

Moving Ahead With Secondary and Tertiary Implementation

The Potential of Secondary and Tertiary
Interventions for Social and Academic Success

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Challenging Behaviors

- What do challenging behaviors look like?



Challenging Behaviors

- How do these behaviors make us feel?
- What can we do to change these behaviors?

Confused?



Bewildered?

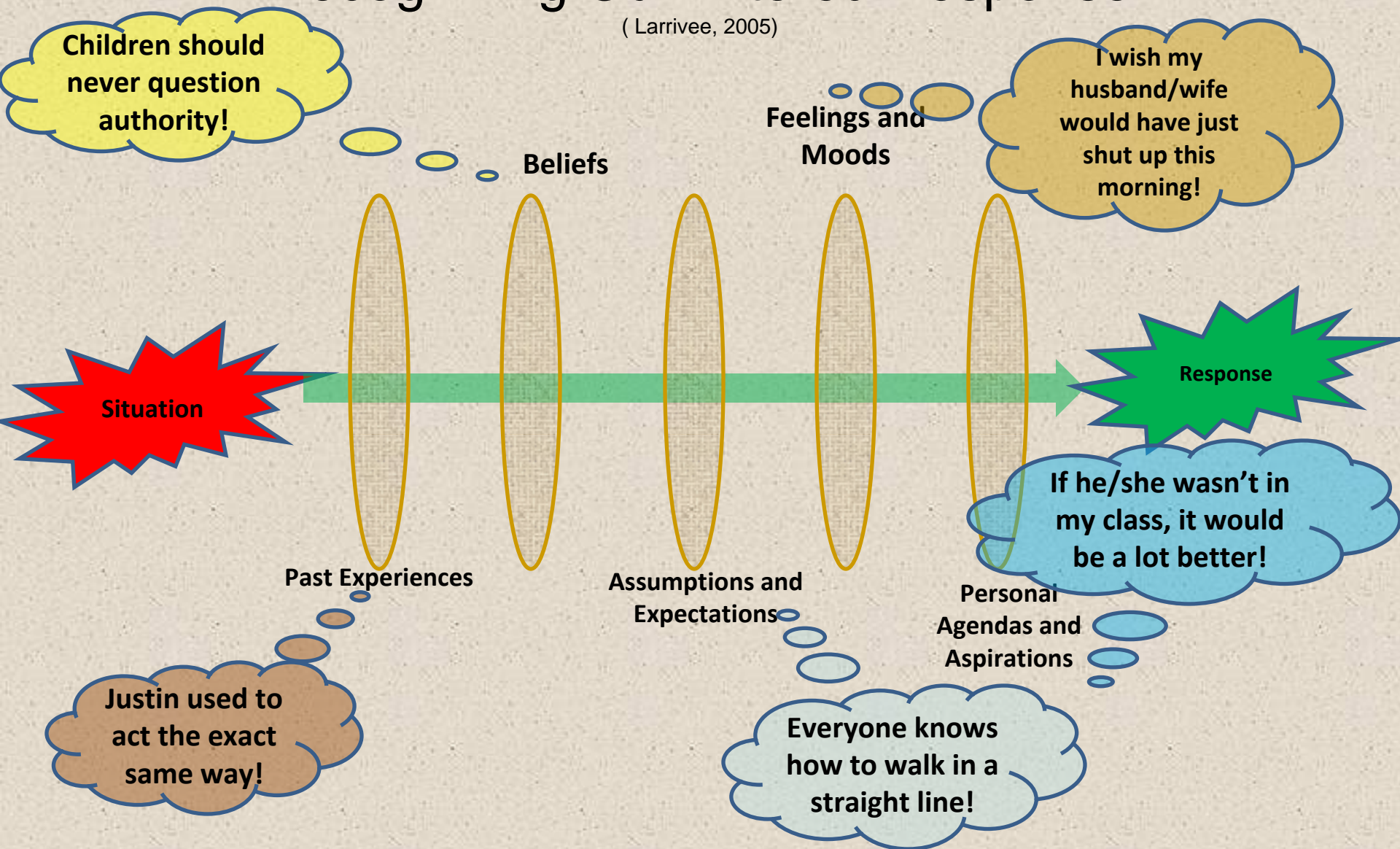
Angry?



Frustrated?

