Classroom Management and Problem Behavior: Strategies for Success

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Agenda

- Brief Overview of Applied Behavior Analysis (ABA)
- Classroom Management and Positive Behavioral Intervention & Supports (PBIS)
- Preparing the Instructional Environment

Brief Overview of Applied Behavior Analysis (ABA)
Applied Behavior Analysis (ABA)

- Applied Behavior Analysis (ABA) is “the science in which tactics derived from the principles of behavior are applied systematically to improve socially significant behavior and experimentation is used to identify the variables responsible for behavior change” (Cooper et al., 2007, p. 20).
- Three major components
  - Target behaviors are operationally defined
  - Target behaviors are measured
  - Goals and treatment interventions are established

Provides the foundation of the science of behavior.

National Standards Project
Established Treatments

- Behavioral Interventions
- Cognitive Behavioral Intervention
- Comprehensive Behavioral Treatment for Young Children
- Language Training (Production)
- Modeling
- Natural Teaching Strategies
- Parent Training
- Peer Training Package
- Pivotal Response Training
- Schedules
- Scripting
- Self-Management
- Social Skills
- Story Based Interventions

Nationalautismcenter.org

What are socially significant behaviors?

- “Improve the day to day life experience of the participants and/or affect their significant others (parents, teacher, employers peers) in a way that they behave more positively with and toward the participant.”
- Cooper, Heron, & Heward (2007)
Determining the behavior that needs to improve...

- Determined by the social and/or cultural expectations of the environment
- Determined by tasks the person needs to do to be successful in the environment
  - Home
  - School
  - Community
  - Work

Strategies used in ABA

- Stimulus control
- Reinforcement
- Imitation
- Shaping
- Chaining
- Task analysis
- Extinction
- And others...

Other Features of ABA Programs

- Three term contingency: A-B-C model of behavior
- Blend of teaching strategies (naturalistic and structured)
- Individualized for the person
- Considers context of person
- Data-based decision making
- Plan for generalization of skills
- Use individual’s interests
A-B-C framework

- Used to teach new behaviors
- Used to identify function of problem behavior and replace with more socially appropriate behavior (FBA process)
### A-B-C: Teaching and Functional Behavior Assessment (FBA)

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Adult presents three flashcards: red, blue, yellow; Adult states give me blue</td>
<td>Child picks up blue card and hands it to adult</td>
</tr>
<tr>
<td>FBA</td>
<td>Sally is asked to come sit at circle for calendar</td>
<td>Sally runs to the other side of the room, sits down and begins to cry</td>
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### A-B-C: Let's talk about antecedents

- Two important antecedent interventions:
  - Schedules and routines
    - Important to creating consistency and predictability
    - Should include:
      - Group time/instruction
      - Small group
      - One to one
      - Time with peers in general education ...
      - Visual Supports
      - Others ...
  - Visual Supports
  - Others ...

### Let's Talk about Consequences

- **Positive Reinforcement**
  - This occurs when a behavior is followed immediately by the presentation of a stimulus that increases the future frequency of the behavior in similar conditions.
- **Negative Reinforcement**
  - A stimulus whose termination functions as reinforcement; thus, increasing the future frequency of the behavior in similar conditions.
- **Positive Punishment**
  - The presentation of a stimulus after a behavior is exhibited, making the behavior less likely to happen in the future.
- **Negative Punishment**
  - A stimulus whose termination functions as a punisher; thus, decreasing the future frequency of the behavior in similar conditions.

(Cooper et al., 2007)
Consequences

POSITIVE REINFORCEMENT
- Automatic positive reinforcement
  - Sensory or biological (e.g., visual)
- Social positive reinforcement
  - Attention, praise
  - Tangible
  - Object, edible

NEGATIVE REINFORCEMENT
- Automatic negative reinforcement
  - Removal of aversive stimulus (e.g., headache)
- Social negative reinforcement
  - Escaping attention, social situation
  - Tangible
  - Work demand

What ABA is Not
- An experimental treatment with no scientific evidence of showing effectiveness
- Training a person to behave a certain way
- Animal training for people
- Uses food/toys to bribe kids
- For only individuals with autism
- For young kids
Classroom Management and Positive Behavioral Interventions & Supports (PBIS)

Classroom Management: Establish Clear Expectations

- Establish processes and procedures early in the year (i.e., 1st week)
  - Provides a clear understanding of the routines/behaviors that are acceptable
  - Allows students to help choose the expectations, rituals, and routines

- Let students model appropriate/inappropriate behavior
- Rule-governed behavior is established (i.e., stimulus control)

Classroom Management: Establish Clear Expectations (continued)

- Examples
  - When is it acceptable to talk with peers and when is it not?
  - How are students expected to move from the classroom to other settings in the school?
  - What should students do when they have a conflict with another student?

