Increasing Appropriate Behavior in the Classroom
In this PPT

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✓ Choice
✓ High-P Request Sequence

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Compliance Strategies

✓ Effective Commands and Directions
✓ Precision Requests
✓ Active Supervision
✓ Choice
✓ High Probability Request Sequence
Noncompliance
(Walker, Ramsey, & Gresham, 2004)

• Indicator of more serious behaviors (e.g., aggression, oppositional behavior).
• “Gate key” behavior that may trigger challenging interactions with others (i.e., parent, peers, and teachers) and lead to more more more serious behaviors.

Therefore, by effectively addressing noncompliance, it is possible to prevent more serious student misbehavior
Effective Commands
(Walker, Ramsey, & Gresham, 2004)

• Only give as many commands as needed
  – Decreased compliance occurs with increases in the number of commands given
• Obtain student attention and eye contact
• Use more “initiating” (or “start”) commands versus “terminating (or “stop”) commands
• Deliver one directive or command at a time – for tasks with multiple steps, give a separate command for each step
• Use clear, concise, and specific language
• Allow time for student to comply
• Only give the command two times – if not followed after second time, provide consequence for noncompliance
• Given from a distance of three feet.
• Use a matter-of-fact and nonemotional tone of voice (do not yell, plead or threaten)
• Reinforce compliance!
Examples and Nonexamples of Effective Commands

Nonexamples

• Daniel, can you sit down?
• If you don’t sit down, I will call your mother!
• Why can’t you behave like the other children? You are always out of your seat!
• Sit down!!!!!!!!!

Examples

• Daniel, please sit in your chair.
Precision Requests Steps
(Jenson & Reavis, 1997)

• 1st request for compliance using “Please” and characteristics of effective commands

• Wait 5 seconds – if there is compliance: REINFORCE!

• Noncompliance: Repeat request using signal words: You need to …”

• Compliance: REINFORCE!

• Noncompliance: mild preplanned negative consequence (e.g., loss of opportunity to earn token for that time period)
Active Supervision

• Definition – “those behaviors displayed by supervisors designed to encourage more appropriate student behavior and to discourage rule violations" (p. 110)

• Active supervision involves
  – Monitoring large areas (e.g., gym, hallway, playground)
  – Moving and interacting with students
  – Scanning and correcting inappropriate behavior & reinforcing appropriate behavior

(Lewis, Sugai, & Colvin, 2000)
Choice Making

- Choice: offering a student two or more options and allowing student to independently select an option.
- Choice can provide students an opportunity to have control over their environments.

*Choice can be used to encourage and support appropriate behaviors and academic growth in a variety of ways for students without disabilities and with high incidence and severe disabilities:*

- Choice of routine activity and steps within activity (Dibley & Lim, 1999)
- Choice of academic task (Dunlap et al., 1994)
- Choice of task sequence for students with EBD (Jolivette et al., 2001)
- Choice of math task - intervention for general education students (Carson & Eckert, 2003)
- Choice of task and reinforcement for students with severe disabilities (Cosden, Gannon, & Haring, 1995)

*Also see Morgan (2006) for classroom application*
High Probability Request Sequence
( Oliver & Skinner, 2003)

Definition

• The presentation of a series of directions that a student is likely to perform (i.e., high-p command) delivered immediately before a request that a student is less likely to perform (i.e., low-p command)
  – “High-p” teacher commands - 80% or better compliance
  – “Low-p” teacher commands - 40-50% or less compliance

• Using a series of high-p requests to build behavioral momentum in order to increase the probability of compliance with the low-p request

• The high probability request sequence establishes a learning history of compliance & reinforcement
High Probability Request Sequence

Steps (Davis, 1995)

• Deliver a series of three to five high-p commands at a rapid pace
• Provide praise for each performance of the high-p command
• Deliver a low-p command
• Provide praise for the performance of the low-p request

Example: A teacher can ask a student to give me five, touch your nose, clap your hands (high-p commands) just before directing the student to get out her textbook (low-p command).
Prevention Strategies

✓ Precorrection
✓ Active Supervision
Pre correction

Focuses on instruction in areas where teachers anticipate behavioral errors.

