Externalizing Behavior Problems: Screening, Prevention and Intervention in Schools

Andy V. Pham, Ph.D.

July 2012

Welcome

- Introduction
- Schedule for the Day
- Questions

Introductions

- Andy V. Pham, Ph.D.
  - Assistant Professor in School Psychology
  - Florida International University
  - Research and Clinical Interests:
    - Neuropsychological assessment of developmental disorders,
    - Reading development in children
    - Parent and teacher perceptions of ADHD and treatment
    - School-based treatment for ADHD

Schedule for Today

- 8:00-10:00 Workshop
- 10:00-10:15 Break
- 10:15-12:00 Workshop
- 12:00-13:30 Lunch
- 13:30-16:00 Workshop

Goals

- Participants will learn:
  - The various symptoms of common externalizing behavioral disorders in childhood and adolescence.
  - Individualized and systematic screening and prevention methods used to address externalizing behavior disorders.
  - Basic principles and skills in conducting functional behavioral assessment (FBA) and implementing behavioral intervention plans (BIP).
  - Basic principles and skills in conducting behavioral consultation with teachers and parents.
  - Effective classroom management techniques and school-based interventions for common behavior problems.

Problems Defined

- Problem behavior is a discrepancy between current behavior (B) and the standard (S)

   \[ B \quad \text{Discrepancy} \quad S \]
Disruptive Behavior

- **Oppositional Defiant Disorder (ODD)**
  - "A pattern of negativistic, hostile, and defiant behavior lasting at least 6 months"
  - Temper outbursts, irritability, spitefulness
  - Arguing with adults, defiance

- **Attention Deficit Hyperactivity Disorder (ADHD)**
  - Hyperactivity, impulsivity and/or inattention = frequent disruptive and noncompliant behavior

- **Conduct Disorder**
  - Proactive aggression, stealing, fire setting, truancy, etc.
  - Poor prognosis
  - More common in teens

How severe are we talking about?

Young Children

**Signs and Symptoms in School**

- Runs into people
- Knocks things down during play
- Gets injured frequently
- Does not want to sit for stories or games
- Fidgets or squirms in seat
- Does not adhere to classroom rules and expectations

Middle Childhood

**Signs and Symptoms in School**

- Ignores social rules of games
- Interrupts teacher or classmates frequently
- Fidgets or engages in off-task behavior during class (tapping pencil, bouncing in chair)
- Struggles to complete multi-step assignments
- Makes noises that are disruptive
- Grabs objects and possessions from others
- Lack of organization, work incomplete

Adolescence

**Signs and Symptoms in School**

- Symptoms of inattention persists, symptoms of motor hyperactivity tend to diminish
- Inattentive symptoms in adolescence may reflect interest, skill or motivation rather than ADHD
- Restless and fidgety during quiet or independent activities
- Interrupts others
- Gets into trouble frequently
- Motor over-activity is often replaced by a pervasive sense of restlessness
- Lack of organization, work incomplete

Why Target Disruptive Behaviors

- **School**
  - Interfere with child’s learning
  - Interfere with learning of others
  - Disrupt social development
  - Reduce instructional time
  - Add to stress for all involved
  - Drain resources
  - Bad modeling for other students
  - Not having an effective strategy can worsen behaviors

- **Home/Family**
  - Harmful to parent-child relationship
  - Negative modeling for siblings
  - Creates and maintains a coercive cycle
The Coercive Cycle

- Parent makes demand
- Child refuses or ignores
- Parent repeats demand firmly
- Child refuses, this time with feeling
- Parent threatens, yells. Child sees the yell and raises a scream
- Parent feels guilty or exhausted
- Parent punishes and/or criticizes
- Parent gives in (maybe just a little)

Implications for Practice

- Variations in temperament are normal
- High levels of activity do not indicate a problem or disorder if it does not impair functioning at home, school, or in the community
- Activity and impulsivity should be judged in the context of caregiver’s or educators’ expectations and level of stress
- Some parents and teachers may have a low tolerance for developmentally appropriate inattention – “Goodness of fit”

A public health approach

- Screening and Prevention
- Intensities of Problem
  - Universal Interventions
  - Targeted Interventions
  - Intensive Interventions
  - Formal diagnosis

Models of Intervention

- Encourages collaboration across systems and creation of systems of care
- Provides appropriate intensity and duration of services
- A focus on issues rather than procedures or processes
- Public Health Model
- Pyramid: Tiered Model

Why a public health model?

- Serious shortages of mental health personnel relative to needs
- Many children are not progressing developmentally, and are at significant risk of being left behind
- Untreated, child mental health problems persist into adulthood, and often fail to improve or get worse
- Family, cultural and community readiness factors
Continuum of services

Intensity of Problem

Tier 3 - Comprehensive Assessment & Problem Analysis
Tier 2 - Progress Monitoring & Intensive Interventions
Tier 1 - Risk Reduction - Screening & Early Intervention
Prevention - Universal Positive Behavior Support

Intervention Service Delivery Three-Tiered Model

Tier 3
- Individualized Intensive Interventions
  - Intensive ~5% of students

Tier 2
- Targeted Interventions
  - ~15% of Students

Tier 1
- Universal Prevention
  - ~80% of students

Essential Components of a Successful Tiered Model of Service Delivery

- Multiple tiers of intervention service delivery
- Continuous Improvement Cycle
- Integrated data collection/assessment system to inform decisions at each tier

Building a Pyramid of Support

Tier 1:
- Core instructional or behavior interventions
- Preventative and Proactive
- Universal supports available to all students

Tier 2:
- Targeted group interventions, supplemental instruction
- At-risk students
- Individualized supports for students with more significant academic or behavioral needs

Tier 3:
- Individual, Intensive interventions
- Intensive supports for students with significant chronic deficits that require the most intensive service available in the school and/or district
Continuous Improvement Cycle
Data Based Decision Making

Implement
Evaluate

Adjust
Analyze

Four ways to use data

Screening
Problem solving and intervention planning
Intervention monitoring
Diagnosis

Four ways to use data

• Screener for Behavior Problems
  ◦ Example: SNAP-IV

• Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

What is a Functional Behavior Assessment (FBA)?