- Example guidelines when establishing expectations, rules, and routines
  - Select the fewest number of rules possible
  - Determine consistent consequences for rule infractions (i.e., builds trust)
  - Have students self-monitor (i.e., teacher prompted), self-monitor (i.e., student prompted), and self-evaluate their rule following
  - Consider rules that are consistently broken, and determine ways to provide time each day for students to appropriately break the rule (i.e., Premack Principle [1959], known as "Grandma’s Law")
    - "If you are respectful to each other for 45 min, you can have 5 min at the end of class to speak with each other."
Activity #1

- Think of the rules in your classroom: how many do you have?
  - Remember, the fewer rules the better.
- Tell your students what you want them to do, not what they are doing incorrectly.
  - BE SAFE
  - BE RESPONSIBLE
  - BE RESPECTFUL
- In your groups, please define the above expectations in observable and measurable behaviors.
- Be prepared to share your ideas with the rest of your colleagues.

Classroom Management: Establish Clear Expectations (continued)

“Perfect Practice Makes Perfect!”

Teaching replacement skills

- Students with repeat problem behaviors often have a skill deficit that contributes to the problem behavior.
- Can’t assume ‘they know better and can do better.’
- Identify skill deficit and replacement skill that is needed – What do you want them to do instead?

Successfully simple enough. But is it?
Questions to consider…

- Does the student recognize when he needs help?
- What precursor signs are present that indicate when the student is getting frustrated?
- What skills are currently in the student’s repertoire to accomplish desired goal (asking for help, managing frustration)?
- Is the behavior occurring more during certain times of day? Certain subjects?
- What supports are currently in place? If none, what supports should be in place?
- What replacement skills can be taught (should be linked to current skills)?

Intervention Ideas

**Antecedents**
- Check in after providing instruction to make sure the student understands instructions
- Break down more complex work tasks that are more likely to lead to frustration
- Remind student of signal to get help or make sure visual support is available/teach student how to use replacement skills during times when things are going well
- Monitor student behavior for precursor signs
- Remind student what they are working for and offer ways if use socially appropriate way of getting help

**Replacement skills**
- Provide prompt/support student to use replacement skills

**Consequences**
- Provide positive reinforcement when student uses appropriate way of getting adult attention and/or recognizes when he needs help

Teaching self-regulation

- Identify precursor behaviors that indicate the student is getting frustrated/upset
- Identify activities or tangible items that are calming for the student
- Identify how/where the activities or items will be made available to the student
Classroom Management

- We know teachers identify classroom management as a cause of stress and frequently cite it as the reason they leave the teaching profession.

Dropout!

Pre-service and beginning teachers

Classroom Management (continued)

- Guidelines for facilitating appropriate behavior among your students
  - Look for the positive behavior, and let students know you recognize it
    - Catch them being good
    - Reinforcers can be used to encourage positive behavior
  - Use a token economy
    - Student earns tokens that can be exchanged for preferred item at later time
    - Response cost, a form of negative punishment, is the “loss of a specific amount of reinforcement . . . contingent on an inappropriate behavior, and results in the decreased probability of the future occurrence of the behavior” (Cooper, Heron, & Heward, 2007, p. 364).
  - Change inappropriate behavior
  - Punishment

Positive reinforcement

- Must immediately follow behavior you want to increase
  - 0-3 seconds
- Clearly identify the target behavior
- Be consistent

The way positive reinforcement is carried out is more important than the amount.
Providing reinforcement

A FEW EXAMPLES

Make learning fun!

