



Classroom Behavioral Interventions

Kathleen Aspiranti

US Fulbright, ELTE Institute of Psychology
School Psychologist and Licensed Psychologist
University of Kentucky

About Me

- Associate professor of school psychology at the University of Kentucky
- Licensed psychologist, conduct private practice evaluations for autism, ADHD, developmental disorders
- Fulbright scholar for Fall 2021 at ELTE Institute of Psychology
- Research focuses on academic and behavioral interventions in schools

Classroom Management

- Create and maintain appropriate behavior of students in classroom settings
- Enhance prosocial behavior and increase academic engagement
- Should be effective for 80-85% of all students



Effective Management

- Establishes and sustains an orderly environment in the classroom
- Increases academic learning and facilitates social and emotional growth
- Decreases negative behaviors

Attribution Theory

- Teachers want to understand what causes certain things to happen in the classroom
 - Why is the student disruptive? Why does the class not listen?
 - External causes—luck, chance, opportunity, task difficulty
 - Internal causes—effort, mood, fatigue, ability, intelligence

Behavioral Perspectives

- Keys to understanding behavior is observation within the environment
 - A series of Stimulus – Response interactions
- For me--do not negate the importance of internal factors or history
 - Thoughts, feelings, home life, trauma
- Six principles of behaviors for classrooms (Hulac & Briesch, 2017)

Principle 1

- We are more likely to engage in behaviors that generate pleasurable consequences
 - OR--I will eat my vegetables to get candy, but won't eat my candy to get vegetables
- Classroom application—use a first-then approach
 - First we will do this math paper, then we will do a fun math game

Principle 2

- We can promote behavior through reinforcement
 - OR--I will do anything for candy!
- Typically use positive reinforcement—giving something to increase a response
 - Fixed or variable ratio
 - Fixed or variable interval
- Classroom application—use a reward system
 - If you complete your math worksheet without arguing, you will get a sticker

Principle 3

- We can reduce or eliminate behavior through extinction and punishment
 - OR--If you stop giving me candy, I'll stop doing what you ask
- Classroom application—use extinction
 - If you do not complete your math worksheet you will not earn a sticker and will need to stay inside during break to complete it

Principle 4

- We tend to engage in behaviors that bring the greatest reinforcement
 - OR--Lots of candy! Right now? Little effort? Yes please!
- May need to provide lots of immediate reinforcement at first, then fade
- Classroom application—use variable ratios of reinforcement
 - I will give you a token when you are behaving, but not every time!
 - Start with lots of frequent tokens, then gradually give less and less

Principle 5

- What we find rewarding once may not always be so
 - OR--I'm tired of candy. I want chips now!
- Classroom application—use a reward menu
 - For your reward you can pick one of these five items

Principle 6

- We can look for cues to tell us whether reinforcement is likely
 - OR--I can see that you bought more candy and I'm ready to work!
- Classroom application—have visual stimuli
 - Make sure system is clear and students can see the expectations and rewards

What Makes a Good Intervention?

- Empirical evidence of effectiveness
 - If there is no evidence, then get some!
 - Effect sizes are commonly used (Hedges g or Cohens d) -- .8 is high, .5 is moderate
- Ecological perspective – what is causing the difficulty?
- Functional relationship with the problem
 - A specific and targeted intervention that matches the problem and developmental level

More Criteria

- Proactive approach
 - Change antecedent instead of consequence
- Apply to more than one person at a time
 - Individual is imbedded into a system, change the system
- Use consultation, not direct intervention
- Use regular resources available (cost, availability, time)
- Can it be evaluated and measured

Behavioral Interventions

- What do you do when a child is acting out?
 - Making noise, talking out of turn, disrupting others, distracting the class, refusal to work, inattentive, argumentative, physical outbursts
- Keep the intervention in positive terms
- Individualization, but stay evidence-based

Group Interventions

- Change behavior of all (or most) students
- Sometimes initiated because of one student
- Often interdependent—must work together
- For everybody, should be effective for about 80% of students



Positive Behavior Support (PBS)— Student Expectations

- Emphasize student expectations for behavior and learning
- Identify important student behaviors for success
 - What behaviors are needed to reach the academic and learning goals?
 - How do you want the students to behave?
- Must give students instruction on what is expected

PBS--Teaching the Expectations

- Teach expectations at the beginning of the year so students practice following rules from the beginning
- Reteach goals throughout the year and display expectations visually
- Make expectations easy to understand and measurable
 - Be respectful—what does that mean? How do we measure that?
- Do not have too many expectations at a time
- Adapt expectations based on context

Positive Behavior Matrix

Martha Brown Middle School
PBIS Behavior Matrix
 "I will be Respectful, Responsible, and a Learner."

