

# Making It Fun to Get It Done!

Strategies to Reduce Problem Behavior Maintained By Avoiding/Escaping Academic Tasks.

## Introductions

Kaye Otten, PhD, BCBA Summit Behavioral Services Kansas City, MO ([kayeotten@mac.com](mailto:kayeotten@mac.com))

Jodie Tagel, MEd, BCBA, Westside Community Schools, Omaha, NE ([jodie.tagel@gmail.com](mailto:jodie.tagel@gmail.com))

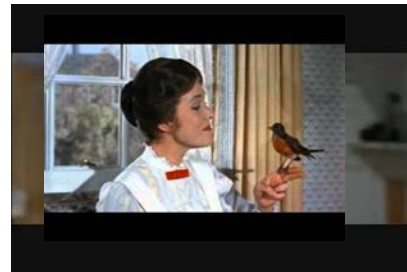
Janice Motta, MEd, Lee's Summit School District, Lee's Summit, MO ([janice.motta@lsr7.net](mailto:janice.motta@lsr7.net))



As a result of this session, attendees will:

- Understand the behavioral science concepts behind problem behavior triggered by academic demands and maintained by temporary or permanent to escape from these demands.
- Become familiar with a variety of interventions and/or strategies focused on academic engagement through making tasks more relevant and reinforcing for students.

## A Spoonful of Sugar!!!




## What does the research say?

### Carbone (2010)

#### Pair Teaching with Improving Conditions


- Program competing reinforcers
- Errorless instruction
- Pair instruction with positive reinforcement
- Fade in demands gradually (both in number and effort)
- Fast paced instruction (short time between trials)
- Mix and vary instructional demands
- Neutralizing routines
- Intersperse easy and hard tasks
- Task novelty
- Session duration (keep it short)
- Immediate delivery of reinforcement





### Hagan-Burke et al (2015)

- Alter task difficulty
- Decreasing duration
- Choice of tasks
- Choice of task sequence
- Varying between high and low probability task
- Greater variety



### Hagan-Burke et al (2015)

- Increase levels of support
- Ensure have prerequisite skills
- Pacing (mixed between fast, slow, and self-paced)

### Zuna & Mcgonall (2004)

- Embedding interests
- Embedding and incorporating interests
- Choice in sequence
- Modifying instructional antecedents

### Trussel et al (2018)

Peer support	Instructional choice
Breaks tasks into smaller intervals	Pre-corrects for replacement behaviors

### Trussel et al (2018)

• Complete two and skip one	• If appropriate, escape part of the task
• If not, work time or amount extended	

# 46 Studies

*Education Week March 2019*

## Impact of Strong Teacher-Student Relationships

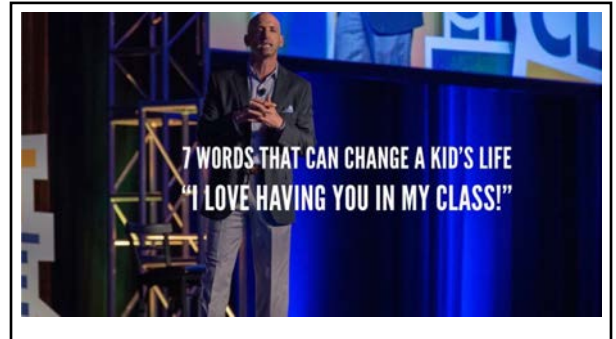
- Increased Student Academic Engagement**
- Better Attendance**
- Improving Grades**
- Fewer disruptive behaviors and suspensions**
- Lower Drop-Out Rates**
- Decreased Teacher Anxiety/Increased Job Satisfaction**

## National PBIS Data - Quaglia Student My Voice Survey (2016)

**89%** Teachers believe in them and expect them to be successful.

**50%** Teachers care about me as an individual.

**36%** Teachers know their hopes and dreams.



### Break Down into Categories

- Too difficult
- Too overwhelming (visually or requires a combination of skills)
- Not interesting and/or engaging
- Sensory Issues
- Lack of motivation

### Interventions and Strategies

## Too Difficult



Check for weak or missing prerequisite skills

Use errorless learning procedures

Teach to TRUE fluency

Plan for maintenance

## Formative Assessment

### 3-Way Summaries

- Call attention to detail.
- Independent work or groups
- Length of summaries vary

## Think-Pair-Share



Strategy where students are placed in pairs to discuss their answers.

