

Evidence-Based Intervention Manual

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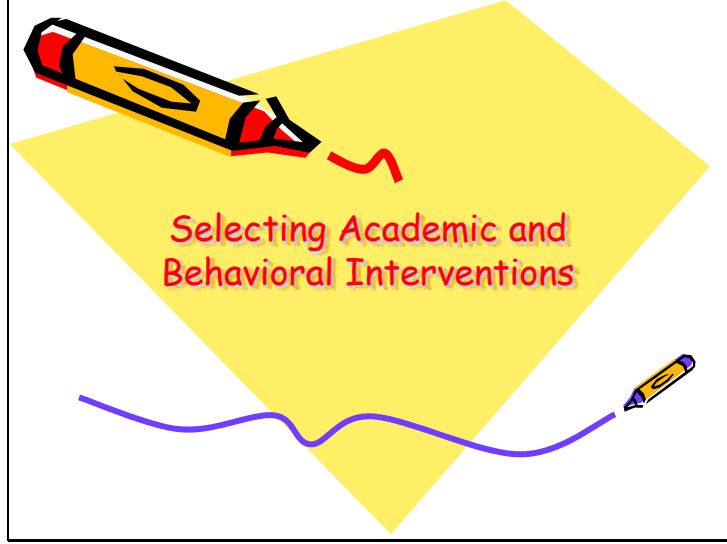
PREFACE

With the current emphasis on nationwide accountability and outcome data production, education needs to be scientific. Consequently, practitioners need to adopt a defensible methodology in solving common academic and social behavior problems. There needs to be a scientific framework for the selection of functionally relevant, evidence-based interventions. This methodology insists that educators adopt a functional approach to understanding academic and social behavior problems. All interventions need to provide a logical solution to the problem at hand by identifying the “most reasonable hypothesis”. For this purpose, graduate students at East Carolina University in the School Psychology MA/CAS program designed this manual as a class project. This manual presents the most common academic and social behavior problems that the majority of educators encounter in the school setting. It specifies two interventions that were scientifically developed, evaluated, and found to be effective, to address each of these common concerns. The primary goal of this manual is to provide guidance in the selection and implementation of evidence-based interventions in the classroom setting.

A collection of 20 evidence-based interventions has been selected from the literature base. Each intervention addresses the five most common reasons for academic and social behavior problems. The manual includes two interventions for each problem. The manual is organized by the common reasons for academic or social behavior failure. Each intervention includes a brief description and the common problem it addresses. In addition, the specific procedures are outlined, followed by the critical components that must be implemented. A list of needed materials is also provided. References from the literature have been included for each intervention as a reference for more detailed information about the intervention.

This manual is intended to be a guide for educational professionals who want to incorporate a scientific evidence-based approach to intervention in the classroom. To accomplish this goal, this manual includes four sections. The first section contains a PowerPoint overview on selecting an appropriate intervention based on the “most reasonable hypothesis.” The second section outlines the specific interventions selected to address academic problems followed by the social behavior interventions. A final section includes another PowerPoint presentation on the steps to follow after the intervention has been selected.

This manual is not by any means an exhaustive list but is a sampling of evidence-based interventions that can be used in the classroom. The selected interventions are not mutually exclusive and can be used in combination. There are also highlighted assumptions and limitations that must be considered when selecting these interventions. Despite these caveats, the end goal of this manual is to link twenty evidence-based interventions with common problems, which are easy to identify and can be modified in the school environment.



Purpose of this manual

- To outline an efficient method of determining interventions.
- Aid in selecting Evidence Based Interventions (EBI) to specifically address the function of the academic or social behavior problem.



Why We Need This Manual

- 1) Problem Solving Models (response to intervention (RTI) or positive behavior supports [PBS]) essentially require interventions for everyone in need
 - Any child not responding is considered in need.
- 2) No Child Left Behind and IDEIA mandate accountability
 - That we have defensible outcome data on all interventions



Why We Need This Manual Cont'd

- 3) Traditional models have focused on procedures which require a great deal of time to formulate recommendations about a child's needs
 - Assessment orientation – Hours of assessment and report writing followed by meeting time
 - Traditional consultation orientation – A number of consultation sessions allowing a consultee to come up with intervention ideas

Take Home Message – Lots of kids, lots of interventions, and not much time to come up with them



Educators Need to be Efficient When Problem Solving

- Design interventions at Tier 1, 2 and even 3 (in a PSM/RTI model) very quickly
- Collect data in a highly feasible manner
- A consistent manner of data analysis that is quick and easy for anyone to do



Selecting Interventions Quickly: "The Reasonable Hypothesis"

- We are looking for the reason why the child is not learning or not behaving appropriately.
- Test the most likely hypothesis first.
 - Application of Ockham's razor – given two competing theories (or hypotheses for the problem behavior), the simplest explanation is to be preferred
 - Design an intervention based on this hypothesis, implement the intervention, and monitor and evaluate outcomes.
- If that approach fails, then attempt something more intensive



Functional Approach to Understanding Failure

- Relate academic performance to aspects of classroom instruction that both precede and follow student performance
- Relate social behavior to what happens immediately before and after behavior



Identifying Targets for Academic & Behavior Change

- External Factors
 - Target environmental or situational factors for direct manipulation
 - Examples: time for learning, feedback from the teacher, or reinforcement for correct responding



General Goals for Efficient Intervention Based Problem Solving

- Make a sound decision quickly
- Try the selected intervention
- Evaluate the intervention
- Change if necessary



Five Common Reasons Why Students Fail Academically

1. They do not want to do it
2. They have not spent enough time doing it
3. They have not had enough help to do it
4. They have not had to do it that way before, or
5. It is too hard



They Do Not Want To Do It (Motivation)

- Is the student not able to perform the skill (a skill deficit) or is the student able to perform the skill, but "just doesn't want to" (motivation deficit)?
- *Solution: Increase student interest by providing choices and incentives.*



They Have Not Spent Enough Time Doing It (**Fluency**)

- Fluent academic behavior takes practice, practice, practice!
- *Solution: Increase the amount of time that a child can actively engage in a particular academic activity at their instructional or mastery level*



They Have Not Had Enough Help To Do It (**Accuracy**)

- Feedback for student responses may be necessary to assist a student to respond accurately and quickly.
- *Solution: Increase performance feedback individually or consider use of a group method (e.g. response cards)*
 - *If accuracy, use modeling, prompting, and error correction strategies*
 - *If fluency, use practice and reinforcement strategies.*



They Have Not Had To Do It That Way Before (**Generalization**)

- The students have demonstrated the skill before, but are having difficulty applying the skill in a new manner.
- *Solution: Design tasks to apply skill, and promote recognition of when to apply the skill (and when not to).*



It Is Too Hard (**Instructional Match**)

- Finally, the student might not be successful because the instructional materials are too difficult.
- *Solution: Lower the task difficulty*
 - Consider the instructional hierarchy
 - Acquisition level – Frustration
 - Under 85% correct response and slow
 - Instructional level
 - Under 95% correct response and fast
 - Mastery level – Automatic
 - Over 95% correct response and VERY FAST



