

BEHAVIOUR MANAGEMENT INTERVENTIONS

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Defining pupil behaviour



- A pupil's actions and reactions or a pupil's treatment of others
- Behaviour involves children learning to conform to parental expectations for behaviour, school expectations for behaviour and society's expectations for behaviour.

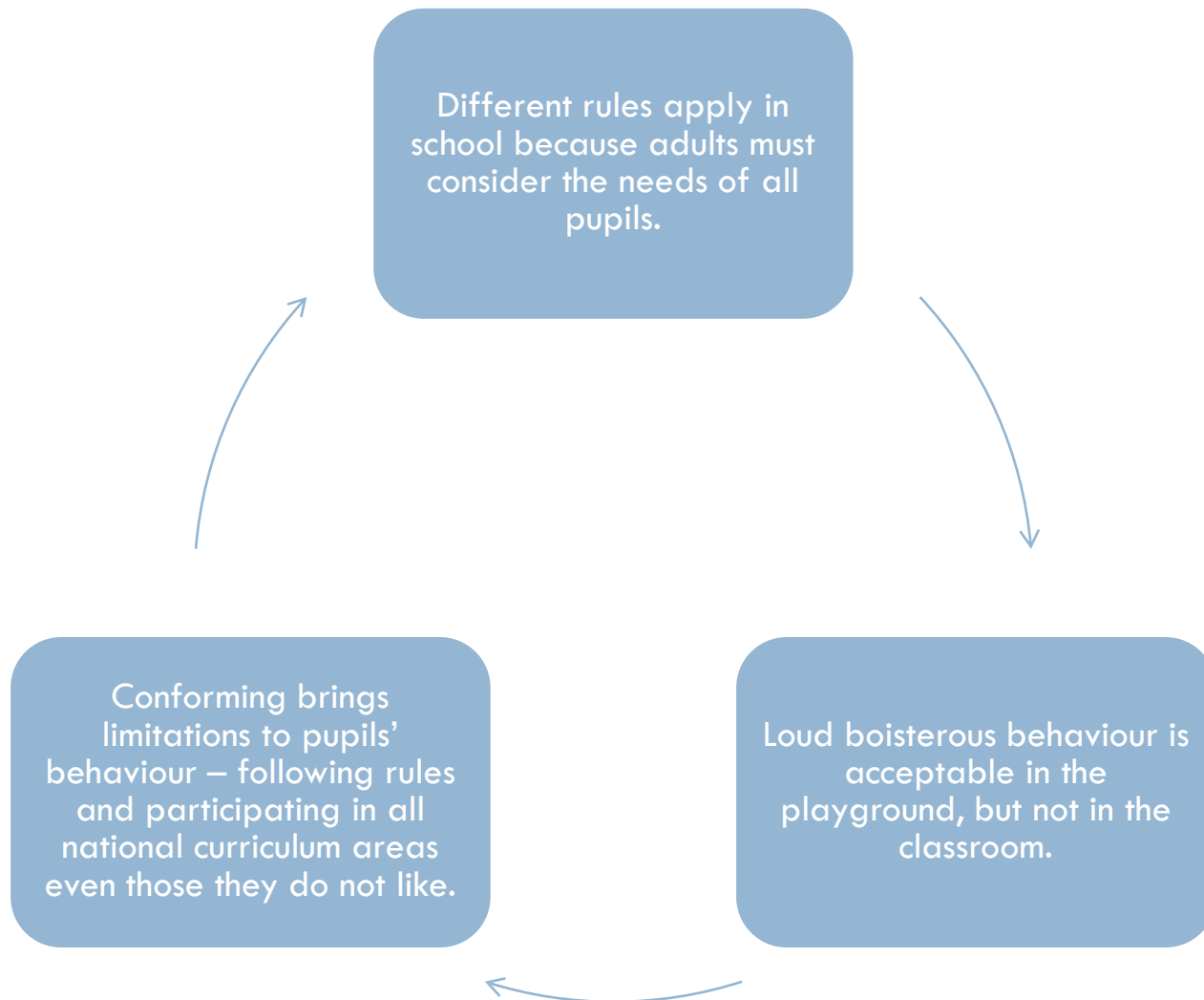


Children who are not prepared (or are unable) to conform have to accept the consequences, such as sanctions or punishments for unacceptable behaviour.