- Share share their ideas with their partner.
- Collaborate on an idea to share
- Share that idea.

## 3-2-1 Countdown



Students share

- 3 things that they didn't know before
- 2 things they didn't expect
- 1 thing they want to use

## Classroom Polls/Google Forms/Exit Tickets

Let's students respond quickly.



## Errorless Learning

- **Model** the correct response (I Do)
- **Prompt/Transfer** the responsibility of giving the correct response to the learner (We Do)
- **Distract** (Time delay, insert another concept)
- **Check** (You Do)
- **Reinforce** correct response OR **reteach** if incorrect response
- **Repeat** until there is no longer incorrect responses
- **Maintain** the skill mastery with frequent practice so they don't forget!
- **Generalize** to real life application activities

## Insuring Errorless Learning

- Failure is Not an Option
- Scheduling
- Scaffolded Instruction
- Managing Teacher's Aides
- Explicit Instruction of Independent Learning Skills
- Plan for Maintenance



## Failure is NOT an Option

- Many students are content with low achievement as long as the work is "off their plates"
- Allowing incorrect work gives permission and practice doing tasks incorrectly
- Allows escape and avoidance
- Always require students to correct work to 90-95% on independent practice tasks!
- Ensures that tasks given are truly at instructional level
- Holds educators and students accountable
- Student feel accomplishment and success



## Schedule Format

Student	Dylan (2)	Paul (3)	Quinn (4)	Danny (4)	Justin (5)	Tyler (6)
Period						
8:30-9:00	Social Skills Tuttle	Social Skills Tuttle	Social Skills Tuttle	Social Skills Tuttle	Social Skills Tuttle	Social Skills Tuttle
9:00-9:30	Reading w/ Mrs. Tuttle	Math Work/ Cursive Practice (Ind)	Math Work/ Cursive Practice (Ind)	Math Work/ Cursive Practice (Ind)	Math Work/ Cursive Practice (Ind)	Math Work/ Cursive Practice (Ind)
9:30-10:05	Math Work/ Mrs. Tuttle	Reading W/Mrs. Tuttle	Reading w/ Mrs. Tuttle	Reading W/Mrs. Tuttle	Reading w/ Mrs. Tuttle	Reading W/ Mrs. Tuttle

25

## Explicit Instruction with Teacher

- This is where initial learning of new skills takes place
- Student should demonstrate near mastery before transferring to guided practice with a para, peer, or volunteer



## Guided Practice with Teacher's Aides

- Provides private opportunity for questions, explain thinking, and get individualized help
- Research shows use of paraprofessionals and volunteers had significant positive results as it increased engaged learning time
- Paraprofessional/volunteer inventory can help match individuals to best students/tasks
- Could also potentially use peers with strong mastery of the particular concept
- Teacher MUST teach these individuals effective instructional strategies the importance of the errorless learning procedure and give explicit instructions for what takes place during this time

## One on One Tutoring

- Can occur spontaneously or planned
- 3-5 minutes can be powerful
- Appropriate for basic skills such as spelling words, math facts, sight words, vocabulary, etc.
- Material should already have been presenting by the teacher
- Need to provide very specific directions for both the tutor and the tutee



## Independent Practice

- Need to first teach independent learning skills, routines, and procedures
- Use of self correction activities
- What to do when stuck
- What to do when done



### If I get stuck I can . . .

- Give it my best guess.
- Skip the problem and go to the next one.
- Ask a peer for help.
- Raise my hand and wait for the teacher to call on me.
- Put my yellow or red cup on top to let my teacher know I need help.



