

Discovery Middle School



Targeting Academics, Relationships, Goals, and Esteem Together.

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TARGET PROGRAM MISSION:

Provide individual student programming that encompasses opportunities to build self-esteem, learn, practice, and exhibit age-appropriate social skills, self-regulate, achieve academic goals, and foster healthy relationships to fuel growth that results in independence outside the Target program.

What is TARGET

TARGET is a setting three special education program for students who need a specialized classroom experience. The behaviors of these students have not responded to tier 1 universal management strategies or more targeted tier 2 special education services. The program is based on teaching self-awareness, self-regulation, and coping skills, through unconditional support, planned opportunities to practice skill acquisition, and behavior specific praise to increase future occurrences of the behavior. The program encourages a change in thinking. Students learn that they will have good and bad moments, and learn to accept this. They will learn that they are valued and deserve to be treated well. They will learn that others believe in them and they will learn to believe in themselves.

Why TARGET?

Research shows these shifts in beliefs result in better long-term skill acquisition, lower instances of problem behavior, lower magnitude problem behavior, and happier students and staff.

FOUNDATIONAL PROGRAM ELEMENTS (FPE) OVERVIEW

DMS' TARGET Program will include the following Foundational Program Elements (FPE):

- Administrative support
- Staff trained in behavior analytic interventions and strategies
- Environmentally engineered classrooms
- Evidence-based curriculum/programming
- Access to mental health services
- SEL/Skills embedded throughout the day

ADMINISTRATIVE SUPPORT AND INVOLVEMENT

Administration will support by:

- Attending Team meetings
- Lunch with the principal reward
- Some administrative staff may be trained in the behavior analytic strategies

This support will allow the rebuilding of relationships tainted by historical behavior challenges through neutral administrative presence and participation to foster positive relationships.

STAFF TRAINING

Staff will be trained in behavior analytic interventions and strategies, including:

- Core behavior skills
- Individualized interventions
- Positively receiving and applying skill building feedback
- Other evidence-based behavior analytic strategies as needed

These will be trained using Behavioral Skills Training (BST). This consists of the following:



Staff will also:

- Be trained and certified in current crisis management techniques (e.g., CPI, Ukeru, etc.)
- Attend monthly staff development sessions (e.g., Core Skill of the Month)
- Practice identified skills in real time with students, receive feedback, and support when needed
- Serve as a valued team member of the program with the mindset to grow professionally
- Demonstrate the utmost respect for privacy of the student and their families
- Demonstrate an unbiased unconditional support for each student and members of the team

ENVIRONMENTALLY ENGINEERED CLASSROOM

DMS' setting 3 classroom will be engineered to support student growth and development and reduce the likelihood of unnecessary or dangerous problem behavior. This will include individualized workspaces for each student, calming areas, and an area for small group teaching.

The classroom should be simple, neat, and uncluttered. The classroom should have a “visual” culture that is easy for students to reference as needed (e.g. visuals for teacher to reference to indicate expectations, reminders of lesson materials, ect). It is important to keep visual clutter to a minimum for visual support to be effective.

Schedules should be engineered so student interaction is minimal and controlled while they are learning replacement social and academic skills.

Main foci of an environmentally engineered EBD classroom:

- Layer 1: Effective general classroom management techniques
 - Catalyst
- Layer 2: Effective EBD classroom management techniques
 - Core Skills Techniques/ABA driven
- Layer 3: Effective individual skills-based teaching
 - Skillstreaming and/or individualized programming designed by behavior professional

EVIDENCE-BASED CURRICULUM/PROGRAMING

DMS TARGET program will make use of evidenced-based behavioral curriculum and techniques

Main areas of skill development:

- Coping/Self-Regulation Skills
- Organization
- Communication
 - Current preferred Skills-based training is Skillstreaming for the Adolescent
- All staff will be trained to embed practice of these skills throughout the school day

MENTAL HEALTH SERVICES

Daily Social Emotional Learning/Skills Lesson with Teacher, Social Work, or Behavior Analyst - Staff will immerse concepts throughout academic lessons and provide natural opportunities for students to practice skills learned.