- Establish yourself as a reinforcer
- Pair yourself with fun activities and items the child enjoys
- Use child's interests as a starting point for establishing rapport
- Focus on increasing demands related to academics after child has become accustomed to routines
- Doesn't mean you don't have expectations, just may be presenting 'lower' demand activities during adult directed tasks

Reinforcement reminders

- Use most powerful reinforcers for most demanding tasks
- Keep satiation and deprivation in mind
- If students have free access to reinforcers, or receive them frequently, they lose their power (satiation). Reinforcer should only be available when aimed for target behaviors and not available at any other time (deprivation)
- Limit access to harmful reinforcers
- Even commonly used reinforcers can have potentially negative impact if used too often
Selecting Reinforcers

- Observe and record behaviors and events that are reinforcing to the student
  - Preliminary evidence the reinforcer works
- Consider what is age appropriate and the interest of the student
- Identify a list of potential reinforcers
  - Anecdotal Observations
  - Preference assessment
- Interview student/family
  - Satiation could be a problem (student receives similar reinforcer at home)
- Use reinforcers that occur naturally
  - Natural = better because the behavior will be reinforced through natural consequences

Conducting Preference Assessments

IDENTIFYING POTENTIAL REINFORCERS

Types of Preference Assessments
Observing the Student

- Contrived Free Operant
- Naturalistic Free Operant

Chazin & Ledford, 2016

Trial Based

- Single Stimulus
- Multiple Stimulus
- Paired Stimulus

Chazin & Ledford, 2016

Single Stimulus

- Benefits
  - Unable to scan
  - Engage in Challenging Behavior
    - Allowed to engaging with item until they choose

Chazin & Ledford, 2016
Data Recorded
- Does the student take, reach for, engage with the object/activity?
- If it does not happen within 10s, remove the item
- If there is an avoidant response? Challenging behavior?
- On initial presentation; not after they have engaged with item
- Duration of Engagement
- Not necessary to record duration for edibles

Paired Stimulus
- Use When/ Benefits
  - Unable to scan between more than two items

Things to Remember
- Preferences may change
  - Satiation/ Deprivation
- Assess any possible side bias by alternating location of the items
- Confirm student is making choices based on preference
  - Use combination of likely preferred and non-preferred items

Chazin & Ledford, 2016
Token Economy

- System of individual reinforcement of target behaviors in which tokens are administered and exchanged later for backup reinforcers.
- For successful implementation, a student must be reinforced for increasing or decreasing existing behavior as well as successive approximations (i.e., shaping) of the behaviors we wish to establish.

Changing Inappropriate Behavior

- Extinction → the removal of reinforcement
  - E.g., Student yells something ridiculous and everyone laughs
  - Extinction would involve the removal of the laughter (i.e., attention)
  - Ultimately, you want to TEACH the student how to obtain the desired reinforcement in an appropriate way
  - "Extinction burst"

- Differential Reinforcement → reinforcing one set of behaviors over another
  - Identify behavior
  - Identify desirable behavior that is incompatible with the interfering behavior
  - Stop reinforcing the interfering behavior
  - Reinforce the desirable behavior

Differential reinforcement

- Shaping behavior by only providing reinforcement following the target behavior
- Important to:
  - Be clear about the target behavior and assure everyone is on the same page
  - Avoid providing reinforcement for problem behavior (extinction) or behavior that is not consistent with target behavior
Punishment

- Punishment → consequence with intended goal of reducing a behavior
  - Please Consider
    - Ineffective in the long run
    - Undesirable "side effects"
    - Teach what NOT to do... are you going to do this for ALL potential behaviors?
    - Person administering punishment becomes aversive
    - To avoid punishment, students develop escape maintained behaviors

- Response Cost
  - Common within a token economy
  - Careful with usage → reinforcement alone may be enough

- Time Out
  - HUGE assumption is the environment you are removing the child from is reinforcing
  - Kick student out of class → likely negative reinforcement!!! NOT punishment

Activity #2

If a student...
- "... doesn't know how to read, we teach."
- "... doesn't know how to swim, we teach."
- "... doesn't know how to multiply, we teach."
- "... doesn't know how to drive, we teach."
- "... doesn't know how to behave, we teach?"

"Why are we not able to finish the last sentence as automatically as we do the others?"

Think-Pair-Share (2 min)

Research on Teaching Behavior Expectations and Procedures

- Decreases in problem behavior were found in non-classroom (e.g., recess) areas where there was
  - Active teaching of expected behaviors
  - Active supervision
  - Use of precorrection for prevention
  - Highrates of positive reinforcement

What are the implications for in-classroom areas?
### Precorrection Checklist and Plan for the Classroom Environment

