


**CLASSROOM AND BEHAVIOR  
MANAGEMENT 2.0:  
TAKING BASIC PRINCIPLES TO THE NEXT LEVEL**

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**Challenges**

What are your greatest behavioral challenges? Think of the students, class periods, times of day, or contexts that trouble you most when you think about your typical school day. Try to think of a few examples, and list below as many details as you can regarding the specific student(s) the behavior problem, the context, and the frequency with which it occurs.

Student(s)	Problem	Context	Frequency
1. Carl	profanity	Math class	3 x week
2.			
3.			
4.			
5.			


Notes:

*What do these challenges look like?*

- The most common behavioral challenges typically fall into one of three categories:
  - BEHAVIORAL EXCESSES:** physical or verbal aggression; profanity; disruptions; excess motor behavior (out of place);
  - BEHAVIORAL DEFICITS:** social withdrawal; noncompliance, interpersonal skill deficits
  - ACADEMIC/LEARNING PROBLEMS:** attending to task, academic responding

*Another way to look at this:*  
**TARGETS FOR INTERVENTION**

- We don't intervene for "EBD"
- Categorical identification has little (no?) instructional utility
- We plan instruction and develop interventions toward specific targets
  - Behaviors to increase
  - Behaviors to decrease
  - Academic skills to improve (both basic academics, and academic related skills)



Characteristics of students with EBD	Potential targets of intervention	Examples of effective practices
Inappropriate behavior	<i>Excesses</i>	<ul style="list-style-type: none"> <li>• Reinforcement (positive, differential, negative)</li> <li>• Precision requests</li> <li>• Behavioral momentum</li> <li>• Behavior Specific Praise</li> <li>• Time out</li> <li>• Response cost</li> <li>• Group-oriented contingencies (e.g., the Good Behavior Game)</li> </ul>
	<i>Deficits</i>	
Academic learning problems	<ul style="list-style-type: none"> <li>• Social withdrawal</li> <li>• Noncompliance</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous monitoring of student performance (e.g., single-subject research evaluation methods)</li> <li>• Direct instruction</li> <li>• Self-monitoring</li> <li>• Class-wide Peer Tutoring</li> <li>• Curriculum-based Measurement</li> </ul>
	<ul style="list-style-type: none"> <li>• Achievement</li> <li>• Attention to task</li> <li>• Academic responding</li> <li>• Reciprocal peer tutoring</li> </ul>	
Unsatisfactory interpersonal relationships	<ul style="list-style-type: none"> <li>• Social skills</li> <li>• Language skills</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction of individually targeted behaviors</li> <li>• Modifying antecedents and consequences</li> <li>• Opportunity to practice in natural settings</li> </ul>

Adapted from Landrum, Tankersley, & Kauffman, 2003

## Two Premises

1. We have a rich literature on effective practices

## Two Premises

2. Our best interventions are

**ANTECEDENT**

- Environments are purposefully arranged in advance to encourage and promote positive, prosocial behaviors

**INSTRUCTIONAL**

- The positive social and academic behaviors we want to see must be actively taught

**BEHAVIORAL**

- Interventions rely on basic behavioral concepts: positive reinforcement, negative reinforcement, extinction

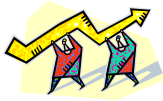
## AGENDA for Today

1. Brief review of basic behavioral concepts
2. Examples of antecedent interventions based on these concepts
3. Planning templates for a few interventions
4. Trustworthy sources of additional information on evidence-based practices.

**BEHAVIORAL FOUNDATIONS**

### Positive reinforcement

- Refers to an *effect*
- Something is given (added), and a behavior increases
- Examples:
  - Masking tape
  - Piano lessons
- Easiest form of reinforcement?
  - Praise (positive teacher attention)




### Positive Reinforcement

- How do we know what to try as a reinforcer for a given student?
  - Ask the student
    - “What would you like to earn?”
  - Survey of preferred reinforcers
- Observe
- Ask parents, other teachers
- How do you know when it works?
  - Must have data (pre- post- at minimum)

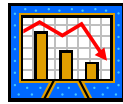
### Negative reinforcement

- Refers to an *effect*
- Something is removed (taken away), and a behavior increases
- Examples:
  - homework
  - Final exam
- Common problem:
  - Negative reinforcement trap



## Extinction

- Refers to an *effect*
- A previously reinforced response diminishes when the reinforcer is withheld
- Problems
  - What was maintaining the behavior?
  - Extinction burst
- Examples:
  - Russell
  - Joe



## Differential reinforcement

- Use reinforcement and extinction simultaneously
- “Praise and ignore”
- Example:
  - Stefanie



## EXAMPLES OF INTERVENTIONS

## Target for Intervention



**behavioral deficit:  
non-compliance**


### Non-compliance

- Non-compliance is the refusal to appropriately engage in a given task, but the topography varies within and between students with EBD.
- Like most maladaptive behaviors, the function of non-compliance is usually avoidance/escape or attention.