Becoming Comfortable with Challenging Behaviors: Recognizing Our Filtered Response

(Larrivee, 2005)



Thought Control

"I'm sick of putting out fires!"



"I can handle this. I am in control. They have just learned some powerful ways to get control. I will teach them more appropriate ways to behave."



Why do children engage in challenging behavior?

- Modeling?
- Accident?
- Instinct?
- Condition?
- Why do people continue behaving?

- **Because It Works!**



Changing Our View

- Take the problem ***away from the child*** and ask:
 - ***Why*** is this behavior occurring?
 - ***Examine the context*** in which the behavior is occurring.
- What ***changes can I make to my behavior or the environment to prevent*** the problem from occurring and teach the child new skills?

When confronted with challenging behavior...

1) Recognize

- Your own unique set of past experiences, values instructional practices, and institutional guidelines.
- Any challenging behavior that persists over time is “working” for the child.

2) Adjust

- Become “comfortable” with challenging behaviors
 - Realize the behavior is not personal
 - The student is trying to satisfy a need

3) Focus

- On prevention



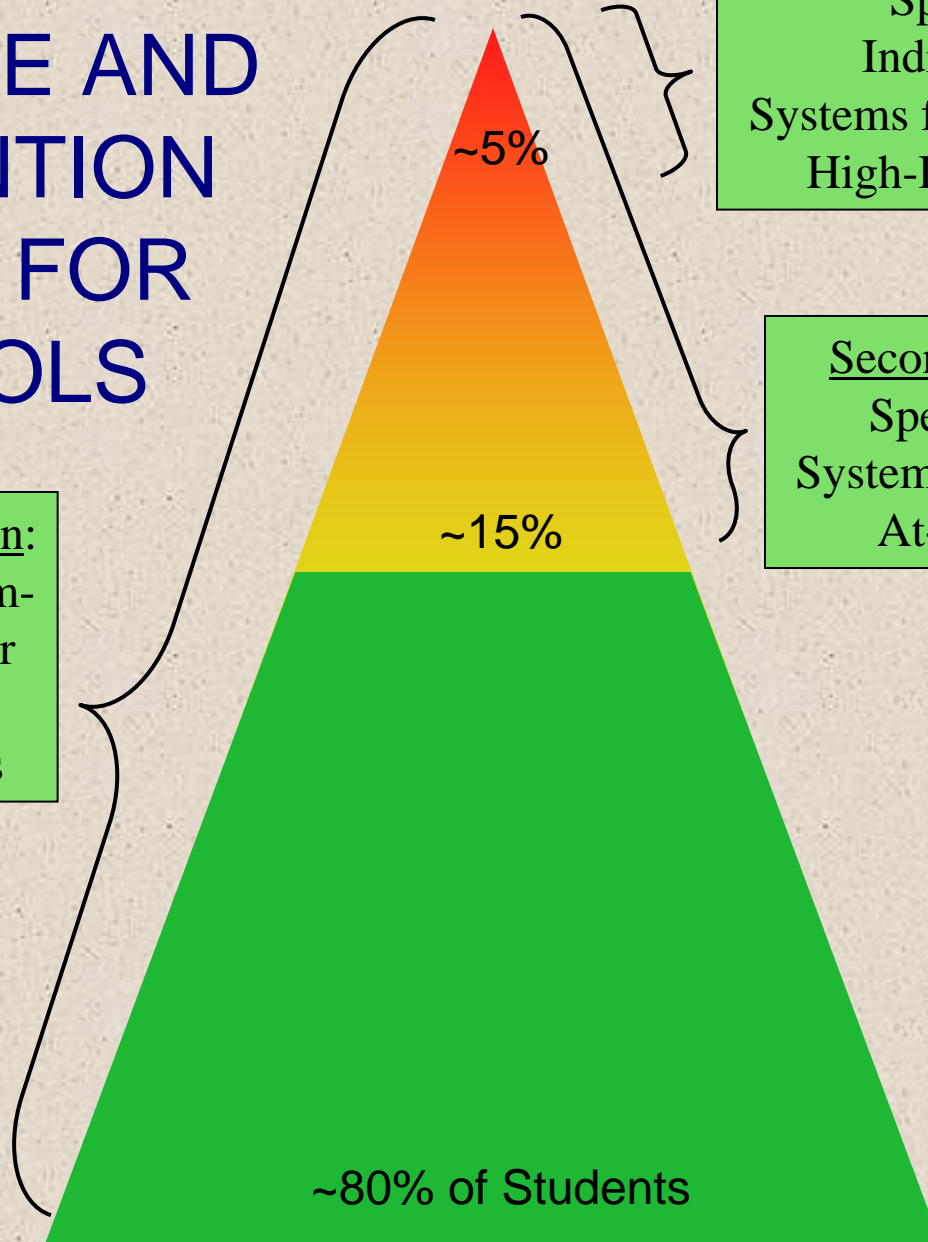
Instructional Concept #1

**First Things First
Set-up for Success
and Get Organized**

*Before that first student walks through
the door...*

STUDENT OUTCOME AND PREVENTION MODEL FOR SCHOOLS

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior

Underlying Principles of 3-Tiered Prevention Models

4 Components

What are the
predictable
failures?

1

What can
we do to
prevent
failure?

2

How will we
maintain
consistency?

3

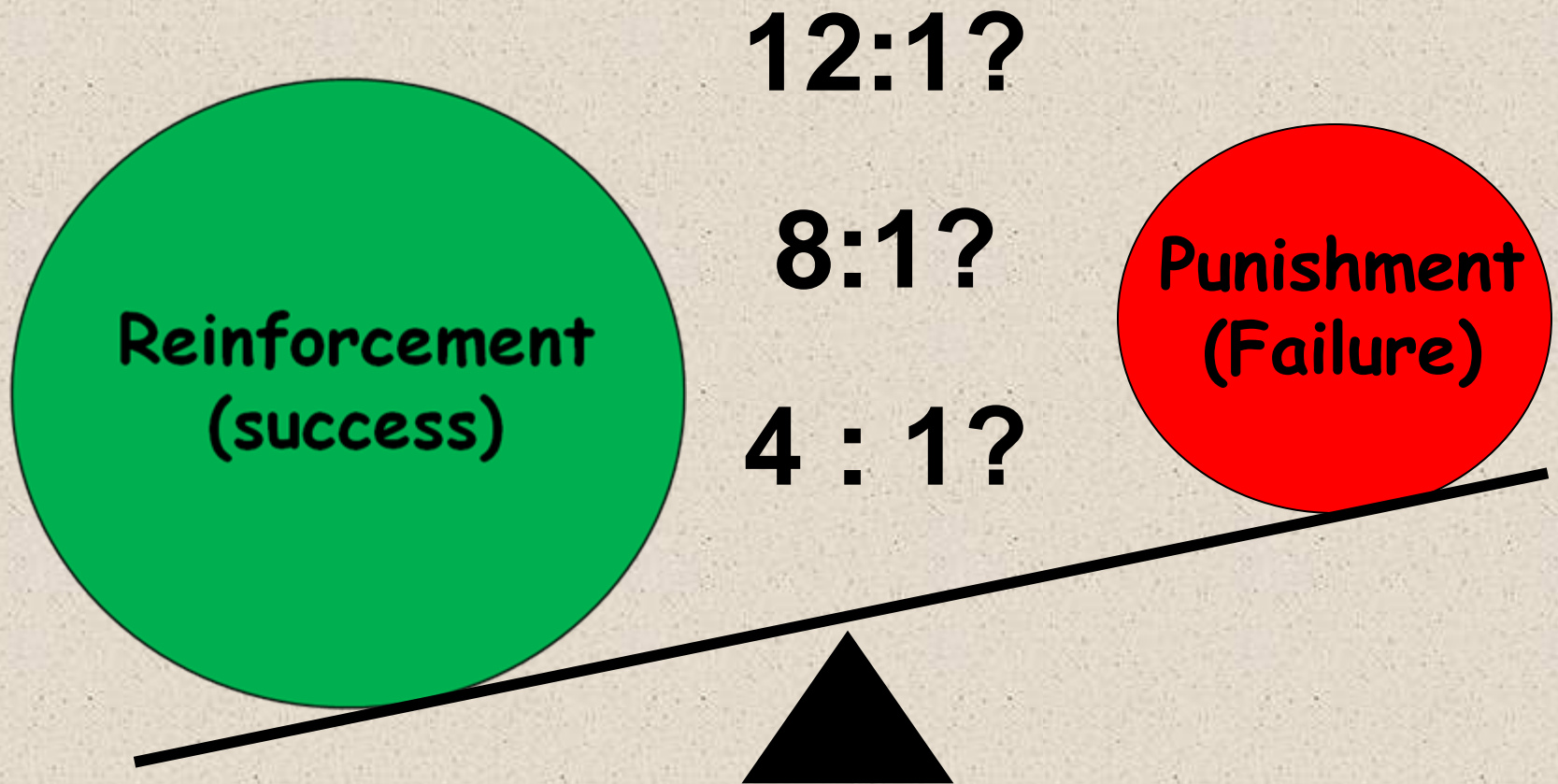
How will we
know if it's
working?