• An FBA:
  ◦ Is a systematic method for obtaining information about the purpose of behavior (function)?
  ◦ Provides results that are used to guide the design of an intervention for decreasing problematic behaviors and increasing appropriate behaviors

FBA

• FBAS are appropriate when:
  ◦ The student is not responding to school-wide strategies or classroom strategies
  ◦ There is a pattern of behaviors that is either already at a high level or is increasing in frequency/intensity
  ◦ Can be done on almost every student.
**FBA Process**

- **Step 1:** Referral meeting to discuss problem
- **Step 2:** Data Collection
- **Step 3:** Analyze the Data
- **Step 4:** Develop the Behavior Intervention Plan (BIP)

**FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)**

- **Parts of the FBA**
  - **Student strengths/interests**
    - Good place to get ideas for rewards!
    - Focus on positives
  - **Slow triggers/Setting events**
    - Sometimes the school can do little in the way of intervention but important for the teacher to know
    - Any diagnoses, family situation, learning difficulties, multiple moves, etc.

**FBA (A-B-C)**

- **Fast triggers/Antecedents**
  - What happens before the behavior occurs
- **Targeted behaviors of concerns**
  - When developing FBA, choose 1-3 behaviors for the Behavior Intervention Plan
  - Observable and measurable

  **Instead of**
  - Define as
  - **Student is aggressive**
  - Poor reading skills
  - Off-task

**Why do children misbehave?**

- **To get something**
  - Grabbing toys or crayons from other children
  - Seeking control
- **To get attention**
  - Yelling teacher’s name repeatedly
  - Acting silly during class time
- **To avoid something**
  - Refusing to open math book; refusing to write
  - Doesn’t understand the task
- **To express, self-stimulate or self-regulate**
  - Running around the room; humming to self, crying or yelling
FBA (A-B-C)
- Actual Consequences
  - What is the actual reaction/consequence of the behavior
  - What does the teacher do?
  - What does the student do?
  - Consider how this will be changed with BIP.
- Handouts

Stages of Data Collection
- Defining Behaviors
- Selecting Data Collection Method
- Establishing & Analyzing Baseline Data (At least 3 data points)
- Establish a Concrete Short-term or Long-term Goal.
- Implementing Interventions & Ongoing Data Collection
- Analyzing, Interpreting, & Graphing, or Charting Results

Classroom Observation
- Direct classroom observations allow us to determine various factors that influence behavior in the classroom.
- Assesses how others respond (or not respond) to the child's behavior or other classroom/environmental factors that elicit these behaviors.
- Classroom observations are mandatory as part of the comprehensive evaluation process in schools.

Limitations
- The child's reaction to being observed – reduces validity
  - (e.g., younger children may show less reaction to being observed than older)
- May be difficult to obtain an adequate sample of behaviors
  - Length of observation
- Not able to detect internal events (e.g., cognitions and emotions) that may influence the overt behavior.

Define Target Behaviors
- Components of basic observations
  - What
    - Must be observable and measurable
  - Where
    - Examples: Classroom, Playground
  - How
    - Coding of target behaviors
    - Depends on the characteristics of the behavior
  - By whom
    - School psychologist or teacher

Examples of Target Behaviors (Frick et al., 2009)

<table>
<thead>
<tr>
<th>Target Behaviors</th>
<th>ADHD</th>
<th>Conduct Problems</th>
<th>Social Competence</th>
<th>Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off task</td>
<td>?</td>
<td>Insults/threats</td>
<td>Solitary play</td>
<td>Talking</td>
</tr>
<tr>
<td>Fidgeting</td>
<td>?</td>
<td>Teasing</td>
<td>Cooperative play</td>
<td>Complaining</td>
</tr>
<tr>
<td>Vocalization</td>
<td>?</td>
<td>Yelling</td>
<td>Smiling</td>
<td>Whining</td>
</tr>
<tr>
<td>Plays with objects</td>
<td>?</td>
<td>Arguing</td>
<td>Compliments</td>
<td>Frowning</td>
</tr>
<tr>
<td>Out of seat</td>
<td>?</td>
<td>Hitting others</td>
<td>Taking turns</td>
<td>Playing alone</td>
</tr>
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<td></td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>
How to Observe

- Non-systematic
- Systematic
  - Event (or Frequency) recording
  - Duration recording
  - Latency recording
  - Interval recording

Non-systematic observation

- "Naturalistic observation"
- Qualitative or narrative approach
  - Observer watches an individual in his or her environment and notes behaviors, characteristics and personal interactions that seem important.

Example of when you might want to conduct a non-systematic observation:
- To observe the physical layout of the classroom and how it is used, observe the teaching strategies used by the teacher.