### Antecedent Interventions for Non-compliance

- Behavioral momentum
- Instructional choice
- Precision requests
- Increased opportunities to respond (OTRs)
- Pre-correction

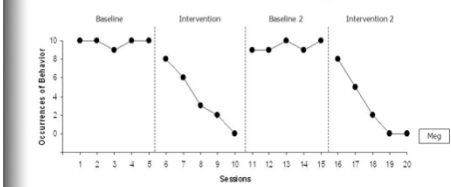
### Antecedent Interventions for Non-compliance



Guiding questions:

1. What is it?
  - overview, examples, and considerations for fidelity
2. How do we know it works?
  - brief overview of support
3. Where can you find more information?
  - trustworthy resources

### Another Caveat



Applied Behavior Analysis for Teachers, 8<sup>th</sup> Ed.  
 Adams & Trostman  
 ISBN 0133109209

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## 1. BEHAVIORAL MOMENTUM

### What is behavioral momentum?

- Students are asked to complete tasks that they are highly likely to complete before being asked to complete a task that they are less likely to complete.
- Also effective for academic tasks.
  - high-probability (“high- $p$ ”) sequence



(Cooper, Heron, & Heward, 2007)

### Behavioral Momentum: Example

- **Teacher:** “Jackson, will you pass out these papers for me?”  
*(student complies)*
- **Teacher:** “Thanks; you passed those out quickly and quietly. Now, will you also please erase the board before we start?”  
*(student complies)*
- **Teacher:** “Thanks, Jackson. Great job erasing. Now please grab your math workbook and turn to page 47 so we can look at these examples.”

### Examples of Behavioral Momentum

- High- $p$  sequence used between tasks
  - for task initiation
  - signal transition
- High- $p$  sequence used within tasks
  - assignment completion

(Lee, Belfiore, & Budin, 2008)

### Examples of Behavioral Momentum

3	7	5
X 3	X 8	X 2
10	25	16
X 6	X 4	X 14

### Implementing Behavioral Momentum with Fidelity

- Critical components:
  - Identify "low-p" tasks
  - Identify "high-p" requests
    - short (~5 seconds to complete)
    - interviews and data collection
  - Deliver the task sequence
    - deliver "low-p" request within 10 seconds of high-p request
  - Collect data and monitor progress
  - Fade the intervention

(Lee, Belfiore, & Budin, 2008)

### How do we know behavioral momentum works?

- Lee (2005)
  - meta-analysis (high-p sequence)
  - effective for students EBD (and other disabilities)
  - timing matters (<10 seconds)
  - most effective when students receive reinforcement for compliance

### Behavioral Momentum

**Discussion**  
The process of building on previous compliance by presenting a request of high probability (before delivering a low probability request) presents students with the opportunity to receive reinforcement (often in the form of a high-p request) before the student is asked to complete a more difficult task.

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

**Implementation**  
 Step 1: Identify tasks or requests that often lead to non-compliance or problem behavior.  
 Step 2: Identify easy requests (e.g., low-p) that are highly likely to be complied with.  
 Step 3: Test easy requests to ensure that the student responds willingly.  
 Step 4: Implement intervention, presenting 3-4 easy requests before difficult requests.  
 Note: Use easy requests, and maintain them until student is compliant.  
 Note: Once a student is successful, gradually reduce number of easy requests used.  
 Note: Assess the student is capable of performing the difficult task (request prior to implementing behavioral momentum) or it will not be successful.  
 Note: Operational definition must take care to request compliance for the easy (e.g., including several easy problem on a worksheet before the more difficult material).