	Respectful	Responsible	Learner
Hallway	<ol style="list-style-type: none"> 1. Use quiet, indoor voices 2. Think before you act 3. Listen and respond appropriately 4. Be helpful and kind 	<ol style="list-style-type: none"> 1. Be safe and alert 2. Be polite 3. Be mindful of personal space 4. Gather materials for preparedness 	<ol style="list-style-type: none"> 1. Walk with a purpose 2. Be prompt 3. Using caring language
Dining Hall	<ol style="list-style-type: none"> 1. Use quiet, indoor voices 2. Think before you act 3. Include others 4. Listen and respond appropriately to adults 	<ol style="list-style-type: none"> 1. Be accountable for what you say and do 2. Sign out and have a pass 3. Clean up your space 	<ol style="list-style-type: none"> 1. Use manners (please, thank you) 2. Appropriate use of technology 3. No use of cameras
Bathroom	<ol style="list-style-type: none"> 1. Maintain personal space and privacy 2. Use bathroom for intended purpose 3. Treat the facility with CARE 	<ol style="list-style-type: none"> 1. Use the garbage and bathroom supplies appropriately 2. Maintain clean walls and stalls 3. Wash hands 	<ol style="list-style-type: none"> 1. Report anything unusual 2. Cell phone free zone 3. Select closest bathroom to your classroom
Classroom	<ol style="list-style-type: none"> 1. Listen and actively participate 2. Engage in positive peer interactions 3. Think before you act 	<ol style="list-style-type: none"> 1. Come to class prepared and with a positive attitude 2. Be a self-advocate 3. Follow classroom routines and procedures 4. Be accountable for your work and actions 	<ol style="list-style-type: none"> 1. Be an active participant 2. Do your best work every day 3. Use materials appropriately



The Wildcat Way



	Classrooms and Specials	Hallways and Common Areas	Buses	Cafeteria	Bathrooms	Playground
Respect	<ul style="list-style-type: none"> ★ Raise your hand ★ Whole body listening ★ Hands and feet to yourself 	<ul style="list-style-type: none"> ★ Quiet mouths ★ Walking feet ★ Hands and feet to yourself ★ Stay to the right 	<ul style="list-style-type: none"> ★ Hands and feet to yourself ★ Share seating 	<ul style="list-style-type: none"> ★ Inside voice ★ Wait your turn ★ Follow directions 	<ul style="list-style-type: none"> ★ Inside voice ★ Wait your turn ★ Follow directions ★ Allow privacy 	<ul style="list-style-type: none"> ★ Take turns ★ Share equipment
Ownership	<ul style="list-style-type: none"> ★ Participate ★ Accept consequences ★ Do your best work 	<ul style="list-style-type: none"> ★ Accept consequences ★ Stay in your assigned area 	<ul style="list-style-type: none"> ★ Follow driver's instructions ★ Follow all bus rules 	<ul style="list-style-type: none"> ★ Clean up your area 	<ul style="list-style-type: none"> ★ Clean up your mess ★ Flush the toilet ★ Wash your hands 	<ul style="list-style-type: none"> ★ Listen for line up signal ★ Apologize
Attitude	<ul style="list-style-type: none"> ★ Use kind words ★ Be helpful ★ Work together ★ Believe in yourself 	<ul style="list-style-type: none"> ★ Silent greeting ★ Be helpful and kind 	<ul style="list-style-type: none"> ★ Use kind words ★ Greet driver ★ Be a role model 	<ul style="list-style-type: none"> ★ Say please/thank you ★ Use kind words 	<ul style="list-style-type: none"> ★ Use kind words 	<ul style="list-style-type: none"> ★ Include others ★ Be a good sport ★ Use kind words
Responsibility	<ul style="list-style-type: none"> ★ Ask permission ★ Be honest ★ Make smart choices ★ Hold doors 	<ul style="list-style-type: none"> ★ Turn in found items ★ Go to your destination quietly and quickly 	<ul style="list-style-type: none"> ★ Walking feet coming and going ★ Accurately report problems 	<ul style="list-style-type: none"> ★ Remained in assigned seat ★ Accurately report problems 	<ul style="list-style-type: none"> ★ Return promptly 	<ul style="list-style-type: none"> ★ Use equipment correctly ★ Accurately report problems