Example

Activity: Math Lesson  
Date: 11/09/10  
Time: 9:05 a.m.

Student: Thanh

9:05: Whole class is working on independent math assignment. Teacher is walking around room helping students who have questions. Thanh gets out of his seat and ran over to a table where other students were completing math sheet shouting: "Here I come!" He then asked, "Can I see your answers?" Teacher asked Thanh to return to his seat and he laughed and sat down. He started to work on his assignment.

9:10: Thanh gets out of his seat and walks around the room for 1 minute. He asks another student to see his answers. Other student says: "No, I'm not finished." Thanh looks at teacher and says, "this is too hard." Teacher reminds Thanh he needs to sit down and raise his hand to ask for help. Thanh walks back to his desk, lays his head down, then raises his hand. Teacher approaches his desk and asks if he needs help.

Event Recording

- Record how many times a given action occurred in a given (longer) period of time
- Will obtain a rate (# of events/observation time)
- Use for short discrete events (i.e., those that have a clear beginning and ending)
- Example:
  - Albert raised his hand 5 times during the 60 minute observation period (i.e. five times per hour).

Event Recording

Activity: Math Lesson  
Date: 1/09/12  
Time: 9:05-9:25 a.m.

Student: Thanh

Behavior: Thanh raises his hand, instead of gets out of his seat, to request help from his teacher.

<table>
<thead>
<tr>
<th>Raises Hand</th>
<th>Out of Seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>III</td>
</tr>
</tbody>
</table>

Thanh raised his hand twice to get his teacher's help during the 20 minute observation.

Duration Recording

- Record how long the individual engages in the target task
- Will obtain a time value
- Use this for lengthy discrete events (i.e., those that have a clear beginning and end)
- Example:
  - Thanh was away from her desk for 5 minutes of a 20 minute independent seatwork period.
Latency Recording

- Record the *time* between prompt and response
- Will get a *time* value
- Use this when the problem relates to delayed responses
- **Example:**
  - The class was quiet 20 seconds after Mr. Jones first asked the class to quiet down.

Interval Recording

- Record whether or not the target behavior occurred within each interval (only mark **ONCE** if behavior occurred during the interval)
- Units are “percent of intervals that the target behavior occurred”
- Use this for behaviors/events that are less discrete
- **Example:**
  - Thanh was talking to his neighbor during 75% of the time across a 30 min. independent seatwork activity.

Interval Recording Example

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Thanh</th>
<th>Student 2 (Comparison)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.30</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>1.00</td>
<td>X</td>
<td></td>
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<tr>
<td>1.30</td>
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<tr>
<td>2.00</td>
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<td>X</td>
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<tr>
<td>2.30</td>
<td>X</td>
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<tr>
<td>3.00</td>
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<tr>
<td>3.30</td>
<td>X</td>
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<tr>
<td>4.00</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4.30</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity: Math Lesson
Date: 1/09/12
Time: 9:05-9:10 a.m.

Student: Thanh
Behavior: Thanh is out of his seat during independent work time.
Thanh was out of his seat for 70% of the work time. Student 2 was out of his seat for 10% of the observed work time.

How would you measure the following behaviors?

- Getting out-of-seat to sharpen a pencil frequently
- Failure to comply with directions in a timely manner
- Talking out of turn
- Temper tantrums

Other thoughts

- Be prepared when you are going to observe!
  - Know what you are going to observe
  - Determine the best location in the room to view the student.
  - Keep track of the behaviors.
- Don’t let the teacher announce to the class that you are observing the target student.
- Observe behaviors of another peer in relation to student behavior.
- Ask the teacher after the observation whether this was a typical behavior of the student.

Behavior Intervention Plans (BIP)

- Once you have identified the behavior from your data, let’s develop the plan.
Positive Behavior Support Model

1. Identify behavior
2. Identify function
3. Introduce replacement behavior
4. Reinforce replacement behavior
5. Determine efficacy

Determine Replacement Behavior
- Remove function of unwanted behavior (extinguish reinforcement)
- Find an appropriate way to meet student needs without unwanted behavior
- Develop plan to positively reinforce positive behavior

Positive Behavior Support
1. Identify cause and function of problem behavior
2. Develop and Implement intervention (teach replacement behavior or modify environment) that makes it less likely for the behavior to occur
3. Collect data to evaluate effectiveness of intervention

Develop Explicit Plan
- What changes will be made?
- Who will make changes?
- Who will monitor behavior?
- How often will new action plan be implemented?
- How will new behavior be reinforced?

Creating a New Behavior Cycle

Antecedent | Problem Behavior | Consequence | Function

Creating a New Behavior Cycle

Antecedent | Problem Behavior | Consequence | Function

Replacement Behavior
Behavioral Intervention Plans (BIP)

- Include:
  - Target behavior (to be eliminated)
  - Replacement behavior (to be learned)
  - Reinforcers
  - Consequences for target behavior
  - Interventions or strategies to teach replacement behavior
  - Who is the person responsible for implementing the plan and collecting the data
  - Short-term and/or long term goals

Example

- Trang is a 10 year-old student who is getting into trouble for being disruptive in class. He is defiant, talks back to his teacher, and has hit classmates.

- You observe Trang in the classroom and notice that his behavior is good during most of the day, but becomes disruptive during the last hour of the day.

