Calm in the Classroom

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Activity

Behaviour is like the weather because…

Traditional Behaviour Management Vs. Functional Behavioural Assessment/Positive Behaviour Support (FBA/ PBS)

Traditional Behavior Management

What is traditional behaviour management?

- views the problem as within the child. Does not address how the environment impacts the child's behaviour

- views behaviour as maladaptive (nonfunctional)

- is consequence driven

- focus is on reducing or eliminating problem behaviour.

- inevitable, if the person has a "label" (e.g., ADHD, behaviour disorder, autism)

Traditional Interventions

- Traditionally, we have relied primarily on *reactive* interventions that *follow* problem behavior (i.e., negative consequences, punishers)

- Interventions tended to be "one size fits all"

Before the behavior ⟶ **Behavior** ⟵ **After the behavior**

(5% of energy & expertise)   (95% of energy & expertise)

A Paradigm Shift . . .

- Over the past 15 or so years, problem behavior has increasingly come been understood as:
  - existing as a function of interactions between the person and his/her environment
  - adaptive, from the perspective of the person who is doing it (i.e., functional)

FBA/PBS Interventions

- Focus is primarily on proactive interventions
- Interventions are individualized to meet the functions of behavior
- Goal is not just to manage behaviors but to improve quality of life for individual

Before the behavior ——→ **Behavior** ←—— **After the behavior**

(95% of energy & expertise)   (5% of energy & expertise)

Traditional vs. FBA/PBS

| Traditional	New/Current (FBA/PBS)
Decrease on problem behaviours	*Increase* skills and adaptations
Emphasis on *consequences*	Emphasis on *antecedents*
Form of behaviour most important	*Functions* of behaviour most important
Separate instructional & behavioural plans	*Integrated* instructional & behavioural plans

Functions of Behavior

- To Escape/Avoid the Undesirable

- To Obtain the Desirable

Functions of Behavior
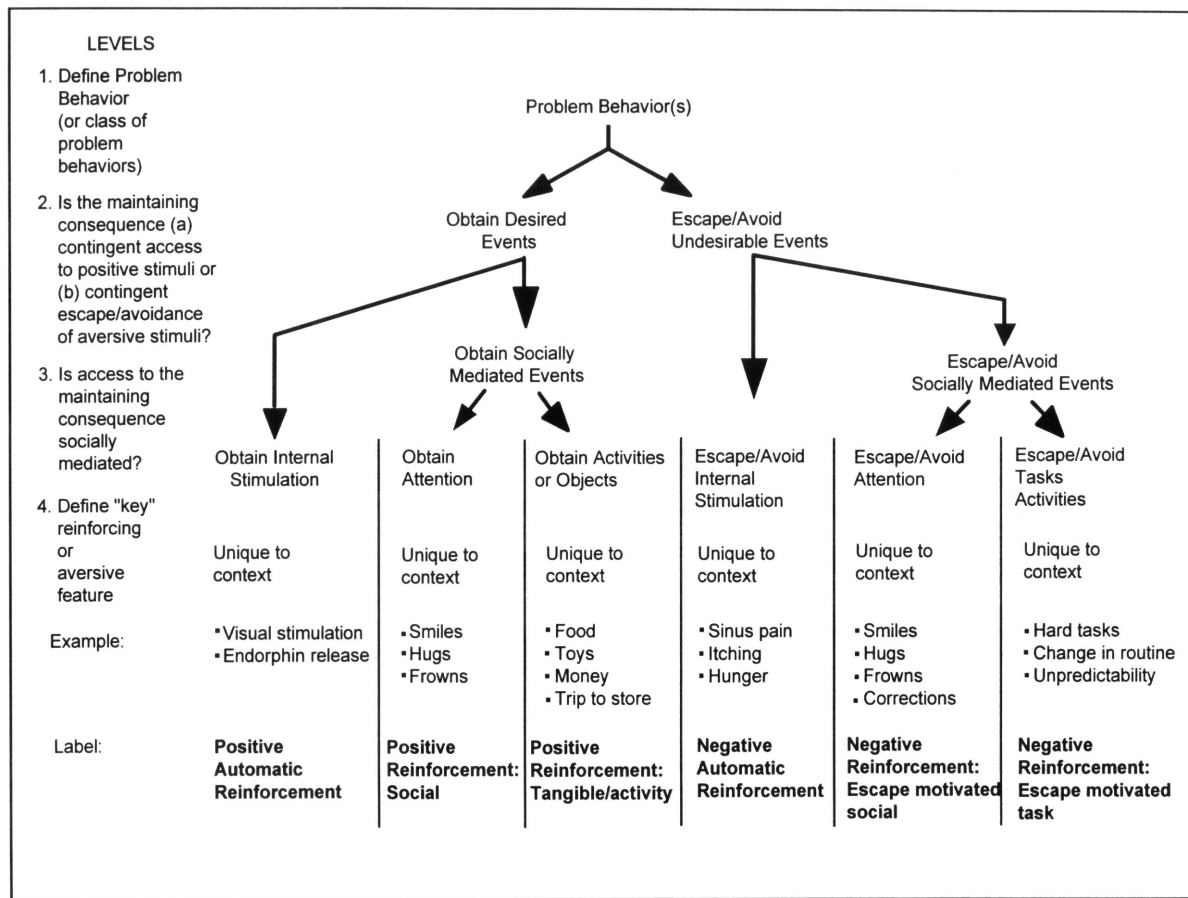
Figure 2.1 Defining the Consequences That Maintain Problem Behaviors