Five Common Reasons Why Students Misbehave

1. Student has not learned the behavior
2. Appropriate behavior is positively punished
3. Appropriate behavior results in loss of desired activity (negatively punished)
4. Inappropriate behavior removes student from what they do not want to do (negatively reinforced)
5. Inappropriate behavior is positively reinforced



Student has not learned the behavior

- It is often assumed that at some level, student “knows” how to behave but simply chooses to misbehave. This assumption must be tested!
- *Solution: Teach the appropriate behavior*



Appropriate Behavior is Positively Punished

- Child is punished for trying to do the right thing.
 - Example - Student successfully completes work early and is "rewarded" with more work
- *Solution: Reinforce child for doing the right behavior (e.g. enjoyable independent activity)*



Appropriate behavior is Negatively Punished

- Negative punishment is the removal of something one likes after a behavior
- Ignored behaviors will cease over time
- Positive Punishment - desired behavior is ignored by teacher
 - Example: Student raises hand but is not called on
 - Result: Student will stop raising hand
- *Solution: Systematically reward appropriate behavior*



The student **doesn't have to do something** when they exhibit the problem behavior (Negative Reinforcement)

- Often called an escape behavior
 - A student misbehaves so they don't have to do (or escapes from) some task demand (academic activity)
- *Solution: Remove the "escape" and increase the reinforcing value of the task demand*



The student **gets reinforced** for exhibiting the problem behavior (Positive Reinforcement)

- This is always the case. The problem behavior is "working" for the child in some manner.
- *Solution: Minimize reinforcement for problematic behavior while reinforcing appropriate behavior*



Where to Find More Interventions

- In the classroom (Riley-Tillman and Chafouleas, 2003)
 - Certain treatments are more effective
 - Certain treatments are more relevant
 - Treatment integrity is key
 - Interventions need to be tailored
 - Interventions are more variable than effective
- Texts such as Rathvon's *Effective School Interventions*



Where to More Find Interventions (Wright 2007)

- Web resources for evidence-based intervention strategies
 - *Big Ideas in Beginning Reading* (U of Oregon): <http://reading.uoregon.edu/>
 - *What Works Clearinghouse* (US Dept of Education): www.w-w-c.org
 - Intervention Central: www.interventioncentral.org



Common Reasons for Academic Problems

Common Reason for Academic Problems	Intervention	References
They do not want to do it	Mystery Motivator	Madaus, Kehle, Madaus, & Bray, 2003; Moore & Waguespack, 1994
	Interspersing Easier Problems	Logan & Skinner, 2003
They have not spent enough time doing it	Partner Reading	Mathes, Fuchs, Fuchs, Henley, & Sanders, 1994; Rathvon, 2008; Vaughn, Chard, Bryant, Coleman, Tyler, Linan-Thompson, et al., 2000
	Repeated Readings	Daly, Chafouleas, & Skinner, 2005; Dowhower, 1987; Sindelar, Monda, & O'Shea, 1990
They have not had enough help to do it	Response Cards	Christie & Schuster, 2003; Gardner, Heward, & Grossi, 1994
	Cover, Copy, Compare	Conley, Derby, Roberts-Gwinn, Weber, & McLaughlin, 2004; Skinner, McLaughlin, & Logan, 1997
They have not had to do it that way before	Prompting	Cihak, Kessler, & Alberto, 2006
	Reinforcement of Natural Occurrences	Stokes & Baer, 1977; Stokes & Osnes, 1989
It is too hard	Guided Reading	Iaquinta, 2006
	Cross Age Peer Tutoring	Wright & Cleary, 2006

Common Reason for Academic Failure: They do not want to do it

Intervention Name: **Mystery Motivator**

Brief Description:

Motivating students to do certain tasks may be difficult. The mystery component in this intervention is based on the presence of reinforcement. The mystery will hopefully engage students in the academic task even when difficult.

What “common problems” does this address?

Many students lack motivation to pursue academic success even in areas where they are proficient. Mystery Motivators are forms of reinforcement to keep them engaged and participating in the learning process. Mystery Motivators can be used in a variety of content areas including reading, math, social studies, science, writing, homework completion, and based on a variety of outcomes including test averages, classroom participation, etc. This can be class based or targeted to one individual.

Procedures:

1. Make reinforcement chart.
2. Construct Motivation Chart for the class with all the days of the week
 - a. Randomly place “M’s” on a few days of the week in each week (with more early on in the intervention). Each child should have different placement of the mystery “M.”
 - b. Place a colored envelope over every day so each day is covered.
 - c. In each envelope placed over the “M” include a different motivator selected from the child’s favorite list.
3. Define goal (100% homework completion in all subject areas, 80% accuracy on test grades in math).
4. If criterion is met, have the child remove the cover on that particular day to see if the Mystery “M” is located on that day. If so, open the envelope and reveal if the Mystery Motivator “M” is there. Reinforcement should be implemented as soon as possible.
5. If there is not an “M,” encourage students that tomorrow will present another chance for the Mystery Motivator.

Critical components that must be implemented for intervention to be successful:

- ✓ Reinforcement should always be random in placement with more in place in the beginning.
- ✓ Define goal so students know what they are expected to achieve
- ✓ Reinforcement should be implemented as soon as possible.

Critical Assumptions/Problem-Solving Questions to be Asked:

The original validation of this intervention was based on students in the general education classroom in 3rd grade or higher. It is important to know that the students are performing at grade

level and are capable of the assigned tasks. If not, a more appropriate acquisition-level intervention should be selected in order to teach the academic skill first. Another assumption held in this intervention is that the students find the reinforcements appealing. Students in lower grades or with lower cognitive functioning may need more consistent reinforcement in order to understand the link between the task and the Mystery Motivator. Tangible motivators may also be more appropriate for younger ages or lower functioning students.

Materials:

Preferred reinforcers list
Reinforcers
Mystery Motivator chart
Envelopes
Note cards

References

There is a large body of evidence on the use of reinforcement to motivate students' academic progress. This type of intervention is universal and should generalize in many situations.

Madaus, M. M. R., Kehle, T. J., Madaus, J., & Bray, M. A. (2003). Mystery motivator as an intervention to promote homework completion and accuracy. *School Psychology International, 24*, 369-377.

Moore, L. A., Waguespack, A. M., Wickstrom, K. F., Witt, J. C., & Gaydos G. R. (1994). Mystery motivator: An effective and time-efficient intervention. *School Psychology Review, 23*, 106-118.

Common Reason for Academic Failure: They do not want to do it

*Intervention Name: **Interspersing Easier Problems in Drill Practices***

Brief Description:

Research indicates that problem completion within an activity is in itself a reinforcing event. Interspersing easier problems during drill activities increases completion rates and enjoyment of activity.

What “common problems” does this address?

Many students become frustrated when they begin to learn a new task. They are in the acquisition and fluency building stages of learning a new task and thus a slower pace and more thought need to be used. This frustration may lead to “giving up” on the part of the student. This happens during independent seatwork, homework, and in a variety of tasks. Teachers may use recently mastered skill problems interspersed in order to promote more confidence and motivation to finish the activity. While the original research on this intervention involved math, interspersed reinforcement is done in a variety of settings across multiple contexts. The success behind reinforcement is well-documented in the research.

