

BEHAVIORAL APPROACH TO CLASSROOM MANAGEMENT: MAXIMIZING OUTCOMES FOR ALL LEARNERS

Faith Whatley-Torres
M.A., BCBA, LBA

Overview



- Review of the basic elements of behavioral approach
- Antecedent interventions
- Group contingencies
- Individual contingencies
- Breakout sessions

Why do we need behavior analysis in the classroom?

- Standard of working with learners with behavior challenges in 1:1 setting is not practical or cost effective
 - Not practical for long term
 - Adult settings area t 1:8 staff ratio and group skills are essential
 - Potentially hinders generalization
 - Can hinder observational learning
 - Learner can become dependent

Core elements of behavioral classroom approach

- Functional approach to problem behavior
- Selecting and implementing data collection methods
- Making data based decisions
- Teaching appropriate replacement behaviors
- Individualization
- Evidence based practices
- Demonstration of treatment fidelity
- Parent collaboration

Functional approach to behavior

- Functions of behavior allow us to identify what is maintaining problem behavior
 - ▣ Generally identified through functional behavior assessment (FBA)
 - ▣ Can be conducted by parent, teacher or specialist
- FBA analyzes:
 - ▣ **Antecedent**
 - what happens immediately before the behavior occurs
 - ▣ **Behavior**
 - what is actually happening; observable and measurable
 - ▣ **Consequence**
 - what happens immediately after the behavior occurs

Functions of behavior

Function	Maintained by	Example
Attention	Interaction with peers or adults	Calls out jokes to make peers laugh
Escape	Getting out of non-preferred activities, settings, or situations	Throws away homework assignment
Tangible	Gaining access to preferred food, items, activities	Hits peer to get toy in centers
Automatic	Internal factors	Flaps hands when alone and nothing to do

ABC's example

- Every day during math class, Sarah listens to the lesson. When it is time for independent work and the teacher hands her the assignment, she puts her head down on the desk. The teacher comes by and removes the work from the desk.

Antecedent	Behavior	Consequence	Function
Presentation of assignment	Putting head down	Work is taken away	Escape

ABC's example

- Every afternoon, a pre-k classroom rotates through various centers. One center is the computer station. There are only three computers, but four students in the small group. Brett didn't get a computer. He sits next to Steven who is on the computer and hits him. Steven gets up from the computer and lets Brett have it.

Antecedent	Behavior	Consequence	Function

Data-based decision making

- Must provide ongoing measurement to evaluate effectiveness and efficiency of instructional format or interventions
- Target behavior should be observable, measurable, and repeatable
- Example of an well defined target behavior:
 - ▣ Off-task behavior: attending to activities in class other than the assignment; includes playing with peers, putting head on desk, and looking around the room. Does not include using materials for an assignment or watching the teacher during instruction.

Forms of data collection

- Anecdotal record (ABC recording)
- Event based measurement
 - ▣ Frequency, accuracy (pre-test/post-test) and intensity
 - ▣ Percent correct (i.e.: acquisition), frequency, rate (i.e.: fluency, proficiency), trial to criterion, cumulative recording, interval recording, prompt level, task analysis
- Time based measurement
 - ▣ How long it takes for a behavior to occur or begin
- Permanent products

Recommendations for data collection

- Identify how individualized objectives relate to content of classroom instruction areas
- Plan for data collection during relevant and naturally occurring events
- Create systems that allow for efficiency in recording
 - ▣ Group data sheets
 - ▣ MTS for learner engagement
 - ▣ Permanent product (i.e.: worksheets, projects)
 - ▣ Self-monitoring
 - ▣ Peer-monitoring
- Identify technologies that will support data collection
 - ▣ MotivAider
 - ▣ Catalyst

Changing behavior through antecedent interventions

- Focus on behavioral supports and strategies that can be put in before interfering or problem behaviors occur
- Includes setting up physical space
- Can be selected based upon the function of the interfering behavior

Attention	Escape	Tangible
Provide attention frequently	First/Then	Alter environment
Give leadership roles	Accommodate/modify task	Increase access to item
Teach appropriate ways to request attention	Breaking down a complex skill into smaller parts	Use timers
Student placement	Preview work	Give warnings
	Offer choices	Teach appropriate ways to request an item
	High probability tasks	Provide choices when something is not an option
	Schedules and routines	Reinforce when item is given up without problem behavior
	Teach appropriate ways to request escape	

Considerations before implementing behavior contingencies

- Identify the behavior to change and an appropriate measurement system
 - ▣ Collect data on target behavior before and during intervention
- Know the function of the target behavior
- Identify the desired replacement behavior
- Choose an effective reward
 - ▣ individualize the contingency to increase power, flexibility, and applicability
 - ▣ Conduct assessments or interviews
- Reinforce desired responses
- Set attainable criteria for success
- Select appropriate contingencies (mean what you say and say what you mean)

