

Strategies to Prevent & Respond to Inappropriate Behavior



Session 43
Illinois PBIS Network
2012 Winter Leadership Conference
January 19, 2012

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Session Description

Effective classroom management includes strategies for responding to challenging behavior.

A continuum of evidence-based practices for responding to inappropriate behavior will be presented during this session.

Prevention of Problem Behavior

Spend 80% of your time here.....

Action vs Reaction

- Teach, review, provide feedback on expectations
- Acknowledge appropriate behavior 4 to1
- Actively Supervise
- Actively Engage

Acknowledgements

Brandi Simonsen
 Sarah Fairbanks
 Amy Briesch
 Diane Myers
 George Sugai

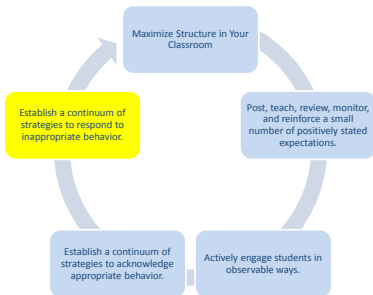
University of Connecticut

Five Critical Features and Evidence-Based Practices of Effective Classroom Management

Critical Features of Effective Classroom Management				
Maximize Structure in Your Classroom	Post, teach, review, monitor, and reinforce a small number of positively stated expectations	Actively engage students in observable ways	Establish a continuum of strategies to acknowledge appropriate behavior	Establish a continuum of strategies to respond to inappropriate behavior
Evidence-Based Practices				
High classroom structure	Post, teach, review, and provide feedback on expectations	Rate of opportunities to respond (OTRs)	Specific and/or contingent praise	Error correction
Physical arrangement that minimizes distraction	Active Supervision	Direct Instruction	Class-wide group contingencies	Performance feedback
		Computer assisted instruction	Behavioral contracting	Differential reinforcement
		Class-wide peer tutoring	Token economies	Planned ignoring
		Guided notes		Response cost
				Time out from reinforcement

Simonsen, Fairbanks, Briesch, & Sugai

Five Critical Features of Effective Classroom Management



Simonsen, Fairbanks, Briesch, & Sugai

Evidence-Based Practices

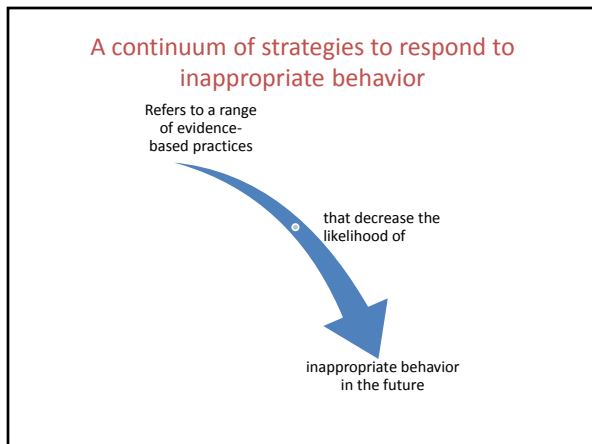
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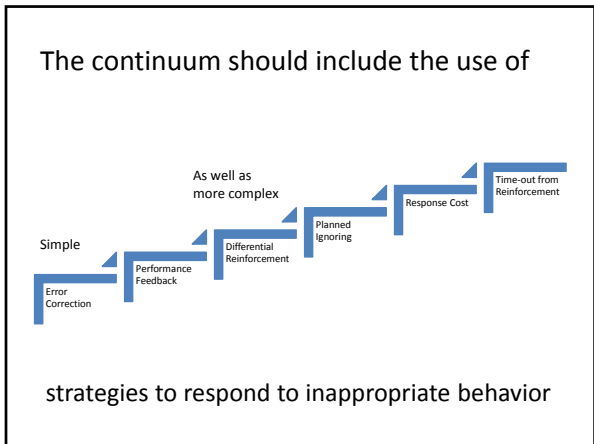
Simonsen, Fairbanks, Briesch, Myers, & Sugai

Continuum of evidence-based strategies to respond to inappropriate behavior

- **Error Correction**
- Performance Feedback
- **Differential Reinforcement**
- Planned Ignoring
- Response Cost
- Time out from Reinforcement