Procedures:

1. Construct drill worksheet with problems aimed at the current skill needing practice.
2. Intersperse already mastered items in a 1:3 ratio between more difficult problems.
3. Slowly fade mastered items by decreasing the amount.
 - a. For example: Begin with a 1:3 easy to hard ratio and move to 1:8 easy to hard ratio the next time.
4. Eventually dissipate the already mastered problems

Critical Components that must be implemented for intervention to be successful:

- ✓ Reinforcement problems must be acquired at the mastery level before they can be assumed to be reinforcing.
- ✓ Intersperse problems should occur between every 3 or 4 problems in the beginning.
- ✓ Careful attention should be made to a slow removal of the prompt.

Critical Assumptions/Problem-Solving Questions to be Asked:

Problems assigned in this type of task need to be in the acquisition and fluency stages whereas, problems selected as reinforcers need to be skills acquired at the mastery level so they can be done quickly and efficiently. If problems are not carefully selected, students may become even more frustrated with the assignment. Assumptions should not be made about mastery level until the student has proven that the particular skill is mastered.

Materials:

Activity sheets

References

There is a large body of evidence on the use of reinforcement to motivate students' academic progress. This type of intervention is universal and should generalize in many situations.

Logan, P., & Skinner, C. H. (2003). Improving students' perceptions of a mathematics assignment by increasing problem completion rates: Is problem completion a reinforcing event? *School Psychology Quarterly*, 13(4), 322-331.

Common Reason for Academic Failure: They have not spent enough time doing it

Intervention Name: **Partner Reading**

Brief Description:

A fluent reader (Partner 1) is paired with a less fluent reader (Partner 2). Partner 1 reads the material to model fluent reading. Then, Partner 2 reads the material and Partner 1 corrects any errors made. This should be conducted for about 30-35 minutes 3 times per week.

What “common problems” does this address?

Partner Reading increases fluency as well as accuracy by providing reading practice along with an error correction procedure.

Procedures

1. Rank students from strongest reader to weakest reader. Divide students into two groups (A & B). Pair student from top of list A with student from top of list B and continue down the list until all students have been paired.
2. Partner 1 reads the material out loud for 5 minutes (3 minutes for younger students) while Partner 2 follows along and keeps time.
3. Partner 2 then reads the same material while Partner 1 follows along and keeps time.
4. If the reader misreads a word, skips a word, or hesitates for longer than 4 seconds, the tutor says, “*Stop. You missed this word. Can you figure out the word?*” If the reader pronounces the word correctly within 4 seconds, the tutor tells the reader to reread the sentence. If the reader cannot pronounce the word within 4 seconds, the tutor says, “*That word is _____. What word?*” The reader repeats the word, and the tutor praises the student and asks the reader to reread the sentence. The reader reads the sentence again and continues reading.
5. If the reader adds a word, the tutor says, “*Stop. You just added a word. Can you figure out what word you added?*” If the reader cannot figure out what word he added, the tutor says, “*You added _____. Read the sentence again.*” The reader reads the sentence again and continues reading.

Critical components that must be implemented for intervention to be successful:

- ✓ Fluent readers are paired with less fluent readers.
- ✓ Fluent reader first reads aloud in order to model fluent reading.
- ✓ Less fluent reader then reads aloud.
- ✓ Some kind of error correction procedure is used.

Critical Assumptions/Problem Solving Questions to be Asked:

It assumes that the child has acquired appropriate reading skills. If the child has not acquired the appropriate reading skills, direct instruction in reading may be needed or you may look to acquisition interventions provided in this manual.

Materials:

Stopwatch or timer.

Reading materials, one set per student.

References

This intervention has a substantial literature base supporting its effectiveness with children of various ages and abilities.

Mathes, P. G., Fuchs, D., Fuchs, L. S., Henley, A. M., & Sanders, A. (1994). Increasing strategic reading practice with Peabody Classwide Peer Tutoring. *Learning Disabilities Research and Practice, 9*, 44-48.

Rathvon, N. (2008). Partner reading. *Effective School Interventions (2nd Ed.): Evidence-Based Strategies for Improving Student Outcomes*. (p. 198-200). New York: Guilford Press.

Vaughn, S., Chard, D. J., Bryant, D. P., Coleman, M., Tyler, B., Linan-Thompson, S., et al. (2000). Fluency and comprehension interventions for third-grade students. *Remedial and Special Education, 21*, 325-335.

Common Reason for Academic Failure: They have not spent enough time doing it

Intervention Name: **Repeated Readings**

Brief Description: A student is given a reading passage and is asked to read the passage three or four times.

What “common problems” does this address? Repeated readings increases fluency through repeated practice with reading the same material.

Procedures:

6. Place reading material in front of student.
7. Explain to the student that you want him/her to practice reading a passage.
8. Ask the student to read the passage aloud three or four times or have the student read the passage aloud for a preset amount of time three or four times.

Critical Components that must be implemented for the intervention to be successful:

- ✓ Student reads the given material aloud over and over.

Critical Assumptions/Problem Solving Questions to be Asked:

This intervention is particularly designed for a student who has already acquired reading skills but is slow in their rate of reading. There is no error correction procedure included in this intervention, so a student who has not acquired reading skills may practice errors repeatedly. However, an error correction procedure can be added to this intervention.

Materials:

Reading materials, one per student.
Stopwatch or timer (optional)

References

There is a substantial literature base supporting its effectiveness for enhancing fluency in students with or without disabilities. It is also a great intervention to use with an entire class to build reading fluency.

Daly, E. J., Chafouleas, S., & Skinner, H. (2005). Producing measurable increases in reading fluency. *Interventions for Reading Problems: Designing and Evaluating Effective Strategies*. (p. 89-94). New York: Guilford Press.

Dowhower, S. L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22, 389-406.

Sindelar, P. T., Monda, L. E., & O'Shea, L. J. (1990). Effects of repeated readings on instructional- and mastery-level readers. *Journal of Educational Research*, 83, 220-226.

Common Reason for Academic Failure: They Have Not Had Enough Help

*Intervention Name: **Response Cards***

Brief Description:

Students receive immediate corrective feedback after the information has been provided during whole group instruction. Students respond to questions by holding up cards, rather than waiting to be called on individually.

What “common problems” does this address?

Response cards aid in improving students’ accuracy by increasing the amount of immediate corrective feedback they receive. Response cards also increase students’ opportunities to actively respond during instruction. May also be used as a behavioral intervention when an appropriate behavior results in a loss of reinforcement.

Procedures:

6. Train students in the use of their response cards.
 - a. “Write Your Answers” – Students write their answers.
 - b. “Cards Up” – Students raise response cards above their heads, facing teacher.
 - c. “Cards Down” – Students place response cards face down.
7. After new material has been introduced in instruction, ask questions related to the material and prompt students to write their responses on their cards.
8. When all responses have been recorded on a response card, prompt students as a class to hold their response cards above their heads.
9. Provide praise and/or corrective feedback for student responses.
 - a. Use Positive Responding – If all answers are correct, provide praise to the class. If some answers are correct, praise the correct response.
10. Interchange questions that are review with questions that relate to new material.