Changing behavior through group behavior contingencies

- Group contingency
 - ▣ Common consequence is contingent upon the behavior of one member of the group, part of the group, or everyone in the group
- Effective and economical (i.e.: one system vs. several)
- Capitalizes on peer influence or peer monitoring
- Can use in a situation in which an individual contingency is impractical
- Can be used when you need to solve a problem quickly
- Can be used to facilitate positive social interactions and positive behavioral supports within a group

Group contingency variations

- Independent
 - ▣ Contingency presented to all but reinforcement only available to learners that meet criterion outlined in contingency
 - ▣ Example: each student who spells 9 out of 10 words correctly on the test Friday will earn 10 bonus points
- Dependent/Hero Procedure
 - ▣ Reward for the entire group dependent on performance of a single learner or small group of learners
 - ▣ Example: when all students at Table 2 finish their math assignments, the class will have 5 minutes of free time.
- Interdependent
 - ▣ All members of the group must meet the criterion outlined (individually and as a group) before any learner earns reward
 - ▣ Example: Each student must complete at least four science projects by the 6th week in the term in order for the class to go on the field trip

Good behavior game

- Barrish, Saunders, & Wolf (1969)
- Interdependent group contingency
- Two or more teams
- Teacher monitors and records behavior as they occur
- Traditionally, team with fewer marks for “infractions” will earn privilege or if both teams earn fewer than specified amount of “infractions” both will earn privilege
- Feedback provided when rule-breaking behaviors occur
- Class Dojo can provide a fun alternative

Variation to GBG

- Wright, Manino & Cook at PAXIS Institute developed variation to GBG

If a learner...	We...
Can't read	Teach
Can't add	Teach
Can't swim	Teach
Can't behave	<u>Punish?</u>

Variation to GBG

- View behavior challenges as a skill deficit
- Set behavior expectations
 - ▣ 3-4 expectations
 - ▣ Should include the skills learner needs to be more successful in the setting
 - Stay in your seat, raise your hand to speak, use kind words
- Know how long the game will last
- Two or more teams
- Set criterion for “winning”
- Points provided during game for demonstrating expectations
- Team that meets criterion wins

Good student game

- Combines interdependent group contingency with self monitoring
- Played in teams or individually
- Learner self monitors and records behavior on variable-interval schedule
- Traditionally, learner or team that exceeds set percentage of rule-following behaviors earns privilege
- Feedback provided at intervals by teacher for appropriate behavior

Changing behavior through individual behavior contingencies

- Individual contingencies
 - ▣ Contingencies of reinforcement (or rewards) are applied to change the behavior of an **individual**. Reinforcement (or rewards) are given only to an individual based on meeting a specified criterion.

Behavior Contract

- Contingency contract/behavioral contract
 - ▣ Specifies a contingent relationship between completion of a specified behavior and access to a specified reward
 - ▣ Intervention package that combines variety of principle of behavior analysis: reinforcement, rule-governed behavior, response prompt
- Not the same as a verbal agreement
- Used to address discipline, performance and academic challenges
- Includes 3 major parts: description of the task, description of the reward, and task record

Considerations for behavior contracts

- Must be fair: goal is a “win-win” scenario
- Must be clearly written
- Must be honest: “Don’t say you will, if you won’t. Don’t say you will if you can’t.”
- May include “layers” of rewards (bonuses)
- May include a response cost
- Should be readily available for review
- May be revised
- May be terminated

Token economy

- Consists of 3 major components
 - ▣ List of target behaviors
 - ▣ Tokens that learners receive for demonstrating the target behavior
 - ▣ Menu of backup reinforcer items a learner obtains by exchanging tokens earned

Designing & implementing a token economy

- Select tokens that serve as a medium of exchange
- Identify target behaviors and rules
- Select a menu of backup reinforcers
- Establish a ratio of exchange
- Establish rules associated with your economy
- Field test the system before full scale implementation
- Token training
- Removing a token economy

Self-management

- Self monitoring
 - ▣ Learner observes his behavior systematically & records the occurrence or nonoccurrence of a target behavior
 - ▣ Tends to produce reactive effect in therapeutically desired direction
- Self-evaluation
 - ▣ Self-monitoring combined with goal setting
 - ▣ Learner compares his performance with predetermined goal or standard

Considerations for self-management

- Utilize materials that make monitoring easy
- Utilize supplementary cues or prompts to cue monitoring
- Monitor the most important dimension of the target behavior
- Monitor early & often
- Reinforce accurate self-monitoring
 - ▣ *Not necessary condition for behavior change*

Breakout groups

- Create small groups
- Review scenarios
- Identify recommendations and/or create a plan
- Evaluate your current classroom management strategies or strategies that are applied in your child's classroom? Identify changes that can be made to make them more behavioral.
- Share with the group

References

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Contact Information

- Email: htbridge2@includingkids.org