Hypotheses

What are the possible functions or motivations of Trang’s behavior?

Some Possibilities

- Unstructured classroom time – Trang not able to regulate his attention without structure
- End of the day- Trang is tired, has more difficulty with academic tasks
- Change of academic content- Math is at end of day and Trang struggles with math - acts out to keep attention on behavior and not skills

Forming Hypotheses and Replacement Behaviors

- Hypothesis: Unstructured classroom time
  - Behavior change is explained by change in classroom environment
  - Possible action plans (to provide structure):
    1. Provide Trang with individual, explicit instructions (step-by-step) for completing individual seatwork
    2. Teach Trang to self-monitor his on-task behavior
- Hypothesis: End of the day - Trang is fatigued, has more difficulty with academic tasks
  - Behavior change is explained by Trang’s physical changes (fatigue)
  - Possible action plans (to address fatigue):
    1. Provide Trang with planned “breaks”
    2. Teach Trang to ask for a break appropriately
    3. Provide Trang with opportunities for physical activities (run classroom errand, put away class materials) as a break from academic work
Forming Hypotheses and Replacement Behaviors

- **Hypothesis**: Change of academic content
- Behavior change is explained by Trang's desire to not show that he struggles with math (escape/avoidance)
- Possible action plans (to address math):
  1. Provide Trang with additional math instruction or tutoring
  2. Provide Trang with modified math assignments
  3. Assign a peer tutor to work with Trang during math

Feedback Cycle

1. Select best hypothesis
2. Implement action plan
3. Collect data on behavior
4. If improved, continue action.
5. If not improved, continue cycle by selecting new hypothesis

Introduction to Behavioral Consultation

- Structured problem-solving process characterized by indirect service delivery
- 4-stage model guided by structured interviews
  - Assessment and intervention occur throughout the consultation process

Indirect Service (Triadic) Model

Consultant: You (school psychologist)
Consultee: Parent or teacher
Client: Child

Conceptual Bases: Ecological Theory

- Concerned with the interaction between an individual and the environment.
- Ecosystems (the interactions among systems) are examined, rather than focusing on an individual within a narrow context.
- Emphasizes the “mutual accommodation” between an individual and the environment.
  - Problems are seen as a function of a “mismatch” between the person and environment.
Behavioral Consultation Stages

1) Problem Identification
   - Objective definition of problem behavior
   - Discrepancy between the client’s expected level of performance and the level at which the client is actually performing

2) Problem Analysis
   - Functional relationship between the behavior, its antecedents, and its consequences – See previous slides on “Why Do Children Misbehave”
   - Identification of appropriate intervention

3) Treatment Development and Implementation
   - Consultee training
   - Develop a short-term and long-term goal.
   - Progress monitoring and treatment revisions

4) Treatment Evaluation
   - Measurement of treatment effectiveness
   - Revise if necessary

Behavioral Consultation as Responsive Practice

- Practitioners are being called on to implement research based treatments into their own practice.
  - Variability in clients and settings

- School psychologists can work as consultants to monitor effectiveness
  - Two types of interventions
    - Universal: positive behavior support
    - Targeted: group or individual

School Psychologist’s Role in Behavioral Consultation

- Collaboration with direct providers
  - Focus in increasing skills of direct providers to deliver specialized services
  - Importance of treatment integrity, acceptability, and adherence.

- Assessment & Intervention
  - Qualitative or quantitative
  - Focus on the problem to be solved
  - Clear feedback and treatment evaluation

Data-Gathering Tools and Techniques

- Single case design
  - Baseline
  - Intervention
  - Before implementing an intervention, develop a goal.
  - Importance of presenting data to indicate whether change occurs over time

Presenting Data

- Teachers, school professionals, and parents will be able to interpret data easily

- Visual analysis as part of Treatment Evaluation

- Allows parties to determine whether changes in treatment or intervention is needed.

Necessary Elements for Data Presentation

Effective Progress Monitoring includes:

- Captions describing the measurement variables on the graph’s axes
- Scale units on the axes
- Describing the range of the measurement
- Points representing each instance of data collection
- Goal or aim line
- Labels differentiating the baseline and treatment phases of the intervention
**Behavioral Case Example**

- **Problem Analysis**
  - Data revealed Thuy initiated interaction twice with younger girl
  - Peer responded positively and engaged in activity when Thuy initiated interaction
  - No antecedents or consequences were considered triggers
  - Goal: Develop treatment that will help her initiate a minimum of five interactions during each play group

- **Treatment Implementation**
  - Positive reinforcement and behavioral training: Thuy’s mother prompted her to engage in initiations and she stopped playing with her during play group
  - Sticker Chart for Thuy’s
  - Parent monitored daily progress on a graph

**Behavioral Case Example**

- **Treatment Evaluation**
  - Increased frequency of initiated interactions
  - Improvement from baseline
  - Goal was met
  - Consultation terminated, but Thuy’s mother continued to provide verbal reinforcement
  - 1 month follow-up indicated Thuy’s continued to initiate interaction with increased frequency

**Reporting Techniques**

- **Consultation Reports**
  - Consider reporting progress monitoring data in text and graphic format
  - Provide room on graphs for ongoing data collection to be entered
  - Explain intervention recommendations with specific references to the target behavioral definition, behavioral monitoring strategy, and guidelines for adaptations (goal lines)
  - Leave a trace of all interventions in general and special education in order that they can inform future instruction/decision-making

