

Positive, Preventive, Powerful

Evidence-based Strategies for Improving Student Behavior Tomorrow

Chris Sweigart – csweigart@ovec.org Timothy Landrum – t.landrum@louisville.edu

Justin Cooper – justin.cooper@louisville.edu

| Behavior Category | Problem Behavior You've Experienced | Context/Setting | Alternative or Incompatible Behaviors to Teach/Reinforce |
|---------------------|-------------------------------------|-----------------|--|
| Disruptive Behavior | | | |
| Lack of Engagement | | | |
| Non-compliance | | | |

Take a moment to consider the greatest behavioral challenges you are currently facing. Describe the most frustrating & problematic student you support. What is the nature (behavior, frequency, intensity, context) of the problem?

BEHAVIORAL MOMENTUM

DESCRIPTION

The process of building on previous compliance by introducing a succession of high-probability requests (*requests that usually result in student compliance*) before delivering a low-probability request (*requests usually met by student noncompliance or other inappropriate related behavior*). In essence, the teacher gets the student on a roll of successful compliance.



BENEFITS

- This strategy leads to improved likelihood that a student will successfully comply with directions or engage in challenging situations or task. Behavioral momentum can be used to target social behavior or academic responding

IMPLEMENTATION

- Step 1.** Identify tasks or requests that often lead to noncompliance or problem behavior
- Step 2.** Identify easy requests (8-15) that are highly likely to lead to compliance
- Step 3.** Test easy requests to ensure that the student responds willingly
- Step 4.** Implement intervention, presenting 3-4 easy requests before difficult requests

Tips:

- ❑ Vary the easy requests, and reinforce after each instance of compliance
- ❑ Once a student is successful, gradually reduce number of easy requests used
- ❑ Ensure the student is capable of performing the difficult task/request prior to implementing behavioral momentum, or it will not be successful
- ❑ Instructional activities and tasks can be designed to incorporate this strategy (e.g., including several easier problems on a worksheet before the more difficult material)

ADDITIONAL RESOURCES

Landrum, T.J., & Sweigart, C.A. (2015). Simple, evidence-based interventions for classic problems of emotional and behavioral disorders. *Beyond Behavior*, 23(3), 3-9.

Lee, D. L., Belfiore, P. J., & Budin, S. G. (2008). *Riding the wave: Creating a momentum of school success*. *Teaching Exceptional Children*, 40(3), 65-70.

http://www.interventioncentral.org/student_motivation_high_probability_requests

<http://ebi.missouri.edu/?p=123>

General web-based Resources for evidence-based practices

<http://ebi.missouri.edu/>

<http://autismpdc.fpg.unc.edu/evidence-based-practices>

<http://iris.peabody.vanderbilt.edu/>

Behavioral Momentum Plan

| | | |
|--|---|---|
| Student: Carl | Context (class, time of day, activity): Reading/language arts | Low probability request (what the student refuses to do): Get out materials; join reading group |
| High probability requests (requests this student typically responds to appropriately): | | |
| 1. erases board | 6. works independently on computer | |
| 2. passes out papers | 7. works independently on puzzles, word finds, etc. | |
| 3. runs errands | 8. | |
| 4. files papers for teacher | 9. | |
| 5. posts work on board | 10. | |

Sample Behavioral Momentum Data Collection Sheet

✓ = complied with request

✗ = did not

| High probability requests | M | T | W | Th | F |
|--|---|---|---|----|---|
| Erase board | ✓ | ✓ | ✓ | ✗ | |
| Pass out papers/materials | ✓ | | ✗ | | |
| Write problems/sentences on smartboard | ✓ | ✓ | ✓ | ✗ | ✓ |
| Run errand to office | | ✗ | | ✗ | ✗ |
| File homework papers | | | | | ✓ |
| Low probability request | | | | | |
| Get out materials and join reading group | ✓ | ✗ | ✓ | ✗ | ✓ |

Behavioral Momentum Plan

| | | |
|--|---|---|
| Student: | Context (class, time of day, activity): | Low probability request (what the student refuses to do): |
| High probability requests (requests this student typically responds to appropriately): | | |
| 1. | 6. | |
| 2. | 7. | |
| 3. | 8. | |
| 4. | 9. | |
| 5. | 10. | |