Learning about behaviour always takes place within a social context.

Certain types of behaviour may be acceptable in one context, but not in another.

Defining pupil behaviour



Parental expectations of behaviour

Many parents may have idealised or unrealistic expectations concerning their children's behaviour because:

Parents compare their children to others – individuality??

Parents of children with special needs may be unsure of what to expect from their children in terms of behaviour -over compensate for their child's needs (over protective, let them get away with unacceptable behaviour)

Expectations for behaviour based on perceptions of their own childhood and their parents' attitudes to behaviour.

Children also observe their parents' behaviour, which may be:

Assertive: sensitive to their own and other people's needs

Passive: too sensitive to other people's needs so ignores own needs

Aggressive: obsessed with own needs so ignores other people's needs



Other influences on children's behaviour

- Competition – sports and merit/house points
- Assessed and compared to others
- Competition can be used to promote positive behaviour
 - ▣ Winning merit/house points
 - ▣ Sharing common interests – clubs, sports
 - ▣ Belonging to clubs in local community

- Peer pressure may have a negative influence
 - ▣ Persuaded to participate in dangerous activities
 - ▣ Pressured into unacceptable behaviour (lying, stealing, bullying)
 - ▣ Excluded from or threatened by a group unless they conform
 - ▣ Encouraged to behave in ways they never would as an individual (mob rule)

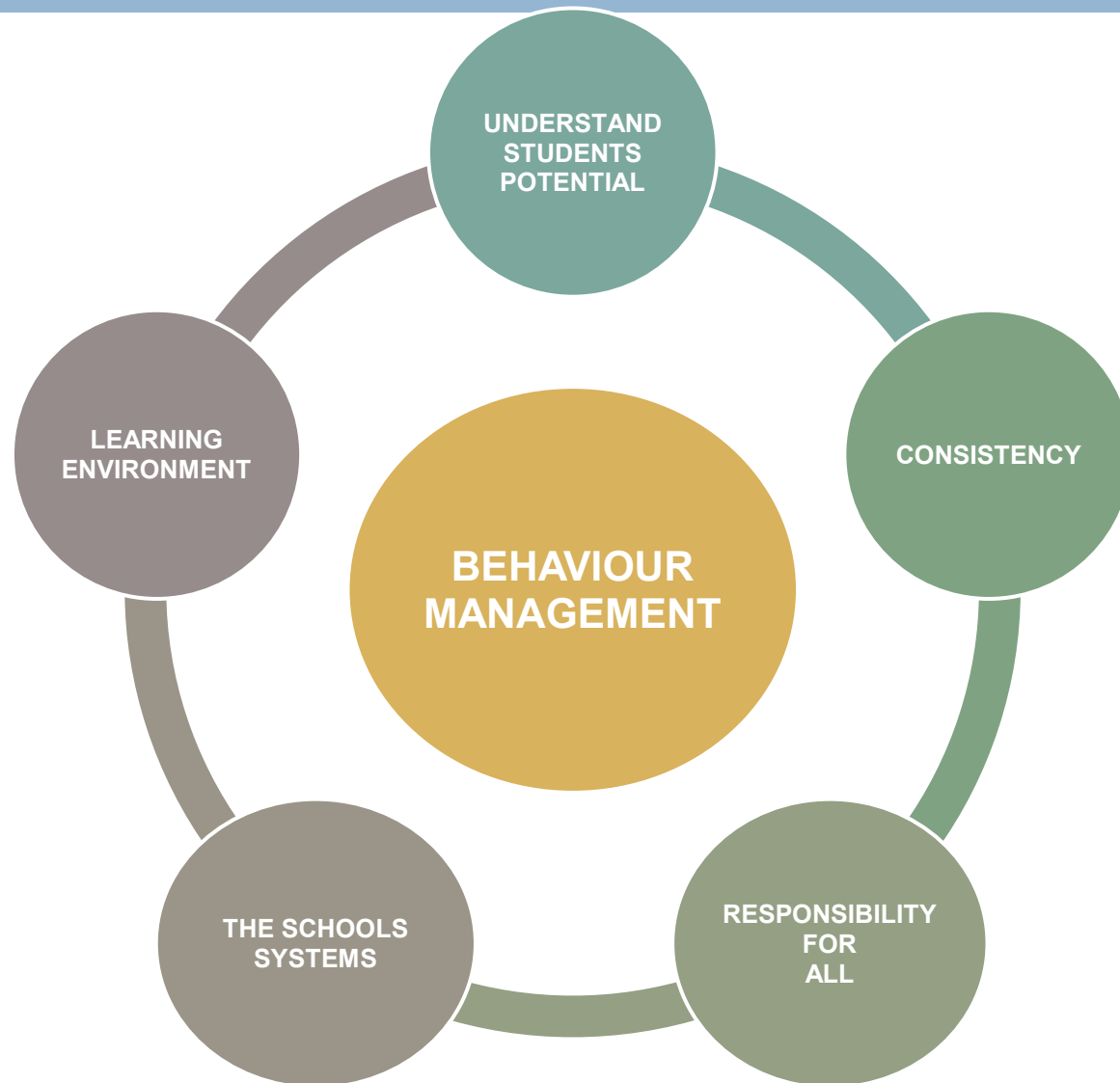
TEACHERS SHOULD AIM TO:

- ❑ Create a positive and safe environment for learning
- ❑ Promote a culture based on achievement, care and support
- ❑ Enable students to work in an atmosphere of security, respect and trust
- ❑ Have an ordered, purposeful atmosphere in all learning contexts
- ❑ Encourage students to take responsibility for their actions





Behaviour management is key in achieving these aims



In the Learning Environment

Communicating and recognising achievement through the reward system



Agreed core values underlining effective learning



Identification and supporting of students 'at risk'

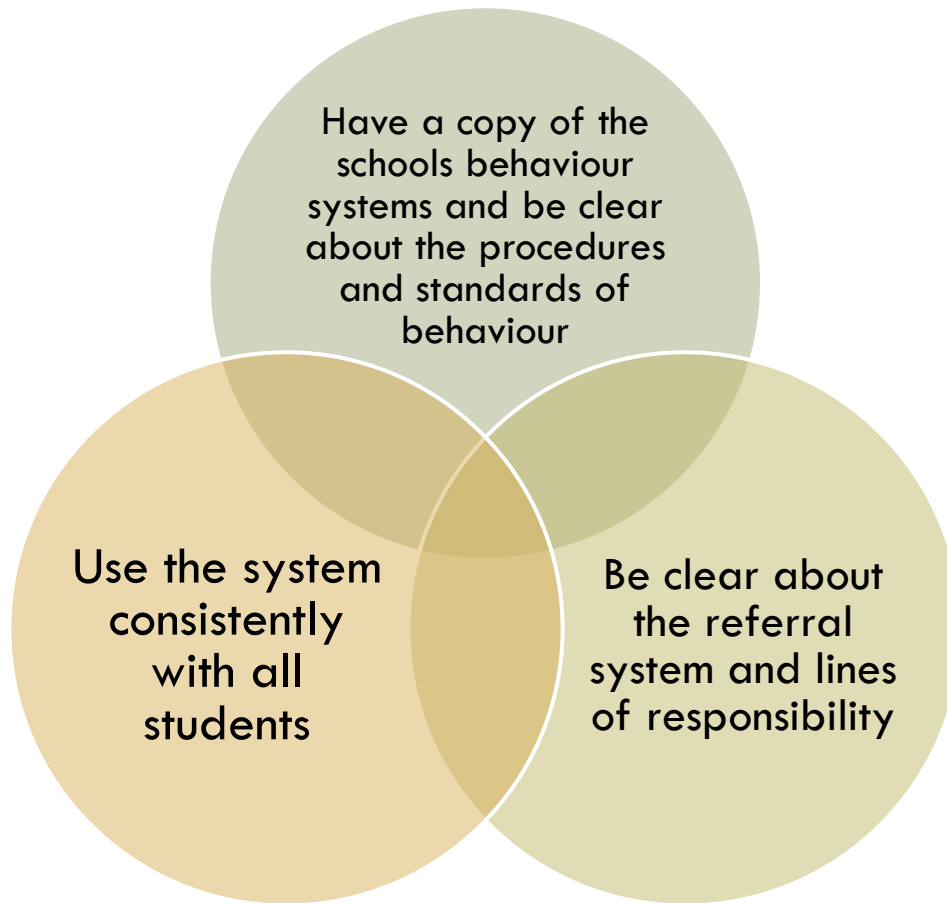


Knowing about specific learning difficulties and the strategies to deal with them

- ❑ Establishing boundaries
- ❑ Non-negotiable minimum standards (ground rules)
- ❑ Stepped procedures



The School's System



Students should be encouraged to take responsibility for their own actions



Reflecting on appropriate behaviour through discussions with peers, staff and tutors

MOST IMPORTANTLY BE CONSISTENT

Positive behaviour



Sharing

Turn taking

Cooperation

Helping/comforting others

Being friendly

Remaining on task

Concentration

Compliance

Expressing self-efficacy

Being aware of danger

Being polite

Responsible for own actions

Independence

Flexibility

Active participation

Benefits of positive behaviour

Creating a positive framework with realistic expectations for pupils' behaviour

Provides consistent care/education for pupils with clear rules and boundaries

Security and stability of a welcoming and structured environment

Positive motivation through praise, encouragement, rewards

Positive social interaction between pupils and staff

Encourages self-reliance, self-confidence, positive self-esteem

Encourages staff confidence in supporting learning

Promotes a positive atmosphere

Opportunities for more effective thinking and learning leading to improved educational achievement/test results.

Disruptive/challenging behaviour in schools

Behaviours that...

- Interferes with the pupil's own and/or other pupils' learning;
- Disrupts the day to day functioning of the school;
- Jeopardizes the right of staff and pupils to a safe and orderly environment;
- Has a duration, frequency, intensity or persistence that is beyond the normal range that schools tolerate; and
- Is less likely to be responsive to the usual range of interventions used by the school to address pupil misbehaviour.

challenging behaviour include...

Aggressive behaviour, including pushing, punching, kicking, biting, scratching, threatening behaviour and verbal abuse;	Disruptive behaviour, including screaming, tantrums, non co-operation, running away;	Destructive behaviour, including destruction of property and the environment;	Withdrawn behaviour, including refusal to respond, such as elective mutism;	Stereotypical behaviour, particularly in children with learning disabilities and autistic spectrum disorders, which can include rocking, repetitive vocalisations, ritualistic hand movements; and	Self-injurious behaviour, including head banging, scratching and poking.
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Behavioural interventions

Good behaviour game

Behaviour modification

ABA (applied behaviour analysis)

ABC (antecedent, behaviour, consequence)

Behavioural Contract

Shaping Behaviour

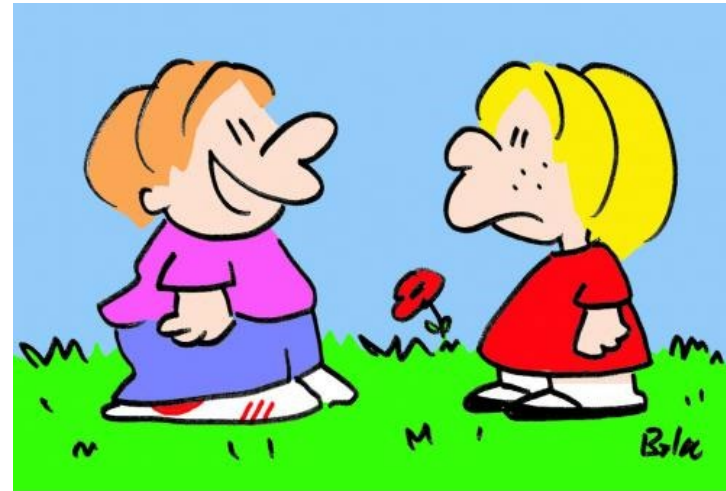
Social Stories

Incredible Years



Goals of the Good Behaviour Game

To socialise children into the role of being a pupil and to reduce disruptive and aggressive behaviours in the classroom



“The Headteacher suspended me – School is the only place in the world where you can get time off for **bad behaviour**.”

Good Behaviour Game: History



About 30 years ago, Barrish, Saunders, and Wolf, published a study called the Good Behaviour Game.



The game first was applied successfully in a classroom of 4th grade students with high rates of talk-outs and out-of-seat behaviour.



The Good Behaviour Game is an interdependent group contingency (Tingstrom, Sterling-Truner & Wilczynski, 2006).

(Embry, 2002).

Steps in implementing this intervention

- **Step 1: Decide when to schedule the Game.**
- **Step 2: Clearly define the negative behaviors that will be scored during the Game.**
- **Step 3: Decide upon suitable daily and (perhaps) weekly rewards for teams winning the Game.**
- **Step 4: Introduce the Game to the class**
- **Step 5: Put the Game into effect.**

Good Behaviour Game: Procedures

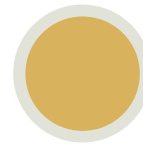
Harris & Sherman (1973) analyzed the components of Good Behaviour Game, they found there are only three essential features



(1) dividing the class into teams.



(2) setting criteria for winning.



(3) reinforcement for the winning team

Teachers **announce the rules of the game** to students such as “no talking” and “no out-of-seat”. All of the rules are labeled as “the good things we all want.”

Teachers elicit and combine students’ descriptions of behaviours that would interfere with desirable outcomes and label those negative behaviours as “**fouls.**”

Teachers provide **examples of both (the good things and fouls)** which are presented physically and in words for the children to form a generalized concept.

Teachers explain that the game is played at intervals. The duration of the game should base on the **length of academic period.**

Teachers divide the group into **teams and explain that a team may win the game by having the fewest fouls** (or fouls is below a criterion, so enabling multiple winners).

The team wins the game can get the prize. **The prize (reinforcer) could occur naturally in the school setting.**

A **scoreboard** should be highly visible in the classroom.

(Tingstrom, 2006).



Good Behaviour Game: Pros vs. Cons



Pros

The reinforcers are efficient resources and difficult to purchase, steal, or share.

Group-oriented procedures may alleviate some teachers' concern that a particular student will be singled out and treated differently.

The Good Behaviour Game utilizes the group solidarity and cooperation within teams.

Students can win the game in a variety of ways.

flexibility - designed to be as simple or as complex as desired.

May not require rigorous compliance on the part of the teachers to be effective.



(Tingstrom, 2006)

Cons



Peer influence can potentially be the greatest disadvantage: it can produce undue pressure verging on **harassment** toward the individual who does not exhibit the requisite behaviours. (O'Leary and Drabman, 1971).

Students may still not comply with the rules of good behaviour, if the reinforcers are not attractive enough or are not what they want.

GBG UK Project 2010-2012

The Good Behaviour
Game UK
Behaviour for
Learning



Intervention - ABA

- APPLIED
 - Refers to the social significance of the behaviour (of immediate importance to the individual or society)
- BEHAVIOUR
 - Behaviour is in need of improvement
 - Behaviour must be observable and measurable
- ANALYSIS
 - Demonstrates a functional relationship between behaviour and intervention
 - controls the occurrence and nonoccurrence of a behaviour

Interventions

- Positive Reinforcement
- Negative Reinforcement
- Prompting and Fading
- Task Analysis
- Generalization
- Behaviour Contracts
- Video Modeling
- Picture Exchange Communications Teaching
- Errorless Teaching
- Peer-Mediated Social Skills Training

Task analysis

- Physical actions
- Cognitive actions
- Repetition
- Allocation
- Environment



Once a professional has analysed how a child performs tasks, they can use this information to make other tasks easier for the particular child

Picture Exchange Communication Systems

- ❑ Developed by the Delaware Autism Program in 1985, PECSs are cards with graphics that convey everyday terms.
- ❑ PECs are communication aides that children can point to.
- ❑ Kids who are nonverbal or have limited speaking abilities can benefit greatly.
- ❑ Therapists gradually keep building skills with the picture exchange communication system.

Intervention - Behaviour Contract

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A simple positive-reinforcement intervention to change student behaviour.

It spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document.

Because the **student usually has input** into the conditions that are established within the contract for earning rewards, **the student is more likely to be motivated** to abide by the terms of the behaviour contract than if those terms had been imposed by someone else.

D's Calm Contract

Lately I have done well with calming, and "taking space." This contract helps **keep** me calm.

The boxes show my calming options. My reward is that after 5 school days of getting all my calming checks, I can choose between: a milk shake, burrito, flip trick bike or skateboard wax.

Take space by myself

Play legos in the student room

Ask staff member for a talk

Go to bean bag or pillow

Drawing time

Anthony's Contract

Behavior:

1. Stay in my learning and play areas



2. Close to staff outside of classroom



3. Kind talk with kind voice



My Reward each Day:

My Reward, after 5 days:

Thursday, Friday, Monday

Tuesday, Wednesday, Thursday,



Friday



Intervention - Shaping of Problem Behaviour



□ Prompting

Stimuli provided before or during a behaviour to facilitate the performance of the behaviour to access reinforcement

Types of Prompting

- Response Prompts
 - Modeling/Imitation
 - Verbal Prompts
 - Gestural Prompts
 - Visual Prompts
 - Physical Prompts
 - Partial
 - Full



□ Fading

- ▣ Gradual removal of prompts until the behaviours occurs in the presence without prompts



For example, John never does his math homework. You would like to have him complete his homework on a daily basis. You realize that if you wait for him to complete his homework before you reinforce him in some way, you may never (or infrequently) have the opportunity to administer a positive consequence.

Shaping Example



John will write his name at the top of the worksheet.

John will complete one problem of his choice.

John will complete five problems of his choice.

John will complete either all the odd numbered problems or all the even numbered problems.

John will complete all problems except one.

John will complete all problems.

ABA



Three-term Contingency

ANTECEDENTS

What happened
immediately
preceding the behaviour

BEHAVIOUR

CONSEQUENCES

What happened
immediately
after the behaviour - what
one gets and what one
avoids

Once the target behaviours are identified, alternative behaviours can be developed.

Antecedent Control Measures

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Eliminate the cue for the problem behaviour

Provide cues for alternative acceptable behaviour

Reinforce the good behaviour

Do not reinforce the bad behaviour

Increase the response effort for the problem behaviour

Modify the environment to increase the consistency and predictability of expectations

Schedules

Maximize opportunities for choice and control

Clear, concise expectations

Modify curriculum/expectations to maximize independent success

Consequences - Reinforcement

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A consequence that **follows** a behaviour and increases the rate or frequency of that behaviour occurring again in the future.

Everything we do provides some form of reinforcement.

	Behavior Increases	Behavior Decreases
Stimuli Added	Positive Reinforcement	Positive Punishment
Stimuli Removed	Negative Reinforcement	Negative Punishment

Sample ABA Sheets

Behavior Specialist: Donelle Clements Student: Al

Classroom Observations 12/01/07 -12/05/07

Date: 12 / 1 / 09	Time in: 8:00	Time out: 12:40	Total minutes:	
Behavior Class	Frequency	Antecedent	Behavior (operational definition)	Consequence
Aggression	4x	Contact with undesired peer	Attacked peers every time unattended yelled profanities at staff	Removed from class until settled. Reminded proper behavior options.
Hyper-Activity	4x	Teacher teaching lesson.	Played around with objects on desk. Ex. Pencil, book, paper, crayon. Duration: Until reminded to stop. Latency: Instant	Objects removed from student's area. Points awarded for periods of proper behavior.
Hyper-Activity	10x	Teacher teaching lesson	Talked to peer while teacher teaching. Duration: Until told to	Verbal prompts to listen to teacher given by BII and Teacher. Points awarded for

			remain silent. Latency: Instant	correct behavior.
Crying	2x	Told he could not get a star.	Started crying refused to leave class to go home.	Told to communicate his emotions. Told that good behavior would earn stars not crying.

Notes: _____

Date: 12 / 2 / 07	Time in: 8:00	Time out: 12:40	Total minutes:	
Behavior Class	Frequency	Antecedent	Behavior (operational definition)	Consequence
Hyper-Activity	1x	Student walking in class at lunch.	Got out of seat without permission to walk around class. Duration: Until prompted to sit down. Latency: 40	Reminded to stay in seat. Point rewarded when student demonstrates proper behavior.

Hyper-Activity	7x	Teacher teaching lesson	secs. Yelled out answer without raising hand.	Reminded to raise hand first. Points awarded for demonstrations of correct behavior.
Hyper-Activity	6x	Teacher teaching lesson.	Played around with objects on desk. Ex. Pencil, book, paper, crayon. Duration: Until reminded to stop. Latency: Instant	Objects removed from student's area. Points awarded for periods of proper behavior.
Hyper-Activity	10x	Teacher teaching lesson	Talked to peer while teacher teaching. Duration: Until told to remain silent. Latency: Instant	Verbal prompts to listen to teacher given by BII and Teacher. Points awarded for correct behavior.

Notes: _____

Date: 12 / 3 / 09	Time in: 8:00	Time out: 12:40	Total minutes:	
Behavior Class	Frequency	Antecedent	Behavior (operational definition)	Consequence
Hyper-Activity	18x	Open Court lesson.	Continuously yelled out answers and refused to raise his hand.	Stars given for periods of desire behavior. Continuous verbal prompts to raise hands.
Hyper-Activity	6x	Teacher teaching lesson.	Played around with objects on desk. Ex. Pencil, book, paper, crayon. Duration: Until reminded to stop. Latency: Instant	Objects removed from student's area. Points awarded for periods of proper behavior.
Hyper-Activity	4x	Teacher teaching lesson	Talked to peers and inappropriate times. Duration: Until told to remain silent. Latency: Instant	Verbal prompts to listen to teacher given by BII and Teacher. Points awarded for correct behavior.
Crying	1x	Not given a star	Started crying for his mom.	Told correct behavior. Reminded that

Social stories (SS)

My paper: <https://psychopathology.imedpub.com/the-efficacy-of-social-stories-in-the-classroom-to-reduce-disruptive-behaviours-in-children-with-adhd.php?aid=22768>

Individualised short stories designed to improve or teach social skills and positive social interactions.

SS describe a situation, specific activity or behaviours related to social cues (Gray and Garand, 1993).

Stories are age specific and may include pictures, drawings and texts. SS are used to address the acquisition of new social skills and improve existing behaviours that may be causing the individual or those around them concern or difficulty (Gray and Garrand, 1993).

Social stories (SS)

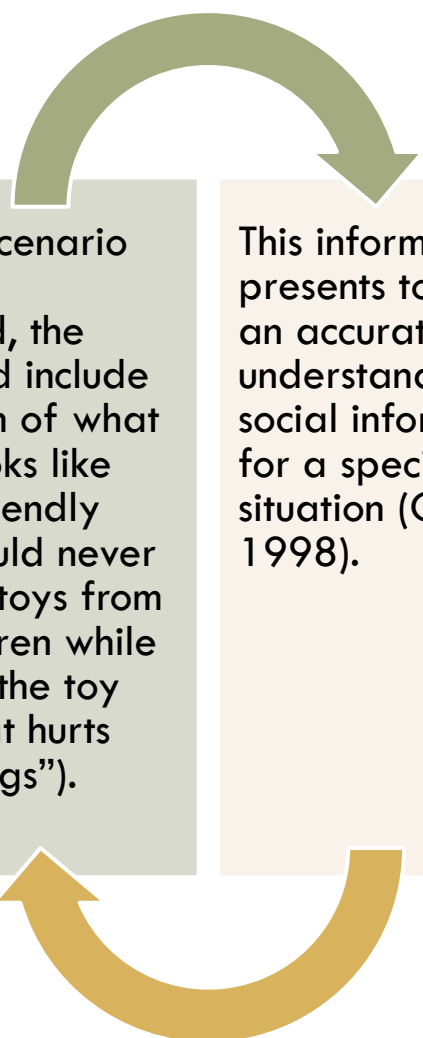
Providing instructions on who, what, when, where and why of a social situation (Gray, 2000).

For example, a SS may be created for a child who has problems sharing.

The story needs to place the child within a specific situation and present them with their own perspective of the setting (e.g., “When I go to the toy corner, I like to play with the toys). There are other children who like to play with the toys, too”).



Social stories (SS)



Once the scenario has been established, the story would include information of what sharing looks like (e.g., “A friendly person would never snatch the toys from other children while playing in the toy corner. That hurts their feelings”).

This information presents to the child an accurate understanding of social information for a specific social situation (Gray, 1998).



The story would then instruct the child how to respond and maintain appropriate social reactions (e.g., “Sharing toys with other children is a nice thing to do, it makes them happy. “In future I will try to share the toys”.



To affirm what they have just learnt the story will end with positive statements such as “the other children will be happy that I am sharing. I will be happy too.”

Benefits of SS

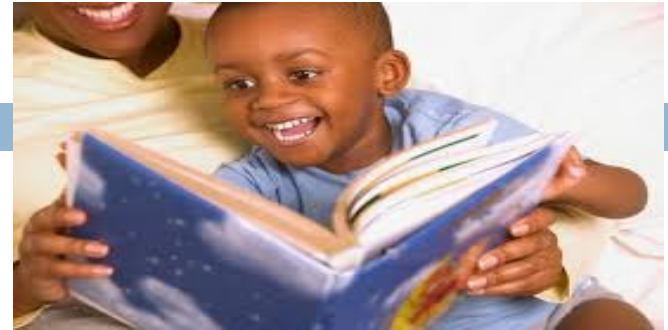
They present children with **basic information** of a particular situation that may be confusing to them.

They use **visual learning strategies** which are beneficial to those with learning disabilities or prefer visual stimuli.

Easy to implement within the classroom as they do not require special training.

They can be implemented into their **daily routine** without disruption to the schedule or curriculum.

Each SS is **individualised with the child's interests, perspective and problem in mind** which makes it successful in a variety of settings covering a range of different behaviours.



Literature has indicated effectiveness in decreasing aggressive behaviour (Adams, Gouvousis, Van Lue and Waldron, 2004; Ali and Fredrickson, 2006), increasing pro-social behaviour (Kuouch and Mirenda, 2003), improving social skills (Barry and Burley, 2004) and increasing on-task behaviour (Brownell, 2002).



_____ Social Story:
Raising My Hand.



If I know the
answer I have to
raise my hand
before I can talk.

When Mrs. _____
calls my name it is
my turn to talk. I
can share my
answer with the
class.



All the children in my class have to raise
their hands before talking.



If everyone in the class
talked without raising
their hands the
classroom would be too
noisy.



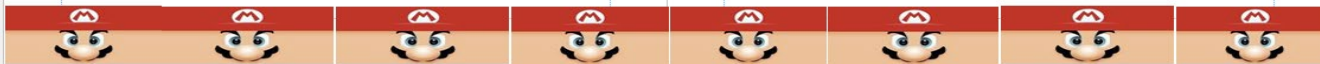
My name is _____.

My teacher's name is _____.

At school we
learn new
things.



Sometimes, Mrs.
_____ talks to the
class, and we listen to
what she is saying so
that we can learn.



Sometimes, Mrs. _____ asks us
questions about
the things we
learn.



Sometimes, I
know the
answer, but
sometimes I
don't know the
answer.



Mrs. _____ likes it
when I raise my hand
before I talk.



I will try to raise my
hand in class when
I know the answer
or have something
to say.



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Useful website



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Papers of the effectiveness of these classroom interventions

- Evidence-based Classroom Behaviour Management Strategies
<http://files.eric.ed.gov/fulltext/EJ976654.pdf>
- ANTECEDENT STRATEGIES TO PROMOTE APPROPRIATE CLASSROOM behaviour
https://www.gvsu.edu/cms3/assets/2CF6CA25-D6C6-F19E-339DC5CD2EB1B543/itmodules/pbis/pbisreadings/kern_clemens.pdf
- Teacher classroom management practices: effects on disruptive or aggressive student behaviour
http://eprints.qut.edu.au/64449/1/Kay_Ayre_Thesis.pdf
- <http://www.tdsb.on.ca/Portals/0/Leadership/Ward12/Good%20Behaviour%20Game.pdf>
- <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3188824/>