**Graphing Data**

- **X-axis**
  - Date (show vacations/breaks by shading in area)

- **Y-axis**
  - Specific observable behavior being monitored

- **Aimline/Goal line**
  - Child’s behavior goal

- **Trend line**
  - Developed based on progress that is made
Behavioral Case Example
Social Interactions Monitored by Mother over Baseline and Treatment

Goal Line

Behavior Consultation
- **Advantages**
  - Allows the parent or teacher to implement the intervention, so they may implement again in the future
  - Structured data-based decision making process.
  - Revisit hypotheses if treatment is not effective

- **Disadvantages**
  - It may be hard to schedule time to meet with parents or teachers regularly to check in.
  - Parents or teachers need to implement intervention with integrity. Must monitor regularly.
  - Parents and teachers must invest time and energy to be involved in the consultation process.

Questions? Comments?

Classroom Management

Changing the Environment: The Power of Antecedents
- Setting up the Classroom environment
  - Seat students in the teacher’s “action zone” and away from distractions
  - Organize seating to provide clear boundaries for students’ work areas.
  - Have a well-organized classroom
  - Post prominent and stimulating visual aids.
  - Use bulletin boards to list classroom rules, and behavioral progress
  - Allow short, non-distracting breaks during longer tasks
  - Provide reminders about time management (e.g., timer)
  - Break tasks down into manageable chunks.

Changing the Environment: The Power of Antecedents
- Look for patterns and anticipate difficulties
  - Consider slow and fast triggers

- Use a positive tone and phrases
  - Set up an instruction with a preemptive positive statement
  - Notice paraverbal (e.g., tone) — these often are more salient to the student than verbal content
  - Increase enthusiasm (It goes a long way when all else fails!)
Clear Instructions

<table>
<thead>
<tr>
<th>Rule</th>
<th>Wrong</th>
<th>Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>“Stop running!”</td>
<td>“Please walk.”</td>
</tr>
<tr>
<td>Direct</td>
<td>“Can you hand me that pencil?” OR “Let’s clean up now.”</td>
<td>“Please put the pencil in my hand.” OR “Please put the blocks in the box.”</td>
</tr>
<tr>
<td>Specific</td>
<td>“Be careful!”</td>
<td>“Use both hands to carry the tray”</td>
</tr>
<tr>
<td>One at a time</td>
<td>“Put away your scissors, close your desk, and go get in line for lunch. Hurry up, but be careful!”</td>
<td>“Please put away your scissors. Great listening! Now please get in line for lunch.”</td>
</tr>
</tbody>
</table>

NOC: A No-No

- No opportunity to comply:
  - A major reason for lack of compliance with instructions.
  - Examples:
    - Repeated commands (rapid fire)
    - Unclear instructions (not age appropriate, not one at a time)
    - Insufficient time to start
    - Wait 5 seconds for child to START complying

Clear Rules

- Positively stated
- Have children help make rules
  - Children are often harsher and may suggest unenforceable or unreasonable rules
- BUT, involving them increases buy in.
- Explain why rules are important.
- Explain consequences to breaking rules before you need to give them.
- Highlight instances of people following rules.

More Antecedent Tools

- Reduce triggering antecedents
- Change how tasks are presented
  - Behavioral momentum
    - High probability events => low probability events, increases probability of compliance.
    - Choices
  - Modify the task itself
    - Include child’s interest in task (e.g., project)
    - Make tasks more meaningful (e.g., writing practice-letter to grandma)
    - Change task difficulty
- Transitions
  - Create bridging activities
  - Add excitement to transitions (e.g., special job, positive attention)
- Make life predictable
  - Schedules and routines
  - Timers
  - Rehearse upcoming events
- Involve peers in the learning process
The “B” in ABC: Why do children misbehave?

- To get something
  - Grabbing toys or crayons from other children
  - Seeking control

- To get attention
  - Yelling teacher’s name repeatedly
  - Acting silly during class time

- To avoid something
  - Refusing to open math book; refusing to write

- To self-stimulate or self-regulate
  - Running around the room; humming to self, crying or yelling.

The “C” in ABC: Consequences at Work:

- Positive vs. Negative

  - Reinforcement: Makes a behavior more likely to occur
  - Punishment: Makes a behavior less likely to occur

<table>
<thead>
<tr>
<th>Positive Consequences</th>
<th>Negative Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Stickers</td>
<td>- Homework Pass</td>
</tr>
<tr>
<td>+ Clean under desks</td>
<td>- Lose recess</td>
</tr>
</tbody>
</table>

Selective Attention: A potent Antecedent and Consequence

- Parent or teacher attention is a reward for nearly every child.
- Positive attention improves the relationship between adults and children.
- Children often respond to attention given to others (peers/siblings).
- Children often preferred negative attention is over no attention

Selecting Attention

- Shapes behavior through:
  - Positive attention for OK behavior
  - Remove of attention for “Not OK” behavior

- Positive Attention
  - For behavior we want more of
  - May ways to give it

- Active Ignoring
  - For behaviors we want less of (depends)
  - Paired with positive attention for maximum effect.

Praise

- A positive evaluation of behavior or product
- Most of us overestimate the amount of praise we give
- Human nature: negative behavior gets more attention, positive behavior is often ignored. Let’s flip this!

- Unlabeled praise: global, nonspecific
  - Examples: Great job! Good boy! You’re smart!

