

Behavioral Intervention Guide

*Addressing Student Behavior:
A Positive Approach*



*Conducting Functional Behavioral Assessments and
Developing Positive Behavior Intervention Plans*

Purpose of the Guide

The purpose of the following information is to provide some ideas on interventions and strategies to include in the Positive Behavior Intervention Plan (PBIP). This guide was written for the team to use when developing the PBIP. These strategies are not meant to be comprehensive or exclusive of other strategies/interventions. They simply represent a set of ideas that could be elaborated and modified for each individual student's behavior. Remember, the interventions chosen for the PBIP should correspond with the function of behavior (e.g., if a student's behavior is attention seeking, the team should choose interventions such as delivering attention only for appropriate behavior and withholding attention for inappropriate behavior).

The contents of this guide include:

- Prevention Strategies
- Teaching Appropriate Behavior
- Increasing Appropriate Behavior (Reinforcement)
- Decreasing Inappropriate Behavior
- Descriptions of Behavioral Interventions (Alphabetical Order)
- Strategies for Effective Behavior Management
 - Do's and Don'ts of Behavior Management
 - Common Problems and Helpful Hints
 - Delivering Effective Commands

Note: Strategies with an asterisk (*) are described or defined in the “Descriptions of Behavioral Interventions” section of this guide.

Prevention Strategies

AVOID CERTAIN TRIGGERS

- Avoid large or noisy crowds
- Avoid long delays
- Avoid repetitive tasks (e.g., writing out spelling tasks)
- Avoid power struggles*
- Avoid long periods of desk work
- Avoid seating arrangements next to instigating peers
- Avoid negative language, such as “no” or “stop”
- Avoid reprimands
- Avoid talking about the student’s problem behavior in their presence

MODIFY CURRICULUM AND INSTRUCTION

- Curriculum Adjustments*
 - Appropriate and motivating curriculum*
 - Adjust the amount of assignment given to the student at once
 - Adjust the difficulty of the assignment
 - Intersperse difficult assignments with easier assignments
 - Break assignments into manageable sections*
 - Modify task length*
 - Assign tasks that require active participation
 - Assistive technology devices or services*
 - Allow for “do-overs”*
 - Personal interests used for motivation*
 - Provide extra time to complete assignments
- Instructional Adjustments
 - Shorten the instructional lesson
 - Instructional Pacing*
 - Change voice intonation
 - Peer assisted instruction
 - Direct instruction
 - Increased academic learning time*
 - Student follow-up*
 - Student maintains a planner for assignments
 - Specific, or modified, instructions*
 - Limited number of instructions provided at once
 - Multiple modes of instruction (visual, auditory, hands-on)
 - Increase reinforcement quality of classroom*
 - Increase frequency of task related recognition*

ENVIRONMENTAL ENGINEERING*

- Post all classroom rules and daily schedules in prominent locations*
- Preferential Seating *
- Needed materials are easily accessible
- Rearrange the room or furniture
- Create separate or designated work areas
- Quiet areas*
- Change the lighting
- Adjust sounds (e.g., volume of music, voice volume)
- Minimize or eliminate distracting materials*
- Play music*

PROVIDE STRUCTURE

- Set clear expectations and rules*
- Preview rules and behavioral expectations*
- Structured daily schedule*
- Visual schedule*
- Preview schedule*
- Preferred activities scheduled in daily routines
- Schedule adjustment*
- Non-preferred activities scheduled among preferred activities
- Student involved in planning
- Planned activities for transition times*
- Routines or signals to prepare for transitions
- Minimize down times*
- Predictability*
- Structuring non-instructional periods, including recess

PROVIDE STRATEGIES TO INCREASE COMPLIANCE

- Behavioral momentum*
- Offer choices*
- 5-10 second compliance time window*
- Effective commands*
- Prompting*
- Precision requests*
- Proximity control*
- Quiet start requests*
- Allow flexible seating positions (e.g., stand, sit on knees)
- Systematic prompting (if age-appropriate)*