Sample Behavioral Momentum Data Collection Sheet

✓ = complied with request

✗ = did not

| High probability requests | M | T | W | Th | F |
|---------------------------|---|---|---|----|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Low probability request | | | | | |
| | | | | | |

PRECISION REQUESTS

DESCRIPTION

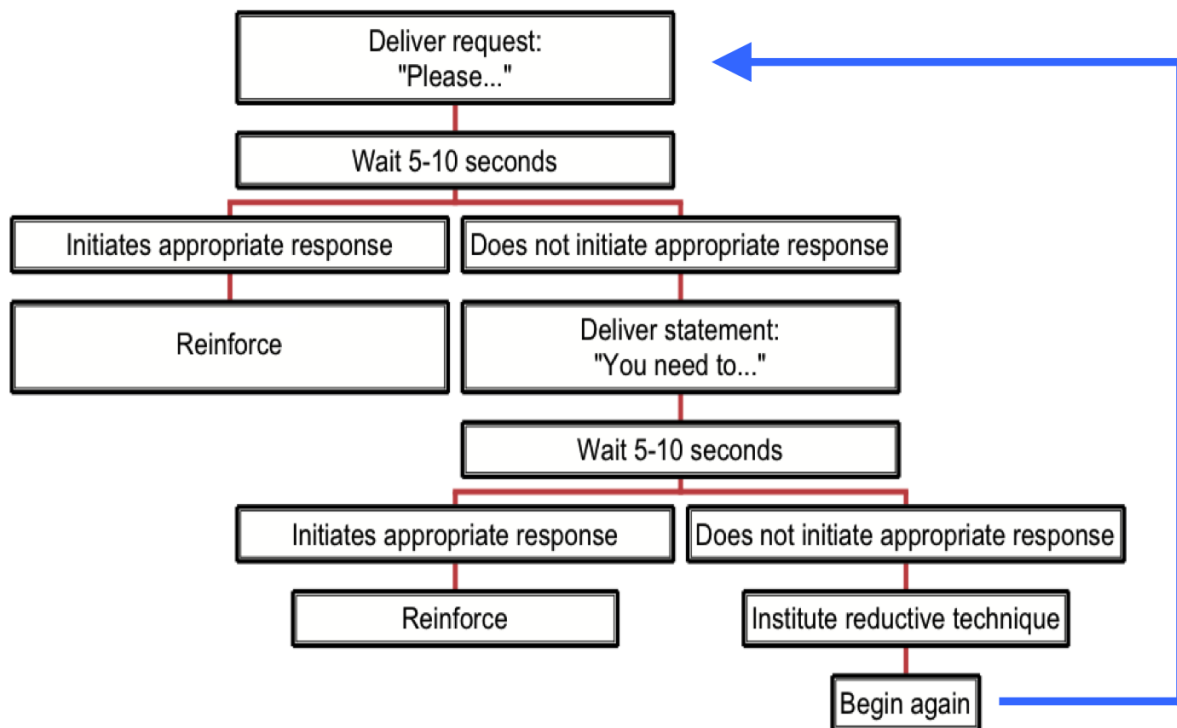
A structured method of delivering directions to students that includes several characteristics designed to enhance student compliance. Precision requests include the following characteristics:

- non-question format
- specific
- given in close proximity
- eye contact
- provides time to comply
- one request at a time
- compliance reinforced
- procedure is taught

BENEFITS

- Following these procedures increases the likelihood a student will successfully comply with directions; further, the clear, predictable structure for both teacher and student promotes stable, positive interactions with less opportunity for conflict

IMPLEMENTATION



ADDITIONAL RESOURCES

Rhode, G., Jenson, W. R., & Reavis, H. K. (1992). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.