- Labeled praise: specific and clear
  - Tells child exactly what you like
  - Improves relationship, increases self-esteem
  - Increase chance the child will repeat the behavior
  - Examples: Thanks for listening! Good job following directions! I’m so proud of you for finishing your worksheet!

Unlabeled vs. Labeled Praise

<table>
<thead>
<tr>
<th>Unlabeled</th>
<th>Labeled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive evaluation</td>
<td>Specific praise of specific details.</td>
</tr>
<tr>
<td>Good job</td>
<td>Good job, cleaning up your spill.</td>
</tr>
<tr>
<td>Thanks</td>
<td>Thanks for listening the first time!</td>
</tr>
<tr>
<td>Nice work</td>
<td>Nice work on those math problems.</td>
</tr>
<tr>
<td>Cool</td>
<td>Cool drawing!</td>
</tr>
</tbody>
</table>
Involving Classmates

- Some behaviors get reinforced by peer attention, such as teasing, joking, bullying
- Others disrupt peers, causing peers to police behaviors
- Decide whether you’ll explain ignoring to class
- Provide positive attention for staying focused or for handling frustrating behaviors well.

Praise the Opposite

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Opposite Behavior</th>
<th>Labeled Praise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance</td>
<td>Following Directions</td>
<td>“Thanks for listening!”</td>
</tr>
<tr>
<td>Hitting</td>
<td>Being Safe with Hands</td>
<td>“Good job for being safe with your hands.”</td>
</tr>
<tr>
<td>Talking with neighbor</td>
<td>Focusing on own work</td>
<td>“You did a great job focusing on your assignment!”</td>
</tr>
<tr>
<td>Loud talking</td>
<td>Using an indoor voice</td>
<td>“Thank you for using an indoor voice!”</td>
</tr>
</tbody>
</table>

Praise the Opposite: Practice

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Opposite Behavior</th>
<th>Labeled Praise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daydreaming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling people names</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climbing on the table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grabbing sister’s hair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflect

- Reflections repeat or paraphrase what the child has just said.
- Examples:
  - Child: “I love these little thingies!”
  - Dad: “You like playing with puzzles.”
  - Student: “This problem is stupid! This is impossible!”
  - Teacher: “This one is definitely harder. If you need help, please raise your hand.”
- Shows the child you agree or at least understand
- Helps build vocabulary and shapes communication

Describe Appropriate Behaviors

- Give a “play by play” of what the child is doing.
- Examples:
  - “You are drawing a tall tree.”
  - “You have picked up almost all of your toys.”
  - “Oh I see, you’re adding the numbers now.”
  - “Minh has his workbook open and his pencil ready”
- Show interest in and approval of child’s behavior
- Increases that behavior if reflected
- Helps improve focus and attention span

Redirection

- Positive attention can be used to redirect problem behavior
- Positively attending to a disruptive student or students nearby is often sufficient
- Redirect with Praise. Find something positive about the child’s behavior:
  - Child is looking out the window instead of listening. Teacher: “Minh, I love how you’re sitting quietly in your seat!”
Redirection
- Redirect with Describe: Describe the child’s appropriate behavior.
  - Child is whining about starting math worksheet.
  - Teacher: “I can see you have your paper and your pencil and your ruler and you’re ready to work!”

Redirecting with Groups: Proximity Praise
- Redirection can often be most effective when used with groups (e.g., siblings, other students)
  - Usually at least one child will be displaying a model of positive behavior.
  - Minh leaves lunch line to pretend-kick his friend
  - Teacher: “Wow look at Thuy (child standing still), you are standing so still in this line, just like a statue! Wow (to another compliant child) Trang is standing still too!”
  - Minh looks over and gets back in line
  - Teacher: “Minh, now you’re standing still like a statue!”

Active Ignoring – Why?
- Negative attention is often nearly as reinforcing as positive attention
  - Very stimulating
  - May disrupt or delay undesired activities (lessons, meals, other activities)
  - In school this may involve the whole class.
- Active ignoring is the practice of giving no attention to obnoxious, or annoying behaviors.

Active Ignoring – How?
- Give no verbal or nonverbal attention (eye rolling, sighing, glaring, frowning)
- Maintain a neutral, bland facial expression and remain silent.
- Do not make eye contact; watch situation peripherally.
- As soon as child begins behavior appropriately, even for a second or accidentally, give labeled praise.

Active Ignoring – When?
- Behaviors that respond well
  - Whining
  - Negotiating
  - Interrupting
  - Calling out
  - Asking repeatedly after a “no” answer
  - Answer shopping (asking Dad when Mom says no)
  - Talking to others during lessons*
  - Teasing*
  - Changing the subject
  - Using immature/inappropriate tone of voice
  - *If also ignored by other kids!

Using Selective Attention
1. Use Active Ignoring for off-task or disruptive behavior
2. Scan the area for good behavior, then praise or describe it.
3. Keep an eye open for positive/neutral behavior in target
4. Give ample positive attention for the new behavior
Active Ignoring – When?

- Behaviors that respond less well
  - Stealing
  - Daydreaming
  - Nosepicking
  - Noncompliance
  - Stalling
  - Forgetting work
  - Doodling

Behaviors that should NOT be ignored!