Reward Positive Behaviors

- Praise is very effective, use behavior-specific praise
 - “I really like how you are sitting quietly” instead of “good job”
- Remember to also praise effort
 - “Awesome, I can tell you worked really hard on that picture” instead of “that is a beautiful picture”
- What is rewarding to your students? Rewards only work if students find them reinforcing
 - Praise may actually be a punishment for a student with social anxiety
 - Candy may not be rewarding to a student with diabetes

Token Economy

- Collect points or tokens and trade in for things you want
- Tokens are more powerful when you can exchange them for lots of different things
- Need a frequent exchange and a low exchange rate
 - Creates immediacy of rewards
 - Have different rewards with different exchange rates

Positive Behavior Rewards

What's it going to be?

10 Tickets	20 Tickets	30 Tickets	40 Tickets	50 Tickets
Buy a piece of candy	Buy two pieces of candy	Show and Tell	Eat snack outside	Homework Pass
Choose a brain break	Sit in the teacher's chair for one lesson	Sit in the teacher's chair for half of the day	Sit in the teacher's chair for the whole day	Sit at the teacher's desk for the whole day
Read your favorite story to the class	Complete an assignment on a white board	Class kickball game	Eat lunch with the teacher in the classroom	You and a friend eat lunch in the classroom with the teacher
Buy a fancy eraser	Wear no shoes for the day	Choose your place in line for the whole day	Move your desk for the day	30 Minute drawing lesson for the whole class
Buy a cool pencil	Create something on the teacher's laptop, print it, and display it on the door	Read to a younger class for 15 minutes	Expert time- Teach the class about your favorite thing for 10 minutes	Reading time outside for the whole class (weather permitted)

1 stamp = 1 Rough Rider buck

Rough Rider Riches

RIDER STOP MENU!

REWARD STORE ITEMS

Value Menu	20 Bucks	40 Bucks	60 Bucks
ASSORTED PRICES	PICK ONE	PICK ONE	PICK ONE
<ul style="list-style-type: none"> RMS Pen RMS Pencil Cookie RMS Water Bottle School Supplies Food Items Classroom Rewards <i>(Based on Teacher)</i>	<ul style="list-style-type: none"> Early to Lunch Pass To take a friend along <i>(Additional 20 Bucks)</i> <ul style="list-style-type: none"> RMS Lanyard Early to Snack Pass Say Daily Announcements Birthday Announcement 2 Rider Stop Prizes RMS Flash Drive RMS Mouse Pad RMS Sunglasses School Notebook Free Dress 	<ul style="list-style-type: none"> Cabana/VIP Area o 40 to Reserve o 20 Bucks per person 	<ul style="list-style-type: none"> PBIS T-Shirt Free Period (in the Library) Coupon to In-n-Out Sport Equipment Customized RMS Shirt
		Monthly/5 Week Activities	
		PRIZE COST VARIES PER ITEM	
		<ul style="list-style-type: none"> Access to off-limit areas Specific Field Activity Special Assembly Cake/Cookie Decorating School Track Meet 	<ul style="list-style-type: none"> Sports Competition Video Games in Auditorium Chess Tournament Music/Dance Hang-Out School Athletic Events

1. Teachers / Staff give out stamps and bucks.

2. Students collect stamps / bucks to spend at the Rider Stop or enter into weekly raffle.

3. Students are responsible for saving their stamps and bucks. Lost bucks / stamp cards cannot be replaced.

Students!