**Additional Resources**  
 Landrum, T.J., & Swanson, C.A. (2015). Simple, evidence-based interventions for classic problems of emotional and behavioral disorders. *Applied Behavior Analysis, 38*(2), 3-6.  
 Lee, J.A., Belfiore, P.J., & Budin, L.C. (2008). Adding the easy: Overview in overview of effective practices. *Teaching Exceptional Children, 41*(1), 65-70.  
[http://www.interventioncentral.org/reading/writing/academic/high\\_probability\\_requests](http://www.interventioncentral.org/reading/writing/academic/high_probability_requests)  
<http://jellm.com/entry/?p=123>  
 General and Special Education for students based practices  
<http://jellm.com/entry/>  
<http://www.teachingwithaheart.com/behavioral-momentum-lesson-practice>  
<http://www.probe.org/understanding/behavioral-momentum/>

T. J. Landrum, NC Research in Practice, 2017

#### Behavioral Momentum Plan

Time of day, activity:	Low probability request (what the student refuses to do):
Student typically responds to (appropriately):	
1.	
2.	
3.	
4.	
5.	

#### Data Collection Sheet

✓ = complied with request    ✗ = did not comply

	M	T	W	Th	F

## 2. INSTRUCTIONAL CHOICE

### What is instructional choice?

- A student is given two or more options and independently chooses one; the teacher provides access to the choice.
- Providing choice is **not** the same as relying on “multiple intelligences” or learning styles.
- Can be applied before a task:
  - when a task will be completed (i.e., task order)
  - access to preferred activity upon completion (e.g., iPad)
- Can be applied during a task:
  - which problems will be completed (e.g., even or odd)
  - preferred method of communication (e.g., raising hand, holding up a card)

### Examples of Instructional Choice

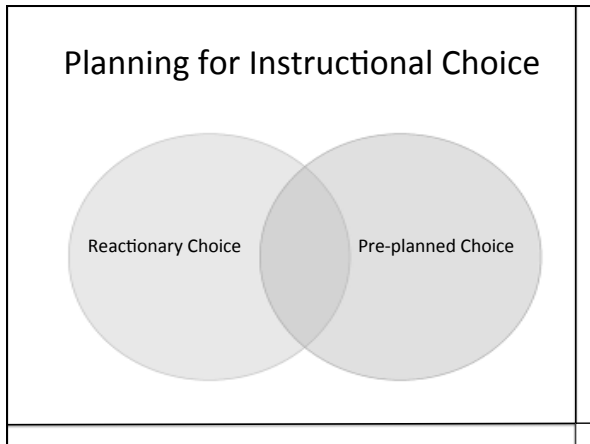
- Topic selection (e.g., reading passage, writing topic, math word problems based on interest)
- Project-based learning (e.g., PowerPoint, movie, speech)
- Location (e.g., complete assignment in different location)
- Inter-personal choice (e.g., partner, independent)
- Format (e.g., text-based vs. web-based materials)

### Examples of Instructional Choice

The collage illustrates various examples of instructional choice:

- A task card with 'FIRST' and 'THEN' sections, suggesting choice in task order.
- A grid of analog clocks, suggesting choice in when a task is completed.
- A choice between a cheetah and a tiger, representing topic selection.
- A choice between a pencil and a paper airplane, representing format or method of communication.
- A choice between a PowerPoint slide and a speech bubble, representing project-based learning or format.





### Implementing Instructional Choice with Fidelity

- **Critical components:**
  1. Plan for opportunities to provide choice
    - identify activities and contexts that lead to non-compliance
  2. Identify choices
    - be sure that the choice(s) do not compromise the learning objectives
  3. Start with one context
    - begin with the most likely to elicit positive student response
    - provide immediate feedback (corrections or reinforcement)
    - vary choice over time
  4. Make data-based decisions
    - if choice is effective, begin to try in novel contexts

(Landrum & Sweigart, 2014)

### How do we know instructional choice works?

- Shogren, Faggella-Luby, Bae, and Wehmeyer (2004)
  - Meta-analysis
  - providing students choice related to the order of task completion or a preferred activity resulted in “clinically significant reductions in the number of occurrences of problem behavior”
- Royer, Lane, Cantwell, & Messenger (2017)
  - QI review
  - instructional choice decreased disruptive behavior and improved academic behavior

**CHOICE**

**DESCRIPTION**  
 Choice refers to giving students options about assignments, activities, or materials to select to increase motivation. Choices can be related to the order of tasks (e.g., when to do, whether to work on one assignment or complete different student area assignments). Some choices concern an order of priority, materials, and their location—step forward.