DESIGN SOCIAL SUPPORTS

- Positive peer role models*
- High rates of positive responses*
- Peer mentor/tutor opportunity*
- Peer involvement and influence*
- Progress Reports*
- Parent-Teacher Communication System*
- Monitoring *
- Personal Connection with Student*
- Participation in extracurricular activities*
- Positive peer reporting*
- Transition supports*
- Meaningful work projects*

PROMOTE SELF-REGULATION

- Allow the student to take frequent breaks during difficult work activities
- Provide time alone or time to regroup after a negative event
- Self-monitoring*

Teaching Appropriate Behavior

REPLACEMENT BEHAVIORS

These are communicative alternatives that provide an immediate mechanism for the student to meet their needs. The important part of this intervention is that the team must know the function of the behavior in order to teach an effective replacement skill.

- **Functional Communication Skills***

[Verbal & non-verbal (cues, signs, picture cards)]

- Asking for attention
- Raising hand
- Asking for help
- Requesting an item or activity
- Asking questions
- Seeking peer help
- Requesting a break
- Request to leave a situation (e.g., “I want to be by myself for awhile”)
- Requesting an alternative activity
- Appropriately communicating a protest response
- Negotiating a start time for a task
- Alternative behaviors for sensory feedback*
- Requesting movement (e.g., stretch break, squeeze stress ball, move to an empty desk, stand while working, sit on an exercise ball, go for a walk, etc.)

- **Social Skills***

- Appropriate rejection/Ignoring*
- Appropriately initiating social interactions (e.g., “Play with me”)
- Socially appropriate play behaviors
 - Suggesting an activity
 - Sharing
 - Waiting for a turn

- **Incompatible behavior***

- Teaching a student to sit in a chair instead of lie on the floor.
- Giving a student something to hold or do with his hands to avoid self-injury or other disruptive behavior
- Sitting with hands folded in lap instead of poking or pinching peers

- **Identify appropriate settings for the behavior ***

OTHER ALTERNATIVE BEHAVIORS

These are skills that teach the student to cope with or tolerate difficult situations. They also alter problem situations and prevent the need for problem behaviors.

- **Organizational skills to reduce frustration**
- **Social skills to increase appropriate peer interactions***
- **Problem Solving skills***
 - Conflict resolution
 - Choice making
- **Tolerance skills***
 - Longer wait times for teacher attention
 - Ignoring instigating peers
 - Delays to get the reinforcer (e.g., waiting for an activity)*
 - Appropriately dealing with peer accusations
 - Walking away from fights
 - Accepting “no”
 - Accepting consequences*
- **Self-management/Coping skills***
 - Breathing exercises
 - Time to vent about frustrations
 - 5 minute walk
 - “Calm down” break*
 - Relaxation strategies
 - Positive self-talk*
 - Self-initiation activities to prevent boredom
 - Behavioral self-control*
 - Anger management*
 - Self-monitor occurrences of behavior*

TEACHING STRATEGIES

- Direct Instruction*
- Modeling*
- Incidental Teaching*
- Practice opportunities*
- Natural opportunities*
- Role-play*
- Verbal reminders*
- Non-verbal reminders*
- Verbal rehearsal*
- Visual strategies*
- Monitoring checklist*
- Task analysis*
- Chaining*
- Shaping*
- Prompting*
- Stimulus cueing*
- Errorless learning*
- Fading*
- Scripts*
- Social skills training*
- Social stories/Comic book conversations*
- Behavioral learning games
- Use of manipulatives*
- Functional communication training (FCT)*
- Technology device instruction*
- Curricular integration*
- Teaching interaction*
- Behavioral self-control training (BSC)*
- Integrate curriculum into music*
- Momentum training with relaxation strategies*
- Self-management*

Increase Appropriate Behavior

TYPES OF REINFORCERS (with examples)

