

# Kitchen Sink Behavior Plans



Work smarter, not harder!

Many times, school behavior plans include "everything but the kitchen sink". Strategies are disconnected, unrelated to function, and/or too complex to implement accurately. Research shows that building plans based on the form of behavior (what it looks like) rather than the function (purpose), results in the challenging behavior getting worse!

In this session, participants will learn to "trim" kitchen sink plans and create plans that work!

## Dates:

**October 21**  
**November 11**  
**December 2**

**February 2**  
**April 20**

**Times:** 4:30-6:30

**Location:** DSC Clearwater/Payette

Register through "Go Sign Me Up": <https://westada.gosignmeup.com/>  
Login- Click on "Browse Courses"- "Professional Development" - "Behavioral"

# Advanced Behavior Training “I tried Reinforcement”

If you ever heard (or thought) the following about reinforcement, this session is for you!

**“Reinforcement only works for a little while”**

**“He shouldn’t need reinforcement, he should just do what is asked”**

**“She CAN do it, she just WON’T”**



Reinforcement is the most critical tool in teaching new skills, yet there is tremendous misunderstanding about what it truly is and how to use it. What is typically thought of as “reinforcement” is many times the misuse of a reward as either a “lure” or a “bribe”. Misuse of reinforcement can make unwanted behavior worse!

## **Dates:**

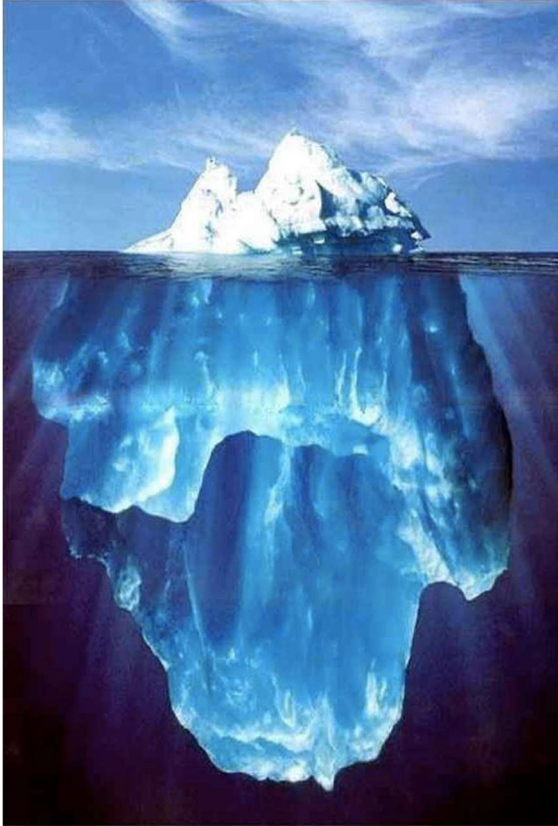
**January 10    March 11**

**April 29**

**Times:** 4:30-6:30

**Location:** DSC Clearwater/Payette

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# Uncovering the Iceberg: Characteristics of Autism

Sometimes when analyzing the "ABCs" (Antecedent, Behavior, Consequence) of behavioral challenges for students with autism spectrum disorder, essential "clues" as to the true message or intent of

the behavior are missed. For example, a student may tear a math paper and appear to be wanting to escape an aversive multiplication task. However, upon closer inspection, it becomes clear that it was not the math task itself but instead the student's intolerance of handwriting errors!

When the underlying characteristics of autism are considered in programming, this perspective can dramatically change instructional decisions.

## **Dates:**

**October 15**  
**December 3**  
**January 7**

**March 12**  
**April 7**  
**May 4**

**Times:** 4:30-6:30

**Location:** DSC Salmon River Room

Register through "Go Sign Me Up": <https://westada.gosignmeup.com/>