

**LRBI -
Preliminary
Strategies for
Positive Behavior
Supports**

Preliminary Strategies for Positive Behavioral Supports—Effective Educational Practices

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders
<p>1. Appropriate and Motivating Curriculum</p>	<p>A curriculum which challenges students while enabling them to achieve success.</p>	<p>P» Mr. Peabody makes the concepts being taught relevant to young children's interests by using colorful and engaging pictures to supplement his verbal explanations.</p> <p>E» Maria is given independent reading materials at the reading level identified by her teacher as "instructional" or "easy" for her, never at her "difficult" level. She successfully reads these, improving her fluency.</p> <p>S» Mr. Practical structures skill building in his ninth grade math classes around real life events such as balancing a checkbook and saving for a car. This provides his students with the opportunity to relate the skills they are learning to their own lives.</p>	<p>A curriculum that is too difficult or easy is likely to increase inappropriate behavior. Teacher testing and evaluation skills are important. To use the appropriate curriculum, teachers must know the level at which their students are functioning.</p>
<p>2. Assistive Technology</p>	<p>Any item, piece of equipment, or product system used to increase, maintain, or improve functional capabilities of students with disabilities.</p>	<p>P» Mrs. Considerate tapes her read-aloud stories and allows students to take them home and listen to them again.</p> <p>E» Mr. Engebretsen teaches Emily to use a communication board. By pointing to the letters to spell "I need some water," she gets a drink without having a tantrum.</p> <p>S» Mr. Rapidity leaves material on the overhead projector for an extended period of time for students who have a difficult time keeping up with the pace of lecture presentations.</p>	<p>This may involve such items as large print material, a laptop computer, or augmentative communication devices required by the student to make progress on IEP goals.</p>
<p>3. Environmental Engineering</p>	<p>The process of arranging the physical environment of the classroom to enhance student learning and behavior.</p>	<p>P» Mrs. Adams arranges her class so that she has visual contact with all parts of the room. For example, she uses low bookcases so students are in her line of sight.</p> <p>E» Mr. Red (1) divides the classroom into areas for quiet reading, seat work, and small group work; (2) teaches rules on how quiet students must be; (3) arranges the room so students cannot easily look out windows or doorways into halls, and (4) places himself between the students and open areas if there are runners in the class.</p> <p>S» Mr. Tolman strategically arranges student seating so that individuals prone to misbehave are adequately separated from one another.</p>	<p>The physical environment serves as a set of stimuli which influence appropriate and inappropriate behavior. Teachers can pay attention to such factors as basic layout of classroom space, wall displays, traffic patterns, and other aspects of the classroom.</p>

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4. High Rates of Positive Responses From Teachers	Frequent use of positive comments or actions to students who demonstrate appropriate behavior.	<p>P» Mr. Watson observes students playing appropriately and provides frequent verbal praise.</p> <p>E» Mrs. Garcia tells the students “thanks for listening” and “nice effort” frequently as she monitors their creative writing behavior during second grade.</p> <p>S» Mr. Skinner continuously makes a point to verbally praise those students who are on task and ready to work, while engaging in planned ignoring of mild off-task behaviors of other students.</p>	Teachers create a positive environment by frequently praising the student for appropriate behavior and correct academic responses. Positive responses should be specific, so students can repeat the desired behaviors. If too general, students may not know which behaviors to repeat. The recommended ratio of positive to negative responses is at least 4:1.
5. Home Notes	An informational note that provides clear, precise communication between school and parents about a student’s academic and behavioral performance.	<p>P» Johnny takes home his sticker chart at the end of the day and Mom praises him.</p> <p>E» Ms. Wheeler sends notes home with five different students each day rating their academic work, study habits, and effort. By this method, each student in the class receives a home note once a week.</p> <p>S» The student takes home a note indicating class performance, assignments completed, and upcoming test dates. The home note must then be signed by one of the parents and returned to the teachers. This ensures parent-teacher communication on a regular basis to avoid lengthy periods of academic non-productivity.</p>	This communication should occur on a regular basis. Home notes should emphasize positive information and also include information about areas of concern.
6. Instructional Pacing	The speed or rate at which the teacher presents instructional material and tasks to the learner.	<p>P» Mrs. Weismuller moves from one preschool child to the next in quick succession, maintaining engagement with the activities during circle time.</p> <p>E» Miss Zabriskie delivers direct instruction to the students at the rate of about nine learning tasks per minute, and asks for group responses from students frequently to check understanding.</p> <p>S» Mr. Dynamic asks his twelfth grade students frequent questions to assess their understanding of the science material. Their responses serve as an indicator as to the possible need to repeat or review particular subject matter.</p>	A brisk pace of instruction enhances student attention and increases the number of response opportunities. Appropriate pacing may decrease disruptive behavior.