- Specific verbal praise*
- Social interactions
 - 1:1 conversations with certain people
 - Talking about their interests
 - Social time with friends
 - Being able to talk during lunch
- Appropriate touch
 - High five
 - Pat on the back
 - Hug – if appropriate
- Materials/Tangible items
 - Stickers
 - Toys
 - Books
 - Pencils
 - Notebooks
- Edibles (e.g., food)
- Activities
 - Computer time
 - Assist with morning announcements
 - Extra 5 minutes of recess
- Privileges
 - Line leader
 - Visit a teacher or school personnel
 - Run office errands
 - “No homework pass”
- Positive referrals*
- School-wide recognition*
- Leadership roles/Responsibility

REINFORCEMENT PROCEDURES

- Behavior contracts*
- Academic contracts*
- Chaining*
- Positive Reinforcement*
 - Differential Reinforcement of Appropriate Behavior*
 - Differential Reinforcement of Other behavior*
 - Differential Reinforcement of Low rates of behavior*
 - Differential Reinforcement of High rates of behavior*
 - Differential Reinforcement of Incompatible behavior*
 - Differential Reinforcement of Communicative behavior*
- Goal setting*
- Home-school reinforcement system*
- Mystery motivator*
- Group reinforcement contingency*
- Observational learning*
- Individualized reward system*
- Token economy*
- Premack Principle*

Decreasing Inappropriate Behavior

PROMPTS/REDIRECTION

- Redirection*
- Verbal prompt*
- Visual reminder (sign or picture)
- Gestural prompt (pointing or using a hand signal)*
- Physical prompt (slight touch on the shoulder, gentle guidance)
- Corrective feedback*
- Teacher restates expectations to the student
- Verbal rehearsal*
- Rules Review*
- Contingent observation*

WITHHOLDING ACCESS TO CONSEQUENCES THAT MAY PROVIDE THE “PAY-OFF” FOR THE BEHAVIOR

- Extinction*
 - Planned Ignoring*
 - Eliminate Audience*
 - Peer Ignoring*
 - In-class time-out*
- Follow through*

ENVIRONMENTAL ARRANGEMENTS

- Change seating arrangements
- Rearranging the room or furniture
- Moving the student closer to the teacher
- Move the student away from instigating peers
- Provide a barrier between students
- Eliminating distracting items in the classroom
- Provide organized places for materials and assignments

THE PROBLEM BEHAVIOR PERSISTS DESPITE LEAST RESTRICTIVE INTERVENTIONS

- Conference with student
- Parent contact (e.g., phone, e-mail, notes)
- Parent conference
- Offering the student choices
- Reflection center*
- Response cost*
- Detention
- In-school suspension
- Restitution*
- Positive Practice*
- Peer consequences*
- Reflective essay*
- Required relaxation*

Descriptions of Behavioral Interventions (Alphabetical Order)

5-10 second compliance-time window

After a request is made, allow the student a 5-10 second time window to follow through with compliance.

Academic contracts

This involves establishing a written contract for grades between adult (teacher) and student. Example: The teacher and student agree that for each reading test grade above a “C”, the student will receive 10 additional minutes of computer lab time. The agreement is written in contract form prior to the test and signed by both teacher and student.

Accepting consequences

The student tolerates or accepts the natural and/or artificial consequences given to the student for positive or negative behavior.

Allow “do-overs”

This intervention will help to reduce stress induced behaviors of students who do not believe in their ability to do assignments. If they are allowed to “re-do something” when they have attempted an assignment the inappropriate and anxious behaviors may be eliminated. Example: A female student gets nervous each time there is a math quiz and during the third math quiz of the semester she refuses to do it and “shuts down” by putting her head down and disengaging with those around her. The teacher can inform her that if she attempts to do this quiz and then finds out she did not pass it, she can attempt to take it again the next day or later on that week.

Alternative behaviors for sensory feedback

Attempt to find a less distracting behavior that serves the same sensory purpose. Examples: A student who taps their pencil can squeeze a ball or a student who rocks on their chair can use an exercise ball to sit on instead of a chair.

Anger management

Helping the student recognize when they are being “pushed to the limit” and/or getting frustrated. It is possible to use a set curriculum to teach these skills (access school guidance counselor).