ABCs of Behavior

- To better understand the functions of behavior look at:
  - Antecedents (what happens right before the behavior occurs
  - Behavior (what does the behavior look like)
  - Consequences (what happens in the environment right after the behavior occurs)
- Data collection is necessary

Key Concepts

- Behaviour is communication
- Behaviour serves a function
- Any behaviour that maintains or is increasing over time is somehow being reinforced

Key Questions

- What is the student trying to tell me or others with this behaviour?

- What is the student getting out of his/her behaviour?

- What happened in the environment right before the behaviour occurred?

- What happened in the environment right after the behaviour occurred

Eddie

http://www.youtube.com/watch?v=QNZ6nYLgikM&feature=related

Activity

With the person at your table wearing the same color as you discuss the following question:

- Why do you think Eddie is behaving this way?

Shane

http://www.youtube.com/watch?v=4iBWHC4Cv_A

Activity

With the person on your right discuss the following questions:

- Why do you think Shane is behaving this way?
- What do you think went wrong in this situation?
- How do you think the teacher was feeling?

Common Mistakes Made By Teachers

- Assuming students know what is expected of them
  - absence of clear rules/expectations
  - vaguely stated rules/expectations
- Punishing students for their failure to exhibit a behaviour that they do not know how to perform

Teach Rules and Expectations

- Why bother???
  - instructional time managed more efficiently
    - teachers spend 40-75% of available instructional time in activities other than instruction (Walker et al., 1995)
  - disruptions are minimized
  - students learn self-management skills
  - classroom assumes a relaxed and orderly climate conducive to teaching and learning

Teach Rules and Expectations

- Rules are stated in the positive (teach them what to do, not what not to do)
- Rules are stated in specific, observable terms
- Ensure that rules and/or expectations are posted visually
- Rules are reviewed at the beginning of each day (or class), and after that as needed

Teach Rules and Expectations

- Establish rules/expectations immediately
- Engage students in selecting rules/expectations
- Select functional rules
  - focus on student behaviors that facilitate instruction and learning
    - coming to class prepared and on time
    - following teacher directions
   - doing your best in class

