

Introduction

This manual provides information about how to maintain behavior after a behavior modification program is withdrawn. Several behavioral techniques have been devised to develop desired behaviors and eliminate undesired behaviors among children and adults. Techniques such as systematic attention and approval, planned ignoring, feedback, modeling positive practice, and others are described in other manuals in this series. These techniques are very effective in developing desired behaviors in classroom, home, institutional, and community settings.

After behavior is developed, the management techniques are withdrawn so the client can function under ordinary living conditions. When a program is terminated, however, behavior often returns to its original level before the behavioral procedure was applied. Gains are likely to be lost unless the termination of the program is planned and special procedures are introduced to maintain the new behavior.

This manual presents various methods that can be used alone or in combination to maintain behavior. The techniques are designed to be implemented after behavior changes have been achieved and before the program is completely withdrawn. The manual presents different techniques to maintain behavior and illustrates their applications with different clients, behaviors, and settings. Exercises are provided to help you develop skill in applying the different procedures.

Maintenance of Behavior

Maintenance of behavior refers to a process used to ensure that either the increases in appropriate responses or the decreases in inappropriate responses

Karen Esveldt-Dawson, MA, is a behavior therapist in private practice for children and adults, and teaches a graduate course in behavior therapy at Humboldt State University. She formerly was a research administrator and specialty counselor at the University of Pittsburgh School of Medicine, Division of Child and Adolescent Psychiatry, and at the Western Psychiatric Institute and Clinic. She has also been a teacher/team leader at the elementary level and a training/research coordinator at the University of California at Los Angeles in the Neuropsychiatric Institute of the Department of Psychiatry. Esveldt-Dawson has taught classes at the University of Washington, the University of Pittsburgh, and the University of California at Los Angeles.

Alan E. Kazdin, PhD, is Professor and Chairman of Psychology at Yale University, Professor in the Child Study Center (Child Psychiatry), and Director of the Yale Child Conduct Clinic, an outpatient treatment service for children and their families. His research focuses primarily on child, parent, family, and contextual influences on aggressive and antisocial behavior in children and adolescents and the effectiveness of child psychotherapy. His writings include the book *Behavior Modification in Applied Settings* (5th ed., Brooks/Cole) which elaborates behavior-change principles and techniques that are applied at home, at school, and in the community at large.