<http://iseesam.com/content/teachall/text/behavior/LRBIpdfs/Precision.pdf>

<http://www.sbbh.pitt.edu/Precision-Requests/103/Default.aspx>

https://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/behavior_management_precision_request.pdf

<https://youtu.be/UwynJ5UjePQ?t=46>

PRECISION REQUESTS PLAN

Student:

General problem & context:

Alternative desired responses:

| Directions that Predict Noncompliance | Precision Requests ("Please...", "You need to...") | Reinforcement Method for Compliance | Reductive Method for Noncompliance |
|---------------------------------------|--|-------------------------------------|------------------------------------|
| | | | |
| | | | |

Data Collection Directions: Each time you provide a precision request to the student, make a tally mark in the precision request data column below. If the student successfully complies with the request, circle the tally mark. Continue the procedure throughout the day (or activity on which you want to focus). When the observation period is complete, divide the number of circled tally marks by the total number of tallies to determine the percentage of successful responses.

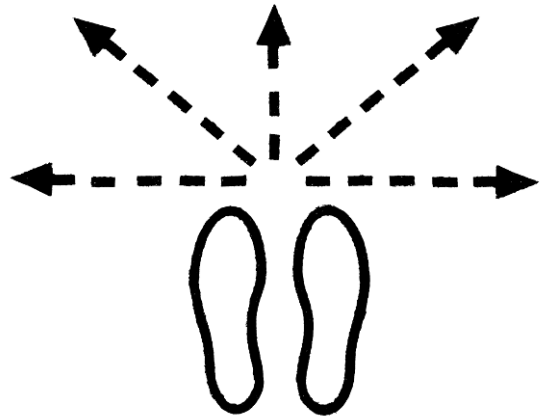
Ex. | (1) (1) | (1) | → 3 circled tallies divided by six total tallies → $3/6 = 50\%$ of requests resulted in compliance

| DAY | Precision Request Data | Percentage of Successful Responses |
|------------------|------------------------|------------------------------------|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |

CHOICE

DESCRIPTION

Choice refers to giving a student options about assignments, activities, or rewards in order to increase motivation. Choices can be within an instructional activity (e.g., where to sit, whether to write or use a computer) or between activities (e.g., what sequence to complete different content area assignments). Even when choices are minor or illusory, students—and their teachers—may benefit.



BENEFITS

- Providing choice can result in increased task engagement, increased productivity and accuracy, increased compliance, and decreased disruptive behavior. Additionally, choice provides students with some control over their day.

IMPLEMENTATION

Step 1. Identify problem behavior or activity

Step 2. Identify appropriate choices (for example, order of assignments, when to work on a task, what materials to use, where to work, etc.)

Step 3. Make any necessary modifications to materials or classroom arrangements

Step 4. Implement choice, providing choices prior to problem behavior

Choice Examples:

Order of assignments

Type of assignment (e.g., math vs. reading)

When to do assignment (e.g., morning or afternoon)

Materials used to complete assignment (e.g., pen, pencil, or computer)

Who to work with when completing assignment

Where in the classroom to work

Which reward to work for

ADDITIONAL RESOURCES

Kern, L., & State, T. (2009). Incorporating choice and preferred activities into classwide instruction. *Beyond Behavior*, 18(2), 3-11.

<http://www.interventioncentral.org/behavioral-interventions/motivation/choice-allowing-student-select-task-sequence>

https://coe.lehigh.edu/sites/coe.lehigh.edu/files/choice_preferred_activities1.pdf

<http://www.ci3t.org/pl#ic>

<http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/ABI-complete-2010.pdf>

Choice Plan

| | | |
|----------|---|--|
| Student: | Context (class, time of day, activity): | Specific targets (operational definition) for improvement (what you want to see the students do: complete more work; increase % engagement, reduce # disruptions): |
|----------|---|--|

Check all possible choices that would be appropriate and acceptable with this student, for this behavior in this context. Could the student choose:

| | |
|--|---|
| 1. order of assignments? ___ yes ___ no | <i>Which assignments are options?</i> |
| 2. where to work in classroom? ___ yes ___ no | <i>Acceptable locations:</i> |
| 3. with whom to work? ___ yes ___ no | <i>Appropriate peer or adult work partners:</i> |
| 4. from among different tasks? ___ yes ___ no (e.g., flash cards, worksheets, computer) | <i>What tasks are prepared and available?</i> |
| 5. medium/format to use? ___ yes ___ no (e.g., paper and pencil/pen/marker; computer) | <i>Acceptable choices:</i> |
| 6. reinforcer/consequence? ___ yes ___ no | <i>Available choices (tangibles, activities):</i> |

