The Boys Town Program Approach

- Inappropriate behavior is a sign that the youth does not know the appropriate behavior for that situation
- It is the Child Care Staff's responsibility to teach new skills or alternative behaviors when inappropriate behavior occur
- To teach new or alternative skills, Child Care Staff must become adept at: 1) perceiving opportunities to teach and 2) determining what is acceptable behavior and what is not

How to communicate Tolerance Levels

- Rules
- Modeling
- Teaching

Results of inconsistent Tolerance Levels

- Creates confusion for the youth
- Weakens the teaching program
- Creates tension and/or conflict among Child Care Staff
- Creates tension and/or conflict between youth and Child Care Staff

How to teach to Tolerance Levels

- Praise and reinforce approximations
- Corrective teaching and feedback

Guidelines for developing rules

- Be brief
- Get input
- Be clear, concise and include consequences
- Include only behavior that is under the youth's control and age appropriate

Sample Script for Effective Praise

The steps to Effective Praise are:

1. Praise-Begin the interaction on a positive note, be specific and genuine.
2. Description of Appropriate Behavior-Specifically describe the appropriate behavior, both verbal and nonverbal.
3. Rationale-Provides the reason or rationale for continuing to behave appropriately. The rationale should be youth orientated so the youth can internalize what he/she is learning and use this to motivate them.
4. Request for Acknowledgment-Put in the form of a question, and presented to the youth so it is known if the youth understands what is being said.
5. Positive Consequence-When the youth earn positive consequences, it increases the likelihood that the positive behavior will continue.

Example:

"Sara, you really did a nice job of following instructions."

"When I asked you to clean your room, you looked at me, said 'okay', did the task and checked back."

"Sara, by following instructions the right way, you'll have more free time to spend having fun."

"Does that make sense to you?"

"For following instructions, you have earned 2,000 positive points."

- It is important to use praise effectively and consistently, so that the likelihood of positive behavior exhibited by the youth is increased; in turn, decreasing negative behavior.

Sample Script of Corrective Teaching

The steps for Corrective Teaching are:

1. Initial Praise, Empathy, or Affection-Begin on a positive note, being specific and sincere, describing appropriate parts of the youth's behavior.
2. Description/Demonstration of Inappropriate Behavior-This involves labeling the skill that will be taught and specifically describing the inappropriate behavior, verbal and non-verbal.
3. Consequences (Point Fine)-At this point the youth will earn a negative consequence for his/her negative behavior. The point fine is immediately followed by a positive correction statement, to let the youth know he/she can earn back some positive points.
4. Description/Demonstration of the Appropriate Behavior-After the consequence, the appropriate behavior that should replace the inappropriate behavior, is described. This provides an alternative positive behavior to the youth.
5. Rationale-This statement can explain the natural consequences of the behavior. This can also be used to point out the benefits to changing the behavior to a more positive one.
6. Requests for Acknowledgment-During this type of interaction requests for acknowledgment should be used throughout the teaching process. Present in the form of a question, and stop to explain anything the youth does not understand or follow.
7. Practice-This is the point where the youth is given the opportunity to demonstrate the skill that is being taught. The practice provides the youth with the chance to develop new habits, and the Family Teacher the opportunity to assess his/her teaching method.
8. Feedback-After the practice, give enthusiastic praise, specific descriptions of positive behavior and award a positive consequence.
9. General Praise-Remain positive and supportive throughout the interaction by using praise, describing behaviors, requesting acknowledgment and paying close attention to positive behaviors that have been difficult for the youth in the past.

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Example:

"Thanks for looking at me while we're talking, Bill. (Pause) I know how much you were looking forward to the concert."

"When I said 'No', you looked away and began to mumble."

"For not accepting 'No', you've earned a negative 3,000 points."

"You will have the opportunity to earn some of those points back, in just a few minutes, by practicing how to accept 'No'."

"Whenever someone has to tell you 'No', whether it's a teacher or your parents, or me, here's what you should do..." (list skill steps).

"If you can accept 'No', appropriately, you'll probably be able to do more activities because people will see you as more mature and responsible."

"Does that make sense to you?"

"Okay Bill, now we're going to practice how to accept 'No'. I'll walk into the room and you'll ask me if you can go to the gym (make it something that is unrelated to the original request). I will say 'No', and then you look at me and say, 'Okay'."

"Great!! You looked at me and said 'Okay'. That is the way to accept 'No'. You've earned back 1,500 positive points."

"You did a really nice job, I knew you could do it. Keep it up."

- It is very important to utilize every step to this interaction, to provide the youth with all the information needed to correct his/her behavior. This will increase the likelihood that the negative behaviors will decrease and the positive behaviors will increase.