### When I am done I can . . .

- Read to a partner, into a whisper phone, or silent read.
- Study spelling words (dry erase board, magnetic letters, magnadoodle type).
- Math flashcards.
- Pre-taught math games.
- Computer games.
- Practice handwriting.
- Self-correcting activities.
- My independent learning project.

## Educational Breaks



## Sight Word Spinner



## Times Table Skill Builder



## The Importance of Time

Available Time-The total amount of time available in a school day for all activities

Allocated Time-Amount of time scheduled for actual instruction

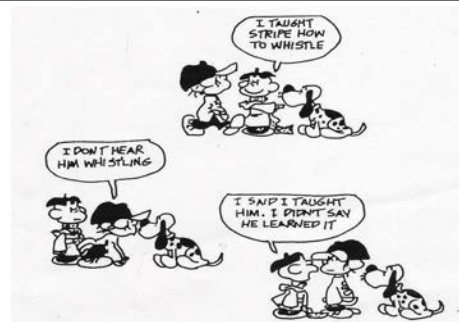
Instruction Time-Amount of actual minutes actually spent in teacher led instruction (I Do)

On-Task Time-Actual time the learner spends attending to instruction (looking at the teacher, reading, writing, thinking about what is being said)

### Academic Learning Time

Actual time the learner spends SUCCESSFULLY engaged in the learning targets  
Average 17%  
Range 10%-20%

Maximizing this time is your goal as an educator!



## Too Overwhelming

- Fewer problems on a page or one at a time
- Chunk and check
- Start small and build success
- Talk through idea first
- Focus on one aspect of writing at a time
- Handwriting self-monitoring

## Not Interesting and/or Engaging

Embed choices

Embed interests and preferences

### Embed Choices

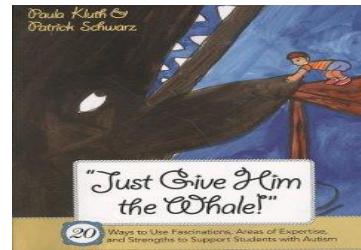
- Research shows reduces problem behavior even when both are non-preferred
- Provides a feeling of some control
- Task/activity, sequence, materials, whom to work with, place to work, when to complete work

#### Question vs. Choice Statements

- If you give a direction as a question, the child assumes they have a choice
- Instead, give two acceptable choices

Question	Choice Statement
Are you ready to sit in circle?	Would you like to sit by Sally or Jimmy in circle?

## Embed Interests and Preferences



## Voice & Choice



## Genius Hour

- Specific time of day for a set period of time.
- Allows students to explore their interests & passion.
- Brainstorm interests on topic
- Research interests
- Narrow it down to favorite
- Create a slideshare or Prezi or other multimedia app on topic to share.

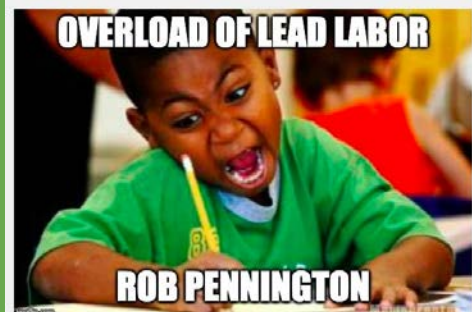
## Flexible Seating

- ★ bean bag chairs
- ★ exercise balls
- ★ bar stools and high top tables
- ★ sofas
- ★ armchairs
- ★ floor cushions
- ★ traditional tables and chairs




"The Learning Lounge"  
[Description available on podcast on Cult of Pedagogy](#)

## Sensory Issues

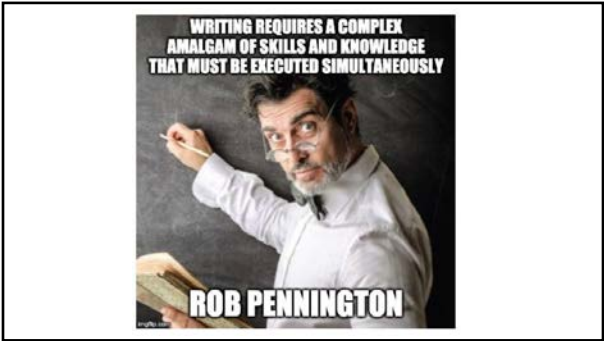


## Sensory Issues



### Make Paper/Pencil Tasks Less Aversive

- Provide a variety of writing utensils if possible (wiki sticks, markers, Invisible Ink, different colors of pens/pencils)
- Provide a variety of writing surfaces (plastic sleeve, dry erase board, iPad apps like PIC Collage)