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7. Monitoring Performance	Collecting specific information systematically and consistently on a student's academic or behavioral performance.	<p>P» Mrs. Hansen keeps records for each preschool child showing data on current IEP goals and objectives, as well as behavioral concerns that may require future intervention.</p> <p>E» Mr. Thomas conducts a running record on each student's reading quarterly and adjusts the student's skills instruction according to the results.</p> <p>S» Mr. Bandura keeps a copy of IEP goals and then tracks a particular student's reading progress. Based on those goals, the teacher assesses whether current instruction is effective with this particular student.</p>	Collecting information can help the teacher determine whether the program is effective. By analyzing the data, the teacher knows when to make changes in both academic and behavior programs.
8. Parent Conference	A meeting (or other communication) with parents to discuss the student's progress, successes and difficulties, and to involve parents in problem resolution.	<p>P» Mr. Consequences meets with parents regularly to discuss the progress of the preschool children with whom he works.</p> <p>E» Miss Rigby calls Jim's mom twice during one week when he begins to stay out on the playground after the bell rings. Mom agrees to check with him daily on whether he returns to class promptly at the end of recess, and to praise him when he has a positive report.</p> <p>S» Mrs. Smith sends a brief e-mail message weekly to parents of students who are on academic tracking.</p>	Parents may be involved via phone calls, e-mail, and home and/or school visits. Progress toward the annual goals of the IEP must be reported to parents at least as often as non-disabled peers receive progress reports. As appropriate, parent training may be included on a Behavior Intervention Plan.
9. Precision Commands	Precise verbal statements made by staff to enhance compliance of students.	<p>P» When Sam runs in the classroom during free play time, his teacher says, "Sam, please use walking feet." (Five-second delay.) "Sam, I need you to use walking feet now!" (Five-second delay.) Sam is praised if he starts to walk.</p> <p>E» If Bill is not sitting down, the instructor says, "Bill, please sit down!" (Five-second delay.) "Bill, you <u>need</u> to sit down <u>now</u>!" (Five-second delay.) Consequence behavior appropriately for compliance or non-compliance.</p> <p>S» If Lori is not wearing her safety goggles as instructed during a seventh grade science experiment, her teacher says, "Lori, please put on your goggles!" (Five second delay.) "Lori, I need you to wear your goggles now!" (Five second delay.) If Lori complies, the teacher thanks Lori for compliance with lab safety procedures. If Lori refuses to comply, she is instructed to sit out of the lab and read the safety manual.</p>	A precision command is clear, direct, and specific, without additional verbalizations or lectures.

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10. Rules	Behavioral expectations for whole school, classroom, and transitional environments.	<p>P» One of Ms. Allen's three preschool classroom rules is, "Use soft voices." The rules are posted in picture format along with the written rules, and children are verbally reinforced for compliance.</p> <p>E» Ms. Nakamura has five rules in her third grade classroom. She teaches and guides her students in practicing them until they follow the rules consistently.</p> <p>S» Every teacher in the high school holds students accountable for the rule that reads: "Be in your seat before the tardy bell rings." Each teacher establishes consequences for compliance and non-compliance with this rule.</p>	Rules for each environment must be taught, posted, and frequently reviewed. General rules are made, supplemented by expectations for unique environments in the school such as the bus, lunch room, and playground.
11. Staff Training	Personnel development activities conducted for general and special educators, para-educators, and administrators to gain and maintain competencies in the strategies required for them to be effective.	<p>P» During an inservice, staff were instructed on the use of modeling. All staff then set a goal to use modeling five times a day for a week and record the results for a discussion in their weekly departmental meeting.</p> <p>E» Mrs. Green, principal of Dogwood Elementary School, arranges inservice on the use of differential reinforcement. All teaching staff participate, practice the skill in the classroom, and then receive feedback from peer observers on their proficiency with the strategy.</p> <p>S» A workshop is provided for the teaching staff in "self-management" procedures (i.e., self-monitoring, self-evaluation and self-reinforcement). The teachers brainstorm behaviors that would lend themselves to self-management procedures in their classrooms and select a two students with whom to implement the strategy.</p>	All staff training should emphasize research-validated procedures.
12. Structured Daily Schedule	A daily outline of classroom activities designed to maximize student learning.	<p>P» During circle time, Josh's teacher previews the daily events using a picture schedule.</p> <p>E» Ms. Adams, a second grade teacher, writes the daily schedule paired with visual aids on the board and highlights the weekly events and homework with colored chalk. She reviews the schedule with her students at the beginning of each day.</p> <p>S» Mr. Alvarez, who teaches math in seventh grade, writes both the daily schedule and the weekly homework on the board. Students know what to start on when the bell rings each day, and they know the order of activities for teacher-directed instruction, guided practice, and independent practice.</p>	Structuring time through a planned daily schedule of specific activities and transitions maximizes "on-task" behavior and minimizes students' inappropriate behavior.

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13. Supervision	Systematic management and monitoring to promote academic and behavioral success of students.	<p>P» Before snack and lunch, staff accompany preschool students to the restroom while they use the bathroom and wash their hands. Supervisors remain with students until all exit the restroom.</p> <p>E» During recess, two teachers and a paraprofessional monitor the students' playground activities, as they had been trained to do in a yearly inservice on active supervision.</p> <p>S» Between classes, teachers in the junior high stand in the halls by their doors and supervise students as they go to the next class. The presence of teachers in the halls has resulted in few students wandering the halls or stalling in the bathroom, and has reduced the number of fights.</p>	Supervisors should be trained in the practices expected of them in each supervisory setting (e.g., playground, lunch room, halls). Adequate and appropriate supervision can guide students to succeed and prevent problems.