Today we'll cover





Evidence base: Error Correction

- Delivering *error correction* is an important strategy used in response to academic and social behavior errors. From an academic perspective, error corrections that were direct, immediate, and ended with the student emitting the correct response were most effective in increasing future success rates (i.e., decreasing errors; Barbetta, Heward, Bradley, & Miller, 1994).
- Providing corrective feedback during oral reading activities improved word recognition and reading comprehension (Baker, 1992; Singh, 1990; Singh & Singh, 1986).
- With regard to social behavior, providing direct, brief, and explicit error corrections or reprimands following undesired behavior decreased such behavior (McAllister, Stachowiak, Baer, & Conderman, 1969).
- Error corrections or reprimands that were loud in tone were less effective than quiet or discreet corrections (O’Leary & Becker, 1968).
- Further, error corrections that were brief (i.e., 1 to 2 words) were more effective than longer error corrections (i.e., 2 or more phrases; Abramowitz, O’Leary, & Futtersak, 1988), and corrections that were delivered consistently were superior to those delivered inconsistently (Acker & O’Leary, 1988).

Quick Error Corrections

- Your error corrections should be...
 - ...**contingent**: occur immediately after the undesired behavior
 - ...**specific**: tell learner exactly what they are doing *incorrectly* and what they should do differently in the future
 - ...**brief**: after redirecting back to appropriate behavior, move on

Immediately after a behavioral error occurs, the teacher should...

1. Remove attention from learner displaying inappropriate behavior
- AND
2. Focus on learner(s) nearby exhibiting the expected behavior
3. Secure learner's attention using proximity, privacy, eye contact
4. Tell the learner exactly what they are doing incorrectly
5. Tell the learner what they should do differently in the future
6. Inform him/her of expected behavior
7. Redirect the learner to expected behavior (gesture/verbal prompt)
8. Provide immediate opportunities for practice
9. Acknowledge the changed behavior when it occurs

Practice Activity for Error Correction

- [This video demonstrates the instructional strategies of Opportunities to Respond, Correction, and Formative Assessment within a Behavior instructional focus.](#)
These strategies are being used in a **Elementary School, Individual and Group Instruction** context with **General Education/LBD** students.
- [This video demonstrates the instructional strategy of Correction within a Behavior instructional focus.](#)
These strategies are being used in a **Middle School, Individual Instruction** context with **Autism/MSD** students.
- [This video demonstrates the instructional strategies of Modeling, and Correction within a Behavior instructional focus.](#)
These strategies are being used in a **Elementary School, Individual Instruction** context with **General Education/LBD** students.

**Evidence base:
Differential Reinforcement**

- *Differential reinforcement* procedures can improve overall appropriate behavior while reducing inappropriate behavior (Deitz, Repp, & Deitz, 1976; Repp, Deitz, & Deitz, 1976; Didden, de Moor, & Bruyns, 1997; Zwald, & Gresham, 1982). Similarly, *planned ignoring*, in combination with other strategies (e.g., establishing rules and praising appropriate behavior) was associated with increases in appropriate social (Madsen, Becker, & Thomas, 1968; Yawkey, 1971) and study behavior (Hall, Lund, and Jackson, & 1968).

Differential Reinforcement

- DR...of **lower** rates of behavior (DRL)
 - Reinforce the individual only after the target behavior occurs at a predetermined low rate
- DR...of **other** behaviors (DRO)
 - Ignore the problem behavior while reinforcing any appropriate/replacement behavior within a defined period of time
- DR...of **alternative** behavior (DRA)
 - Reinforce an alternative behavior to the inappropriate behavior and ignore the inappropriate behavior
- DR...of **incompatible** behavior (DRI)
 - Reinforce an appropriate behavior that actually interferes (physically or functionally incompatible) with the inappropriate behavior and ignore the inappropriate behavior

DR...of **lower** rates of behavior (DRL) example

- ✓ Cathy thinks she knows all the answers and is constantly raising her hand in class.
- ✓ The instructor wants her to contribute but does not want her to monopolize the class discussion.
- ✓ She sets a limit for Cathy’s contributions at five.
- ✓ If Cathy limits her contributions to five during the period, she gets to be the teacher’s assistant for the next period.
- ✓ If she goes above five, another student is picked to be the assistant, and the teacher ignores her hand raises.