Teach Rules and Expectations

- Set a schedule for teaching rules/expectations (like you set a schedule for teaching math)
- Rehearse and review expectations according to schedule
  - clarify those that are not working
- Practice frequently broken behavioral expectations
  - use simulated situations
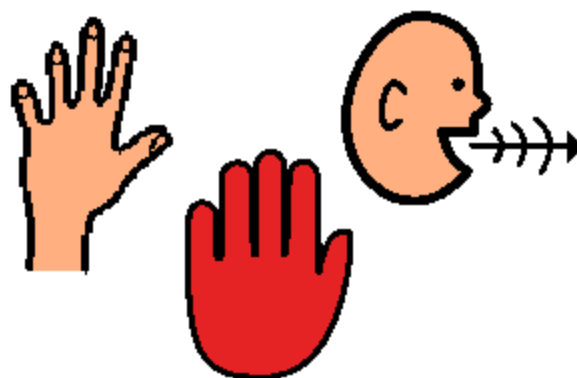- Reinforce students who demonstrate expected behavior
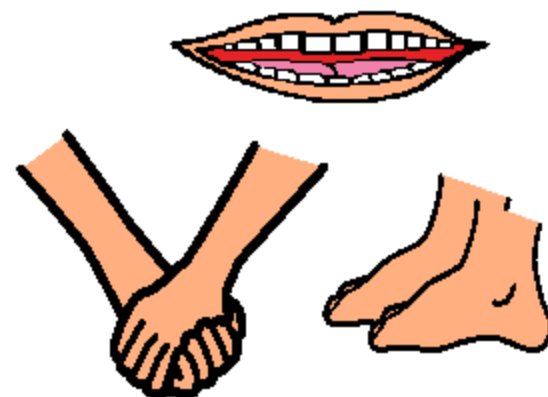
Teach Transitions

- Can be between physical locations, between subjects or between tasks
- Teach students what the specific behavioral expectations look like
- Provide warning of upcoming transitions in visual and verbal format when possible
- Use pre-corrections prior to transitions known to be problematic
- Ensure transitions have a definite beginning, middle and end

Teach Transitions

- Consider use of transition signal (e.g. timer, clock, bell, clap etc.)

- Transition signal should be different from other signals (e.g. signal to gain attention)

- Provide positive feedback for successful transitions

Interventions

Give attention contingently

- attention delivered in response to appropriate behavior (e.g. "thanks for getting your math book out so quickly")

Give attention non-contingently

- Attention delivered not necessarily related to behavior (e.g. "wow, looks like you are wearing a new shirt, very nice")

- Aim to achieve 4 positive interactions for every negative interaction

Interventions

Interaction Style

- Use humor whenever possible

- Re-direct behavior early

- Avoid direct confrontations – leave everybody a way out with dignity intact

Use Effective Praise

Good praise follows the "if-then" rule.

- Make sure the student is doing exactly what you want them to be doing.

- Praise them within 1 or 2 seconds after the behavior occurs.

- If it is an on-going behavior, praise during the behavior.

Use Effective Praise

- Good praise often includes student's names.
- Good praise is descriptive.
  - simply describe what the student is doing at the time - focusing on actions. Be specific.
- Good praise is convincing.
- Good praise is varied.
- Good praise in non-disruptive.
- Follows 4 to 1 ratio

Types of Effective Praise

- Nearby praise
- Across-the-room praise
- Praise while helping
- Praise while teaching

Visual Supports

Visual Schedules

- provide the student with predictability for routines and schedules.

- allow a student to independently monitor progress, and prepare for upcoming activities

Visual Rules

- provide structure and predictability around expectations.