Data collection plan

Target for improvement (engagement, disruptions, work completion):

Metric (e.g., % engagement; # disruptions; # problems completed, pages read):

OPPORTUNITIES TO RESPOND

DESCRIPTION

An opportunity to respond (OTR) is any teacher behavior that requires a student to engage in a motor or verbal response. Most commonly, OTRs are delivered through teacher questioning. Teachers can leverage OTRs to increase active engagement by providing frequent questions/prompts that vary across (a) individual and group (choral) responses, (b) level of questions asked (recall, application, etc.), and by using various response formats that prompt greater numbers of students to engage (e.g., response cards, gestures).



BENEFITS

- OTRs are associated with increased student engagement and higher academic achievement along with decreased disruptive and off-task behavior. Additionally, by providing more OTRs, teachers give themselves more opportunities to provide feedback to students.

IMPLEMENTATION

- Step 1.** Identify context or activities in which students would benefit from increased OTRs. Look for contexts in which students are less engaged, few students respond, and/or few students respond accurately
- Step 2.** Identify an appropriate format, and plan enough responses to match student needs based on the instructional level
- Step 3.** Teach students to respond using the planned format
- Step 4.** Prompt students to respond
- Step 5.** Provide sufficient wait time for responses (*at least 3 seconds*)
- Step 6.** Provide positive feedback for correct responses to reinforce learning
- Step 7.** Ensure that all students are given opportunities to respond
- Step 8.** Monitor for student accuracy, and modify lessons and OTRs to improve student success rates

ADDITIONAL RESOURCES

Duchaine, E., Green, K., and Jolivet, K. (2011). Using response cards as a class-wide intervention to decrease challenging behavior. *Beyond Behavior*, 20(1), 3-10.

Haydon, T., MacSuga-Gage, A. S., Simonsen, B., & Hawkins, R. (2012). Opportunities to respond: A key component of effective instruction. *Beyond Behavior*, 22(1), 23-31.

<http://ebi.missouri.edu/?p=89>

<https://louisville.edu/education/abri/primarylevel/otr/group>

<http://www.ci3t.org/pl#otr>

OPPORTUNITIES TO RESPOND PLAN

Content Area:

Specific Students to Target:

| OTR Method (e.g., choral/group, whiteboards, response cards) | Materials Needed | Steps to Introduce & Implement (including any needed changes to current instruction) | Sample OTRs |
|--|---------------------|--|-------------|
| | | | |

Goal: *(aim for a specific OTR rate)*

Data Collection Directions: During instruction each time you provide an OTR, make a tally mark in the OTR data column below. Count the number of tallies and record in the total OTRs column. Record the length of the lesson in minutes. Then, divide the total number of OTRs by the length of the lesson to get the rate of OTRs per minute.

| DAY | OTR Data | Total OTRs | Lesson Length (min) | OTR Rate |
|------------------|----------|------------|---------------------|----------|
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |

Where to Learn More



- **Basic FBA to BSP**
 - Website: <http://basicfba.com>
- **CI3T Professional Learning**
 - Website: <http://www.ci3t.org/pl>
- **IRIS Center – Behavior & Classroom Management**
 - Website: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>
- **Evidence Based Practice Briefs**
 - Website: <http://autismpdc.fpg.unc.edu/content/briefs>
- **Evidence Based Intervention Network**
 - Website: <http://ebi.missouri.edu/>
- **Intervention Central**
 - Website: <http://www.interventioncentral.org/>
- **National Center for Intensive Intervention**
 - Website: <http://www.intensiveintervention.org/behavior-strategies-and-sample-resources>
- **IES Practice Guides**
 - Website: <http://ies.ed.gov/ncee/wwc/Publication#/ContentTypeId:3>
- **Midwest PBIS Network**
 - Website: <http://www.midwestpbis.org/materials/classroom-management>