- Dangerous behaviors
  - Hitting, kicking, or any other physical aggression
  - Leaving the building, climbing, or any other self-endangering behavior
- Repeated noncompliant or disruptive behavior
- True distress

Ignoring: What to expect first

- Ignoring misbehavior may initially result in increase
- Behavior will eventually stop if ignoring is consistent and rewards/attention can be gained some other way
- But…misbehavior is reinforced if ignoring is abandoned

Practice

- Think of a current student/child
- Make a list of behaviors that are frustrating or worrisome.
- Circle the ones you think may be candidates for selective attention.
- Next to those behaviors, write out positive/opposite behaviors you would praise once noticed.

Second Stage: Managing Unresponsive Behavior

- Managing Unresponsive or Serious Misbehavior
  - Or “What do I do now?!”
- Consider the “A” in ABC
  - Any possible triggers?
  - What antecedents are you introducing?
- Typically functioning children respond well to choices, questions, prompts, and subtle redirections
- Disruptive or noncompliant children usually don’t
- Giving good directions is important
- Nice stated directions can sound like suggestions or options.
Giving Good Directions: 8 rules

1. Tell, don’t ask
2. Say what to do, not stop doing.
3. Single, not serial
4. Specific, not vague
5. Age-appropriate
6. Polite and neutral
7. Explain before giving command or after it’s obeyed
8. Use only when necessary (Pick your battles).

Positive Incompatible Commands

• When possible, give positive commands rather than negative commands:
  ◦ “Please sit down” > “Don’t wander around the classroom”
  ◦ “Please use an indoor voice” > “Stop shouting”
  ◦ To buy time, give a command that is not possible to do at the same time as the problem behavior.
    ◦ Example: “Please fold your hands” is incompatible with grabbing someone else’s schoolwork.

Group Commands

• Make sure you have a quiet room.
• Walk around the room to make sure students are not distracted by other things
• Keep the directions simple
• Use visual cues along with verbal directions (e.g., write instructions on the board”)
• Walk students through the directions. Ask students to repeat the direction back to you
• Quiz students regarding the directions to ensure understanding

Two Choice Statements

• “You can either (do the appropriate behavior) or you can (receive a consequence)”

• Hold up two figures gesture to appropriate behavior (e.g., seat), gesture to consequence (e.g., time-out chair)

Two-Choice Statement Tips

• State choices positively when possible
• Give in private
• Avoid hostile, critical, or confrontational tone
• Use natural, logical consequences when possible
• Wait a moment for child to consider choices (especially if child is angry)

Exercise Two-Choice Statements

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Appropriate Behavior</th>
<th>Logical Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throwing toys</td>
<td>Keep toys on table</td>
<td>Put it away</td>
</tr>
<tr>
<td>Tickling other children</td>
<td>Keep hands to self</td>
<td>Sit outside of circle</td>
</tr>
<tr>
<td>during circle time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing aggressively with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a peer at recess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting over crayons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**When-Then Statements**

- “When…., then….”
  - Gives child responsibility for the behavior
    - Child (whining): “I want one of those books too!”
    - Teacher: “When you finish the last problem and put away your math, then you can choose a book to read.”
    - Child quickly finishes problem and puts work in desk.
    - Teacher: “Good listening. Now you can choose a book.”
  - Expects positive behavior before giving in to demands.
  - Avoids getting negative attention

**Calm-Down Area**

- Designate a “Calm Down” area
  - Not too stimulating
  - Should contain some activities such as books, crayon
  - NOT the same as “Time out”
- Suggest Calm Down Area before child becomes aggressive or overly disruptive
- Reinforce child for using Calm Down Area voluntarily (beware of overuse/abuse of area.
- Consider reinforcing use of these coping skills on a behavior chart.
- Goal is to have the child learn how to calm down without relying on the area in the future.

**Rewards Systems for the class and the individual student**

- Behavior Chart
- Sticker Chart
- Daily Report Card (DRC)
- Token Economy

**We want a tool that…**

- Facilitates home-school communication
- Gives students a greater rate of feedback on their behavior
- Prompts parents to reward good behavior
- Emphasizes home as the place where behavior is rewarded
- Reduces teachers’ need to intervene repeatedly to manage behavior
- Keeps a record of challenges/progress
- Identifies patterns in behavior

**DRC Principles of Change**

- ABC Model
  - The “A” = Clear expectations and standing prompts.
  - How we define targets affects how well the child will understand what they need to do.
  - The “B” = Goal is to increase appropriate and wanted behavior
  - The “C” = The reward or lack of reward
- Shaping: Gradual increase in target complexity or difficulty
Collaborative Development

- **Educators**
  - Tell us how much is too much workwise
  - Know which behaviors they want to target

- **Parents**
  - Know what language works best with the child
  - Know how much follow-up they can do at home

- **Child**
  - Know what’s rewarding and punishing
  - Know what form of feedback they want (and how private it should be)

- **Consultant**
  - Knows research and laws of behavior change (social learning theory)
  - Can ease communication between home and school.

What makes a good DRC?

- Targets behaviors
- Monitoring Periods
- Rewards
- Data Used Well

What to Target

- Compliance with instructions or classroom rules
- Inattention, hyperactivity or impulsivity
- Anger management and frustration tolerance
- Organizational skills
- Social skills
- Anxiety

Sample Target Behaviors

- Keep body safe
- Share toys with others
- Contribute appropriately to class discussion
- Attempts half of all math problems
- Check work over before asking for help
- Ask permission to leave seat
- Ignore teasing during Circle Time
- Put homework in bin before attendance

Monitoring periods

- Discrete periods of the day
  - **Good:** Once per day
  - **Better:** Two or three times a day
  - **Best:** Once per hour or activity

- Depends on the behavior
- Easier to track patterns
- Easier for child to get a “fresh start”
- Number of periods should be manageable by teacher, BUT too many periods may be overwhelming and distracting

When, Where, and How Often Will Data Be Collected?