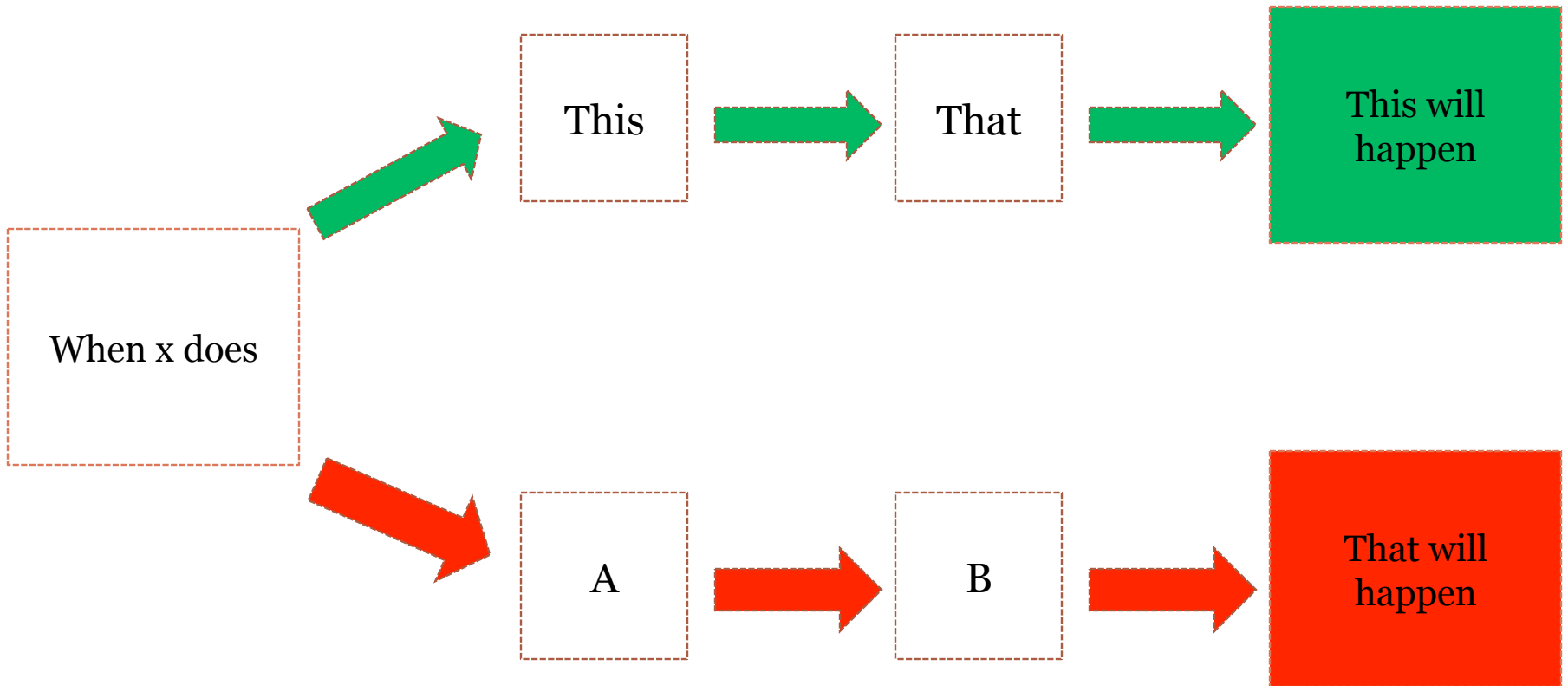- Can be used by teacher as a visual prompt

Visual Supports

Contingency Mapping

- Demonstrate choice in actions or behaviours
- Serve to illustrate consequences for actions
- Are useful for use by both teachers and students

Contingency Mapping

```
                    ┌──────┐        ┌──────┐      ┌────────────┐
               ───▶ │ This │ ───▶   │ That │ ───▶ │  This will │
               /    └──────┘        └──────┘      │   happen   │
┌────────────┐/                                   └────────────┘
│ When x does│
└────────────┘\
               \    ┌──────┐        ┌──────┐      ┌────────────┐
               ───▶ │  A   │ ───▶   │  B   │ ───▶ │  That will │
                    └──────┘        └──────┘      │   happen   │
                                                  └────────────┘
```

Behavioral Interventions

Closed Choices

- provide the student with a limited number of choices in a situation where conflict is occurring, or is likely to occur (e.g. "do you want to do questions 2,4,6, or 1,3, 5, etc.)