4

**Same at
Every
Level!!**

Discipline Works When

Prevention creates more Positive than Negative consequences



Setting up for Success

- Physical Environment
 - Procedures
 - Policies

Physical Arrangement

- Seating
 - Teacher's desk
 - Students' desks
- Sight lines
 - Teacher positions
- Traffic Flow
 - Associated activities (e.g., pencil sharpening, getting water, using the bathroom, beginning and end of day)

Environmental Arrangement

- The physical environment includes:
 - Design and placement of furniture and activity areas within the classroom
 - Design of materials within activities
 - Lighting, temperature, & noise levels of the classroom
 - Accessibility, appropriateness, and availability of books, materials (toys), bathroom passes, paperwork, coats, hats, etc...

What is a schedule?

- A group of symbols (e.g. objects, pictures, written words) that informs the child of the activities that will occur during a designated period of time
- To give the child information about the day
- To teach the child to be independent
- To facilitate interaction with peers, teachers, and family members about what the student has been doing or is going to do

Characteristics of Effective Rules

- Expected behaviors are explicit
- Rules are stated positively
- Rules are stated succinctly
- Rules are stated in observable terms
- Rules are made PUBLIC...easy to see
- Ensure enforceability/reward
- Smaller numbers of rules (about 5)
- Consistency
- Rules need to be taught
- Model the rules for the students

EXAMPLE

Teachable Rules

1. Respect Yourself

- in the classroom (do your best)
- on the playground (follow safety rules)

2. Respect Others

- in the classroom (raise your hand to speak)
- in the stairway (single file line)

3. Respect Property

- in the classroom (ask before borrowing)
- in the lunchroom (pick up your mess)



Instructional Concept #2

Develop Positive Relationships

Model respect in your interactions with students

Using Choice

- **What is it?**
 - Choice Keeps Teachers Out of POWER STRUGGLES
 - Freedom from... and Freedom to...
- **Steps to Implement**
 - Provide student with two or three preferred options to determine if one choice can be made and provide reinforcement when student follow through with the decision.
 - Present choice opportunities in a consistent manner as part of task directions.
 - Fade individual choice opportunities by providing the whole class opportunities during ongoing academic activities.

Behavior Momentum

- **Increase the probability of compliance by asking a student to do two or three things they typically want to do and then following these requests with a request for a behavior the student typically does not want to do.**

Steps to Implement

- **Make requests of the student that they are likely to comply with.**
 - Tommy would you please pass out paper and see if anyone needs their pencil sharpened?
 - Tommy, would you open the classroom windows?”
 - Tommy, will you pass out notebook paper to anyone in the class that needs it?
- **Observe the student’s response and assess accuracy.**
 - If correct, provide praise
 - If incorrect, make a request with an even higher probability of getting compliance
- **After offering more verbal praise for compliance, give a low probability directive.**
 - (“Tommy, thank you for passing out supplies, please get started on your math worksheet.”)

Pre-correction

- IF WE CAN PREDICT PROBLEM BEHAVIOR, WE CAN PREVENT PROBLEM BEHAVIOR
- **Steps to Implement**
 - **Predict problem behavior.**
 - (Student pushes others on the way to lunch line-up each day.)
 - **At the appropriate time, just before the behavior is warranted, ask the student a questions about what is expected.**
 - (“It’s almost lunch time, when we do line up today what will you do?”)
 - **Listen to the student’s response and assess accuracy.**
 - If correct, provide praise (“Exactly – good for you!”).
If incorrect, reteach the lesson (“Think again. What would be a better way?”).
 - **Fade pre-corrects to be less frequent and more subtle.**
 - (“Move from overt verbal questions to gestures. For example, fading away from the verbal prompt may include moving toward a prompt that simply includes catching the student’s eye and pointing to the door with a wink – requiring the student response to be a nod of affirmation.”)