**RESEARCH**  
 Providing choice can result in increased task engagement, increased productivity and accuracy, increased compliance, and decreased disruptive behavior. Additionally, choice provides students with more 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, when 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., write vs. read)g  
 Which to complete (e.g., writing or drawing)  
 Materials used to complete (e.g., pencil or computer)  
 When to work with when completing assignment  
 Where the assignment is work  
 Which room to work in

**Additional Resources**  
 Kane, L., & Dale, T. (2005). Incorporating choice and preferred activities into classroom instruction. *Journal of Special Education*, 39(2), 1-11.  
<http://www.international.org/behavioral-interventions/behavioral-choice>  
<http://www.khan.org/choice>  
<http://www.khan.org/choice>  
<http://www.khan.org/choice>  
<http://www.khan.org/choice>

**CHOICE**

Choice Plan	
Date (Date, time of day, activity)	Specify target (operational definition) for improvement (what you want to see the student do, complete more work, increase engagement, reduce # disruptions)
Why would it be appropriate and acceptable with this student, for this behavior in this context. Could the student do this?	Which assignments are options?
...	Acceptable locations
...	Appropriate peer or adult work partners
...	What tasks are prepared and available?
...	Acceptable choices
...	Available choice (materials, activities)

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

(Landrum & Sweigart, 2016)



#### 4. INCREASED OPPORTUNITIES TO RESPOND

#### What are increased OTRs?

- “A teacher behavior that invites or solicits a student response.”
- Increased pace/rate
- Verbal
  - teacher asks a question
- Gestured
  - teacher asks for a response signal
- Written
  - teacher asks for a written response

(Simonsen, Myers, & DeLuca, 2010)


#### Examples of Increased OTRs

- Group Responses:
  - Verbal
    - choral responding (including reading)
    - cloze reading
  - Gestured
    - head down, thumbs up/down
    - response cards
  - Written
    - dry-erase board
    - cloze sentences
- Individual Responses:
  - calling sticks, “stick pick” app
  - dice rolling

#### Examples of increased OTRs

- High levels of student responding are inherent in several research-based practices:
  - Direct Instruction (DI)
  - direct instruction
  - classwide peer-tutoring
  - computer assisted instruction
  - guided notes

### Examples of Increased OTRs



### Implementing OTRs with Fidelity

- Critical components:
  1. Identify contexts (e.g., low engagement, inappropriate responses)
    - consider instructional level
    - prepare materials for response system if needed
  2. Identify format and prepare for responses
    - consider instructional level
    - prepare materials for response system if needed
  3. Teach students the response procedure
  4. Utilize response procedure
    - ask question
    - provide wait time (~3 seconds)
    - give immediate feedback

### How do we know increasing OTRs works?

- When students are **appropriately** responding, we **know** that they are engaged.
- [Appropriate] engagement is critical for student achievement.

Greenwood, Terry, Marquis, & Walker (1994)

### How do we know increasing OTRs works?

- Simonsen, Fairbanks, Briesch, Myers, & Sugai (2008)
  - updated review of classroom management research
  - evidence-based review
  - positive effects on behavior and academic achievement

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

**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 content or activities in which students would benefit from increased OTRs. Look for content 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 response rates.


**ADDITIONAL RESOURCES**

Duchaine, E., Green, K. and Jolivette, K. (2011). Using response cards as a class-wide intervention to decrease challenging behavior. *Beyond Behavior*, 20(1), 3-18.

Hendrix, T., Marjorie-Dean, A. S., Simmons, B. & Henricks, B. (2012). Opportunities to respond: A key component of effective instruction. *Beyond Behavior*, 21(1), 23-31. <http://ohiostate.edu/~ps/09>

<http://andrew.edu/education/ahri/primarylevel/otr/group>


<http://www.x3to.org/y88otr>



OPPORTUNITIES  
TO RESPOND

## 5. PRE-CORRECTION

### What is precorrection?



- Teachers respond to inappropriate behavior *before* it occurs by prompting the correct response.
- Teachers must anticipate errors and then teach appropriate responses.
- Used for academic and behavioral responses.
- Can be used “within” a task or before a transition.

(Crosby, Jolivette, & Patterson, 2008)

### Examples of Precorrection

- Academic
  - Providing a student with a template for lining up 3 digit addition problems
- Behavioral
  - Stopping to review expectations for walking in the hallway
  - Prompting a student to ask for materials before he/she grabs them from another student