VI. B. Level I-Positive Intervention Procedures

Procedure	Signed Parental Consent Required	Behavior Expert Required on IEP Team
1. Behavior Contracts	No	No
2. Behavior Momentum	No	No
3. Chaining	No	No
4. Contingent Observation	No	No
5. Differential Reinforcement		
a. Differential Reinforcement of Other Behaviors (DRO)	No	No
b. Differential Reinforcement of High Rates (DRH)	No	No
c. Differential Reinforcement of Low Rates (DRL)	No	No
d. Differential Reinforcement of Alternative Behavior (DRA)	No	No
e. Differential Reinforcement of Incompatible Behavior (DRI)	No	No
f. Differential Reinforcement of Functional Communicative Behavior (DRC)	No	No
6. Direct Instruction	No	No
7. Fading	No	No
8. Graduated Guidance	No	No
9. Group Reinforcement Response Contingency	No	No
10. Modeling/Differential Reinforcement of Another Person's Appropriate Behavior		
a. Observational Learning	No	No
b. Participant Model	No	No
11. Parent Training	No	No
12. Peer Involvement/Tutoring	No	No
13. Positive Reinforcement		
a. Continuous Schedule of Reinforcement	No	No
b. Intermittent Schedule of Reinforcement	No	No
(i) Ratio Schedules of Reinforcement	No	No
(ii) Interval Schedules of Reinforcement	No	No
14. Prompting	No	No
15. Redirection	No	No
16. Self-Management	No	No
17. Shaping	No	No
18. Social Skills Training	No	No
19. Stimulus Cueing	No	No
20. Structured Non-Instructional Periods, Including Recess	No	No

21. Teaching Interaction	No	No
22. Token Economy	No	No
23. Tracking	No	No

Positive behavioral supports and effective educational practices should be in place throughout the educational program and across settings, even when more intrusive procedures are selected by IEP teams to change a specific problem behavior.

Level I-Positive Intervention Procedures

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
<p>1. Behavior Contracts</p>	<p>Written agreements between school personnel and students which specify expected behaviors, positive and negative consequences, time frame of the contract, and review dates.</p>	<p>P» The teacher says to Kelly, "If you pick up the toys, then you get to pass out the snack today." E» Having been tardy for school six days in a row, Sally agrees to be on time for the next week. Her mother agrees to help her keep a record of what time she leaves the house each day. The teacher commits to let Sally be the classroom leader on the fifth day of being on time to school. The contract is written and signed by all. S» Kevin is failing his Algebra class and his teacher puts him on a behavior contract. If he completes and turns in four consecutive assignments with 80% accuracy, he only has to do half of the assigned problems on the fifth day for full credit.</p>	<p>The contract is signed by all parties who are participating in the contract (student, teacher, parents, etc.). For preschool, an informal verbal contract is appropriate. Remember, contracting involves a delay or interval before a primary reward is given, which can result in decreased responding if the interval is too long. Positive consequences should be included in a well-balanced contract.</p>
<p>2. Behavior Momentum</p>	<p>Increasing compliance by identifying and then making a minimum of three requests with which the student has a high probability of compliance before making a low-probability request.</p>	<p>P» At lunch time, Ann is often reluctant to eat her lunch. In order to increase the likelihood that she will try her lunch, her teacher uses the following sequence of requests: "Ann, please sit down next to Shauna today! Ann, pass the napkins, please! Ann, look at the pretty shoes Shauna is wearing! Ann, have a bite of your sandwich!" E» Mr. Cleaver is working with nine-year-old Alison on compliance. After identifying high- and low-probability behaviors for Alison, he uses the following sequence: "Alison, tell me your name. Alison, give me five. Alison, point to the dog. Alison, put your puzzle back on the shelf." If she puts the puzzle away, she receives a token. S» Mrs. Evans teaches a high school history class. Reducing non-compliance is a goal on Calvin's IEP. She uses the following sequence of requests: "Calvin, please turn off the light. Calvin, hand this pencil to Julie. Calvin, mark two points on your card for listening and following directions. Calvin, please go to your seat, take out your assignment, and begin to work."</p>	<p>Be sure to reinforce compliance with the low-probability request.</p>

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Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
<p>3. Chaining</p>	<p>Reinforcement of responses in sequence to form more complex behaviors. Chaining can involve both forward and backward steps.</p>	<p>P» Al can't put on his coat. First he is reinforced for taking his coat off the hook. Next he is reinforced for putting the coat on the floor in the prescribed manner and then for putting both arms in the sleeves. Last, he receives praise for flipping the coat over his head and having it on properly.</p> <p>E» Tom, a seven-year-old boy, is not toilet trained. First, his teacher praises him if he walks to the toilet. Next, he is reinforced when he walks to the toilet and pulls his pants down, and then for eliminating and pulling up steps, respectively. Lastly he is rewarded if he completes these four steps and washes his hands appropriately.</p> <p>S» Sharon is being taught to feed herself independently. First, she is handed the loaded spoon and reinforced for putting the food in her mouth. Next, she is rewarded for moving the loaded spoon from the tray to her mouth and putting the food in her mouth. Then, she is reinforced for loading the spoon, moving it to her mouth, and putting the food in. Finally, she is rewarded for picking up the spoon, loading it, moving to her mouth, and putting it in her mouth.</p>	<p>As each new behavioral step is added, only the most recent step needs to be reinforced.</p> <p><i>Note:</i> In conjunction with chaining and other behavior management techniques, a strategy known as task analysis must first be used. In task analysis, skills are broken down into concrete, specific component tasks, which in some cases may be very minute. If a child doesn't make progress on a task, it may be that it needs to be task analyzed further (broken into even smaller steps).</p>
<p>4. Contingent Observation</p>	<p>Telling a student who is doing something inappropriate to step away from the activity, sit, and watch the appropriate behavior of other students while the teacher intentionally reinforces them. After a brief period of observation, the teacher prompts the student to rejoin the activity, and reinforces the desired behavior.</p>	<p>P» The children are playing with blocks. The teacher says, "Stack your blocks." Robbie throws some of the blocks. The teacher says, "No, Robbie, that is not stacking. Watch Sally stack her blocks. Now, Robbie, stack your blocks." She reinforces him for stacking his blocks appropriately.</p> <p>E» During art, Tiffany hoards the paint at her table and won't let anyone else use it. Her teacher tells her to sit out and watch how students at other tables share the paint. After a few minutes, Tiffany returns to her table and is reinforced for sharing the paint with other students.</p> <p>S» Ms. Bodega, a science teacher, tells Adam and Steven, who have not read the lab procedures and are setting up the lab incorrectly, to sit out and watch other groups as they set up the experiment. Ms. Bodega then praises other groups for the steps they are performing correctly. Adam and Steven are then permitted to return to their lab station and set up, and are reinforced for following the procedure.</p>	<p>The observation will usually be for a brief time. (One- to-five-minute periods are as effective as longer ones.)</p>

