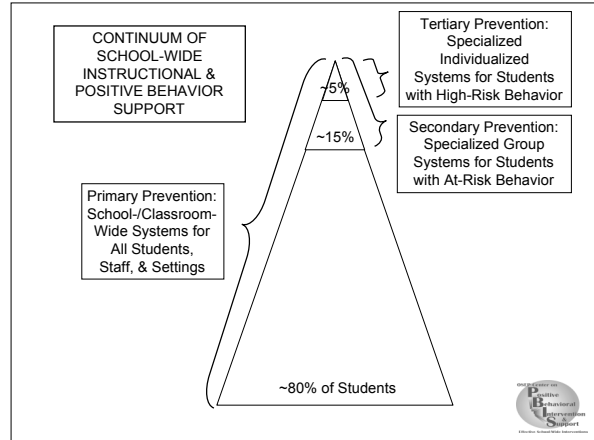


EDUC 4290

Modifying Instruction for Diverse Learners

Creating a Classroom Environment that Promotes Positive Behavior

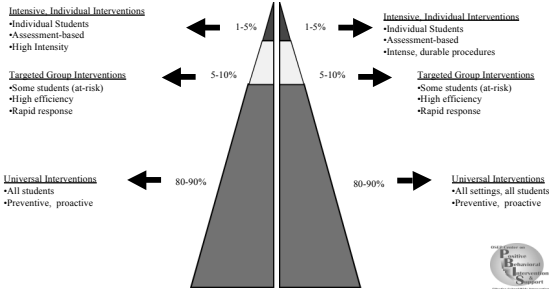
The following slides are from the national Positive Behavioral Interventions and Support network and Dr. Salend's text from class.



Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems



+ If many students are making same mistake, consider changing system...not students
 + Start by teaching, monitoring & rewarding...before increasing punishment


- How often?
- Who?
- What?
- Where?
- When?
- How much?

- If problem,**
- Which students/staff?
 - What system?
 - What intervention?
 - What outcome?




School-wide Systems

1. Common purpose & approach to discipline
2. Clear set of positive expectations & behaviors
3. Procedures for teaching expected behavior
4. Continuum of procedures for encouraging expected behavior
5. Continuum of procedures for discouraging inappropriate behavior
6. Procedures for on-going monitoring & evaluation




Classroom Setting Systems

- Classroom-wide positive expectations taught & encouraged
- Teaching classroom routines & cues taught & encouraged
- Ratio of 6-8 positive to 1 negative adult-student interaction
- Active supervision
- Redirections for minor, infrequent behavior errors
- Frequent precorrections for chronic errors
- Effective academic instruction & curriculum




Nonclassroom Setting Systems

- Positive expectations & routines taught & encouraged
- Active supervision by all staff
 - Scan, move, interact
- Precorrections & reminders
- Positive reinforcement



Individual Student Systems

- Behavioral competence at school & district levels
- Function-based behavior support planning
- Team- & data-based decision making
- Comprehensive person-centered planning & wraparound processes
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations



Character Education

- Easy to change moral knowledge.....
...difficult to change moral conduct
- To change moral conduct...
 - Adults must model moral behavior
 - Students must experience academic success
 - Students must be taught social skills for success



Are “Rewards” Dangerous?

“...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”

- Cameron, 2002
 - Cameron & Pierce, 1994, 2002
 - Cameron, Banko & Pierce, 2001



Behavioral Techniques

Less punishment

More positive reinforcement

Use *extinction* methods



Messages Repeated!

1. *Successful Individual student behavior support is linked to host environments or schools that are effective, efficient, relevant, & durable*
2. *Learning & teaching environments must be redesigned to increase the likelihood of behavioral & academic success*



Guiding Principles

- Remember that good teaching is one of our best behavior management tools
 - Active engagement
 - Positive reinforcement



- Apply three tiered prevention logic to classroom setting
 - Primary for all
 - Secondary for some
 - Tertiary for a few



- Link classroom to school-wide
 - School-wide expectations
 - Classroom v. office managed rule violations



1. Increase ratio of positive to negative teacher to student interactions
 - Maintain at least 4 to 1
 - Interact positively once every 5 minutes
 - Follow correction for rule violation with positive reinforcer for rule following



2. Actively supervise at all times

- Move continuously
- Scan continuously & overtly
- Interact frequently & positively
- Positively reinforce rule following behaviors



3. Positively interact with most students during lesson

- Vary type of contact
 - Physical, verbal, visual contact
- Vary by individual & group
- Mix instructional & social interactions