Pre-corrections

- state the appropriate behaviour prior to engaging in a situation where problem behaviours have arisen previously. (e.g. "Johnny, I am going to hand out the tests in a few minutes. Remember that you are to stay in your seat and work quietly when you get the sheet. If you need help, just raise your hand.")

Behavioral Interventions

<u>Safety Signals</u>

- statements that are used to build endurance in a student for a given activity (e.g. "just two more, then you are finished")

<u>Premack Principle</u>

- adjust the sequence of tasks according to preferences.

- Schedule a preferred task immediately after a non-preferred task. Have a hard task followed immediately by an easy task, an active task followed by by a sedentary activity etc.

- idea is similar to "eat your broccoli, then you get your peaches."

Behavioural Interventions

Teach Self-regulation

http://www.youtube.com/watch?feature=fvwp&v=rMkn4J_l9uU&NR=1

- How can you make students aware of their sensory needs?
  - Five point scale
  - Mind up training
  - Etc.

Behavioral Interventions

Body Proximity

- Position yourself in close proximity to a student engaging in problem behaviors without verbal interaction

Prompts

- Use of verbal or non-verbal prompts at onset of problem behavior (e.g. "remember that it is quiet work time now")

Behavior Interventions

Movement Breaks

- Provide frequent opportunities for movement within the classroom (e.g. sensory games)
- Create opportunities for movement throughout the school for select students (e.g. "Sally, could you please deliver these books to the library for me?")

Behavior Contracts

- Clearly specifies what the student is to do
- Has clear timelines, expectations and consequences
- Is realistic and developed with the student

Behavioral Interventions

<u>Natural Positive Contingencies</u>

- highlights the natural positive consequences for completing a given activity. (e.g. "If you finish your worksheet before the end of the period, you will have time to play on the computer.")

<u>Quiet, Wait Time</u>

- allow the student to process the information being presented. Sometimes this can take quite a while. It is critical that staff allow the student this time, while remaining quiet. **Less Talk = Better Comprehension**

Behavioral Interventions

Self-Monitoring

- Identify behavior
- Take baseline data
- Select monitoring schedule
- Select self-monitoring form
- Select reinforcers
- Set reinforcement schedule

Behavioral Interventions

<u>Self-monitoring</u>

- Teach student self-monitoring
- Move from teacher monitoring to overlap to student monitoring
- Provide reinforcement

Behavioural Interventions

Token Economies

- Can be used for individuals or groups
- Very helpful in motivating students who aren't otherwise engage
- Reward contingent on desired behavior that has been operationally defined

Behavioral Interventions

Token Economies

- Reward frequently in the beginning, always including social praise with token
- Students are ALWAYS eligible to earn rewards (avoid use of response cost)
- Ensure tokens are unique to avoid counterfeiting
- Develop schedule to 'cash in' tokens
- Example of individual use "Critter Game"

Behavioral Interventions

Group Contingency Reinforcement

- Very helpful when a number of students in class are exhibiting problem behavior

- Good for reinforcing rules/expectations/routines

- Very effective for decreasing problematic behaviors, and reinforcing new appropriate ones (e.g. transitions)

Behavioral Interventions

<u>Group Contingency Reinforcement</u>

- Use same considerations as for token economies
- Ensure target is reached daily at outset
- Allow for 'cash in' daily in beginning
- Select a 'menu' of reinforcers.
- Get student input
- Ensure reinforcers are realistic and doable on a daily basis

Behavioural Interventions

Examples of Group Contingency Reinforcement

- Marble Jar
- Good Behaviour Game

Remember…

- Behaviour is c…
- Behaviour serves a f…
- Behaviour is e… s…
- Any behaviour that is increasing or maintaining *over time* is being r…
- ??? are key to understanding behaviour
- Consequences alone do not work. The ideal mix is ??? proactive, ??? reactive