Critical Components that must be implemented for intervention to be successful:

- ✓ Train students in the use of response cards
- ✓ Response cards should not be displayed for the entire class (cards face teacher and are placed face down)
- ✓ Use this approach after new material has been introduced
- ✓ Provide praise of the correct response, not individual students

Critical Assumptions/Problem-Solving Questions to be Asked:

It is assumed that the intervention is used in the regular education classroom and that the student has a basic level of acquisition of the skill. The student, therefore, lacks consistent accuracy and fluency with the target skill. Poor performance may be due to an academic or behavioral deficit.

Materials:

Laminated File Folder Halves

Dry Erase Markers

Felt Material Squares (Erasers)

Cards with Pre-Printed Responses (depending on task and instructional level)

References

Christie, C.A., & Schuster, J.W. (2003). The effects of using response cards on student participation, academic achievement, and on-task behavior during whole-class, math instruction. *Journal of Behavioral Education, 12*, 147-165.

Gardner, R., Heward, W. & Grosi, T. (1994). Effects of response cards on student participation and academic achievement: A systematic replication with inner-city students during whole-class science instruction. *Journal of Applied Behavioral Analysis, 27*, 63-71.

Common Reason for Academic Failure: They have not had enough help

Intervention Name: **Cover, Copy, and Compare**

Brief Description:

Students have access to the answers to many academic tasks and use this to compare the accuracy of their work. Students view the answers to problems, cover the answers, and attempt the problem.

What “common problems” does this address?

Cover, Copy, and Compare aids students in self-checking the accuracy of their work immediately upon completion of the task. This intervention may also overlap with acquisition of skills.

Procedures:

11. Provide students with a piece of paper divided into two-three sections (depending on task and developmental level)
 - a. First Section: The target word or problem and answer
 - b. Second Section: Empty space
12. Students first examine the word or problem and answer on the left side
13. The first section is then covered
14. Student copies the word or problem with answer in the second section
15. Student then uncovers the first section and compares their work for accuracy

Critical Components that must be implemented for intervention to be successful:

- ✓ First section includes the target word/problem as well as the answer/definition
- ✓ Second section includes an empty space for student to work in
- ✓ First section is covered when student is copying word or problem with answer

Critical Assumptions/Problem-Solving Questions to be Asked:

It is assumed that the intervention is used in the regular education classroom and that the student has a basic level of acquisition of the skill. The student, therefore, lacks consistent accuracy and fluency with the target skill. If student continues to struggle with accuracy, return to direct instruction of the target skill.

Materials:

Paper or Target Skill Worksheet
Pencil
Index or other paper to cover the first section

References

Cover, Copy, and Compare has an extensive research base including the following studies.

Conley, C.M., Derby, K.M., Roberts-Gwinn, M., Weber, K.P., & McLaughlin, T.F. (2004). An analysis of initial acquisition and maintenance of sight words following picture matching

and copy, cover, and compare teaching methods. *Journal of Applied Behavior Analysis*, 37, 339-350.

Skinner, C.H., McLaughlin, T.F., & Logan, P. (1997). Cover, Copy, and Compare: A self-managed academic intervention effective across skills, students, and settings. *Journal of Behavioral Education*, 7, 295-306.

Common Reason for Academic Failure: They have not had to do it that way before

Intervention Name: **Reinforce Natural Occurrences**

Brief Description:

Academic problems may stem from lack of generalization. The student may know the skill but has not learned to generalize it to a new environment. When that student naturally shows signs of generalization, reinforce the generalization.

What “common problems” does this address?

Many students have learned a certain skill such as reading or adding. When presented with a new environment, the child does not understand that he/she should use the previously learned skill and apply to the new situation. Reading example: A child may read small, reading books for fun, but complains that he cannot read his science textbook. He has not learned to generalize sounding out phonemes in order to make a word because that is not what is taught in science class. This type of problem is directly related to social behavior and learning to generalize appropriate behavior across contexts (example: acting the same in the classroom and the playground).

Procedures:

1. Opportunities should be provided for students to generalize academic performance across many settings
2. When generalizations are made, they should be immediate
3. Help students make the connection between the original environment and the new environment. Explain why and how the skill is applied in both areas.
4. Encourage further generalizations.

Critical Components that must be implemented for intervention to be successful:

- ✓ Reinforcement should be given immediately when the appropriate behavior is exhibited.
- ✓ Thoroughly explain why the specific skill applies in the new environment.

Critical Assumptions/Problem-Solving Questions to be Asked:

This intervention assumes that the child has a thorough understanding of the skill in which generalization is hoped to occur. Similarly, the teacher needs to be mindful of watching for natural occurrences of the skill. Generalization may take time and patience in order for a student to fully understand what is being asked of him/her. Reinforcement selection procedure needs to be in place in order to assure that reinforcement is appealing to the student.

References

There is a large body of evidence on the use of reinforcement to motivate students' academic progress. This type of intervention is universal and should generalize in many situations.

Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis*, 10, 349-367.

Stokes, T. F., & Osnes, P. G. (1989). An operant pursuit of generalization. *Behavior Therapy*, 20, 337-355.

Common Reason for Academic Failure: It is too hard

Intervention Name: **Guided Reading**

Brief Description:

Guided reading works by having students placed in small groups. Before reading the story, the teacher will provide the students with background information that will help them understand the story. The students then read the story out loud softly. The teacher is able to provide feedback to the students as they read the stories. Following completion of the reading, the teacher asks questions to the students to ensure their comprehension.

What “common problems” does this address?

This is a Tier 1/Tier 2 intervention which allows students in a class that are reading on different levels to learn and read at the level which matches their skill. This intervention is trying to maximize student understanding which also increases the likelihood of success.

Procedures:

1. Split students up into small groups (4-6)
2. Assign appropriate level book to each group.
3. Provide a copy of the book to each student in the group.
4. Before reading, the teacher provides information to the students about difficult vocabulary words, themes, and background knowledge of the story that might help the students understand the story.
5. The students read the story softly in their small group.
6. The teacher listens and helps correct any errors and answer any student questions.
7. After completion of the story, the teacher will ask clarifying questions about the content of the story.

Critical components that must be implemented for intervention to be successful:

- ✓ Appropriate level book must be assigned to each group.
- ✓ Each student in the group must have their own copy of the book.
- ✓ The teacher should pre-teach any difficult information.

Critical Assumptions/ Problem-Solving Questions to be Asked:

- There absolutely must be an appropriate level of text in front of each child.
- Each group should have a different level text. This is so that the students are grouped with only a couple students who are on the same skill level.
- The lower the functioning of the students, the less likely that a group dynamic will work. In these situations, even smaller groups will work better.
- When working with students with behavior problems, group work may be troublesome. In these situations, very small groups will work the best. It is possible to implement this intervention in a one-on-one, student and teacher, group.

Materials:

Multiple copies of books.

Books at a variety of reading levels.

References:

There is a large body of evidence on the use of reinforcement to motivate students' academic progress. This type of intervention is universal and should generalize to many situations.

Iaquinta, A. (2006). Guided reading: A research-based response to the challenges of early reading instruction. *Early Childhood Education Journal*, 33(6), 413-418.

Common Reason for Academic Failure: It is too hard

Intervention Name: Cross-Age Peer Tutoring

Brief Description:

This is a cross-age peer tutoring intervention that works by pairing students from different grades and ability levels to work on an academic skill together. The older/higher ability student will be the tutor; and the younger/lower ability student will be the tutee. The students work together to practice a skill. This is beneficial for both the tutors and the tutees.

