

Classwide Positive Behavioral Interventions and Supports: *Foundations*

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Objectives:

By the end of this session, you should be able to (a) make connections between behavioral theory and CWPBIS, and (b) identify the key components of CWPBIS.

Behavior basics

Predicting behavior

- We use the **three-term contingency** (antecedent-behavior-consequence) as a way to explain, predict, and change behavior.
- If we can identify what **precedes** a behavior and what **follows** a behavior, we have a good chance of being able to predict future occurrences of that behavior.

Types of consequences

- **Reinforcement** happens when any consequence serves to *increase* the future rate of a behavior.
- **Punishment** happens when any consequence serves to *decrease* the future rate of a behavior.

What do the concepts of reinforcement and punishment have to do with classroom management?

- Knowing the **mechanisms** behind how behavior works can help you shape behavior: tricks can fail you, but the science never will.
- Understanding that **reinforcement** and **punishment** are scientific phenomena that affect rates of behavior will help you select consequences based on your observations (rather than on what you think will work).
- If we know certain consequences increase the likelihood of behaviors we want to see, we can plan to have those consequences follow the behaviors we want to see.

Other behavioral concepts

- **Extinction** occurs when a previously reinforced behavior is no longer reinforced.
- A **setting event** is a condition or event that occurs simultaneously with a discriminative stimulus, or even hours or days before.

Thinking about the function of behavior

- All behavior serves a purpose.
- There are only two possible **functions** of any given behavior:
 - To get something (obtain)
 - To get away from something (escape/avoid)
- Even inappropriate behavior serves a function.
- If we can identify the function of the inappropriate behavior, we can teach an appropriate replacement behavior that serves the same function.

Let's practice! 😊

- Oscar is a student in your third-grade classroom. Often, when you ask him to partner up with his neighbor to review an assignment, he says, "I don't want to" and puts his head down on his desk. When he does this, you let him work alone. He is particularly grouchy and likely to engage in this behavior on days when he hasn't gotten enough sleep.
 - Antecedent? (S^D)
 - Behavior(s)?
 - Consequence:
 - Adding or taking away? (+ or -)
- Effect?
- So, the consequence functions as:
- Was there a setting event?

EBP in classroom management:

What all instructors should be doing in the classroom

1. Maximize structure
2. Identify, define, and teach expectations
3. Increase academic engagement
4. Establish a continuum of supports to encourage appropriate behavior
5. Establish a continuum of supports to discourage inappropriate behavior

Maximizing structure

Physical arrangement

- The physical arrangement of the classroom will not take the place of competent teaching, but setting the occasion for success increases the chance of success!
- Remember, maximizing structure is an **antecedent** strategy.

Organization: The more, the better

- Have a place for *everything*.
- Be a good model for your students.
- Keep frequently used materials stocked and accessible.
- A large part of staying organized is establishing and maintaining predictable routines in your classroom.
- Once students know the routines, normal events will prompt their execution.

Establishing and teaching expectations

- Each classroom should have 3-5 positive expectations for students to follow.
- Once a teacher has chosen expectations for his or her classroom, these expectations need to be defined within the context of the classroom routines.
- One way to do this is in a **matrix** format.

Teaching behavioral expectations

- Teachers need to use **prompts** and **precorrects** to enhance behavioral expectation instruction.
 - A **prompt** is a stimulus added to the environment to increase the likelihood of the antecedent stimulus occasioning the desired behavior.
 - A **precorrect** is a prompt given to students *before* a situation in which there is a high likelihood of problem behavior.
- A behavioral expectation lesson plan should incorporate the following key features:
 - Your teaching objective
 - Positive and negative teaching examples
 - The materials you will need for your lesson
 - The “model, lead, and test” activities
 - The follow-up activities
- Behavioral expectations should be taught just like you’d teach academics.

Actively engaging students

- One teacher behavior that is consistently associated with (a) improved student behavior and (b) increased student achievement is **actively engaging students**.
- Provide high rates of **opportunities to respond**.
- Always investigate academic connections to behavior problems.

Encouraging appropriate behavior

- Need to make connection between **reinforcement** and **appropriate behavior**.
- Praise is the most widely used reinforcer in the classroom.
- The most effective praise is **specific** and **contingent**.
- Praise should sound sincere.