### Implementing Precorrection with Fidelity

Precorrection Step	Reading Difficulties Thomas		Transition Difficulties Jarvis	
	Without precorrection	With precorrection	Without precorrection	With precorrection
1. Identify the context and the predictable behavior of concern.	Mr. Betty engages Thomas in a reading activity without knowledge of his reading ability. Thomas exhibits fluency skills.	Mr. Betty reviews work samples and identifies words that Thomas could potentially have difficulty with during oral reading activities.	Jarvis transitions inappropriately by running from his seat to the carpet area and bumping into his peers. He is approached after the behavior is exhibited.	The teacher recognizes problem occurring during transition and implements the result of data to restrict to the carpet area.
2. Specify expected behaviors.	Thomas is unaware of how to pronounce the target words correctly.	When presented with flash cards and/or a reading passage, Thomas is instructed to look at, point to, and sound out each word phonetically.	No instruction is provided about how to transition to the carpet area appropriately.	Students are instructed how to walk during transition and to keep their hands to themselves.
3. Modify the context.	The context is not modified to meet Thomas's needs. Instead, due to Thomas's inappropriate behavior, oral reading activities are discontinued entirely.	A teacher review is incorporated into Thomas's oral reading session.	No modifications are made. Jarvis is publicly reprimanded for his inappropriate behavior.	Jarvis's seat is moved closer to the carpet area.
4. Conduct behavior rehearsal.	No sight word pronunciation practice is provided.	Thomas is encouraged to repeat the sight words independently.	No practice in how to transition appropriately is provided.	Three rehearsals of how to transition appropriately are provided.
5. Provide strong reinforcement for expected behaviors.	Mr. Betty reinforces Thomas's strong academic performance on a daily basis and verbal praise for performing expected behaviors and for overall compliance.	Thomas is provided 5 min of academic computer time on a daily basis and verbal praise for performing expected behaviors and for overall compliance.	No reinforcement of appropriate behavior is provided.	Jarvis is given verbal praise for appropriate behavior.
6. Prompt expected behaviors before performance.	Thomas is not prompted about what is expected of him during oral reading activities.	The following verbal prompts are provided: "Remember to point to the first letter and to sound it out if you see an unfamiliar word." "How do you begin to pronounce this word?" "Do you remember what step you took to pronounce it correctly?"	No prompts for appropriate behavior are provided.	Prior to transition, the teacher reminds the entire class to transition as instructed. Jarvis is privately provided with an additional reminder.
7. Monitor the plan.	No plan is in place.	Pre- and post-fluency assessments are conducted with portable assessment. Assessment results drive instruction.	Jarvis's behavior is not monitored.	The teacher uses a tally about to record behavior as per Jarvis's transition as instructed.

(Crosby, Jolivette, & Patterson, 2008 based on Colvin, Sugai, & Patching, 1993)

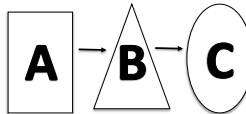
### How do we know pre-correction works?

- De Pry & Sugai (2002)
  - pre-correction + active supervision (6<sup>th</sup> grade general education classroom)
  - decrease in undesirable student behavior
- Lewis, Colvin, & Sugai (2000)
  - pre-correction + active supervision (during recess)
  - within context of SWPBS
  - decrease in undesirable student behavior

### One Last Caveat

Be sure to follow behavior with an immediate consequence:


- positive reinforcement
  - behavior specific praise
  - tangible reinforcer (e.g., token)
  - preferred activity
- corrective feedback






**TRUSTWORTHY RESOURCES**

## Identifying Resources

Where do you “look” for strategies or interventions to support your students with EBD?



## Challenges Identifying Resources

- Teachers are more likely to adopt the use of an interventions if information regarding the practice is:
  - easily accessible
  - presented in a useable format
  - delivered from a source that is *perceived* to be trustworthy

(Landrum, Cook, Tankersely, & Fitzgerald, 2002, 2007)

## Challenges Identifying Resources

- Teachers report an underuse of evidence-based practices in comparison to other practices (Burns & Ysseldyke, 2009)
- Carnine (1995, 1997) asserted that this “research to practice gap” is the result of issues regarding:
  - trustworthiness
  - useability
  - accessibility

## Trustworthiness

Although *accessibility* and *useability* can present unique challenges, the biggest challenge for teachers today is related to **TRUSTWORTHINESS**.

**What makes a resource trustworthy?**

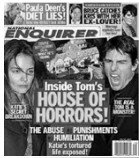
- 1) Findings are from methodologically sound studies
- 2) Findings can be used by practitioners to improve student outcomes
- 3) Findings are *perceived* as being “trustworthy”

(Carnine, 1995; 1997)


**What makes a resource trustworthy?**

**Reno, NV is farther west than Los Angeles, CA.**

Teachers must have confidence in the **findings** and the **sources** of information.