Appropriate and motivating curriculum

This refers to a curriculum which challenges students while enabling them to achieve success. A curriculum too difficult or easy is likely to increase inappropriate behavior. To use the appropriate curriculum, the teacher must know the level at which their students are functioning. Make adjustments to the curriculum to better fit the student’s abilities, while still maintaining the integrity of the curriculum. Examples:

- **Pre-K»** Mr. Peabody makes the concepts being taught relevant to young children’s interests by using colorful and engaging pictures to supplement his verbal explanations.
- **Elementary»** Maria is given independent reading materials at the reading level identified by her teacher as “instructional” or “easy” for her, never at her “difficult” level. She successfully reads these, improving her fluency.
- **Secondary»** Mr. Practical structures skill building in his ninth grade math classes around real life events such as balancing a checkbook and saving for a car. This provides his students with the opportunity to relate the skills they are learning to their own lives.

Appropriate rejection/ignoring

This refers to a socially acceptable behavior to avoid contact with an undesired person, object, or activity. Example: The student ignores another peer who is teasing him.

Assistive technology devices and services

This refers to any item, piece of equipment, or product system used to increase, maintain, or improve functional capabilities of students with disabilities. Consider the need for assistive equipment that elicits success and motivation, such as large print material, laptop computer, or augmentative communication devices required by the student to make progress on IEP goals. Examples:

- Mr. Taylor teaches Emily to use a communication board. By pointing to the letters to spell “I need some water,” she gets a drink without having a tantrum.
- Mr. Rapidity leaves material on the overhead projector for an extended period of time for students who have a difficult time keeping up with the pace of lecture presentations.

Avoiding power struggles

Power struggles typically involve arguments or negative interactions between the teacher and student. In a power struggle, neither the teacher nor the student wins. The teacher often loses valuable teaching time due to the confrontation and the student’s behavior usually worsens. Avoid power struggles by following these guidelines:

1. Obtain students attention.
2. Make eye contact.
3. Offer choices or state clearly what you need the student to do.
4. Walk away from situation.
5. Ignore attempts by student to further engage you.

Behavior contracts

This is a written contract agreed upon by the teacher and student or possibly the parent and student, specifying an appropriate behavior and a motivating reinforcer that the student may earn when he/she displays the behavior. The contract is signed by all parties who are participating in the contract (student, teacher, parents, etc.). For preschool, an informal verbal contract is appropriate. Remember, contracting involves a delay or interval before a primary reward is given, which can result in decreased responding if the interval is too long. Positive consequences should be included in a well-balanced contract. Examples:

- **Pre-K»** The teacher says to Kelly, “If you pick up the toys, then you get to pass out the snack today.”
- **Elementary»** Gavin and his teacher have developed a behavioral contract that states: If Gavin completes all of his classroom assignments throughout the day, he will be allowed to choose two items from the treasure box.
- **Secondary»** Kevin is failing his Algebra class and his teacher puts him on a behavior contract. If he completes and turns in four consecutive assignments with 80% accuracy, he only has to do half of the assigned problems on the fifth day for full credit.

Behavioral learning games

Learning behavior can be made into a classroom wide game. For individual student behavior, there are board games that help to promote and teach certain target behaviors.

Behavioral momentum

This refers to increasing compliance by identifying and then making a minimum of three requests with which the student has a high probability of compliance before making a low-probability request. Be sure to reinforce compliance with the low-probability requests. Examples:

- **Pre-K»** At lunch time, Ann is often reluctant to eat her lunch. In order to increase the likelihood that she will try her lunch, her teacher uses the following sequence of requests: “Ann, please sit down next to Shauna today! Ann, pass the napkins, please! Ann, look at the pretty shoes Shauna is wearing! Ann, have a bite of your sandwich!”
- **Elementary»** Mr. Cleaver is working with nine-year-old Alison on compliance. After identifying high- and low-probability behaviors for Alison, he uses the following sequence: “Alison, tell me your name. Alison, give me five. Alison, point to the dog. Alison, put your puzzle back on the shelf.” If she puts the puzzle away, she receives a token.