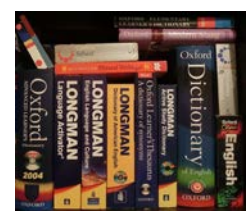


## Google Read & Write

Hover Speech

The American Civil War (also known by other names) was a civil war in the United States from 1861 to 1865, fought between the northern United States (loyal to the Union) and the southern United States (that had seceded from the Union and formed the Confederacy).<sup>[4]</sup> The civil war began primarily as a result of the long-standing controversy over the enslavement of black people. War broke out in April 1861 when Confederate forces attacked Fort Sumter in South Carolina shortly after Abraham

## Google Read & Write Dictionary/Picture Dictionary

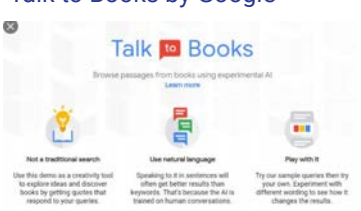



► **River**

- **Noun:** A large stream of naturally flowing water that runs in a channel across land and into the sea or ocean. They went fishing along the river.
- **Noun:** a large natural stream of water (larger than a creek); "the river was navigable for 50 miles"

The **Mississippi River** is the second-longest river and chief river of the largest drainage system on the North American continent, second only to the Bay drainage system.<sup>[14][15]</sup> From its traditional source of Lake Itasca in Minnesota, it flows generally south for 3,730 miles (3,730 km)<sup>[15]</sup> to the Gulf of Mexico at the Mississippi River Delta in the Gulf of Mexico. With its tributaries, the Mississippi watershed drains all or parts of 32 U.S. states and two Canadian provinces. The Rocky and Appalachian mountains.<sup>[16]</sup> The main stem is entirely within the United States; the total drainage basin is 1,151,000 sq mi (2,980,000 km<sup>2</sup>), of which about one percent is in Canada. The Mississippi ranks as the fourth-largest river by discharge in the world. The river either borders or flows through the states of Minnesota, Wisconsin, Iowa, Illinois, Missouri, K

## Talk to Books by Google




Use this demo as a creativity tool to explore these and discover books by getting queries that respond to your queries.


Speaking to it in sentences will often get better results than keywords. That's because the AI is trained on human conversations.

Try our sample queries then try your own. Experiment with different wording to see how it changes the results.





- Immediate performance feedback (Star, initial, sticker)
- Self graph progress
- Neutralizing routines (Pair something they like with something they don't)
- Peer support/tutoring-Pairs with social attention
- Reinforcement menu items for completing task that have academic and/or social value (e.g. Independent learning project)
- Recognition through a weekly honor roll




Recognized weekly and quarterly	Criteria flexible based on need (Completed work at above 80% the first time, improvement, etc.)	Reinforcement flexible (choose off reward menu, treasure box, free assignment coupon, etc.)
---------------------------------	---	---

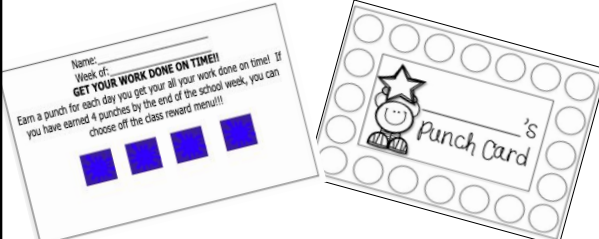
50

### Replacement Behavior Strategies-Allow Structured Escape

- Do one, skip one
- You do one, I'll do one with adult or peer
- Short break system
- Punch cards




