1. Maximize structure in your classroom.

- **Develop Predictable Routines**
  - Teacher routines:
  - Student routines:

- **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
  - Arrange furniture to allow easy traffic flow.
  - Ensure adequate supervision of all areas.
  - Designate staff & student areas.
  - Seating arrangements (groups, carpet, etc.)

2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.

- **Establish Behavioral expectations/Rules**
  - A small number (i.e., 3-5) of positively stated rules. *Tell students what we want them to do, rather than telling them what we do not want them to do.*
  - Publicly post the rules.
  - Should match School-wide Expectations
  - Operationally define what the rules look like across all the routines and settings in your school.
  - One way to do this is in a **matrix** format.

<table>
<thead>
<tr>
<th>Event</th>
<th>Entering Classroom</th>
<th>Seat Work</th>
<th>Small Group Activity</th>
<th>Leaving Classroom</th>
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<tbody>
<tr>
<td>Be Safe</td>
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<td>Be Respectful</td>
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<td>Be Responsible</td>
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Teach Rules in the Context of Routines

- Teach expectations directly.
  - Define rule in operational terms—tell students what the rule looks like within routine.
  - Provide students with examples and non-examples of rule-following within routine.
- Actively involve students in lesson—game, role-play, etc. to check for their understanding.
- Provide opportunities to practice rule following behavior in the natural setting.

Prompt or Remind Students of the Rule

- Provide students with visual prompts (e.g., posters, illustrations, etc).
- Use precorrections, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings were problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).

Monitor Students’ Behavior in Natural Context

- Active Supervision (Colvin, Sugai, Good, Lee, 1997):
  - Move around
  - Look around (scan)
  - Interact with students
- Provide reinforcement and specific praise to students who are following rules.
- Catch errors early and provide specific, corrective feedback to students who are not following rules. (Think about how you would correct an academic error.)

Evaluate the effect of instruction

- Collect data
  - Are rules being followed?
  - If there are errors, who is making them?
  - where are the errors occurring?
  - what kind of errors are being made?
- Summarize data (look for patterns)
- Use data to make decisions

3. Actively engage students in observable ways.

- Provide high rates of opportunities to respond
  - Vary individual v. group responding
  - Increase participatory instruction
- Consider various observable ways to engage students
  - Written responses
  - Writing on individual white boards
  - Choral responding
  - Gestures
  - Other: ___________
- Link engagement with outcome objectives

4. Establish a continuum of strategies to acknowledge appropriate behavior.
Specific and Contingent Praise

- Praise should be...
- ...contingent: occur immediately following desired behavior
- ...specific: tell learner exactly what they are doing correctly and continue to do in the future
  - “Good job” (not very specific)
  - “I like how you are showing me active listening by having quiet hands and feet and eyes on me” (specific)

Group Contingencies

- “All for one” (Interdependent Group-Oriented Contingency)
- “One for all” (Dependent Group Contingency)
- “To each his/her own” (Independent Group Contingency)

Behavioral Contracts

- A written document that specifies a contingency for an individual student or in this case...whole class
- Contains the following elements:
  - Operational definition of BEHAVIOR
  - Clear descriptions of REINFORCERS
  - OUTCOMES if student fails to meet expectations.
  - Special BONUSES that may be used to increase motivation or participation.
  (Wolery, Bailey, & Sugai, 1988)

Token Economy

- Determine and teach the target skills
- Select tokens
- Identify what will be back-up reinforcers
- Identify the number of tokens required to receive back-up reinforcers
- Define and teach the exchange and token delivery system
- Define decision rules to change/fade the plan
- Determine how the plan will be monitored
  (Guidelines from Sulzer-Azaroff & Mayer, 1991)

5. Establish a continuum of strategies to respond to inappropriate behavior.

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

Differential Reinforcement

- DR...of lower rates of behavior (DRL)
- DR...of other behaviors (DRO)
- DR...of alternative behavior (DRA)
- DR...of incompatible behavior (DRI)
☐ **Planned Ignoring**
  - **Definition:** If a behavior is maintained by adult attention …consider planned ignoring (e.g., ignore behavior of interest)
  - **Example:** Taylor talks out in class and his teacher currently responds to him approximately 60% in the time (either + or -). The teacher decides to ignore all talk outs and instead only call on him when his hand is raised.

☐ **Response Cost**
  - **Definition:** The withdrawal of specific amounts of a reinforcer contingent upon inappropriate behavior.
  - **Examples:**
    - A wrong answer results in a loss of points.
    - Come to class without a pencil, buy one for 5 points.

☐ **Time-out**
  - **Definition:** A child (or class) is removed from a previously reinforcing environment or setting, to one that is not reinforcing
  - **Example:** Child throws a rock at another child on the playground. The child is removed to the office….
  - **REMEMBER** the environment the child is removed to cannot be reinforcing!!! So, if the child receives adult attention in the office, which they find reinforcing, YOU have NOT put the child on time out

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References