Behavioral Self-Control (BSC)

This involves creating a highly structured plan for students who lack self control on a consistent basis. When a student is engaged in inappropriate behavior, the following teacher prompts and student responses should take place:

- Self-evaluation
 - Teacher asks: What are you doing?
 - Student responds: I am.....
- Self-management
 - Teacher asks: What do you need to be doing?
 - Student responds: I need to....
- Self-instruction
 - Teacher asks: What are you going to do now?
 - Student responds: I have to.....
- Self-reinforcement
 - Teacher asks: Let me know when you finish.
 - Student responds: I did.....

Break student tasks into manageable sections

Students may misbehave to escape activities that they find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that the student will more willingly undertake. If the student must complete a large number of subtasks, include an occasional 'fun break'.

Calm down break

The student must first identify when they are getting too tense, excited, or angry, and then take a short break away from the setting or situation until they have calmed down sufficiently.

Chaining

This involves reinforcing responses in sequence to form more complex behaviors. Chaining can involve both forward and backward steps. As each new behavioral step is added, only the most recent step needs to be reinforced. *Note:* In conjunction with chaining and other behavior management techniques, a strategy known as task analysis must first be used. In task analysis, skills are broken down into concrete, specific component tasks, which in some cases may be very minute. If a child doesn't make progress on a task, it may be that it needs to be task analyzed further (broken into even smaller steps).

Example:

- Al can't put on his coat. First he is reinforced for taking his coat off the hook. Once he masters that task, he is then reinforced for putting the coat on the floor in the prescribed manner and then for putting both arms in the sleeves. Last, he receives praise for flipping the coat over his head and having it on properly.

Contingent observation

This involves telling a student who is doing something inappropriate to step away from the activity, sit, and watch the appropriate behavior of other students while the teacher intentionally reinforces them. After a brief period of observation, the teacher prompts the student to rejoin the activity, and reinforces the desired behavior.

Coping skills

When students do not have a repertoire of appropriate strategies to deal with adverse situations, problem behavior can often be the result. This intervention involves teaching a student appropriate ways to cope/deal with frustration, anger, embarrassment, etc.

Corrective feedback

This involves providing information which points out areas in need of attention. Giving corrective feedback does not have to be a negative punishing experience but one that will give needed information. Feedback should be specific, simple, and immediate. Avoid correcting the student publicly or when angry. Examples:

- Types of corrective feedback:
 - Explicit correction: The teacher supplies the correct form of the behavior or skill to the student and clearly indicates what was incorrect or inappropriate. This is common corrective feedback in large groups of students where the teacher's time is limited.
 - Explicit correction has a very low rate of effectiveness since the student doesn't have to self-correct and the mistake could be easily forgotten.
 - Elicitation: Teacher asks for a replacement skill, 'How would you do that appropriately?' And then pausing to allow student to complete teacher's request.
 - Clarification: Teacher uses phrases such as, 'I don't understand what you are trying to do', or 'What do you want from choosing to do that?'

Curricular integration

A technique known as curricular integration is useful in teaching skills to students, as the technique integrates positive strategies for modifying problem behavior into the existing classroom curriculum, and is based upon the premise that a skill is more likely to be learned when taught in the context in which it is used. Teachers who incorporate behavioral interventions into daily instruction generally state that this technique has proven to be particularly effective for teaching replacement behaviors.

Delay to reinforcement

The student tolerates and accepts having to stay engaged in the task or activity or wait for a desired object/item for longer periods of time.

Differential reinforcement

This involves the reinforcement of one form of behavior, but not another; or the reinforcement of a response under one (stimulus) condition but not under another. All of the differential reinforcement procedures take a substantial amount of time to be effective. If an inappropriate behavior is very disruptive or dangerous, use of a more intrusive procedure may be warranted to protect the student or other students in the classroom or work environment. Because an inappropriate behavior is ignored or not reinforced, there may be a dramatic increase or burst of the behavior before it decreases.