Weekly individual sessions with MH professional - Social Worker, Co-location Services, etc. to work individually incorporating skill work being done in the group setting.

Modeling - Staff will model the skills being taught throughout the entire day.

SEL/SKILLS EMBEDDED THROUGHOUT THE DAY

In the TARGET program, social emotional learning is not only taught, it is exercised throughout the entire day through academic blending, modeling, practice, and discussion.

Primary curriculum: Skillstreaming for Adolescents

Adjunct/Supplemental curriculum:

- Accept, Identify, Move curriculum
- Executive functioning
- Anger management
- Restorative practices

DATA COLLECTION

Program iPad, Chromebook, or paper data collection will be used to collect daily progress monitoring, report minor and major academic or behavior incidents, and used to show students progress reports and graphs during weekly student check in meetings.

Chromebooks will be used for academic purposes throughout the day.

STAFF RESPONSIBILITIES

Program Elements	Staff Responsible
Entrance Criteria to TARGET program	Sara Richards; Michelle Bethke-Kaliher
Functional Behavior Assessment	BCBA/Special Education Teacher
Writing Behavior Intervention Plan	BCBA/Special Education Teacher
Training Behavior Intervention Plan	BCBA/Special Education Teacher
Implement Behavior Intervention Plan	All TARGET staff
Fidelity checks of implementation BIP	BCBA/Special Education Teacher
Review of data and effectiveness of BIP	BCBA/Special Education Teacher
Data collection design, methods, and analysis	BCBA; Sara Richards; Michelle Bethke-Kaliher
Data collection	All TARGET staff

Training General Classroom Management Techniques	BCBA/Special Education Teacher
Implementing General Classroom Management Techniques	All TARGET staff
Fidelity checks of implementation GCM	Special Education Teacher
Design program evaluation measures	Michelle Bethke-Kaliher; Sara Richards; BCBA/Special Education Teacher
Analyze program effectiveness	Michelle Bethke-Kaliher; Sara Richards; BCBA/Special Education Teacher
Decide and Implement changes as needed	Michelle Bethke-Kaliher; Sara Richards; BCBA/Special Education Teacher
Academic testing	BCBA/Special Education Teacher
Academic instruction	BCBA/Special Education Teacher
Social Emotional Learning instruction	Social Worker; Behavior Analyst
Emotional Regulation Skills Instruction	Social Worker; Behavior Analyst
Parent collaboration	Michelle Bethke-Kaliher; Sara Richards; BCBA/Special Education Teacher; Building administration
Scheduling staff meetings	BCBA/Special Education Teacher
Para scheduling	Kari Tomoson; Sara Bailey-Kosters
Professionalism training	BCBA
Professional communication training	BCBA
Confidentiality training	BCBA/Special Education Teacher
Student Schedules/Programming	IEP team including parents
Student Orientation	BCBA/Special Education Teacher
Exit Criteria	Michelle Bethke-Kaliher; Sara Richards; BCBA/Special Education Teacher

TARGET PROGRAM BASICS

ENTRANCE CRITERIA FOR TARGET PROGRAM

- Unsuccessful in setting 2 for at least 4 - 6 weeks with **daily behavior skill instruction**.
- Dysregulated or non-compliant over 50% of day for a period of 20 school days (about 1 month).
- Pull out SPED support or 1:1 para support for more than 60% of their day, AND not making academic or emotional progress.
- 5 or more discipline referrals (minor/major) across 2 or more school settings.
- Supporting data will be required

BEHAVIOR MONITORING

Minor and Major reports will continue to be used to monitor progress in the TARGET program, as well as, post program enrollment. These reports will include data from office incident referrals, ABC data, and Emergent Tree Data.