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<p>5. Differential Reinforcement</p>	<p>The reinforcement of one form of behavior, but not another; or the reinforcement of a response under one (stimulus) condition but not under another.</p>		<p>All of the differential reinforcement procedures take a substantial amount of time to be effective. If an inappropriate behavior is very disruptive or dangerous, use of a more intrusive procedure (that is, one higher in the LRBI intervention hierarchy) may be warranted to protect the student or other students in the classroom or work environment. Because an inappropriate behavior is ignored or not reinforced, there may be a dramatic increase or burst of the behavior before it decreases.</p>
<p>5. (a) Differential Reinforcement of Other Behaviors (DRO)</p>	<p>Reinforcement following any appropriate/ replacement behavior while ignoring the inappropriate/ target behavior in a defined period of time.</p>	<p>P» Nadia has a tantrum whenever she is asked to put her toys, supplies, and/or belongings away. Her teacher praises her and gives her a sticker each time she goes ten minutes without a tantrum, while ignoring her each time she has a tantrum. E» John is a student who scratches himself most of the time. The staff decides to smile, compliment, and give him points every two minutes when he is not scratching. They ignore him and do not reinforce him at the two minute interval if he is scratching. S» Tom likes to call attention to himself by talking out in class. His teacher ignores him each time he speaks out. The teacher verbally reinforces Tom each time he is not talking out at the end of a five-minute interval.</p>	<p>DRO always contains a predetermined length of time or interval. After each interval, the student is reinforced for <i>any</i> appropriate behavior, but never reinforced after the target/inappropriate behavior.</p>
<p>5. (b) Differential Reinforcement of High Rates (DRH)</p>	<p>Reinforcement given after performing some behavior at a pre-determined higher rate.</p>	<p>P» Kate does not interact with her peers. She is reinforced for spending increasing amounts of time in appropriate interaction with her peers. E» Diane receives a star for finishing three problems in five minutes. The next time she has to finish four problems in five minutes to earn a star. S» Lyle has a habit of being tardy to class. The staff decides to reinforce him with extra computer time each day he makes it to six of his ten periods on time.</p>	

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<p>5. (c) Differential Reinforcement of Low Rates (DRL)</p>	<p>Reinforcement given after performing the target/problem behavior at a predetermined low rate.</p>	<p>P» When Jimmy decreases his talking during circle time by a predetermined amount, the teacher praises him. E» Sally talks out ten times every morning during the teacher's instruction. The teacher sets up a program specifying that if Sally reduces her talk outs to five, she can choose a privilege. This program continues to reduce the number of talk outs Sally can have until she gets to an acceptably low rate. S» Dale has a habit of swearing an average of six times during class. The teacher sets a limit of three swear words each day during the first week. If Dale swears three or fewer times during the class period, he is reinforced. The following week the criterion is set at two swear words in a given class, and the program continues until the criterion is zero.</p>	<p>This procedure is usually used for behaviors that occur at such a high rate, or are so ingrained into the student's behavior patterns, that a large immediate drop in occurrences is unrealistic.</p>
<p>5. (d) Differential Reinforcement of Alternative/ Replacement Behavior (DRA)</p>	<p>Reinforcement of a replacement behavior while ignoring the inappropriate behavior.</p>	<p>P» Kit does not follow the teacher's directions. He is verbally reinforced each time he does comply and is ignored when he does not. E» Sam's out-of-seat behavior in a kindergarten is targeted to be decreased. When he is out of his seat, he is ignored. But when he is in his seat, the teacher goes to Sam and praises him for being in his chair. S» Tammy writes and passes notes during class. Whenever Tammy is taking notes from the lecture or paying attention and listening, the teacher stands near her desk and praises her for being on task. Whenever she writes notes, her behavior is ignored.</p>	<p>This procedure is commonly called differential attention and proximity praise.</p>
<p>5. (e) Differential Reinforcement of Incompatible Behavior (DRI)</p>	<p>Reinforcement of an appropriate behavior that is physically or functionally incompatible with the target behavior, while ignoring the inappropriate behavior.</p>	<p>P» Denise pokes students who sit next to her on the rug during opening time. She is reinforced for sitting with her hands folded together on her lap. E» Jose, a first grader who is often lying on the floor, is reinforced when he sits on a chair. S» Emily draws on her notebook and books during lectures. The teacher reinforces her for writing notes about the lesson in her notebook.</p>	