Differential reinforcement of alternative behavior (DRA)

This involves the reinforcement of a replacement behavior while ignoring the inappropriate behavior. This procedure is commonly called differential attention and proximity praise. One way is to ignore the misbehavior, wait, and then praise any appropriate behavior. A second approach is to ignore the misbehavior of a student and praise a student nearby for the appropriate behavior.

Examples:

- **Primary**» Kit does not follow the teacher's directions. He is verbally reinforced each time he does comply and is ignored when he does not.
- **Elementary**» When Sam is out of his seat, he is ignored. But when he is in his seat, the teacher goes to Sam and praises him for being in his chair.
- **Secondary**» Tammy writes and passes notes during class. Whenever Tammy is taking notes from the lecture or paying attention and listening, the teacher stands near her desk and praises her for being on task. Whenever she writes notes, her behavior is ignored.

Differential reinforcement of functional communicative behavior (DRC)

This involves the reinforcement of a functional communication skill leading to a needed reward, activity, or alternative, while ignoring inappropriate behavior.

- **Pre-K**» Sandra receives her snack each day as she displays successive approximations of an appropriate verbal request to the teacher.
- **Elementary**» Cade is having a tantrum and is ignored by the teacher. The teacher determines that the function of the tantrum is to obtain a glass of water. He is then taught the sign for water. When Cade signs "water," he is given a glass of water and praised.
- **Secondary**» Paul starts carving on his desk with his pen whenever he gets bored or distracted. The teacher teaches him to raise his left hand whenever he begins to feel restless. When and if the teacher acknowledges him with a nod, he is allowed to go and get a drink of water. Paul is allowed this privilege two times at most in a given period, and a time limit is established for his drink breaks.

Differential reinforcement of high rates (DRH)

This involves reinforcement given after performing some behavior at a predetermined higher rate.

Examples:

- **Pre-K**» Kate does not interact with her peers. She is reinforced for spending increasing amounts of time in appropriate interaction with her peers.
- **Elementary**» Diane receives a star for finishing three problems in five minutes. The next time she has to finish four problems in five minutes to earn a star.
- **Secondary**» Lyle has a habit of being tardy to class. The staff decides to reinforce him with extra computer time each day he makes it to six of his ten periods on time.

Differential reinforcement of incompatible behavior (DRI)

This involves reinforcement of an appropriate behavior that is physically or functionally incompatible with the target behavior, while ignoring the inappropriate behavior. Examples:

- **Pre-K**» Denise pokes students who sit next to her on the rug during opening time. She is reinforced for sitting with her hands folded together on her lap.
- **Elementary**» Jose, a first grader who is often lying on the floor, is reinforced when he sits on a chair.
- **Secondary**» Emily draws on her notebook and books during lectures. The teacher reinforces her for writing notes about the lesson in her notebook.

Differential reinforcement of low rates (DRL)

This involves reinforcement given after performing the target/problem behavior at a predetermined low rate. This procedure is usually used for behaviors that occur at such a high rate, or are so ingrained into the student's behavior patterns, that a large immediate drop in occurrences is unrealistic.

Example:

- Dale has a habit of swearing an average of six times during class. The teacher sets a limit of three swear words each day during the first week. If Dale swears three or fewer times during the class period, he is reinforced. The following week the criterion is set at two swear words in a given class, and the program continues until the criterion is zero.

Differential reinforcement of other behavior (DRO)

This involves providing reinforcement following any appropriate behavior while ignoring the inappropriate behavior in a defined period of time. DRO always contains a predetermined length of time or interval. After each interval, the student is reinforced for *any* appropriate behavior, but never reinforced after the target/inappropriate behavior. Examples:

- **Pre-K»** Nadia has a tantrum whenever she is asked to put her toys, supplies, and/or belongings away. Her teacher praises her and gives her a sticker each time she goes ten minutes without a tantrum, while ignoring her each time she has a tantrum.
- **Elementary»** John is a student who scratches his arms all the times. The staff decides to smile, compliment, and give him points every two minutes when he is not scratching. They ignore him and do not reinforce him at the two minute interval if he is scratching.
- **Secondary»** Tom likes to call attention to him by talking out in class. His teacher ignores him each time he speaks out. The teacher verbally reinforces Tom each time he is not talking out at the end of a five-minute interval.