What “common problems” does this address?

This intervention allows a child who is struggling with an academic task to get more practice with a skill that matches his ability. Additionally, the tutees also benefit and improve their academic skill levels. This works well for children of differing abilities because it allows children to learn at their own pace. It also allows children to be able to become experts at prerequisite skills before introducing new concepts that are too difficult.

Procedures:

1. Select two classes in different grades to work together (ex. 2nd and 4th grade classes).
2. Pair students together, one from each class.
3. Identify academic skills/areas that need improvement for each pair.
4. Provide activity, assignment for students to work on.
5. Each pair of students may need to have different assignments to be working on.
6. More advanced students will act as the tutor and the less advanced student will act as the tutee.
7. Teachers can walk around the room to answer any questions and provide further feedback and assistance to students.

Critical Components that must be implemented for intervention to be successful:

- ✓ There must be a more experienced student and a less experienced student at the particular skill.
- ✓ Students must be paired appropriately.
- ✓ Level of activity must be matched to student's ability.

Critical Assumptions/ Problem-Solving Questions to be Asked:

- This is a Tier 1/ Tier 2 intervention.
- Students need to be paired that are of similar abilities.
- Students that are acting as tutors must have materials that they can read/understand.
- This intervention can be adapted for any subject, including reading, math, science, history.

Materials:

Coursework or assignments (i.e. books)

References:

There is a large body of evidence on the use of reinforcement to motivate students' academic progress. This type of intervention is universal and should generalize to many situations.

Wright, J. & Cleary, K.S. (2006). Kids in the tutor seat: Building schools' capacity to help struggling readers through a cross-age peer tutoring program. *Psychology in the Schools*, 43(1), 99-107.

Common Reason for Social Behavior Problems

Common Reason for Social Behavior Failure	Intervention	References
Student has not learned the behavior	Sit and Watch: Contingent Observation	Porterfield, Herbert-Jackson & Risley (1976); White & Bailey (1990)
	Active teaching of classroom rules	Johnson, Stoner & Green (1996)
Appropriate behavior is positively punished	The Good Behavior Game	Barrish, Saunders & Wolf (1969)
	Positive Peer Reporting	Moroz & Jones (2002)
Appropriate behavior results in loss of desired activity (negatively punished)	Multicomponent Intervention using Differential Reinforcement of Other Behavior	Mottram, Bray, Kehle, Broudy & Jenson (2002)
	Response Cards	Randolph (2007)
Inappropriate behavior removes student from something they do not want to do (negatively reinforced)	Choice of Task Sequence	Kern, Mantagna, Vorndran, Bailin & Hilt, (2001)
	Antecedent Modifications	Dunlap, Kern-Dunlap, Clarke, Robbins (1991); Ervin, Kern, Clarke, DuPaul, Dunlap & Friman (2000); Clarke, Worchester, Dunlap, Murray, & Bradley-Klug (2002)
Inappropriate behavior is positively reinforced	Response Cost	Proctor & Morgan (1991)
	Reducing disruptive behavior with randomized group contingencies	Kelshaw-Levering, Sterling-Turner, Henry & Skinner (2000)

Common Reason for Social Behavior Failure: They have not learned the behavior

Intervention Name: **Sit and Watch (Contingent Observation)**

Brief Description:

Teach children appropriate social behaviors with guided observation and brief modified time-out procedures. The student's contingent observation is used to promote appropriate classroom behavior through peer modeling.

What "Common Problems" Does This Address?

Children have not learned the desired social behavior and therefore are unable to demonstrate it. Research indicates that "Sit and Watch" is especially effective in decreasing aggression and non-compliance. This intervention can be used as a follow-up to the "Active teaching of classroom rules" intervention, also found in this manual.

Procedures

1. When a child displays an inappropriate behavior, describe it to him/her:
"Amanda, do not hit other children."
2. Next, explain to the child what would have been an appropriate behavior:
"Amanda, keep your hands to yourself."
3. Then tell the child to go to the Sit and Watch chair and observe the others behaving appropriately
"Amanda, go to the Sit and Watch chair and watch how other children keep their hands to themselves."
4. After the child has sat in the Sit and Watch chair for a brief amount of time (approximately 1-3 minutes) ask if he/she is ready to rejoin the group and behave appropriately.
"Amanda, do you know how to play without hitting others, now?"
5. If the student indicates that he/she is ready to return and behave appropriately, allow him/her to do so. If the student responds negatively, have him/her continue to sit and watch, until he/she is ready to behave appropriately.
"Amanda, sit here and watch until you think that you can play without hitting others."
6. Allow the student to sit and watch a few minutes more. Then repeat Steps 4 and 5
7. When the student returns to the group and displays the appropriate behavior, give positive reinforcement as soon as possible
"Amanda, I like how you are keeping your hands to yourself."

Critical Components that must be implemented for intervention to be successful:

- ✓ A clear set of rules and desired behaviors must be established prior to implementing this intervention, such as, described in the Active Teaching of Classroom Rules intervention, also in this manual
- ✓ Students must be explicitly taught the purpose of the Sit and Watch chair. Role playing a situation where use of the Sit and Watch chair would be used is helpful.
- ✓ Each of the procedures should be implemented in order for this intervention to be successful

Additional Procedures:

If the child cries for an extended period of time or continues to disrupt the group, while in the Sit and Watch chair, move him/her to a designated “Quiet Place.” This can be in the same room or elsewhere, as long as, the child is unable to make contact with the group. Allow the child to remain in the “Quiet Place” until he/she calms down and is able to return to the group.

“Amanda, since you are not sitting and watching, you are going to the Quiet Place to practice sitting quietly.” When he/she is calm, return the child to the Sit and Watch chair and proceed through the steps described above.

Critical Assumptions/Problem-Solving Questions to be Asked:

Assumptions: The student is able to demonstrate the ability to perform the desired behavior. Other students are modeling the desired behavior.

Limitations: This intervention has been particularly successful with preschool through elementary aged school children. Children who are unable to recognize desired social behaviors in others may not benefit from this intervention; therefore, ask yourself . . .

Does the student demonstrate the ability to perform the desired behavior?

- If yes, then proceed with the intervention.
- If no, then teach the appropriate behavior through direct instruction.

Materials:

- A “Sit and Watch” chair placed within view of group activities
- A “Quiet Place” within the classroom (or elsewhere), but as far away from the group as possible
- A classroom rules chart clearly displayed

References

- Porterfield, J. K., Herbert-Jackson, E., & Risley, T. R. (1976). Contingent observation: an effective and acceptable procedure for reducing disruptive behavior of young children in a group setting. *Journal of Applied Behavior Analysis*, 9, 55-64.
- White, A. G., & Bailey, J. S. (1990). Reducing disruptive behaviors of elementary physical education students with sit and watch. *Journal of Applied Behavior Analysis*, 23, 353-359.

Common Reason for Social Behavior Failure: They have not learned the behavior

Intervention Name: **Active teaching of classroom rules**

Brief Description:

Explicitly teach and review classroom rules/procedures through modeling, practice, and specific, immediate, positive feedback. This intervention is related to direct instruction methodologies which are supported by a substantial literature base.

What "Common Problems" Does This Address?