Provide a verbal reminder of the previously taught rules and routines before a problem occurs.

Example:

“Remember that when you line up to leave, there is no talking.”

(Kerr & Nelson, 2010)
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Positive Reinforcement Strategies

✓ Praise
✓ Premack Principle
✓ Group Contingencies
  ✓ Good Behavior Game
✓ Mystery Motivator
Teacher Praise

• “Any verbal or nonverbal action by the teacher that indicates approval or satisfaction of student behavior.” (p. 59)

• Basic and important influence on student behavior
  – High levels of praise = high levels of on task
  – Low levels of praise (more disapproval) = low levels of on task

• Rates of teacher praise decrease in frequency with each successive grade

• Praise does not take a lot of training, complex materials, forms

• Basic requirement: teacher leaves desk and moves around classroom

**Cautions:** Teacher praise may not be reinforcing for some students; therefore, pair praise with a tangible item or something else that is reinforcing to student initially.

Students may become praise dependent to complete work; therefore do not stay too long with one student’s desk. 

(Loveless, 1997)
Praise Guidelines

(Loveless, 1997)

I-Feed-V
I = immediate
F = frequent
E = enthusiasm
E = eye contact
D = describe the behavior
V = variety

4:1
Premack Principle
(or how to use activities as rewards)

• A positive reinforcement strategy
  – Students are allowed to participate in a high-probability activity (something preferred) as a consequence/reward for completing a low-probability activity (something less preferred).
  – The goal is to use the high probability activity to increase the low-probability behavior.

• Example: “You may go to recess after you complete your math problems.”

• Also called “Grandmother’s rule”
  – “You may have dessert after you eat your brussel sprouts.”
  
  (Alberto & Troutman, 2009; Premack, 1962)
Contingency Arrangements

• Independent - Contingencies in place for all students but reward based on individual student behavior
  – Each student with fewer than one tardy per grading period will receive a free homework pass.

• Interdependent - Contingencies in place for all students, and reward based on all students in class reaching a certain level of behavior (Be sure that all students are capable of performing target behaviors)
  – If all students turn in their homework on time each morning, I will put 2 marbles on the jar. When the jar is full, we will have a pizza party.

• Dependent – Contingencies in place for all students but reinforcement of whole class based on performance of a few students
  • When Group B finishes their science project, the whole class will get a homework pass.

(Kerr & Nelson, 2010)
A Group Contingency: The Good Behavior Game

• An interdependent group contingency where the goals is *not* to earn points for the target behavior.

• The class is divided into groups.

• Students earn points for instances of a target behavior (i.e., problem behavior).

• The team(s) that do not exceed the cutoff score win.

(Kerr & Nelson, 2010)
A Group Contingency: The Good Behavior Game

• Decide which times of day or class periods the game will be played
  – Target time when appropriate academic behaviors are expected

• Define the negative behaviors that will be counted during the game
  – E.g., leaving seat, talking out, or disrupting

• Determine rewards (daily, weekly)
  – Think about rewards that support class goals (e.g., free time for winning groups to practice social skills)

• Introduce game to class (see next slide)

(Kerr & Nelson, 2010)
A Group Contingency: The Good Behavior Game

• Introduce game to class:
  – Divide class into two to three teams.
  – Have students name their teams to build team spirit.
  – Inform students which target behavior(s) will be scored.
  – Both teams can win if they do not exceed a certain number of points (e.g., 4).
  – If both teams exceed the cutoff, the team with the lowest score wins.
  – The teacher will be the judge of when a team earns a point.
  – The team with the fewest points at the end of the week can earn an extra reward.

• Play the game

(Kerr & Nelson, 2010)
Troubleshooting The Good Behavior Game

• What happens if some students try to sabotage the game by intentionally scoring points?
  – *Group these students as a separate team*

• What if the effectiveness begins to diminish?
  – *Make sure the points are being given correctly and consistently as needed*
  – *Be sure not to argue with students about the scoring of points*

(Kerr & Nelson, 2010)
Mystery Motivator

_Incentive system based on using a variable schedule of reinforcement to promote appropriate behavior_

**Steps**

1) Select a variety of basic reinforcers.
2) Write one of the reinforcers on piece of paper & put in sealed envelope.
3) Define target behavior & criteria.
4) With invisible pen, write M on calendar reward days.
5) If students meet criteria, student colors in day with developer pen.
6) If no M, praise students & encourage for next day.
7) Use at least 2 - 3 M per week until students are used to system.
8) Bonus: Write a number with invisible pen; if students met their target that many times at least, get bonus.