Direct instruction

This refers to active teaching or explicit instruction, including explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task, providing opportunities for practice, and giving feedback based on performance. Examples:

- **Elementary»** The teacher explains to Dennis that the lesson is about long division. Then she demonstrates the steps on the chalkboard and watches while he tries to do a problem. Feedback is given to correct any errors and to reinforce him for following procedures correctly.
- **Secondary»** In English class, Ms. Paulos teaches her freshman students how to diagram sentences involving subject, predicate, articles, adjectives, and adverbs. She demonstrates the procedure with a sample sentence and writes each step on the board. Then she puts a sentence on the board and asks the students to diagram the sentence in their seats while she walks around and gives assistance and corrective feedback. Finally, one student goes to the board and illustrates how to correctly diagram the sentence.

Effective commands

Teachers can reduce problems with student compliance by following research-based guidelines (Walker & Walker, 1992). See the section, *Delivering Effective Commands*, for specific strategies on how to give commands and increase compliance.

Eliminate audience

This intervention involves removing the attention given to a student for a behavior. It is appropriate for students who behave inappropriately to gain attention from others around them.

- Examples:
 - Have the students in the class physically move away from student.
 - Redirect the class to a different activity away from the student.

Environmental engineering

This refers to the process of arranging the physical environment of the classroom to enhance student learning and behavior. The physical environment serves as a set of stimuli which influence appropriate and inappropriate behavior. Teachers can pay attention to such factors as basic layout of classroom space, wall displays, traffic patterns, and other aspects of the classroom. Examples:

Pre-K» Mrs. Adams arranges her class so that she has visual contact with all parts of the room. For example, she uses low bookcases so students are in her line of sight.

Elementary» Mr. Red (1) divides the classroom into areas for quiet reading, seat work, and small group work; (2) arranges the room so students cannot easily look out windows or doorways into halls, and (3) places himself between the students and open areas if there are runners in the class.

Errorless learning

This involves creating teaching routines that guarantee success. This is most effective for students who frequently make mistakes, who lack confidence (or may be anxious), and/or who do not remember their learning experiences and the feedback that they receive.

The following are procedures that facilitate errorless learning:

Adjust expectations appropriately (be reasonable)

Make sure that the student is completely clear about what is expected of them

Complete the task collaboratively with the student

Make the task doable by 1) breaking the task into separate parts or 2) giving the student responsibility for only one or two components of a larger task

Anticipate problems and “pre-correct” (e.g., “I see a tricky word in the next sentence – the word is _____-let me know if you need help when you get to that word.”)

Provide adequate cues

Ensure large numbers of successful repetitions to ensure learning

Extinction

This refers to a behavior reduction procedure that is used to decrease problem behaviors that have a history of being reinforced, by removing the source of reinforcement. This is typically used with attention seeking behaviors, but can also be used with behaviors that are maintained by escape from demands or access to a preferred item or activity.

Because an inappropriate behavior is ignored or not reinforced, the student may exert greater effort to obtain the reinforcer and there may be a dramatic increase or burst of the inappropriate behavior initially. It is very important to keep this phenomenon in mind when utilizing extinction, and to refrain from giving in and providing reinforcement. Inadvertently “giving in” and reinforcing the behavior will serve to make the behavior worse.

Also, when eliminating a problem behavior using extinction, it is always necessary that you teach the individual a new behavior to replace the inappropriate behavior.

Extinction is not appropriate when the behavior is dangerous to the student or others. In such an instance, extinction should be combined with other procedures. Extinction is a technical procedure that requires staff training.

See examples of *planned ignoring, eliminate audience, peer ignoring, time-out, and follow through*.