Children have not learned the behavior and therefore are unable to demonstrate it.

Procedures

1. Display chart with list of classroom rules and provide each student with a copy.
2. During instructional time, discuss the rules, emphasizing the purpose and importance of each rule.
3. Provide specific examples for each rule and encourage students to share their own examples
4. Explain to students that you will be observing them to identify individuals who are following the rules
5. Identify students who are observing a rule and provide immediate, specific, and positive feedback

Example; "I appreciate that Kyle is on time and prepared for class today.

Critical Components that must be implemented for intervention to be successful:

- ✓ Clearly defined set of rules displayed in classroom
- ✓ Discuss the rules with students, emphasizing the purpose and importance of each rule
- ✓ Provide specific examples for each rule
- ✓ Observe students and provide immediate, specific and positive feedback

Critical Assumptions/Problem-Solving Questions to be Asked:

Assumptions: Students are able to understand and demonstrate desired behaviors based on clear expectations; therefore, ask yourself . . .

Are the rules and procedures clear and developmentally appropriate?

- If yes, then proceed with this intervention
- If no, revise the rules and procedures

Materials

A chart with the list of classroom rules, such as:

1. on time and prepared for class everyday
2. Listen to and follow teacher's instructions
3. Respect others, their personal space, and property
4. Raise your hand and wait your turn to speak.

Individual student copies of classroom rules

References

Johnson, T. C., Stoner, G., & Green, S. K. (1996). Demonstrating the experimenting society model with classwide behavior management interventions. *School Psychology Review, 25*, 199-214.

Common Reason for Social Behavior Failure: Appropriate behavior is positively punished

Intervention Name: **Positive Peer Reporting**

Brief Description

Positive Peer Reporting (PPR) is a classwide intervention designed to increase the social involvement of socially withdrawn children. The primary component of PPR is that children are provided with structured peer praise for engaging in appropriate social behaviors.

What "Common Problems" Does This Address?

Children who are severely socially withdrawn, neglected, socially aggressive, or socially isolated can benefit from this intervention.

Procedures

1. The teacher informs the class that they will be working on peer relations.
2. Each day the teacher will choose a "star" in the class.
3. On that day the students will have a chance to praise the star's good behavior.
4. The teacher goes over the steps for delivering suitable praise statements:
 - a. Look at the person.
 - b. Smile.
 - c. Describe what they said or did.
 - d. Say "good job."
5. The teacher repeats the steps and gives examples of appropriate praise statements:
 - a. "Susan helped me solve a math problem."
6. The PPR session should last between 7 and 10 minutes each day.
7. Statements should be encouraged with group prompts, "Would anyone else like to say something?"
8. Teacher praise and reward should follow each praise statement:
 - a. Place a cotton ball in a jar for each appropriate praise statement.
 - b. When the jar is full, deliver a classwide reward (popcorn, early recess, etc.)

Critical Components that must be implemented for intervention to be successful:

- ✓ In order for this intervention to work, teachers must minimize reinforcement for inappropriate behaviors and reinforce appropriate behaviors.

Materials

- Cotton balls
- Popcorn

References

- Moroz, K. & Jones, K. (2002). The effects of positive peer reporting on Children's social involvement. *School Psychology Review, 31*, 235-245.
- Rathvon, N. (1999). *Effective School Interventions: Strategies for Enhancing Academic Achievement and Social Competence*. New York: Guilford Press.

Common Reason for Social Behavior Failure: Appropriate behavior is positively punished

Intervention Name: **The Good Behavior Game**

Brief Description

The Good Behavior Game (GBG) is an intervention designed to decrease inappropriate classroom behaviors by using team competition and group rewards. Students are typically divided into two teams. When someone on the team engages in an inappropriate classroom behavior, the team receives a mark. The team with the fewest marks, or if both teams have fewer than five marks, receives a reward.

What "Common Problems" Does This Address?

GBG is designed specifically to decrease inappropriate classroom behaviors and increase appropriate classroom behaviors.

Procedures

1. Inform the class that they will be playing a game and divide the class into two teams.
2. Explain to the class that when a team wins the game, the team will receive certain privileges.
3. Present the classroom rules on a poster board and go over each rule with the class.
4. Decide what privileges will be reinforcing for the students in your classroom (i.e., wearing a victory tag, having a star by their name on a winner's chart, being first in the lunch line, taking part in a 30-minute special project at the end of the day, etc.).
5. When you see someone on the team breaking the rules, give the team a mark on the chalkboard.
6. The team with the fewest marks at the end of the day, or if both teams have less than 5 marks, would receive classroom privileges.
7. The team that lost the game that day will not get any privileges. For instance, instead of having free time during the last 30-minutes of the day, the team would continue working on assigned class work.
8. At the end of the week, the team(s) that has/have received no more than 20 marks will enjoy the privilege of going to recess 4 minutes early.

Critical Components that must be implemented for intervention to be successful:

- ✓ In order for this intervention to work, teachers must minimize reinforcement for inappropriate behaviors and increase reinforcement for appropriate behaviors.

Materials

- Poster board with classroom rules explicitly stated
- Poster board chart with the names of team members
- Victory tags

References

Barrish, H. H., Saunders M., & Wolf, M. M. (1969). Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. *Journal of Applied Behavior Analysis*, 2, 119-124.

Rathvon, N. (1999). *Effective School Interventions: Strategies for Enhancing Academic Achievement and Social Competence*. New York: Guilford Press.

Common Reason for Social Behavior Failure: Appropriate behavior results in loss of desired activity (negatively punished)

Intervention Name: **Response Cards**

Brief Description

Response cards are cards or signs that may be held up by students in order to allow classwide responding.

What "Common Problems" Does This Address?

In a study comparing the effects of response cards to the traditional method of hand raising, Randolph (2007) found that the implementation of response cards produced increases in test achievement, quiz achievement, and class participation while reducing the amount of disruptive behavior. When response cards are implemented in the classroom, all students have the opportunity to respond to a question.

Procedures

1. Provide each student with a response card, marker and eraser.
2. Present a question to the class and cue the class to "Write the answer."
3. Give the students enough time to write the desired answer.
4. Tell the class to "Hold up your cards."
5. Scan the responses and provide feedback to all who are correct.
6. Tell the class to "Put down your cards."
7. Repeat steps 2-6.

Critical Components that must be implemented for intervention to be successful:

- ✓ Students must have adequate knowledge of the material being asked.

Materials

Response cards

Markers

Eraser (paper towel)

References

Randolph, J. J. (2007). Meta-analysis of the research on response cards: Effects on test achievement, quiz achievement, participation, and off-task Behavior. *Journal of Positive Behavior Interventions*, 9 (2), 113-128.

Common Reason for Social Behavior Failure: Appropriate behavior results in loss of desired activity (negatively punished)

Intervention Name: **Multicomponent Intervention using Differential Reinforcement of Other Behavior**

Brief Description:

This intervention utilizes a token economy to reward appropriate behavior, a response cost system to punish inappropriate behaviors, mystery motivators to reward appropriate behavior, and visual prompts of classroom rules. A fixed interval and fixed ratio schedule of reinforcement serves to reinforce appropriate behaviors while the response cost system serves as a differential reinforcement system to reward appropriate behaviors in the absence of problem behaviors.

