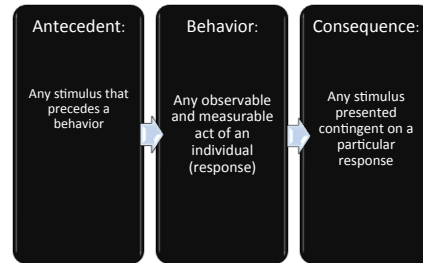


Positive and Proactive Practices for Elementary Schools

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The three-term contingency



Alberto & Troutman, 2017

Reinforcement

- Reinforcement **increases** the likelihood of a behavior in the future.
 - Whether a consequence is reinforcing or not depends on the **learner**.
 - Only the future rate of a behavior determines if a consequence is reinforcing.
- Reinforcement can be **positive** or **negative**.
 - **Positive**: Something is **added** to the environment.
 - **Negative**: Something is **removed** from the environment.



Why do we care?

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

Setting Events

What's a setting event?



A **SETTING EVENT** is a condition or event that temporarily alters the reinforcing value of the consequence of a behavior

Alberto & Troutman, 2017

Why do we care?

- What does the concept of setting events have to do with student behavior?
- A few things:
 - What are some setting events that our students might encounter?
 - Knowing about setting events can help us prevent inappropriate behaviors.
 - Parents and guardians can provide valuable information about setting events.



Extinction and function

- **Extinction:**
 - When a previously reinforced behavior is no longer reinforced.
 - Helps teachers understand why behavior change can be slow and why they should not reinforce increase or more intense versions of the behavior.
- **Function:** the key to depersonalizing behavior.
 - What is the student trying to get?
 - What is the student trying to avoid?



EBP in classroom management:

What all instructors should be doing in the classroom

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

Simonsen et al., 2008

Structure and expectations

- What does "structure" in the classroom mean?
 - Physical structure (e.g., furniture, décor)
 - Embedded structure (e.g., routines)
- What are some routines that everyone should know?
- Classroom expectations:
 - Select 3-5 positively stated expectations (can be same as SW)
 - Define expectations within the context of routines



The matrix alone is not enough!

- How do we ensure that students will follow the routines within our matrix?
- Expectations and routines must be taught **like academics**.
- Consider a model, lead, test format (i.e., I do, we do, you do).
 - Provide multiple opportunities for practice and feedback.
 - Determine how you'll assess students' understanding of content.



How do we keep students actively engaged?

- How do we keep students actively engaged during instruction?
- What are other teacher behaviors (i.e., besides instructional delivery) that can impact students' behavior?



Establishing a continuum of supports

- We should be paying **at least** as much attention to the behaviors we want to see (i.e., reinforcing them!) as we do for the behaviors we don't want to see.
- Establish a continuum of support in the classroom, which can include:
 - Behavior-specific feedback
 - Group contingencies
 - Token economies



What is behavior-specific praise?

- Behavior specific praise looks like:
 - Identifying the learner(s).
 - Identifying the specific behavior being acknowledged.
 - A statement that occurs directly after (i.e., as a result of) the behavior.
- What are some examples?



More about delivering praise.

- Why is specific, contingent praise more effective than general praise statements?
- Deliver praise in your natural demeanor.
- Praise should sound sincere.
- Not all students will find praise reinforcing.
 - Why might this be the case?
 - What are some options for providing praise to these students?



Other ways to acknowledge appropriate behavior

- Group contingencies:
 - Can be **interdependent**, **dependent**, or **independent**.
 - Be sure students work toward something (rather than avoid a loss).
- Token economies:
 - Requires tokens, backup reinforcers, and a **system** for exchange.
 - Take data to ensure success of system.
 - Determine if you will use a response cost.



Error correction

- First response to minor behavior error should be **specific and contingent error correction**.
 - Identify problem behavior.
 - Identify expected behavior.
 - Reteach if necessary.
 - Provide feedback.
 - Reinforce as soon as appropriate behavior is displayed.



Other responses to inappropriate behavior

- Be sure that responses to inappropriate behavior do not inadvertently reinforce the behavior.
- Removal from environment is only effective at reducing behavior if the student wanted to be in the environment.
- Consider responses that have a “restitution” aspect and include re-teaching of appropriate behavior.



Remember: Academic and social behavior

- It is critical for us to remember that **all** behaviors are learned through consequences: academic and social behaviors are both **behaviors**.
- Learning academic behaviors can take a long time. Students may require remediation, extra instruction, and different approaches.
 - The same is true for social behaviors.
 - Keep an instructional mindset.