**Reno, NV is farther west than Los Angeles, CA.**



**Key Features of Trustworthy Sources**

- Evidence
  - references to peer-reviewed journals
  - explicit standards for applying “evidence-rules”
- Affiliation
  - university
  - government agency
  - professional organization




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### Key Features of Trustworthy Sources

- No “Pseudoscience”
  - Colored lenses for reading
  - Keyword method for solving word problems
  - Facilitated communication
  - Brain Gym®
  - Learning styles
  - Withholding praise and reinforcement
  - Deep-pressure therapy
  - Exclusionary discipline

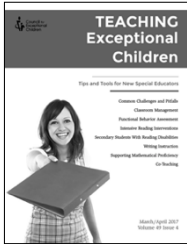
(Cook, Tankersley, & Landrum, 2016; Travers, 2016)

### Types of Resources

<ul style="list-style-type: none"> <li>• Professional Resources                             <ul style="list-style-type: none"> <li>– college coursework</li> <li>– textbooks</li> <li>– professional development presentations                                     <ul style="list-style-type: none"> <li>• conference presentations, division sponsored workshops</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Web-based Resources                             <ul style="list-style-type: none"> <li>– professional or educational organizations</li> <li>– commercial sites</li> <li>– blogs</li> <li>– for-profit entities</li> </ul> </li> </ul>
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(Landrum & Collins, in press)

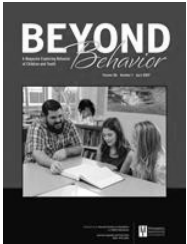
### Trustworthy Peer-reviewed Journals



**TEACHING  
Exceptional  
Children**

Tips and Tools for New Special Educators  
Classroom Challenges and Public  
Classroom Management  
Behavioral Science Connections  
Inclusion Building Connections  
Secondary Students With Reading Difficulties  
Using Technology  
Supporting Mathematics Proficiency  
in Reading

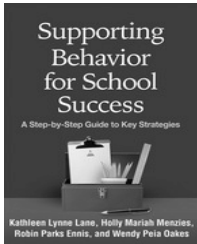
March/April 2017  
Volume 45, Number 2



**BEYOND  
Behavior**

Journal of Applied Behavior Analysis

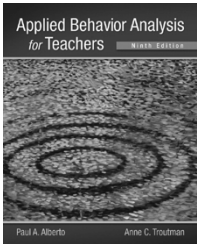
### Trustworthy Textbooks



**Supporting  
Behavior  
for School  
Success**

A Step-by-Step Guide to Key Strategies

Kathleen Lynne Lane, Holly Mariah Menzies,  
Robin Parks Ennis, and Wendy Peia Oakes



**Applied Behavior Analysis  
for Teachers**

THIRD EDITION

Paul A. Alberto Anne C. Troutman

### Recommended Web-based Resources

Affiliation	Example
Research Centers	American Institutes for Research ( <a href="http://www.air.org">http://www.air.org</a> ) Center on RTI (at AIR) ( <a href="http://www.rti4success.org">http://www.rti4success.org</a> ) National Center for the Dissemination of Disability Research ( <a href="http://www.ncddr.org">http://www.ncddr.org</a> )
Universities	Best Evidence Encyclopedia ( <a href="http://www.bestevidence.org">http://www.bestevidence.org</a> ) CEEDAR Center ( <a href="http://ceedar.education.ufl.edu">http://ceedar.education.ufl.edu</a> ) The IRIS Center ( <a href="https://iris.peabody.vanderbilt.edu">https://iris.peabody.vanderbilt.edu</a> )
Professional Organizations	Promising Practices Network ( <a href="http://www.promisingpractices.net/about_ppn.asp">http://www.promisingpractices.net/about_ppn.asp</a> ) Comprehensive Integrated Three-Tiered Model of prevention ( <a href="http://www.ci3t.org">http://www.ci3t.org</a> )
Technical Assistance Centers	PBIS OSEP Technical Assistance Center ( <a href="http://www.pbis.org">http://www.pbis.org</a> ) Training and Technical Assistance Centers ( <a href="http://www.ttaonline.org">http://www.ttaonline.org</a> )

### Trustworthy Web-based Resources

Research Center

University

Professional Organizations

Technical Assistance Center

(Test, Kemp-Inman, Diegelmann, Hitt, & Bethune, 2015)

### Trustworthy Web-based Resources

IRIS Resource Locator

Evidence-Based Practice Summaries

Behavior and Classroom Management

Behavior and Classroom Management (B1)

Behavior and Classroom Management (B2)

Behavior and Classroom Management (B3)

Behavior and Classroom Management (B4)

Behavior and Classroom Management (B5)