- Emergent Tree Skills Acquisition goals from IEP to verify mastery and maintenance of necessary replacement skills. Maintained in both the TARGET classroom and other less restricted environments. Transition to less restrictive environments will be based on the Acquisition and maintenance of these skills.
- General School Rubric

Discovery Middle School

	BE READY	BE RESPECTFUL	BE RESPONSIBLE
3	● be seated when class starts; ● have all materials or is able to locate materials; ● have a charged chrome book or have a charger to charge it.	● follows directives; ● use school appropriate language with peers and staff; ● keep their body in their own space; ● use property as intended; ● stop engaging in behaviors (i.e. blurting, noise making, leaving seat) that interfere with staff instruction and student learning.	● complete all expected daily work; ● actively participate; ● self-advocates for help; ● use technology appropriately; ● remains in class.
2	In 2 or less incidents the student will: ● be seated when class starts; ● self-advocate to get materials needed for class; ● ask for a charger or loaner chrome book.	In 2 or less incidents the student will: ● follow directives; ● stop rude comments and inappropriate language (i.e. swearing, name calling, slang, etc.); ● keep their body in their own space; ● use property as intended; ● stop engaging in behaviors (i.e. blurting, noise making, leaving seat) that interfere with staff instruction and student learning.	In 2 or less incidents the student will: ● actively participate; ● complete all expected daily work; ● self-advocates for help; ● use technology appropriately; ● remain in class.
1	● Arrives to class after expected start time; ● Student does not have materials (excludes homework); and does not advocate to get duplicates; ● Student does not have their chrome book and does not advocate to check out a loaner.	● Student does not follow staff directives despite prompts; ● Student continues to makes rude comments toward staff/students and indirectly or directly uses inappropriate language (i.e. swearing, name calling, slang); ● Student has had physical contact with a staff or peer; ● Student misuses property; ● Student continues to engage in behavior (i.e. blurting, noise making, leaving seat) that interferes with staff instruction and student learning.	● Student requires staff intervention to turn off chrome book; ● Student disengaged/sleeping ● Student refuses to complete daily work; ● Student refuses to ask for help; ● Student leaves the classroom when they are expected to remain in class.

PROGRESSIVE REWARDS

Individualized. Students will be moved into outside classes based on several weeks of Emergent Tree data and concurrence with the TARGET team.

GENERAL SUPERVISION REQUIREMENTS

- Paraprofessionals will provide supervision and interaction with students throughout their assigned worked day except during scheduled breaks and their duty free lunch period.
- Students will have paraprofessional supervision at breakfast and lunch unless they have met criteria for alternative meal settings.
- Paraprofessionals will provide supervision and support in other classroom settings, as determined by data-driven decisions and pre-established behavioral requirements.
- Paraprofessionals will provide hallway supervision and support to students until students have met criteria for alternatives.
- General supervision requirements may be individualized based on student needs and current data.

BLENDING CORE SKILLS AND EXECUTIVE FUNCTIONING SKILLS INTO DAILY PRACTICE

Pre-Teach expectations for each class period at the beginning of the period. Explain who is going where. What the topic for the period is, materials needed, tasks and assignments that need to be completed in the time frame given.

Model using your Smart board and electronic marker to write down the tasks and assignments due by the end of class. Students will follow your lead and write the same information into their agenda book/assignment-task sheet which will serve as a task completion list they can check off.

Self-monitoring check in will be located on their task completion list.

REACTIVE PLAN FOR CALMING

Develop how the common reactive plan elements will be implemented:

- Temporary interruption
- Prompting hierarchy to ensure temporary interruption
- Differential social reinforcement and non-social cues/prompts
- Use of calming areas within classroom AND breakout safe space(s)

- Use of calming strategies and tools to support status re-regulation
- Crisis management - use of physical holding or other emergency procedures by trained personnel only
- Reactive Skills practice (prior to returning to schedule):

To re-enter the social learning environments, student(s) will need to demonstrate a calm status and show willingness to follow instruction and follow through with task demands. Further, some students will require a temporary interruption to reduce their interfering/disruptive behaviors, though their status may still be well regulated (calm). To ensure learning and practice are occurring with the temporary interruption, have the student(s) engage in a reactive skill that aligns with the overall function of their behavior that led to the temporary interruption. The following skills practices should be available and occur daily within social skills class with the social worker and embedded throughout the day. Supplemental individual instruction may occur as well.