4. Manage minor (low intensity/frequency) problem behaviors positively & quickly

- Signal occurrence
- State correct response
- Ask student to restate/show
- Disengage quickly & early



5. Follow school procedures for chronic problem behaviors

- Be consistent & business-like
- Precorrect for next occurrence
- Follow SW procedures for major behavioral incidents
- Develop individualized plan for repeated incidents



6. Conduct smooth & efficient transitions between activities

- Teach routine
- Limit to time required for student to be ready
- Engage students immediately



7. Be prepared for activity

- Have filler activities
- Know desired outcome
- Have materials
- Shift phases of learning
 - Acquisition, fluency, maintenance, generalization
- Practice presentation fluency



8. Begin with clear explanations of outcome/objective

- Provide advance organizer
- Create focus or point of reference for assessment



9. Allocate most time to instruction

- Fill day with instructional activities
- Maximize teacher-led engagement



10. Engage students in active responding

- Establish & expect behavioral indicator
 - Write, verbalize, manipulate materials
- Enable immediate assessment of learning & instructional impact



11. Give each student multiple ways to actively respond

- Vary response type
 - Individual v. choral responses
 - Written v. gestures
- Use peer-based assistance



12. Regularly check for student understanding

- Vary assessment type
 - Immediate v. delayed
 - Individual v. group
- Review previously mastered content
- Check for existing knowledge



13. End activity with specific feedback

- Review performance on expected outcomes
 - Scheduled activities
 - Academic v. social
 - Individual v. group



14. Provide specific information about what happens next

- Describe follow-up activities
 - Homework, review, new activity, choices
 - Immediate v. delayed
 - Following lesson
- Describe features of next lesson



15. Know how many students met learning objective/outcome

- Administer probe
 - Oral, written, gesture
- Immediately graph/display performance



16. Provide extra time/assistance for unsuccessful students

- Determine phase of learning
 - Acquisition -> re-teach
 - Fluency -> more practice
 - Maintenance -> reinforcement/feedback
- Schedule time during/before next lesson



17. Plan activity for next time activity

- Consider phase of learning
 - New outcome
 - Reteaching
 - Practice
 - Maintenance/generalization
- Modify/select materials



Key Features of Effective Instruction

- The presentation of multiple **opportunities to respond** (4-6 OTR's/minute with 80% accuracy for initial instruction; 9-12 OTR's/minute with 90% accuracy for drill and practice instruction)
- The delivery of praise to students when they are exhibiting appropriate academic behaviors (ratio of at least 4:1 positive to negative comments)

(Carnine, 1976; Christenson, Ysseldyke, & Thurlow, 1989; The Council for Exceptional Children, 1987; Rosenshine & Stevens, 1986; West & Sloane, 1986)



Monitoring Teacher Behaviors

- Self-management for teachers has produced temporary increases in the **use of effective instruction strategies** (Gunter, Reffel, et al., 2002; Sutherland, Alder, & Gunter, 2002; Sutherland & Wehby, 2001)
- Performance feedback used for temporarily increasing staff/teacher **behavior** (Mortenson & Witt, 1998; Noell, et al., 1997; Noell, et al., 2000; Sutherland, Wehby, & Copeland, 2000; Witt, Noell, LaFleur, & Mortenson, 1997)



❖ Use humor

❖ Give the student a choice between good behavior and a minor punishment

❖ Use choice statements:

❖ When-then (When you ____, then you can ____)

❖ If-then (If you ____, then I will/you can will ____)

❖ Either-or (Either you ____, or you will ____)

❖ Here are your choices (We need to ____ here are your choices:)

(Duckworth et al., 2001; Herschell et al., 2002)



Classroom Design and Related Variables

- Seating arrangements
- Proximity to other students
- Proximity to teacher
- Proximity to distracters (e.g., windows)
- Noise levels
- Class composition
- Class rules and expectations
- Class routines
- Events outside the classroom



Develop Hypothesis

Develop hypothesis statement regarding the likely functions of the problem behavior and the context (social and environmental conditions) in which it is most likely to occur.



Hypothesis

- When this occurs....
- The student does....
- To get/avoid...