Behavior and Classroom Management (B6)

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Behavior and Classroom Management (B96)

Behavior and Classroom Management (B97)

Behavior and Classroom Management (B98)

Behavior and Classroom Management (B99)

Behavior and Classroom Management (B100)

(Test, Kemp-Inman, Diegelmann, Hitt, & Bethune, 2015)

### Trustworthy Web-based Resources

TIERED INTERVENTION LIBRARY


Learn more about Tier 2 and Tier 3 strategies and interventions below by watching an introductory video and downloading supporting documents. In these materials you'll learn more about each strategy, why it's effective, the research supporting its use, and how to evaluate treatment integrity and social validity. Also include an PDF and a Microsoft Word document of what the intervention would look like as described in a school's tiered intervention grid, research article references, practitioner article references, and more.

Professional Learning

- Active Supervision
- Behavior Contracts
- Behavior Education Program (BEP) Check In-Check Out (CICO)
- Behavior-Specific Praise (BSP)
- Direct Behavior Rating (DBR)
- High-Priority Sequence (HIPS)
- Instructional Choice
- Instructional Feedback
- Opportunities to Respond (OTR)
- Precorrection
- Repeated Readings
- Self-Monitoring
- Self-Regulated Strategies Development (SRSD) For Writing
- Tier 3 Individual De-Escalation Support Plan for Managing the Acting Out Cycle

(ci3t.org)

## Trustworthy Web-based Resources



**Current Practice Alerts**

The alerts series is a joint initiative sponsored by the Division of the Quality for Students (DQS) and the Division of Learning Innovation (DLI) and the Division of Research (DR).

Each Current Practice Alert provides insight and information regarding evidence-based practices in the field with a specific focus on strategy application. Based on the alignment of the current knowledge base and practice research, we will release a recommendation of the top 5 practices for which there is solid research evidence of effectiveness, or "Use Caution" practices for which the research evidence is preliminary, inconclusive, mixed, or negative.

DLI makes aggregate reporting easy in which we can explore the Alerts series as well as aggregate reporting legal practices for your school. Please contact us with your comments and suggestions.

**GO FOR IT**

- Self-monitoring
- Collaborative Strategic Reading
- Hyperlexia Instruction for Students with Disabilities
- Context Enhancement Routines
- Explicit Instruction in Math
- Strategy Instruction: The Process for Problem Solving
- Self-Management Learning Objectives
- Cooperative Learning
- Guided Reading
- Reading Recovery
- Coaching
- High-Dosage Assessment

**USE CAUTION**

- Learning Styles
- Classroom Learning
- Small-Group Instruction
- Reading Recovery
- Coaching
- High-Dosage Assessment

(teachingld.org)

## Can we trust Pinterest?




Evidence?

Affiliation?


Pseudoscience?

## So we shouldn't use Pinterest?

- Pinterest should **not** be used for identifying evidence-based practices.
- Pinterest can be a great resource for identifying **materials** once teachers have selected an appropriate intervention.



**Increase OTRs**



**Instructional Choice**

## Evaluating Sources

**Key Features of Trustworthy Sources**

- Evidence
  - references to peer-reviewed journals
  - explicit standards for applying "evidence-rules"
- Affiliation
  - research centers
  - university
  - professional organization
  - technical assistance center
  - government agency
- No "Pseudoscience" (Cook, Tankersley, & Landrum, 2016; Travers, 2016)
  - Colored lenses for reading
  - Keyword method for solving word problems
  - Facilitated communication
  - Brain Gym®
  - Learning styles
  - Withholding praise and reinforcement
  - Deep-pressure therapy
  - Exclusionary discipline

Based on what you have learned today, how would you rate the websites that you usually use to gather information?

**BEFORE YOU LEAVE**

### Closing Thoughts

- In the beginning of this session you wrote down behavioral challenges– *does anything we discussed give you hope or optimism?*
- What did we miss?



### Contact Information

- Tim Landrum  
– [t.landrum@louisville.edu](mailto:t.landrum@louisville.edu)



## Challenges

What are you greatest behavioral challenges? Think of the students, class periods, times of day, or contexts that trouble you most when you think about your typical school day. Try to think of a few examples, and list below as many details as you can regarding the specific student(s) the behavior problem, the context, and the frequency with which it occurs.