What "Common Problems" Does This Address?

Children engage in disruptive behaviors because they have not been given attention for appropriate behaviors.

Procedures

1. The teacher posts 3 to 5 classroom rules for appropriate social behavior conduct where students are readily able to see them.
2. The teacher describes the intervention to the students and teach/model appropriate behaviors.
3. The teacher establishes a token economy in which children will be awarded a token for obeying all the rules every 10 minutes.
4. Students keep tokens on an index card attached to the inside of the students' desk.
5. Teachers withdraw one token if students did not follow the rules and/or displayed inappropriate behaviors at any time during the day.
6. If five tokens were earned at the end of the day, the mystery motivator was presented to the student.

Critical Components that must be implemented for intervention to be successful:

- ✓ Classroom rules can be posted so student have visual prompts
- ✓ Students are awarded a token with any time interval
- ✓ Response cost procedures – take tokens away
- ✓ Differential reinforcement of other behaviors – mystery motivator and 5 tokens

Critical Assumptions/Problem-Solving Questions to be Asked:

Assumptions: The reinforcer for problematic behavior will be matched to mystery motivator. In addition, there is the assumption that the problem behavior is being exhibited.

Limitations: A fixed interval for reinforcement will result in scaffolding, in which student will be good at the beginning and last minutes. In addition, timing must be consistent. If student does not have a token, then teacher cannot take one away and will need to establish another consequence; therefore, ask yourself . . .

Is the student engaging in inappropriate behavior because his appropriate behavior was not reinforced?

- If yes, then provide student with reinforcement for every instance of appropriate behavior.
- If no, then punish behavior by taking a token away.

Materials

A chart with the list of classroom rules, such as:

- Be on time and prepared for class everyday
- Listen to and follow teacher's instructions
- Respect others, their personal space, and property
- Raise your hand and wait your turn to speak.

Index cards

Tokens

References

Mottram, L.M., Bray, M.A., Kehle, T.J., Broudy, M., & Jenson, W.R. (2002). A classroom-based intervention to reduce disruptive behavior. *Journal of Applied School Psychology, 19*, 65-74.

Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes* [2nd Ed]. New York, NY: The Guilford Press.

Common Reason for Social Behavior Failure: Inappropriate behavior removes student from something they do not want to do (negatively reinforced)

Intervention Name: **Antecedent Modifications**

Brief Description:

Student wants to escape nonpreferred activity, so antecedents are altered to increase task engagement. Antecedent-based procedures can be used to decrease inappropriate behaviors or increase appropriate behaviors.

What "Common Problems" Does This Address?

Child acts inappropriately when he/she is given tasks. This intervention can also be applied to children who are given tasks that are too hard/punishing who have engaged in an escape pattern to avoid the task when the task stimulus was presented.

Procedures:

1. Teacher provides activity with an operationally similar task requirement
2. Teacher introduces activity that is more preferred and meaningful to student
3. Teacher provides activity that could be bridged into more functional and educational activities
4. Teacher provides praise and attention when student engages in activity
5. There is differential reinforcement at a fixed interval of 5 minutes when child does not exhibit problem behaviors
6. The child received the reinforcement (teacher attention) contingent on task engagement
7. When the child exhibits inappropriate behaviors, the teacher does not provide attention.
8. There is a fixed interval of 15 minutes to show appropriate behaviors
9. If the student does not comply, he/she is sent to time out for disruptive behavior

Critical Components that must be implemented for intervention to be successful:

- ✓ Give student praise for engaging in activity
- ✓ Reinforce appropriate behavior at short intervals
- ✓ Response cost system during task engagement
- ✓ Time-out for disruptive behavior

Critical Assumptions/Problem-Solving Questions to be Asked:

Assumptions:

There is the assumption that teacher attention and antecedent changes are reinforcing enough to have child engage in task and decrease escape behaviors. In addition, there is the assumption that the child finds environment reinforcing and that time-out is punishing.

Limitations:

The intervention was conducted in which two of the children were monitored for their medication during the entire intervention, which may have increased compliance with intervention. In addition, this intervention was developed for children in the Tier III level because teachers need to know what activities the child will engage in and will not engage in. There is initial validation for Tier III intervention with low-incidence of child. The effectiveness

of the two components of lowering task difficulty and positive reinforcement are validated by literature but this intervention was not tried as a package. This has a substantial literature base for individual subjects. Subcomponents of lowering task difficulty and positive reinforcement have a substantial literature base.

Materials

Materials for new activities

References

Dunlap, G., Kern-Dunlap, L., Clarke, S., & Robbins, F.R. (1991). Functional assessment, curricular revision, and severe behavior problems. *Journal of Applied Behavior Analysis*, 24, 387-397.

Ervin, R.A., Kern, L., Clarke, S., DuPaul, G.J., Dunlap, G., & Friman, P.C. (2000). Evaluating assessment-based intervention strategies for students with ADHD and comorbid disorders within the natural classroom context. *Behavioral Disorders*, 25, 4.

Clarke, S., Worchester, W., Dunlap, G., Murray, M., & Bradley-Klug, K. (2002). Using multiple measures to evaluate positive behavioral support: A case example. *Journal of Positive Behavioral Interventions*, 3, 131-145.

Common Reason for Social Behavior Failure: Inappropriate behavior removes student from something they do not want to do (negatively reinforced)

Intervention Name: **Choice of Task Sequence**

Brief Description:

To lower incidences of inappropriate behavior, child will engage in choice. Research has found that just making a choice is reinforcing.

What "Common Problems" Does This Address?

Students who engage in inappropriate behaviors to escape from tasks either because the tasks are too difficult, student just does not want to do it, or student has not learned how to do task.

Procedures

1. The teacher identifies 3 tasks that were observed to be connected to noncompliance or problem behaviors.
2. The teacher decides on whether student gets reinforced for engaging in the task or completing all three tasks.
3. The teacher presents all 3 tasks to student (e.g., "What would you like to do first today?", then "What would you like to do next?")
4. The student chooses the order he/she wants to complete the task.
5. The teacher gives praise when child engages or when child complies.
6. The teacher ignores problem behaviors.
7. The teacher reissues prompts every 10 seconds until the child engages or completes all three tasks.
8. The teacher provides reinforcement (verbal praise, attention, or tangible reinforcement) when child engages or completes tasks.

Critical Components that must be implemented for intervention to be successful:

- ✓ Child needs to have a time limit or task limit but teacher can decide what she prefers -- child has time - Fixed interval for 15 minutes, whether task was done or not; child must finish all three tasks; all 3 or fixed time 30 minutes
- ✓ Teacher must present choices to the student but teacher can decide what she or student prefers --teacher can present choices verbally, with words visually, or pictorially (e.g., picture of someone reading or sitting quietly)
- ✓ Teacher must reissue prompts in a consistent manner but teacher can decide what she prefers -- time can altered to reissue prompts

Critical Assumptions/Problem-Solving Questions to be Asked:

Assumptions.

There is the assumption that verbal praise is a good enough reinforcement in completing/engaging in tasks, and that the child can actually do all the tasks.

Limitations:

There is the limitations that the original study was done in inpatient hospital setting. There are also limitations as to the student's ability to do the tasks; therefore, ask yourself . . .