- Social skills practice
- Coping skills practice
- Present moment awareness/mindfulness practice
- Sensory regulation practice

INDIVIDUAL PROGRAMMING SETUP

- Orientation will be completed with students. Classroom/school wide expectations, schedule, and program structure will be covered.
- Baseline data will be collected based on the daily behavior monitoring system for no less than 5 days or until a steady trendline is established.
- Any needed assessments will be completed to determine academic performance level.
- Objective and measurable behavior goals will be written.

DATA COLLECTION & DECISION MAKING

- Consistent utilization of current data collection methods
- Decisions regarding placement in different learning environments should be made based on current data in Emergent Tree and Office Incident Referrals..

TRANSITION STEP-DOWN

Para support will fade over time. Fading will be individualized based on data. The following is an example of a potential fading process:

- 100% para support in a new classroom setting for the first few days, data collection (emergent tree) should maintain 80% or 4s and 5s across at least 3 days or until a trend is apparent before moving to the next level.
- Reduced para support will be implemented during the class period (e.g. 20-30 minutes).
- Reduce para support to 2 - 3 days per week
- Para check in once a week
- Para check every two weeks
- Once per month

Other considerations:

- Ensure accommodation and modifications are implemented in all classroom settings.
- Continued access to break space, when needed
- Self-monitoring skills where able
- Move to school wide behavior rating same as all other students
- Move to utilization of other break spaces and other support persons (gen ed teachers, social workers, ect).
- Return to short intense bursts of service where needed to return to 80% mastery of replacement skills.

EXIT CRITERIA

- Transitions will begin when a student has shown mastery in skills determined by the TARGET Team necessary for success in general education or in small group classrooms.
- Mastery is generally considered 80% successful use of a replacement/alternative skill out of total opportunities observed over a predetermined period of time. Generally, this would look like two school weeks of 80% average and two additional school weeks of maintenance with lower intensity or natural reinforcement only.
 - If a student requires more than one skill in order to be successful in a less restrictive setting they would need to demonstrate this mastery and maintenance in all necessary skills before moving into a less restrictive environment.
 - The student will be provided para support as described in the transitions section above.
- Data will continue to be collected using, Emergent Tree in new classes at less frequent intervals. The seamless transition will provide support to the student and ensure continued progress monitoring.
- Students will transfer social skills training to setting 2 intervention services as they show maintenance of skills within their four core classes.

PROCEDURES

STUDENT SCHEDULE CHANGE PROCESS

1. Share student data and recommendation with the Principal, Assistant Principal and/ or Deans
2. Team meeting including parents
3. Make changes with office secretary
4. Contact the new teachers and share accommodations/modifications

APPENDICES

I. BEHAVIOR RESOURCES

Responding to Challenging Behavior

Prevent

1. Be familiar with and implement each student's Behavior Intervention Plan
2. Be familiar with student's accommodations and modifications
3. Participate in training in Core Skills, Crisis Management, and general classroom management techniques
4. Participate in practicing Core Skills, Crisis Management, and general classroom management techniques
5. Receive feedback from behavior analyst, classroom teacher, and administration professionally.
6. Apply feedback immediately and ask questions to be sure you understand
7. Ask for feedback and opportunities to grow professionally
8. Report new challenging behavior to teacher and behavior analyst
9. Use ABC checklist to record the data pertaining to the event (everytime it occurs)
10. Stay neutral and ask for help if needed
11. Respond with consistency
12. Hold yourself to the same expectations and model the behavior we want to see in our students

Teach

1. When necessary, prompt replacement behaviors per IEP, BIP, and training (e.g., appropriate self-expression, asking for a break or help, ect) and reward these behaviors
2. When necessary, prompt coping skills
3. Model expected behaviors non-verbally and verbally
4. Explain how replacement and alternative behaviors fit in Cardinal Way categories (e.g., using assertive communication is related to Respect, having your materials ready and being at your desk is related to Ready, ect.)
5. Use concise, respectful language when prompting or correcting behavior
6. Address the student privately whenever possible (e.g., approach and whisper or take out of class)
7. Explain why whenever possible
8. Provide big rewards for independent use of skills
9. Connect expected behavior to things that are valuable to the students
- 10.