Greeting Students at the Door

- Middle school teachers who greet each student by name along with a sincere and consistent positive statement increase students' on-task behavior (Allday & Pakurur, 2007)
 - “Student’s name, I’m glad you’re here today.”
 - “Thanks for being on time.”
 - “Thanks for being ready to learn”
 - “It’s good to see you.”
- On-task behavior increased from 37%- 66% for one student

Using Non-Verbal Prompts and Cues

- Non-verbal alerts are more effective and efficient.
- They can be used as rule reminders, and advanced organizers.
- Make them part of the routine and system- teach children what they are and what purpose they serve.

Practical Application: Non-Verbal and Verbal Correction Strategies

- Non-verbal Correction Strategies
 - Proximity Control
 - Facial Expressions
 - Hand Signals
- Group Verbal Correction Strategies
 - Describe the Behavior, Describe the Rule that is Being Broken, Describe the Consequence **(3-D)**
 - Boomerang praise (Praise and reward individuals making the right choice)
- Individual Correction Strategies
 - Correct in private
 - Use their name
 - Broken-record strategy
 - Can you do that? Will you do that? Thank you

Antecedent Strategy: Speaking to Students

- Begin with non-verbal correction strategies
- Speak low and slow
 - Breathe from the diaphragm
- Look them in their left eye
- Speak as little as possible
 - Your power and authority is negatively correlated with the amount you speak (the more you speak, the less power and authority you have.)
- Wait for compliance



Instructional Concept #3

TEACH BEHAVIORS

Be Direct and Explicit

*Tell them, show them, & have
them show you*

Instruction- Replacement Behaviors

- Nature hates a vacuum
- Teachers spend a lot of time trying to extinguish, or reduce their students' challenging behaviors but often don't acknowledge the 'behavior vacuum' that they are creating.
- **Behavior Principle:**
Every maladaptive behavior that you would like to reduce must be replaced with an adaptive behavior to take its place.



Components of Effective Instruction

- Give Rationale and Rules
 - Tell them why
- Model
 - Show them how with positive and negative examples
- Lead
 - Guided practice
- Test
 - Curriculum based – non-trained examples
 - i.e., Can they do it?

Antecedent Strategy: Opportunities to Respond

Asking questions:

Say the student's name after you ask the question

Pacing

Prompting

Rates of response

Appropriate feedback

Praise

Corrective feedback

Low rates of criticism





Instructional Concept #4

Celebrating Success

*How to get more of what we want and
less of what we don't...*

Selecting Reinforcers

The goal is to select the least amount of reinforcer necessary to facilitate behavior

-systematically manipulate and assess

-attempt to match amounts found in the natural environment

Possible Reinforcers

- Attention As A Reinforcer
- Activity Reinforcers
- Tangible Reinforcers

Token economy

- A lot of different systems for running a token economy
- The problem with many of them are the “tokens” themselves (chips, marbles)- lost, stolen, etc...
- The punch card system is the most effective system I have found.

Point Card

- Get a stamp made just like this one.
- Get a series of different colored index cards to represent different levels (white-Level 1, blue-Level 2, gold-Level 3, No card-Level 4)
- Make goals specific, and positive for each child (use Follow Directions, Act Friendly, Pay Attention)
- Put their name and the date on the back of each card.