Does the student know how to do and complete the task?

- If yes, then reinforce appropriate behavior and punish inappropriate behavior.
- If no, then teach student the task.

Does the student engage in inappropriate behaviors to escape from the task because task is too difficult?

- If yes, then make the academic task more reinforcing by giving them a choice of how to accomplish items.
- If no, then have child complete the task.

Does the student engage in inappropriate behavior to escape from discomfort?

- If yes, then give access to that activity.
- If no, then have child complete the task.

Materials

Photographs or visual prompts of the three chosen tasks

References

Kern, L., Mantagna, M.E., Vorndran, C.M., Bailin, D., & Hilt, A. (2001). Choice of task sequence to increase engagement and reduce problem behaviors. *Journal of Positive Behavior Interventions, 3*, 3-10.

Common Reason for Social Behavior Problems: Inappropriate behavior is positively reinforced

Intervention Name: **Reducing Disruptive Behavior with Randomized Group Contingencies**

Brief Description:

This intervention uses a group contingency to alter student's disruptive behavior with interdependent group reinforcers. With an interdependent group reinforcer, students have to rely on one another to gain access to the reward. "Reinforcement increases target behavior, whereas punishment decreases the target behavior (Kelshaw-Levering, Sterling-Turner, & Henry, 2000). By removing the reinforcement or "reward" for negative behavior and increasing the reward for positive behavior with class-wide randomized group contingency ALL students can be rewarded for their positive behavior and potentially punished for negative behavior simultaneously. There is a large body of evidence on the use of reinforcement to decrease disruptive behavior. This type of intervention is should generalize across settings.

What "Common Problems" Does This Address?

Disruptive behavior is being reinforced while inappropriate isn't being reinforced. Disruptive behaviors include but are not limited to: off-task behavior, inappropriate vocalizations, out-of-area (being out of seat being disruptive), noncompliance, and failing to complete class assignments.

Procedures

1. Make classroom rule chart.
2. Make list of potential reinforcers to class and when reinforcers can be earned (reinforcement schedule)
3. Explain behaviors that must be exhibited in order to earn reinforcers
4. **Option #1**
 - a. State goal of # of disruptions (i.e.: Class must have 36 or fewer disruptive behavior episodes).
 - b. Explain to class that must not exceed # of disruptions listed in step a.
 - c. For every student who exhibits target behavior (disruptive behavior), teacher places check next to name of student.
 - d. Teacher may provide prompt to remind class about reward
 - e. If class meets criteria, randomly select student to draw slip of paper out of reinforcer jar
5. **Option #2**
 - a. Teacher will explain the jars labeled "behaviors", "group or individual student", "names", and "reinforcer"
 - b. Teacher will use checklist to track the target behaviors of all students in class, if target behavior is exhibited then teacher will check the box.
 - c. Teacher may provide prompt to remind class about reward
 - d. At the end of each period (reinforcement schedule), teacher will select a behavior from the "behaviors jar", then select a slip from the "group or individual student" jar, if "individual student" is selected; teacher will select a name from the

“names” jar. Lastly, teacher will select a reinforcer. MUST make the selections in this order.

- e. If class and/or student meets criteria of behavior, then teacher will announce to class what reinforcer the class earned. If class DID NOT meet criteria of randomly selected contingencies, teacher WILL NOT announce the results in order to reduce negative consequences for individual students who prevented class from earning reinforcer.

Critical Components that must be implemented for intervention to be successful:

- ✓ Clearly defined set of rules displayed in classroom
- ✓ Discuss the rules with students, emphasizing the purpose and importance of each rule
- ✓ Provide specific examples for each rule

Critical Assumptions/Problem-Solving Questions to be Asked:

Assumptions: The original validation of this intervention was implemented with students in the general education classroom in 2nd grade. This intervention has the following assumptions:

- ✓ Intervention is that the class had been systematically observed and disruptive behaviors identified prior to implementing the intervention.
- ✓ Intervention is that the class did not have disruptive students that represented more than 33% of the class population (original study: N=12).
- ✓ Rewards must be of value to the class.
- ✓ Another assumption was the class would work together to achieve the rewards.
- ✓ Reinforcement schedule was consistent

Does student successfully know how to perform the appropriate behavior?

- If yes, continue with intervention as described
- If no, see intervention for “Student has not learned behavior/skill” prior to implementing intervention. Once student has learned appropriate behavior, continue with intervention as described.

Materials

Classroom rules chart

Reinforcers list

Jars (Opaque)

Note cards/slips of paper

References

Kelshaw-Levering, K., Sterling-Turner, H.E., Henry, J.R., & Skinner, C.H. (2000). Randomized interdependent group contingencies: Group reinforcement with a twist. *Psychology in the Schools*, 37, 523-533.

Common Reason for Social Behavior Problems: Inappropriate Behavior is positively reinforced

Intervention Name: **The Response Cost Raffle**

Brief Description: This intervention is a low-cost classroom management strategy developed for students with mild to moderate behavior problems. This intervention is both efficient & effective without the use of a complex token economy system. There is a large body of evidence on the use of response cost behavior management strategies to reduce disruptive behaviors. This type of intervention will generalize across settings and grade level.

What "Common Problems" Does This Address? Disruptive behavior is being reinforced while inappropriate isn't being reinforced. Disruptive behaviors include but are not limited to: off-task behavior, inappropriate vocalizations, out-of-area (being out of seat being disruptive), noncompliance, and failing to complete class assignments.

Procedures:

1. Create and explain classroom rule chart.
2. Create & explain list of raffle prizes and reinforcement schedule
3. Explain behaviors that must be exhibited in order to participate in raffle (explain the reinforcers)
4. Give each student five (5) cards and students will display cards on desks.
5. If student displays inappropriate behavior (breaks a rule), immediately remove the card from the student's desk.
6. At the end of each period, collect all the cards, put in envelope/shoebox, select card, and award student with prize. (This step can be varied. You can select the time of day when you hold the raffle. Suggested schedule: at least 3 xs per day.)

Critical Components that must be implemented for intervention to be successful:

- ✓ Clearly defined set of rules displayed in classroom
- ✓ Discuss the rules with students, emphasizing the purpose and importance of each rule
- ✓ Provide specific examples for each rule
- ✓ Observe students and provide immediate, specific and positive feedback

Critical Assumptions/Problem-Solving Questions to be Asked:

Assumptions: The replication of this intervention was implemented with students in the general education classroom in 4th grade; while the original intervention was implemented on junior high school students in a resource class. These intervention(s) hold the following assumptions:

- ✓ The class had been systematically observed and disruptive behaviors identified prior to implementing the intervention.
- ✓ Intervention will be used on a small student pop
- ✓ Rewards are of value to the class.
- ✓ Reinforcement schedule was consistent

Does student know the appropriate behavior?

- If yes, can begin this intervention immediately.

- If no, the teacher must teach the child the appropriate behavior BEFORE they can implement this intervention and be effective.

Materials

Classroom rules chart

Index cards

Raffle prize list

Large envelope/Shoe box

References

Proctor, M. A., & Morgan, D. (1991). Effectiveness of a response cost raffle procedure on the disruptive classroom behavior of adolescents with behavior problems. *School Psychology Review, 20*, 97-109.