Student(s)	Problem	Context	Frequency
1. Carl	profanity	Math class	3 x week
2.			
3.			
4.			
5.			
Notes:			

# 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://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:	Context (class, time of day, activity):	Low probability request (what the student refuses to do):
Carl	Reading/language arts	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

X = did not

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

## Behavioral Momentum Plan

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

### Sample Behavioral Momentum Data Collection Sheet

✓ = complied with request

X = did not

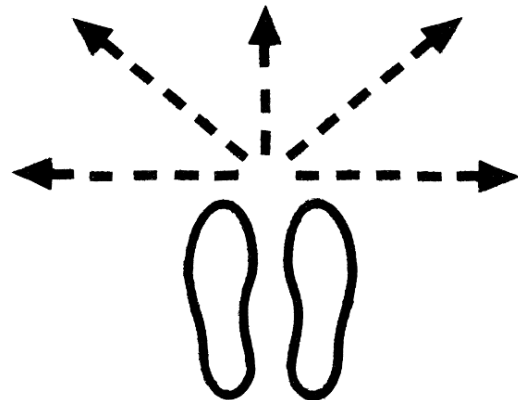
High probability requests	M	T	W	Th	F
<b>Low probability request</b>					



# 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](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):
<i>Check all possible choices that would be appropriate and acceptable with this student, for this behavior in this context. Could the student choose:</i>		
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? (e.g., flash cards, worksheets, computer)	___ yes ___ no	<i>What tasks are prepared and available?</i>
5. medium/format to use? (e.g., paper and pencil/pen/marker; computer)	___ yes ___ no	<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):		

# PRECISION REQUESTS

## DESCRIPTION

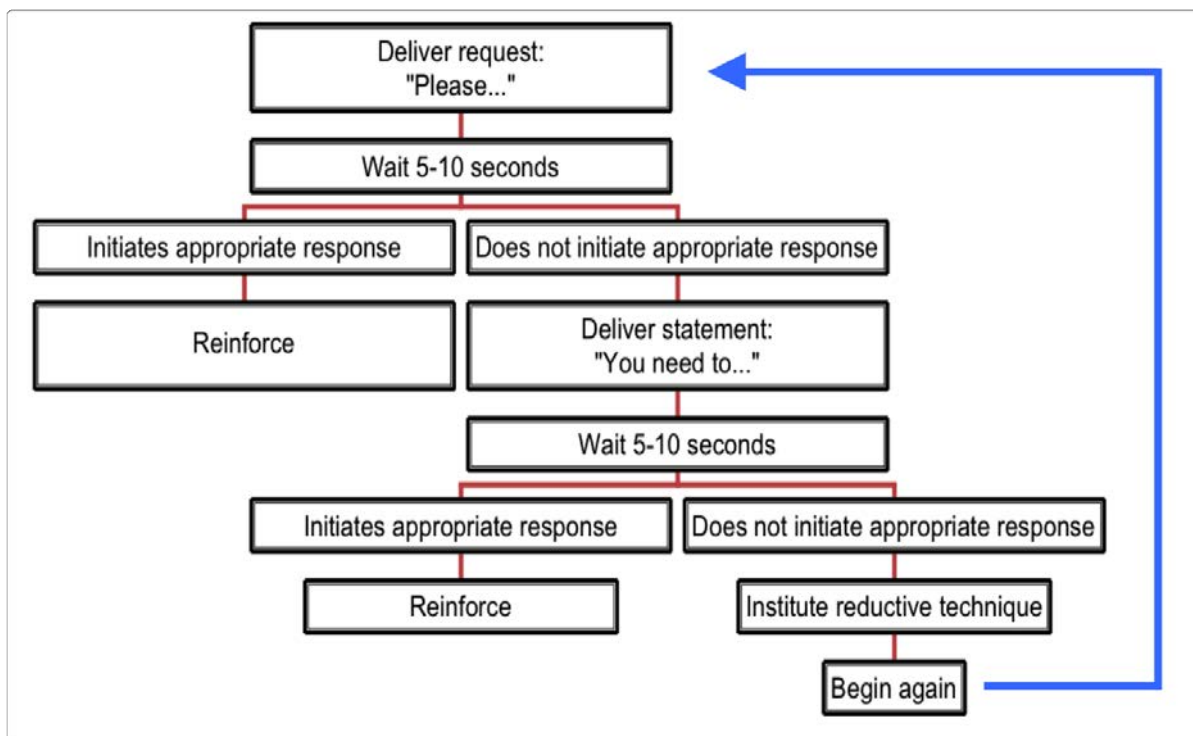
A structured method of delivering directions to students that includes several characteristics designed to enhance student compliance. Precision requests include the following characteristics:

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

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

## 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>