- **Other Goals:** Pay Attention, Friendly Hands, Try Your Best

Follow Directions

Name

AM BREAK Yes or No

Kid's Choice Lunch
Yes or No

Recess Yes or No

FINES

Act Friendly

Last Name

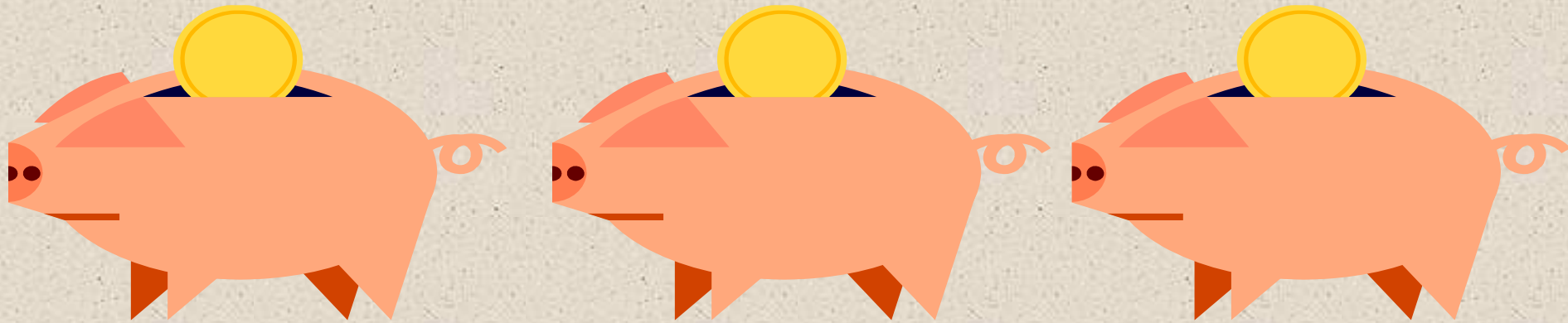
DATE

Earning Points

- Watch carefully for compliant behavior (sitting calmly, working quietly, standing in line), following directions, paying attention, doing something friendly
- A point is one punch in a card using a hole puncher. These are spent throughout the day for privileges. A point is spent when the teacher circles it in ink. There is no set amount of points for a child to earn. Variable Ratio
- Pair token reinforcement (points) with verbal reinforcement (leads to FADING)

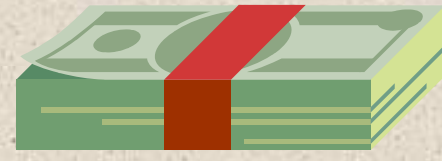
Spending Points

- Privileges
 - AM break, Recess, Kids Choice Lunch
 - Points that are not spent can be banked and used for an auction or special event on Fridays
 - “Where Good Behavior Is A Sound Investment!”



A Scaled-Down Token Economy (for older students)

- With older students (Grade 8 and above) the token economy cannot be as intensive
- I typically use “Bonus Bucks”
- What are Bonus Bucks?
- A random reinforcer that qualifies them for a chance to earn privileges.
- Students receive Bonus Bucks for pro-social behaviors, they write their name on the bonus bucks and at the end of the class period you have a quick drawing to earn a reinforcer (reduced homework, sit at the teacher’s desk for the following day, etc...)
- The more Bonus Bucks, the better the chance for reinforcement.





Instructional Concept #5

MYTHS AND MYTHBUSTERS

MYTHS

Invalid and Illogical Statements:

- My job is to teach academics, not behaviors
- I don't have time to provide prompts and reinforce behavior
- Providing prompts and reinforcers for problem students is not fair to the vast majority of my students who do fine without.
- Reinforcement is counterproductive if you want students to internalize their success
- "I would love to provide more reinforcement but she never does anything to deserve it"

“My job is to teach academics,
not behaviors.”

- **MYTHBUSTER**

- The of education is to prepare students to be successful in life
- Academics and behaviors are inextricably related
- For many students, without specific behavioral instruction they will fail both behaviorally and academically

“I don’t have time to provide prompts and reinforce behavior.”

- **MYTHBUSTER**

- It takes more time to react to problem behavior than it does to pre-correct or prompt positive behavior
- By definition, reinforcing desired behavior makes that behavior more likely to occur again in the future
- Prompts and reinforcement are part of effective teaching

“Providing prompts and reinforcers for problem students is not fair to the vast majority of my students who do fine without.”

- **MYTHBUSTER**

- The majority of students are regularly and naturally reinforced for their successes
- Students who are not successful have no reason to try - they don't believe they'll be successful -- our job as teachers is to make them successful

"I would love to provide more reinforcement but she never does anything to deserve it"

- **MYTHBUSTER**

- This is a teaching issue
- If a student never did anything right with academics we wouldn't just sit back and wait until she did
- We must design instruction so that students are successful 4 times more often than they aren't

“I don’t have time for any of this targeted systems stuff”

- MYTHBUSTER

- If it works, you don’t have time not to
- The time we spend doing this is time we save with a potential “big problem” student
- We are responsible for student outcomes as a school and we must take on problem behaviors as a school



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