### Punch Cards



### Self-Monitoring





- Individual systematically reflects on their own behavior and records it, graphs it, and sets goals for improvement
- Increases awareness of behavior and connection to consequences
- Enhances independence
- Promotes generalization and maintenance of skill in various contexts
- Motivates behavior change



### On Task Self-Monitoring

- Specifically define and practice what it means to be on task
- Provide a visual reminder
- Develop a chart to track the student's performance
- Set the cuing system at
  - random intervals
  - When there is a cue, the student self-reflects and records

**Stay on Task**

1. Look at the task. 
2. Think about the task. 
3. If you do not understand, ask a question politely. 
3. Do it! 



### Repeat Timer (Free)

<https://itunes.apple.com/us/app/repeat-timer-free-repeating/id481229967?mt=8>

Can be set to play a tone at regular intervals from 1 second to 23 hours long and repeat up to 5 times.



### MotivAider (\$2.99)

<https://itunes.apple.com/us/app/motivaider-for-mobile/id562217364?mt=8>

Can be set to play a brief audible tone, vibration signal, or combination on either set or random intervals ranging from 1 second to 999 minutes.

### Gymboss (\$19.95)

<http://www.gymboss.com/gymboss-classic/>



Device that can be clipped to your clothing and set to beep and/or vibrate at 1 or 2 intervals ranging from 2 seconds to 99 minutes. Alarm durations can be set from 1 to 9 seconds.

### Chart Moves

- When student engages in behavior, he/she connects a dot
- When student reaches a big dot, student earns small reinforcer
- Student connects dots all the way around and earns large reinforcer



Name \_\_\_\_\_ Date \_\_\_\_\_

When you hear the beep, ask yourself if you are:

If the answer is yes to any of these, place a check in the ☺ column.  
If the answer is no, place a check in the ☹ column.

	☺	☹		☺	☹
1.			13.		
2.			14.		
3.			15.		
4.			16.		
5.			17.		
6.			18.		
7.			19.		
8.			20.		
9.			21.		
10.			22.		
11.			23.		
12.			24.		
<b>TOTALS</b>					

Circles  
2 / 4 items

NEW GIF

[Google DataGIF Maker](#)

Above all, teaching and learning should be FUN!!!





## Bibliography

Carbone, V. et al. (2010). The role of the reflexive-conditioned motivating operation (CMO-R) during discrete trial instruction of children with autism. *Focus on Autism and Other Developmental Disabilities, 25*(2), 110-124.

Hagan-Burke, S. et al. (2015). Identifying academic demands that occasion problem behaviors for students with behavior disorders: Illustrations at the elementary school level. *Behavior Modification, 39*(1), 215-241.

Trussel, R.P. et al (2018). Reducing escape-maintained behavior through the application of classroom-wide practices and individually designed interventions. *Education and Treatment of Children, 41*(4), 507-531.

Zuna, N. & McDougall, D. (Sept/Oct 2004). Using positive behavioral support to manage avoidance of academic tasks. *Teaching Exceptional Children, 37*(1), 18-24.

## Resources

Data GIF Maker by Google <https://datagifmaker.withgoogle.com/>

Google Read & Write, PDF Reader & Screenshot Reader  
<https://chrome.google.com/webstore/detail/readwrite-for-google-chrome/inpeonmfagjbbkmdafaoankfajkcpbd?hl=en-US>

Word Wall Skill Builder Breaks

<https://wordwall.net/resource/39279/maths/times-tables-spinner> (educational break)

<https://wordwall.net/resource/474313/english/compound-words>

<https://wordwall.net/resource/508249/sight-words>

<https://www.google.com/url?r=https://books.google.com/talktobooks/&sa=D&ust=1582607186050000&usq=AFQjCNFmkD6GGyehWzMeFJJZW6VuP7huQ>

<https://wabisablearning.com/blogs/assessment/formative-assessment-examples>

<https://earth.google.com/web/data=CgQSAqgB>

Formative Assessment

<https://blogs.umass.edu/onlinetools/assessment-centered-tools/poll-everywhere/>