FA Hypotheses

- Positive reinforcement by attention
- Positive reinforcement by tangible items
- Negative reinforcement by escape/avoidance of demands
- Reinforcement by sensory consequences
- Multiple functions



Intervention Considerations

- Functional equivalent = Teach replacement behavior
- Response outcome = Replacement behavior should result in same or similar outcome as problem behavior
- Environmental modifications to promote use and maintain replacement



Teach Alternative Behavior

- **Function = Get**
 - Social skills that access attention appropriately
 - Social skills that delay access to desired objects or events
- **Function = Escape**
 - Social skills that access assistance with difficult tasks
 - Social skills to avoid negative adult & peer interactions



Modify Environment

Attention

- Withhold attention for problem behavior
- Provide high rates of reinforcement for replacement behavior



Modify Environment

Escape

- Do not allow student to “escape” tasks unless they use pro-social alternative behavior
- Modify tasks to promote high rates of engaged time



Playground / Recess / P.E.



Kuleana: Be Responsible
Take care of equipment/facilities
Plan appropriate times for drinks/restroom visits

Ho'ihi: Be Respectful
Be a good sport

Laulima: Be Cooperative
Follow rules/ procedures

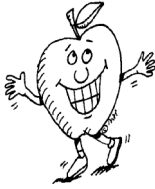
Malama: Be Safe
Avoid rough, dangerous play
Use equipment properly



King Kaumualii on Kauai



Walkways



Kuleana: Be Responsible
Plan ahead
Walk directly to destination

Ho'ihi: Be Respectful
Walk quietly when classes are in session

Laulima: Be Cooperative
Keep movement flowing
Share equipment and play space

Malama: Be Safe
Walk at all times



King Kaumualii on Kauai



Cafeteria



King Kaumualii on Kauai

Kuleana: Be Responsible
Have lunch card ready
Be orderly in all lines

Ho'ihi: Be Respectful
Use proper table manners
Eat your own food

Laulima: Be Cooperative
Wait patiently/ quietly

Malama: Be Safe
Walk at all times
Wash hands
Chew food well; don't rush



Field Trips

Kuleana: Be Responsible
Turn in paperwork/\$ on time
Wear appropriate footwear/clothing
Bring home lunch

Ho'ihi: Be Respectful
Care for the field trip site
Listen to speakers

Laulima: Be Cooperative
Stay with your chaperone/group

Malama: Be Safe
Use the buddy system
Follow school/bus rules



King Kaumualii on Kauai



2 Worries & Ineffective Responses to Problem Behavior

- *Get Tough* (practices)
- *Train-&-Hope* (systems)



Worry #1

“Teaching” by Getting Tough

Runyon: *“I hate this f____ing school, & you’re a dumbf_____.”*

Teacher: *“That is disrespectful language. I’m sending you to the office so you’ll learn never to say those words again....starting now!”*



Immediate & seductive solution.... “Get Tough!”

- Clamp down & increase monitoring
- Re-re-re-review rules
- Extend continuum & consistency of consequences
- Establish “bottom line”

...Predictable individual response



Reactive responses are predictable....

When we experience aversive situation, we select interventions that produce immediate relief

- Remove student
- Remove ourselves
- Modify physical environment
- Assign responsibility for change to student &/or others



When behavior doesn’t improve, we “Get Tougher!”

- Zero tolerance policies
 - Increased surveillance
 - Increased suspension & expulsion
 - In-service training by expert
 - Alternative programming
-Predictable systems response!*



Erroneous assumption that student...

- Is inherently “bad”
- Will learn more appropriate behavior through increased use of “aversives”
- Will be better tomorrow.....



But....false sense of safety/security!

- Fosters environments of control
- Triggers & reinforces antisocial behavior
- Shifts accountability away from school
- Devalues child-adult relationship
- Weakens relationship between academic & social behavior programming



Science of behavior has taught us that students....

- Are NOT born with “bad behaviors”
 - Do NOT learn when presented contingent aversive consequences
-*Do learn better ways of behaving by being taught directly & receiving positive feedback....consider function*



Non-examples of Function-Based approach

“Function” = outcome, result, purpose, consequence

- *“Lantana, you skipped 2 school days, so we’re going to suspend you for 2 more.”*
- *“Phloem, I’m taking your book away because you obviously aren’t ready to learn.”*
- *“You want my attention?! I’ll show you attention,...let’s take a walk down to the office & have a little chat with the Principal.”*



2001 Surgeon General's Report on Youth Violence: Recommendations

- Establish “intolerant attitude toward deviance”
 - Break up antisocial networks...change social context
 - Improve parent effectiveness
- Increase “commitment to school”
 - Increase academic success
 - Create positive school climates
- Teach & encourage individual skills & competence