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<p>5. (f) Differential Reinforcement of Functional Communicative Behavior (DRC)</p>	<p>Reinforcement of a functional communication skill leading to a needed reward, activity, or alternative while ignoring inappropriate behavior.</p>	<p>P» Sandra receives her snack each day as she displays successive approximations of an appropriate verbal request to the teacher. E» Cade is having a tantrum and is ignored by the teacher. The teacher determines that the function of the tantrum is to obtain a glass of water. He is then taught the sign for water. When Cade signs "water," he is given a glass of water and praised. S» Paul starts carving on his desk with his pen whenever he gets bored or distracted. The teacher teaches him to raise his left hand whenever he begins to feel restless. When and if the teacher acknowledges him with a nod, he is allowed to go and get a drink of water. Paul is allowed this privilege two times at most in a given period, and a time limit is established for his drink breaks.</p>	
<p>6. Direct Instruction</p>	<p>Active teaching or explicit instruction, including explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task, providing opportunities for practice, and giving feedback based on performance.</p>	<p>P» Ms. Day teaches the children to recognize and name two colors, red and yellow. She shows pictures of common objects in each color, then has the children identify objects in the room that are of each color. E» The teacher explains to Dennis that the lesson is about long division. Then she demonstrates the steps on the chalkboard and watches while he tries to do a problem. Feedback is given to correct any errors and to reinforce him for following procedures correctly. S» In English class, Ms. Paulos teaches her freshman students how to diagram sentences involving subject, predicate, articles, adjectives, and adverbs. She demonstrates the procedure with a sample sentence and writes each step on the board. Then she puts a sentence on the board and asks the students to diagram the sentence in their seats while she walks around and gives assistance and corrective feedback. Finally, one student goes to the board and illustrates how to correctly diagram the sentence.</p>	

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7. Fading	<p>The gradual elimination of cues, prompts, reminders, or suggestions that control a specific response.</p>	<p>P» John is learning to feed himself. He, receives less and less physical guidance, and eventually eats independently using a spoon and fork. E» Fewer and fewer dashes or dots are placed on the page on which Sarah is learning to print, so that she completes more and more of the task independently. S» Sandy struggles in her freshman year to get to class on time. A program is implemented where she is escorted to the class for a week. Next, an adult observes her go to the classroom alone. Finally, the teacher comes to the door and watches her come to the classroom. She is reinforced for each instance of arriving in class on time.</p>	<p>If cues are removed too quickly, student's response will deteriorate.</p>
8. Graduated Guidance	<p>A systematic, gradual reduction of manual guidance.</p> <p>Manual guidance is gently touching the student for instructional purposes or redirection.</p>	<p>P» Mr. Stringham is teaching Connie to go to the rug for circle time promptly. He pairs verbal instructions with a light hand hold, guiding her to her spot in the circle. As she moves toward the circle, he lessens the hold each day until she goes there alone. E» Rita, who cannot hold a spoon to eat, is assisted by the teacher who covers her hand to help hold and guide the spoon. Little by little, the teacher moves the physical help to just resting her hand on Rita's hand. The next step is to gradually move to a slight tap on the back of the hand. The physical assistance is faded out until Rita can perform the behavior independently. S» Jed cannot keep his hands in the proper keyboarding position. The teacher holds his wrists up until his hands are correctly positioned. She keeps her hands there until he types one page. Then, she moves her hands so that they are just lightly touching his wrists while he types the next page. Finally, she lifts her hands from his wrists and allows him to type on his own.</p>	<p>Use enough pressure to guide the movement, but never force it. If force is required, this becomes a more intrusive procedure—see "Forceful Physical Guidance," Level III (#1). Take caution to avoid injury to student or staff because a student may resist being touched or struggle when minimally guided through a procedure.</p>

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<p>9. Group Reinforcement Response Contingency</p>	<p>Reinforcement of the entire group dependent upon the performance of individual members.</p>	<p>P» Mrs. Bailey gave each child who put away the art materials correctly a smile and a thank you. (independent) E» If Demetrius earns a score of 75% or better on each math test during the third quarter, the fourth grade class will all take a trip to the dinosaur museum in April. (dependent) S» Mr. Miller's sophomore history class is allowed to watch a movie on Friday if all of the students bring in their homework for the entire week. (interdependent)</p>	<p>A student may sabotage or ruin the reinforcement for the group to gain negative attention.</p> <p>Extreme peer pressure may be placed on the individual who does not meet the group contingency criteria.</p> <p>Group-oriented contingencies may be of three types: (1) Dependent: the performance of one or more particular group members determines the consequence received by the entire group. (2) Independent: each group member receives a consequence if he meets the contingency. (3) Interdependent: each student must reach a prescribed level of behavior before the entire group receives a consequence.</p>
<p>10. Modeling/Differential Reinforcement of Another Person's Appropriate Behavior</p>	<p>Learning through observation of a peer or adult model's behavior.</p>	<p>P» Louie does not raise his hand to ask questions. The teacher stands near him and praises those students sitting next to him who raise their hands. She also puts a sticker on their name tags. When Louie raises his hand to ask a question, she praises him and gives him a sticker. E» Sharon is squirming in her seat. The teacher goes to Ron, the student next to Sharon, and gives him a plus on his point card for "sitting quietly." Sharon sees Ron get the plus and stops squirming. After 20 seconds of quiet sitting, the teacher puts a plus on Sharon's point card. S» Kent does not stay on task when given an assignment in his health class. The teacher praises other students sitting near him when they are on task and completing their assignments.</p>	<p>It is important to identify and state the desired behavior to the student when reinforcing it. There are a number of social skills and anger management programs that have videotaped examples and non-examples of behaviors to be taught. Self-modeling via videotaping the child performing a desired behavior is another variation of this strategy.</p>