Please be sure to check out additional **RIDER STOP** items from Roosevelt Teachers and Staff!

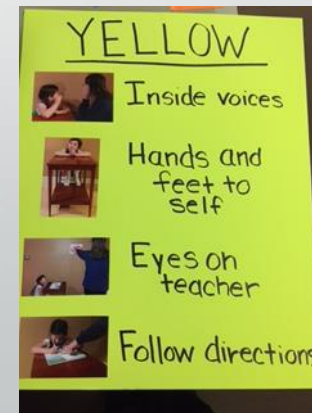
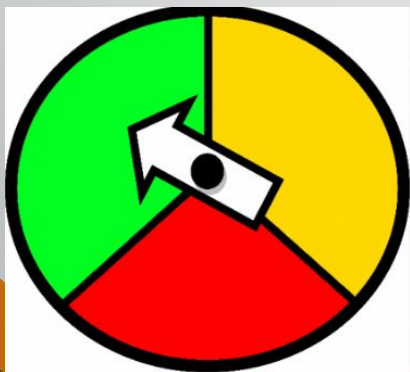


Color Wheel

- Effective classrooms require clear rules, procedures, and behavioral expectations
- Some researchers suggest one set of generalized rules (Malone & Tietjens, 2000)
- Behavioral expectations change as students switch activities (Skinner & Skinner, 2007)
- One set of rules does not encompass all classroom activities

Color Wheel

- Class-wide, rule-based, behavioral management strategy
- Different sets of rules for different types of classroom activities
- Visual indicator of which rule set is in place



Evidence for Color Wheel

- Effective and modifiable
 - Kindergarten through 5th grade (Hautau et al., 2008; Watson et al., 2016)
 - Increasing on-task behavior and/or decreasing off-task behavior (Fudge et al., 2007; Fudge et al., 2008)
 - Concurrent with interdependent group contingencies (Kirk et al., 2010)
 - A fourth set of rules (Blondin et al., 2012)
 - Students with autism (Aspiranti, in press, Aspiranti et al., 2018; Aspiranti et al., 2019)

Other Group Interventions

- Good Behavior Game
 - Tootling/Positive Peer Reporting
 - Timely Transitions Game
 - Response Cost Raffle
 - Mystery Motivator
 - Token Economy
- See Axelrod, Coolong-Chaffin, & Hawkins, 2020; Burns, Riley-Tillman, & Rathvon, 2017



Individual Interventions

- What if the group intervention doesn't work?
- Must be individualized without losing the evidence base



Check-In, Check-Out

- Elevated rewards for appropriate behavior
- Link behavior and academic support
- Link school and home
- Move to a more self-management system

CICO

- At beginning of the day, student checks in with coordinator to review daily expectations
- Teacher is aware of behavior plan
- Teacher checks behavior at end of the period and circles appropriate number (or student does this)
- At the end of the day, the coordinate meets with the student to discuss if they met the goal and earned the reward

HAWK Report

Date _____ Student _____ Teacher _____

0 = Not Yet 1= Good 2= Excellent	Be Safe			Be Respectful			Be Your Personal Best			Teacher initials			
	Keep hands, feet, and objects to self			Use kind words and actions			Follow directions				Working in class		
Class	0	1	2	0	1	2	0	1	2	0	1	2	
Recess	0	1	2	0	1	2	0	1	2				
Class	0	1	2	0	1	2	0	1	2	0	1	2	
Lunch	0	1	2	0	1	2	0	1	2				
Class	0	1	2	0	1	2	0	1	2	0	1	2	
Recess	0	1	2	0	1	2	0	1	2				
Class	0	1	2	0	1	2	0	1	2	0	1	2	
Total Points =				Today _____%				Goal _____%					
Points Possible = 50													

Other Individual Interventions

- Video Modeling
- Visual Schedules
- Differential Reinforcement
- Time Out
- Contingent Reinforcement
- Self Monitoring
- Cognitive Behavior Therapy

Questions?

- Kathleen Aspiranti
- kaspiranti@uky.edu