<table>
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<tr>
<th>Steps</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. Context</td>
<td>Contextual factors that influence behavior</td>
</tr>
<tr>
<td>2. Expected Behavior</td>
<td>Behaviors anticipated in the classroom</td>
</tr>
<tr>
<td>3. Context Modification</td>
<td>Adjustments to the environment to prevent problem behaviors</td>
</tr>
<tr>
<td>4. Behavior Rehearsal</td>
<td>Practice of behaviors in a controlled setting</td>
</tr>
<tr>
<td>5. Strong Reinforcement</td>
<td>Positive consequences for desired behaviors</td>
</tr>
<tr>
<td>6. Prompts</td>
<td>Cues to help students engage in appropriate behaviors</td>
</tr>
<tr>
<td>7. Monitoring Plan</td>
<td>System for tracking and evaluating behavior changes</td>
</tr>
</tbody>
</table>

*Colvin, Sugai, & Phipps, 1993*

### Resource: Positive Behavioral Interventions & Supports (PBIS)

- **Positive Behavioral Interventions & Supports**
  - Funded by the US Department of Education’s Office of Special Education Programs (OSEP)
  - Technical Assistance Center
  - Assists teachers in preventing problem behaviors as well as solving them

Positive Behavioral Interventions & Supports (PBIS) = **systematic tiered approach**
- With the 2004 reauthorization of IDEA, PBS was renamed PBIS
- Still a set of strategies derived from ABA
- Used in MTSS

*IDEA, 2004*

### Preparing the Instructional Environment
Environmental Arrangements

Many instructional arrangements seem “constrict,” but there is nothing wrong with that. It is the teacher’s function to contrive conditions under which students learn. It has always been the task of formal education to set up behavior which would prove useful or enjoyable later in a student’s life.

— B. F. Skinner

My bf, Dr. B. F. Skinner!

Environmental Arrangements (continued)

● Behavior is a function of environmental circumstances.

“There is no such thing as a bad boy [or girl]. Only bad environment, modeling, and teaching.”

Father Edward Flanagan

Manipulating Antecedents

● Antecedent
  ○ An environmental event or stimulus that occurs before a targeted behavior

● What does this look like?
  ○ Instructional content
  ○ Classroom Schedule
  ○ Classroom Rules
  ○ Classroom Arrangement
  ○ Peer Interactions
Arranging the Environment

- How should teachers arrange the instructional environment of the classroom to promote appropriate learning?
- "Instructional Arrangement" - The manner in which a teacher organizes instructional groups to promote learning and behavior
- Seven Arrangements
  - Large-group instruction
  - Small-group instruction
  - One-to-one instruction
  - Cooperative learning
  - Peer teaching
  - Classwide Peer Tutoring

Activity #3

- Seven Arrangements
  - Large-group instruction (p. 95)
  - Small-group instruction (pp. 95-96)
  - One-to-one instruction (p. 96)
  - Independent learning (pp. 96-97)
  - Cooperative learning (pp. 97-98)
  - Peer teaching (pp. 98-99)
  - Classwide Peer Tutoring (p. 99)

- Guiding questions
  - What are the big takeaways of your instructional arrangement?
  - How do you see yourself incorporating this instructional arrangement in your own classroom?

Physical Arrangement

- Eight ideas to consider when developing the classroom arrangement
  - Place the recreational and audiovisual/computer areas away from the teaching area
  - Place student materials in an area easily accessible for all students
  - Place teaching materials directly behind where you teach so you can reach materials without having to leave the instructional area
  - Place time-out area if there is one out of the direct line of traffic and use partitions (i.e., partition time-out—a form of punishment by removal of a stimulus)
  - Make the recreational area comfortable
  - Place all the materials needed for a learning center in the learning center area
  - Instruct several students as to where the materials and supplies are kept (i.e., most students love jobs—this can be part of your rituals and routines)
  - Establish procedures and settings for students who have completed tasks and/or are waiting for the teacher
Scheduling within the Classroom

Guidelines to consider

- Schedule time to communicate with general education teachers
- Schedule time to observe the classroom in which your students are placed or are going to be placed
- Schedule time to meet with other professionals (e.g., SLP, school psychologist)
- Alternate instructional arrangements
- Plan time to provide students with feedback and evaluation
- Allow for explicit instruction
- Students who are included in general education classrooms still require specialized instruction
- Alternate between preferred and less preferred activities
- Let students know when the time for an activity is just about over
- Be consistent in scheduling, yet flexible and ready for change

Scheduling within the Classroom (continued)

Guidelines to consider

- Schedule a session with each student in which you review his/her schedule in your room and other teachers’ classrooms; be sure that students know what is expected of them (i.e., precorrection—antecedent intervention)
- Plan time to meet and talk with members of your student's family, including parents.

References

References


References


Thank you!

Questions, Comments, Concerns?