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10. (a) Observational Learning	After observing a modeled response, the observer exhibits that response.	<p>P» The teacher demonstrates to Billy how to sort the blocks by colors. He completes the task alone after observing her.</p> <p>E» Lori watches the teacher demonstrate how to appropriately greet others. Then Lori greets peers on her own and receives verbal reinforcement from the teacher.</p> <p>S» Brittany has trouble with multiple choice tests. Mr. Daniels sits down with a test and demonstrates how he approaches this kind of exam. He explains step by step, verbally expressing what he is thinking and how he is solving each test item.</p>	Other steps and procedures may need to be used in conjunction with observational learning.
10. (b) Participant Model	Learning by both watching someone act and actively practicing the behavior observed.	<p>P» Jake cannot hang his backpack on the hook. His teacher shows him how to hang the backpack up, and instructs him to observe the other children. Next, she has him practice with guidance from her. Finally, he puts the backpack on the hook alone.</p> <p>E» Lois is shy and not very assertive. A teacher models five different assertive responses, such as asking for a toy she wants and telling someone not to push her. Lois is then asked to role play the response and is reinforced for being properly assertive. She practices the responses at recess with her peers and receives feedback from her teacher.</p> <p>S» Katie has trouble solving math problems. A peer tutor is assigned who understands each step of the problem-solving process. He models his own work while Katie watches, explaining each step to her. Next they do a problem together. He gives her corrective feedback on the remainder of the assignment.</p>	Student may imitate inappropriate behavior as well as appropriate behavior.
11. Parent Training	Training parents to use appropriate behavioral interventions with their child.	<p>P» Nancy has temper tantrums that are a problem at school and home. The teacher trains the parent in effective procedures used at school for reducing the number of Nancy's tantrums.</p> <p>E» The third grade classes at Mt. McKinley Elementary School are struggling to get their homework done regularly. The teacher holds a group parent training session on strategies to improve their homework completion rate.</p> <p>S» Tyler has recently been arrested for shoplifting at a local convenience store. His parents are concerned and come to his high school for help. A counselor meets with the parents and teaches them some concrete ways to improve their supervision and monitoring of Tyler outside of school time.</p>	<p>Parent training is used when the student needs to have the same behavior interventions at home and school in order to improve generalization.</p> <ul style="list-style-type: none"> •School staff may invite parent to the classroom setting to observe the implementation of appropriate interventions. •Handouts on specific behavior strategies are another option. •Explain a specific intervention, such as a Picture Exchange Communication System, and give the parents a set of materials for home use.

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12. Peer Involvement/ Tutoring	The use of same- or cross-age peers for academic tutoring, structured social engagement, or as peer "buddies."	<p>P» Debbie has difficulty sitting on the rug during circle time in her preschool class. The teacher assigns Kathy to sit next to Debbie on the rug so that Kathy can model appropriate behavior.</p> <p>E» Beth and Jean are struggling to remember to take their homework home in fifth grade. The school psychologist assigns them to check each other's backpacks at the end of the day to make sure they have the homework they need.</p> <p>S» Kimberly walks next to Kyle in his wheel chair to the lunch room and carries his tray to a table of friends in the lunch area.</p>	
13. Positive Reinforcement	Reinforcement of a student, contingent upon performing a specific behavior, to maintain/increase a behavior.		If food is used, try nutritious food first. Be sure student is not allergic or diabetic.
13. (a) Continuous Schedule of Reinforcement	A schedule of reinforcement in which each occurrence of a response is reinforced.	<p>P» Sierra does not follow teacher directions very often in her preschool class. Every time she complies with a teacher request, she is given a piece of cereal.</p> <p>E» Each time Joan takes a step unaided, her friends cheer.</p> <p>S» Jack's teacher is trying to teach him to use better manners in his high school class. Every time Jack says "thank you" his teacher gives him a smile.</p>	<p>Continuous reinforcement is often used to begin a teaching sequence or to shape new behaviors. When continuous reinforcement is stopped, the behavior stops almost immediately.</p> <p>Students may stop responding or avoid the reinforcing stimulus because they have had too much of the stimulus.</p>
13. (b) Intermittent Schedule of Reinforcement	A schedule of reinforcement in which some, but not all, of the occurrences of a response are reinforced.	<p>P» When Shawn uses appropriate communication skills with his preschool peers, he is reinforced with a sticker on a random basis.</p> <p>E» When Laura walks down the elementary school halls, the teacher sometimes puts her hand on Laura's shoulder and tells her, "Good job walking in the hall."</p> <p>S» When John works on his math assignment the teacher gains eye contact and smiles at him on a random basis.</p>	<p>Intermittent reinforcement increases the rate of response and makes the established behavior more stable and habitual. Be sure the reinforcement immediately follows the desired behavior, not other behaviors the student exhibits.</p> <p>If the schedule of reinforcement is too infrequent, it may not produce the desired change in behavior.</p>