Group contingencies

- When you use a **group contingency**, you arrange reinforcement for the entire group based on demonstration of appropriate behavior.
- There are three types of group contingencies:
 - **Dependent** group contingency (“one for all”)
 - **Interdependent** group contingency (“all for one”)
 - **Independent** group contingency (“to each his own”)

Behavioral contracts

- Students who do not always engage in appropriate behavior may benefit from having a **behavioral contract**.
- The contract specifies the contingency for an individual student.

Token economies

- Unlike other reinforcers, you can deliver tokens at any time, without interrupting instruction.
- Token distribution can bear a quantitative relation to the behavior displayed.
- Token economies allow teachers to use the same reinforcement system for individuals who have different preferences by providing diverse backup reinforcers.
- A token economy requires two components: **tokens** and **backup reinforcers**
- The **tokens** should have no innate value – they are just a means to an end.
- Tokens should be portable, durable, and easy to handle.

Selecting backup reinforcers

- You want to have reinforcers that are low-cost and low-effort whenever possible,
- Your reinforcers should be reflective of your students’ age, culture, and school rules.
- Will you implement a **response cost** system?

Discouraging inappropriate behavior

With inappropriate behavior, **prevention** is the best intervention.

Addressing problem behavior

- Establish a **continuum** of responses.
- Determine which behaviors are classroom-managed versus office-managed.

Error correction

- First response to minor behavior error should be **specific and contingent error correction**.
 - Identify problem behavior.
 - Identify expected behavior.
 - Reteach if necessary.
 - Provide feedback.
 - Reinforce as soon as appropriate behavior is displayed.
- One thing to think about: “no, stop, don’t” statements are **conditioned punishers**.

Overcorrection

- **Overcorrection** is a behavior-reduction procedure that includes training in appropriate behavior.
 - Appropriate behavior is taught through an “exaggeration of experience.”
 - Student rectifies a behavior error, followed by extended practice of the appropriate behavior.
- There are two types:
 - Restitutive overcorrection
 - Positive-practice overcorrection

Response cost

- With **response cost**, a stimulus is taken away contingent on an inappropriate behavior.

Time-out from reinforcement

- Time-out from reinforcement can be nonexclusionary or exclusionary.
- In **nonexclusionary** time out, the student remains in the educational environment but is denied access to the activity or to reinforcement
- In **exclusionary** time-out, the student is removed from the activity altogether.
- Remember, the student must be removed from an environment that is **reinforcing**.

Considerations when responding to problem behavior

- Punishment cannot be used in isolation; we must also teach and reinforce the appropriate behaviors that we expect from our students.
- We cannot assume that traditional punishments will reduce problem behaviors.
- Frequent use of punishment can lead to a hostile learning environment.
- Ensure that guardians are aware of your strategies for responding to problem behavior.
- Be objective and use observable, measurable language when stating which behaviors will result in consequences.
- Consider developing a chart to help you (and anyone else who comes into your room) respond consistently to problem behaviors.
- Spend most of your time preventing problem behavior from occurring.
- Always think about what you can change to decrease the likelihood of inappropriate behaviors.
- Be predictable and consistent.
- Look for opportunities for reinforcement.
- Always consider the **function** of the problem behavior.

Considering “culture”

- As the research base on PBIS grows, there is more **emphasis** being placed on the contextual fit of behavior support systems.
- Our culture comes from how, where, when, and by whom we were raised.
- Culture affects how individuals view the world and how they live; our students’ culture impacts their experience with school.
- Culture is both formed and transmitted through communication, verbal and non-verbal.

How does culture relate to CWPBIS?

- All PBIS practices and systems are designed to be effective in any culture.
- We can **improve student outcomes** by making those **practices and systems** more reflective of norms and expectations and learning histories.

How culture shapes an educator

- All of us have had some formative experiences that impacted our culture.

Building relationships with students

- Building relationships with students is thought to be a critical element in classroom management.
- While “building relationships” may seem like a subjective construct, there are certain behaviors in which teachers engage when building relationships with students.
 - Listening
 - Showing interest in them and their lives
 - Frequent, positive interactions
- Know students’ names and use them frequently.
- Engage in nonacademic conversations with students.
- Practice active listening with students.
- Correct errors in a positive, constructive manner.
- Smile and be enthusiastic about the content being taught.

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