Reinforce

1. Provide behavior specific praise continuously throughout the day
2. Provide Cardinal Way Tickets often
3. Provide bigger rewards for independent behavior or for replacement behaviors we know are challenging for a particular student
4. Provide reinforcement according to the student's preference
5. Provide reinforcement that matters to the student
6. Change reinforcement options regularly
7. Provide choice as much as possible
8. Reduce reinforcement for behavior that is mastered
9. Provide minimal attention or response to challenging behavior to avoid reinforcing it (i.e., ignore behavior not person)

Challenging Behavior Troubleshooting Guide

Classroom/Academic Expectations:

Examples - when to talk in class, where to find materials, silent and at the desk during independent work time, staying on task, following directions, specific assignments and work tasks, ect.

1. Does the student understand the expectation?
 - a. Have you provided pre-teaching and practice related to the expectation?
 - b. Is the expectation consistent?
 - c. Are all staff setting the same expectations and requiring the same behavior?
2. Is the expectation clear enough?
 - a. Do they need visuals or gestural communication to indicate the expectation (e.g., time to turn and talk to neighbors, silent work time, question and answer, transition time, ect.).
3. Is the student being taught too many expectations at once?
 - a. Working on one or two behavioral expectations at a time may be more effective.
4. Is the classroom environment too distracting?
 - a. What are ways to support the student with this (e.g., noise-canceling ear protection, alternative work space, individualized seating arrangements, ect.)
5. Is the classroom environment enjoyable?
6. Are there too many items on the students desk, is the work task too visually busy, is the classroom too visually/auditorily busy?
7. Does the reinforcement ratio meet the 5:1?
8. Does the student require additional reinforcement to complete the expectation?
9. Does the student require a special reinforcer for certain classes or tasks?
10. Are there certain times of day that need special consideration for certain tasks?
11. Does the student require continuous reinforcement for a task (i.e., is the skill new/not mastered).
12. Have there been enough opportunities for practice? Is the practice effective?
13. Does the student have a negative history with certain expectations?

- a. May need to present in a different way
 - b. May need to add reinforcement
- 14. Is there enough variety of reinforcement?
- 15. Does the student have the prerequisite skills?
 - a. Do they have the prerequisite skills in all environments?
 - i. Some students require that you teach the skill in each new environment.
- 16. Are the learning materials confusing? Too big? Too many? Visuals unclear? Does the child have the background knowledge to understand the materials?
- 17. Are the verbal, visual, gestural instructions confusing?
- 18. Is the effort to complete the required response too much for the student?
 - a. Can the expectations be modified for these difficulties?
 - b. Can the effort be temporarily lowered and then built up with reinforcement?

Transitions:

- 1. Has the student been taught, shown, and practiced how to transition appropriately?
 - a. Some students will need to be taught with each new schedule/environment.
- 2. Is enough reinforcement being provided for transitioning?
- 3. Are the spaces the student is transitioning to pleasant, enjoyable?
- 4. Can the student be rewarded for good transitions by leaving class early or earning a break very soon after transition?
- 5. Does the student need a timer?
- 6. Are there enjoyable things for the student to engage in when they complete a good transition?
- 7. Are all staff following through with transitions?
- 8. What reinforcement is occurring in the spaces the student transitions to?
- 9. Is reinforcement time too long?
- 10. Is the work to break ratio appropriate?
- 11. Is class/work/sitting time too long for the student?

Challenging behavior:

- 1. Are we providing enough reinforcement for the appropriate alternative behavior?
- 2. Do we have effective reinforcers?
- 3. Are all staff able to find something that functions as reinforcement?
- 4. Is the student able to perform the appropriate replacement skill?
- 5. Might the replacement behavior need to be taught in each new environment?
- 6. Are staff prompting the appropriate behavior (preferably as a pre-correction)?
- 7. Are all staff handling the challenging behavior in the same way?
- 8. Are there any new health concerns or medication changes we need to be aware of?
- 9. Is there anything we can change in the environment to encourage success?
- 10. Are certain tasks or skills too difficult for the student and require modification or prerequisite skills?
- 11. Are we providing more demands than are necessary?