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13. (b) (i) Ratio Schedules of Reinforcement	A schedule in which reinforcement is made contingent upon a specific number of responses before being reinforced (fixed ratio) or upon the average number of responses (variable ratio).	<p>P» Paul has to put five toys away in his preschool classroom when it is clean up time before he is reinforced.</p> <p>E» Every third time that Jose raises his hand before he speaks, the teacher tells him to give himself a point on his card.</p> <p>S» Sixteen-year-old Joe is reinforced, on average, after four correct answers. He may be reinforced twice in a row, then after eight correct, so long as the average remains four.</p>	If the work requirement is too much, the student may stop working and become frustrated. If the schedule of reinforcement is too infrequent, it may not produce the desired change in behavior.
13. (b) (ii) Interval Schedules of Reinforcement	A schedule in which some specified amount of time must pass and then the next occurrence of one appropriate response is reinforced.	<p>P» If Matthew stays engaged with a single activity for three minutes, the teacher rewards him as he continues the activity.</p> <p>E» Bob's first grade teacher praises him if he remains on task after a five-minute interval.</p> <p>S» Cassidy is a high school student who has poor attendance. If she attends six periods in a day, then when she shows up in seventh period the teacher rewards her for attending a full day of school.</p>	Students may stop responding after being reinforced because they may think the procedure is over.
14. Prompting	Presentation of a cue (visual, auditory, physical) in order to facilitate a given response.	<p>P» When it is time to clean up at preschool, Mrs. Kindly turns the cleanup music on.</p> <p>E» While Sarah is learning to print in kindergarten, she is given papers on which there is a dot where each letter should start.</p> <p>S» When the teacher passes Martin's desk he is off task. She touches his shoulder softly to bring his attention back to world geography.</p>	Overuse of prompting may result in a high level of dependency on prompts. Be conscious of students for whom a physical cue is aversive.
15. Redirection	Interruption of a problem behavior and redirection to an appropriate replacement behavior.	<p>P» During rug time, Dallin stands up and leaves the activity. The teacher's aide touches him on the shoulder and tells him to come back to circle time.</p> <p>E» Veronica is running up the slides during recess. Mrs. Black approaches her, points to the swings, and says, "Look, there's an empty swing for you."</p> <p>S» Alonzo begins to talk to a high school peer during study skills class. The teacher taps his paper and points to his assignment.</p>	A gentle touch or a light verbal statement may be used to interrupt the inappropriate behavior and direct student to the appropriate behavior.

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16. Self-Management	Strategies which involve students' management and control of their own behavior through the systematic application of behavioral principles (e.g., self-monitoring, self-reinforcement, self-evaluation).	<p>P» Mrs. Gough says, "If you're sitting on your carpet square, you may go wash your hands for snack."</p> <p>E» Sue records a check mark on her card each time that she comes in from recess on time. Her second grade teacher also keeps track of Sue's on-time behavior. At the end of the day, the teacher asks Sue to come up and compare her card with the teacher's. If their cards match, Sue is reinforced.</p> <p>S» Each time that Jim says something nice to a peer, he makes a dot on his card. The resource teacher reviews the card with him and buys him a pop if he has ten dots. Periodically, the teacher checks with the other students to verify his recording of points.</p>	The desired behaviors must be taught using other procedures. Young children may not respond well to self-management interventions.
17. Shaping	Developing new behaviors through the use of systematic reinforcement of successive approximations of the behavioral objective.	<p>P» Sharon is learning to request her favorite toy. She is first taught the sign which the teacher pairs with the word. If Sharon makes the sign for baby, she receives the doll. Next, she has to make a "b" sound to get the doll. Shaping continues until she says "Baby" to receive the doll.</p> <p>E» Jackie always sits by herself at lunch and does not interact with her fifth grade peers. She is first reinforced for sitting at the table where other peers are, then for sitting next to a peer and, finally, for engaging in conversation with a peer.</p> <p>S» In order to get Kevin to remain in his seat in his high school resource class, he is first regularly reinforced for entering the classroom, then for being near his desk, then for touching his chair, and finally, for being correctly seated in his chair.</p>	
18. Social Skills Training	Individual or group instruction designed to teach appropriate interaction with adults and peers.	<p>P» Johnny often grabs toys from other children and makes them cry. He is given individual instruction and simple role-play situations on taking turns and playing cooperatively with others.</p> <p>E» Sarah's teacher reports that she makes frequent rude remarks to other students and this makes the other students dislike her. Sarah has small group instruction by the school counselor on effective communication and making friends.</p> <p>S» Matt is experiencing problems with depression and anxiety since moving to a new school. He feels isolated and hasn't made any new friends. He is included in a small group run by the school psychologist that teaches skills for making friends, including initiating and sustaining conversations.</p>	Modeling and practice of social skills to mastery is highly important. Teachers should take the time to teach them and review them until students can perform them consistently and independently. With school-age students, use of examples and non-examples of appropriate social skills clarifies the desired behavior.