LRBI Checklist
Differential Reinforcement
Utah State Office of Education

DR...of **other** behaviors (DRO) example

- ✓ Bob constantly talks out in class and disrupts the other students.
- ✓ The teacher has indicated to Bob that he needs to “not talk out” for at least 10 minutes.
- ✓ If he can work quietly and not talk out, he will receive 2 minutes of extra free time.
- ✓ The teacher points out that in an hour, Bob could earn 12 minutes of free time.
- ✓ During the 10 minutes while he is quiet, the teacher makes several positive comments about his following the rules, working quietly, and completing his work.
- ✓ If Bob does talk out, he does not receive the extra 2 minutes for the 10-minute period and is ignored by the teacher.

LRBI Checklist
Differential Reinforcement
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DR...of **alternative** behavior (DRA)
example

- ✓ Tricia is a first grader and is always out of her seat.
- ✓ She disturbs the rest of the class and wanders around the room when the teacher is talking.
- ✓ The teacher decides to ignore her when she is out of her seat without permission.
- ✓ However, when she is in her seat and coloring or completing her work, the teacher smiles and reinforces her for working hard.

LRBI Checklist Differential Reinforcement Utah State Office of Education

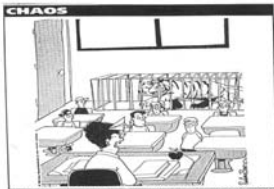
DR...of **incompatible** behavior (DRI)
example

- ✓ Danny is a boy with autistic behaviors.
- ✓ He self stimulates by mouthing his hands.
- ✓ Because of the mouthing, sores are developing on his hands, and his doctor is concerned.
- ✓ His instructors have taught him to hold on to the side of his wheelchair or to play with a preferred toy as incompatible behaviors.
- ✓ When he mouths, his instructors simply take his hand out of his mouth and do not pay attention to him.

LRBI Checklist Differential Reinforcement Utah State Office of Education

'Real' Time with Error Correction

- Looks like?
- Sounds like?
- Tone of voice



- The relevance o
- Redirection **NOT** Recrimination (i.e. discipline versus nagging)

What We Want Versus What We Do



- One goal we have as educators is for students to be on-task as much as possible.
- The reality is that we spend too much time describing (or asking, lecturing, nagging, pleading, negotiating, etc) our goal (e.g. learning) to our students rather than ACTUALLY accomplishing it.
- **The Good News:** students typically have previous experience with classroom expectations so reminders are really just an affirmation of what students come through the door KNOWING but perhaps not DOING.
- Hence, the use of error correction.

Differentiated Reinforcement of Lower Rates of Behavior

The Card Trick (DRL):

- Student raises hand to ask questions to the point of disruption.
- Student is allotted 3-5 playing cards face down and can flip one to ask question (per hour/period/morning, etc.).
- This is paired with praise (i.e. attention) from teacher. Remember: the goal is to increase the occurrence of desired behavior (i.e. appropriate hand-raising).



Resources

Error Correction

University of Louisville
ARBI Instructional Videos
<https://louisville.edu/education/srp/abri/training.html>

IRIS Educational Media, Geoff Colvin
Managing Non-Compliance - Effective Strategies for K-12 Teachers
https://www.irised.com/products/k_12/managing_noncompliance#desc

Differential Reinforcement

The IRIS Center, Vanderbilt University
Behavior and Classroom Management, Module: Addressing Disruptive and Noncompliant Behaviors (Part 2*): Behavioral Interventions, Perspectives and Resources, pages 5,6,7,8: Differential Reinforcement
<http://iris.peabody.vanderbilt.edu/resources.html>

Utah State Office of Education: LRBI Resources
Level 1 - Positive Intervention Strategies: Print Checklists Differential Reinforcement - Video
www.usu.edu/teachall/text/behavior/LRBI.htm

Presenter Information

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Before you leave the session...

- Pull out the blue sheet titled, "Evaluation Worksheet Notes"
- Take a moment to respond to the breakout session questions
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions
