Planning for Behavior Management

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WORKSHOP PRESENTED AS PART OF FOSTERING HEALTHY RELATIONSHIPS PROJECT
Recap

- Behavior is purposeful
- Predictable is preventable
- Understand motivation
- General behavior management strategies work for 85% of students.
  - Clear expectations
  - Strong academic instruction
  - Positive, supportive relationships
  - Consistency
  - Understand purpose of behavior
“Henry! Our party’s total chaos! No one knows when to eat, where to stand, what to … Oh, thank God! Here comes a border collie!”
Case Studies

- Francis is a very popular eighth grader who plays basketball and is in the swim team. He is highly regarded by his peers and actually rather liked by the faculty. In class, however, he is difficult to handle. He often is tardy (just barely), makes smart remarks which are rather funny, interrupts the teacher’s lecture with silly or inconsequential remarks and when asked to complete independent work, he does it quickly, not always accurately. He often talks to others while working or finishes quickly to start bothering others that sit around him. When redirected he acts contrite for a short time.

- What is the function of the behavior?
- What is supporting the behavior in the classroom?
- How would you address this problem?
- What other information would you need, if any?
Chris has disrupted your class all year long. She frequently challenges assignments, homework or activities by arguing the value of it. You have given up on receiving homework from her. During lectures, she often puts her head down and pretends to sleep. If you call her on it, she becomes defiant and irritable. She does not seem to respond to punishment, ISS, or detention. You have tried every consequence you can think of but it doesn’t seem to work.

- What is the function of the behavior?
- What is supporting this behavior in the class?
- What would you do differently now?
- Is there any additional information that you need?
Changing Behavior

- Goal 1: Obtain objective information
  - Determine effectiveness of intervention
  - Should it be continued, adjusted or changed
  - Ready for something different?

- Become part of your daily routine

- Keeps you grounded in reality, provides continuous feedback and reminders
Advantages of Data Collection

- Provides source for progress monitoring and goal attainment
- Helps establish current level of functioning
  - To design behavior or academic goals
  - To establish appropriate improvement criteria
- Helps determine effectiveness of intervention
  - 17-10 (59%)
  - 23-17 (74%)
  - 18-14 (78%)
How to measure behavior

1. Define behavior in observable terms
   - rude
   - cooperative
   - Polite
   - will participate

2. Choose data collection system
   - Event recording
   - Interval recording
   - Time sampling
   - Duration recording
   - Latency recording
   - Permanent products recording
3. Determine Data Collection Periods
   - Length depends on type and frequency of behavior
   - Select samples that are representative
   - Select sample times when behavior is more likely

4. Collect Baseline data first
   - Need at least 3-4 data points or observations
   - No baseline when behaviors are too disruptive or dangerous
Final Steps

5. Convert data if necessary
   - Percentages
   - In equal format for comparison

6. Graph Data
   - For decision making and communicating

7. Interpret Data
   - Look for trends
   - If direction is opposite or flat
     - Check the intervention
Specific Interventions

- Premack Principle “Grandma’s rule”
- Token Economy
  - Tokens have no intrinsic motivational power
  - Useful when less intensive interventions are not sufficient or in lieu of more intensive negative consequences
Token Economy

- To implement, decide
  - Will be used classwide or individual student
  - Target behaviors and data collection system
  - Which token and where will they be kept
  - Menu of back up reinforcers and cost of each
  - Cash in time, frequency
  - Teach the system and implement
  - Collect data for several weeks before lengthening, modifying or changing system
Mystery Motivators

- Define expected behavior
- Determine selection of motivators (homework pass, shortened assignment)
- Use chart and invisible ink
Contracting

- Written agreement between student and adult
- Delineate observable expectations for both parties
- No more than 3 behaviors in one contract
- Determine outcomes, reinforcements or consequences
  - Earning criteria, frequency and time-line
- Post in visible location
- Evaluate with all parties, deliver reinforcement
- Modify as necessary
Last Step

- Self-monitoring or self-management
  - Select and define behavior
  - Select recording form
  - Model or offer example of behavior
  - Define time span for self-monitoring
  - Review summary sheet or results
  - Associate with contingency for increased effectiveness
Documentation
Keeping Effective Documentation

- Effective Documentation:
  - Communicates to all parties involved
  - Tracks events (i.e., student progress)
  - Identifies unmet needs/trends
  - Allows for better planning
  - Protects the documenter
  - Refreshes our memory
Keeping Effective Documentation

- Quality Documentation
  - Focuses on the issue(s) at hand
  - Is only long enough to make the point (KISS Principle)
  - The KEY issue in effective documentation is supporting your rationale or building a supportable rationale
Keeping Effective Documentation

- Avoid using emotionally laden terminology:
  - Disrespectful
  - Defiant
  - Disobedient
  - Refuses to follow directives
Anecdotes are better than adjectives and adverbs

- John stubbornly refused to stay in line
  - Versus
- John left the line three times without permission between the classroom and lunch: 1. to say “hi” to a friend in another line, 2. to get a drink of water and 3. to look at an art project in the hallway
Keeping Effective Documentation

- Basic Guidelines
  - Need basic information on all documentation:
    - Setting (class, hallway, phone call)
    - FULL date
    - Approximate time event took place
    - Length of time being covered
  - Use clear and unambiguous language
Keeping Effective Documentation

Basic Guidelines cont.

- Rely on facts and direct observations (not what you have heard about in the lounge)
- Avoid inflammatory language (e.g., those people)
- Write in the first person using a conversational tone