(Jenson, Rhode, & Reavis, 1994)
# Example of Mystery Motivator Calendar

## February

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Behavior Contracts & Token Economies

✓ Behavioral Contracts
✓ Token Economies
✓ 100 Squares
Behavioral Contracts

• Agreement between teacher and student
• Written document of reinforcement contingency
• Meet with student
  • Explain contract
  • Show examples
  • Decide together on target behaviors for contract
  • Determine rewards
  • Negotiate how student will earn reinforcer-identify student performance criterion
  • Decide when contract will be reviewed
  • Teacher and student sign

(Kerr & Nelson, 2010)
Troubleshooting Contracts

• Student begins motivated to work on contract and then loses motivation
  – The reward may be too far in the future
• Student never seems to get started with contract
  – The terms of the contract may be unclear
• Student refuses to participate in contract
  – There may need to be a penalty clause in the contract or the reward may not be reinforcing

(Jenson & Reavis, 1997)
My Contract:

Name: ________________________________

Date: ________________________________

These are my goals:

1. __________________________________

2. __________________________________

3. __________________________________

These are my consequences if I don’t meet my goals:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

These are my rewards/reinforcers if I meet my goals:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My contract will be reviewed on ________________________________

Signatures: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________
Token Economy

• Tokens
  – Generalized reinforcer
  – Earned through demonstration of target behavior
  – Exchangeable for a backup reinforcer valued by student
  – Common tokens: points; stickers; check marks
  – Use with whole-class or individual students

• Steps
  – Identify & define target behavior (goals)
  – Identify & define problem behaviors
  – Select tokens, & determine token value
  – Determine backup reinforcers & fines
  – Decide how to store & monitor tokens
  – Determine time intervals for earning and exchanging
  – Teach, implement, and monitor program

(Kerr & Nelson, 2010)
Considerations for a Token Economy

• Make sure definitions are clear to teachers and student

• Select tokens that are durable and last
  – Types of tokens: poker chips, sticker, play money, hole punched in card, stamps, connect the dots picture, puzzle pieces

• Select or design tokens that cannot be counterfeited or are easily accessible to students

• Make sure students are able to experience and access reinforcement

(Kerr & Nelson, 2010)
# Token Economy: 100 Squares

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(Sprick, Garrison, & Howard, 1998)
Token Economy: 100 Squares

• Acknowledge and reinforce whole class behavior
  – Useful to improve a particular class rule (e.g., remaining on task)
• “Catch class being good”: class earns tokens with numbers that are filled in on a chart. When 10 squares in a row (horizontally, vertically, diagonally) are filled in, class earns reward

(Sprick, Garrison, & Howard, 1998)
Steps for 100 Squares

- Identify and define target behavior (e.g., staying on task).
- Post 100 squares chart in prominent location in classroom.
- Determine type of token (e.g., small tags, popsicle sticks, etc)
- On each token, write a number 1 – 100.
- Put tokens in a container; also have a container for the tokens that have been drawn (discard container).
- Explain token economy to class.
- Begin the token economy
  - When teacher catches students displaying the target behavior, ask a student to draw a token
  - Fill in or color on the chart the number of squares as identified on the token
  - Put the token in the “discard” container
  - Class earns reward when 10 squares in a row have been filled in
Other Considerations for 100 Squares

• Once students earn reward, begin a new 100 squares chart.
• Alternate students who draw tokens so all students eventually get a turn.
• When just beginning 100 squares, try to have about 10 drawings a day.
• Never have a drawing unless all students are demonstrating the target behavior.
• After students have earned several rewards, modify the chart to be 11 X 11 so more time is needed to earn reward.


References


References