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<p>19. Stimulus Cueing</p>	<p>Use of a random auditory or visual cue to prompt appropriate behavior.</p>	<p>P» Jean often looks around the room instead of paying attention to the story during circle time. A beeper tape with random beeps at 30 second to 1 minute intervals is played during story time to remind her to attend to the story.</p> <p>E» Colby seems to be constantly out of his seat. His teacher begins using a timer set randomly from one- to five-minute intervals during seat-work time. The goal is for everyone to be in his or her seat when the timer rings.</p> <p>S» Christopher is having trouble staying on task during class. When the teacher makes the statement, "Check what you're doing right now and mark your card if you're on task," he adds a point to his card. At the end of the hour, he is reinforced for having five or more points.</p>	<p>A beeper tape with a tone at random intervals is an example.</p>
<p>20. Structured Non-instructional Periods, Including Recess</p>	<p>A systematic intervention program for a student who requires a high level of structure during non-instructional periods.</p>	<p>P» The preschool teacher notices that most of Johnny's conflicts with other children occur during free play. She decides that instead of free play, she will have Johnny pick between two activities.</p> <p>E» The other students are constantly complaining that Alex interrupts and interferes with their games at recess. A classroom aide teaches Alex the rules for kick ball. The classroom aide then goes to recess with Alex and prompts him to join the game. The aide monitors his play and interaction with other students. Alex is rewarded for playing by the rules and for getting along with the other children.</p> <p>S» Jacob purchases a candy bar and soda from the vending machine every day at lunch time, eats them quickly and then goes from table to table in the lunch room touching other people's food and bullying weaker students. The counselor teaches a group of students including Jacob a game to play after they finish eating. Each time Jacob shows up at the specified meeting place and plays appropriately, he is reinforced.</p>	<p>Students are taught specific game rules, as well as appropriate hall, lunchroom, bathroom, and playground behavior. Then they are reinforced for appropriate behavior during these activities.</p>

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<p>21. Teaching Interaction</p>	<p>A short social skills teaching sequence: expression of affection, initial praise, description of inappropriate behavior, description of appropriate behavior, rationale, acknowledgment, practice, feedback, consequences, general praise.</p>	<p>P» When the teacher observes Susie grabbing a doll from Natalie, the teacher takes Susie aside and tells Susie how much she enjoys having her in the class. She rehearses with Susie how to ask Natalie if she can play with the doll. The teacher tells Susie what a good job she did and then sends her back to play.</p> <p>E» Russell was teasing Jane about her new haircut. The teacher asks Russell to stay in and help her pass out art supplies at recess. During recess, she congratulates Russell accomplishing his reading goal. She then describes how she saw him teasing Jane and how that can really hurt somebody's feelings. She asks Russell to apologize to Jane and give her two compliments during the day. He promises to do that. The teacher pats him on the back and says she is proud of him.</p> <p>S» Terri is a student in a self-contained classroom. When Ben is chosen as Student of the Week, she throws her books on the floor and starts to cry. The teacher takes her aside and tells Terri how well she is doing and reminds her that she was chosen as Student of the Week just two weeks ago. They practice how to congratulate Ben. Terry then goes over to Ben and says, "Good job!" Terry looks at the teacher, who smiles at her.</p>	
<p>22. Token Economy</p>	<p>A system of individual reinforcement of appropriate/replacement behavior in which tokens are given (chips, check marks, paper money) and exchanged later for back-up reinforcers.</p>	<p>P» Elena forgets to wipe her saliva off her chin. The teacher shows her how to keep her chin dry. Then she gives her one piece of a three-piece non-interlocking puzzle each time she wipes. When the puzzle is complete, Elena gets five minutes of computer time.</p> <p>E» Phyllis earns a point for being in her seat when the bell rings, for each assignment completed on time, and for appropriate behavior at recess. At the end of the day, the points are exchanged for backup rewards which Phyllis has pre-selected.</p> <p>S» Jordan does not turn in his English homework and is failing the class. Jordan and his parents agree to a token economy system where he earns one chip for every assignment turned in. Jordan then pays his parents one chip per day for phone privileges.</p>	<p>Token reinforcement can be used for behavior that the student knows how to do. Successive approximations of behavior to be established may also be reinforced. Token systems may not deprive students of constitutionally guaranteed rights. Token systems involve delay of giving or delivering reward, which can result in decreased responding if the delay is too long. Inappropriate lengths of delay may become punishing. Guard against token theft and counterfeiting by students.</p>

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23. Tracking	Monitoring of a student's academic and/or behavioral performance with regular feedback.	<p>P» Jane is new in the preschool class. She whines and cries several times each morning. She is put on a tracking program where she gets to put a smiley face or a "frowny" face on a chart at the end of each block of time if she doesn't whine or cry. She receives a piece of fruity cereal for each smiley face she earns.</p> <p>E» Russell is moving from one seat to another on the bus. He now has a tracking sheet to monitor this behavior. The bus driver signs his tracking sheet at the end of each ride when he stays in his seat. Russell is rewarded every morning by the resource teacher if he has two signatures on his sheet.</p> <p>S» Bret, a middle school student, is required to have each teacher in his schedule rate his work completion each day. He turns the tracking sheet back in to his resource teacher at the end of the day and is reinforced for five or more high ratings.</p>	Public posting violates confidentiality, as per the Utah Family Education Rights and Privacy Act. Be sure to follow district policies.