<table>
<thead>
<tr>
<th>Smiley Face</th>
<th>Likert Type Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ ☑ ☑ ☑ ☑ ☑</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Behavior</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100%</td>
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<td></td>
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</tbody>
</table>

0% 50% 100%
Daily Report Cards

- Goals are well defined and individualized for each child and situation
- Rubrics and ratings are created to qualify behavior
  - 1, 2, 3, …
  - 😊 😕, …
- Report card can be sent home to inform parents
- Reinforcement can be provided at school, home or both
- Can be utilized to both define problematic behavior but also to set goals and monitor progress

Daily Report Cards with 😊

Daily Report Card with Likert scale

Student's Name:_________________________ Date:_________
Setting: _______________________________ Time:__________

Compared with the other students in the classroom, the student:

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>Occasionally</td>
<td>Always</td>
<td></td>
<td></td>
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</tbody>
</table>

DRC: Using A Continuous Line Scale

Student's Name:_________________________ Date:_________
Setting: _______________________________ Time:__________

DIRECTIONS: Place a dot along the line that best reflects the proportion of time the target student was engaged in the target behavior over the rating period. Specific behaviors to be rated are as follows:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Operational Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Academically Engaged

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>50%</td>
<td>100%</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Never</td>
<td>Sometimes</td>
<td>Always</td>
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</tbody>
</table>

Rewards

- Attempt to give social rewards (praise) regularly
- Give tokens (primary rewards)
- Secondary rewards given at home if target % reached
- Have rotating rewards to maintain novelty
- Consider giving different levels of reward to increase effectiveness of DRC

20 suggested In-School Rewards

1. Homework reduction
2. Extra computer time
3. Free time in class
4. Grab bag toy
5. Meal with teacher or friend
6. Listening to music/CD
7. Leading in a game
8. First in line
9. Extra show and tell
10. Classroom responsibilities
11. Teacher’s helper
12. Choose book to read to class
13. Care for class pet
14. Earn class party
15. Choose stickers
16. Good note home
17. Lottery tickets toward a prize
18. Play card game
19. Award certificate
20. Visit principal
Common objections to rewards

- “Children should be doing these things on their own.”
  - Question: What do we do if they are not?

- “If you give rewards, children will always expect them”
  - When positive behaviors increase, rewards can be tapered.

- “The satisfaction of a job well done should be its own reward”
  - Increase motivation by gradually replacing rewards with positive attention

Data must be used well

- Baseline data
  - 1-2 weeks of use without rewards
  - Gathers rates of behaviors for use as a comparison

- Regular pattern analysis
  - Time of day, subject, type of activity or instruction,

- Data guide how DRC changes
  - New targets added
  - Successful targets tapered
  - Prompts reduced

Before you begin

- Determine who is responsible for DRC completion, transportation (and how)
  - Now
  - In future

- Set a time to re-evaluate base on base line data

- Instruct parents to keep a record of the charts

DRC Challenges

- Reaction of student
  - Stigma
  - Bargaining/arguing

- Reaction of other students

- Difficulty implementing consistently
  - Time and effort
  - Supply and transport
  - Updating and editing over time
  - Use by other teachers/staff

- Lack of follow through or resistance from one or more parties

Using class rewards

- Often preferred by teachers because they’re easier to use and can improve performance of all students

- Example group rewards
  - Table points
  - Row points
  - Treasure Chest
  - Pizza Party

- Example reward systems
  - Tickets in jar
  - Privileges for completed work
  - Pizza party
  - Kid bucks + school store

Fading Reward Programs

- For token economies, reduce frequency of tokens

- Use fewer tangible rewards and increase activity/privilege rewards

- Continue social reinforces to emphasize natural effects of compliance
Negative consequences

- **Response Cost**
  - Taking away privileges for misbehavior
  - Many variations
  - More effective for aggressive/impulsive behaviors

- **Tips**
  - Use warnings
  - Stay calm
  - Ignore whining/oppositional statements
  - Set fair realistic goals
  - Combine with positive attention

Negative consequences

- **Time out**
  - Time away from positive reinforcement
  - Examples
    - Removing materials from student
    - Removing student from preferred area of classroom
    - Removing opportunity to earn tokens

- **Tips**
  - Select time-out procedure
  - Select behaviors that will earn time out
  - Select length of time (3 minutes sufficient)
  - Describe the process to students
  - Implement the procedure consistently, immediately and calmly
  - You and classmates ignore the behaviors that occur during time-out
  - After time-out, give student direction about what to do and provide positive attention to appropriate/desired behaviors.

Negative consequences

- **Develop hierarchy of classroom punishments**
  - Head down at desk
  - Response cost (fines in token system)
  - Time out in corner
  - Time out at office
  - Suspension to office (in school)
  - If all fail, schedule meeting with parents and principal.

Practice

- **Think of a child/student who could benefit from DRC**
- **Identify 1-3 target behaviors**
- **Using the guidelines suggested, create a DRC for that child/student**
- **What came easily? What didn’t?**

Questions? Comments?