Effective reinforcement cannot be understated. It is an ongoing and ever-changing process. Always be analyzing what is currently effective and be ready to change things when necessary. Some students may require extra intervention to develop effective reinforcers.

Core Behavior Skills Reference Guide

Relationship and Presentation

Pairing

Uses: A technique used to form and maintain rapport with a child by combining the learning environment and an adult with established reinforcers.

Example: Engaging in a conversation topic of the student's preference. Greeting the student positively each day.

Non-Example: Placing demands on the student before engaging positively with them. Using an exasperated tone of voice when engaging with the student. Remaining in the back of the classroom and not engaging with the student.

Preference Assessments

Uses: Observations or data collection methods to determine a student's preferences and a preference hierarchy.

Example: Observing a student and noting what games, toys, or activities they engage in most often, running a formal preference assessment (e.g., multiple stimulus with or without replacement, paired choice)

Non-example: Choosing what the child is going to earn for or providing the same rewards all the time.

Noncontingent Reinforcement (NCR)

Uses: Delivery of functional reinforcement "for free" to a student regardless of their behavior

Example: Approach student throughout the day, no matter what is going on and giving them attention (hi, nice shirt, good job)

Non-example: Waiting until a student finishes an assignment before going to them and then going to sit by them.

Before the Instruction

Pre-Teaching

Use: Create predictability and ease anxiety associated with new situations or changes to plans.

Example: *We will have a substitute teacher tomorrow. His name is Mr. Anderson. Find your seat like you always do so he can take attendance, raise your hand to speak, and keep your voice off when Mr. Anderson is talking.*

Non-example: *I am gone tomorrow. I don't want to come back to any negative notes.*

Pre-Correction

Use: Reviewing expectations of what it looks like to be successful prior to entering a known challenging environment/activity.

Example: *When in class, keep your voice off when the teacher is talking, keep hands in your lap, raise your hand to speak, finish your whole assignment, and then we can have free time.*

Non-Example: *Stop talking. Choose an assignment or I will choose for you. You aren't done.*

Non-Verbal Cues, Visual Strategies, and Transitional Warnings

Uses: Non verbal cues and visual reminders help students become aware of upcoming transitions.
Ex. Schedules, timers, check lists, etc.

Example: *Notify the student with a cue card their free time on the computer will be done in 10 minutes, followed by a yellow card saying when there is 5 minutes left, a red card saying 1 minute left, and finally a card that says stop.*

Non-Example: *Get off the computer. Your time is up.*

During the Instruction

Addressing Denials How to say “No” and Avoid a Meltdown

Use: Telling a student no but pairing it with a statement about other available options or when the student can have/do the activity they requested.

Example: *Student “Can I have 5 more minutes on my chromebook?” Staff “It is time for math, but at 2:00 you can have your chromebook.”*

Structured Choice Students like to have control

Use: Provide choices to choose from (order, where to sit, writing utensil, etc). Choices with off-task/precursor behaviors.

Example: *Would you like to complete the reading assignment or write in your journal first? Or You can take a break in the calm corner or outside the room.*

Non-Example: *You have to complete your reading assignment and your journal entry. Or Take a break right now.*

Behavior Momentum

Uses: Build up momentum to what you want the student to do, by giving easy demands first (things you know they have done in the past), followed by the actual demand. This is for student who struggle with

Example: *"Hi Jake!" (Jake looks up) "Thank you for looking at me! Give me a high five" (Jake gives a high five) "Great, Put your materials away."*

Non-Example: "Jake, put the materials back where they belong."

Premack Principle First/Then Statement

Use: Increase motivation for task completion through verbal direction to first complete a less desired task followed by a more desired task.

Example: *First, write your journal entry, then, read your book.*

Non-Example: *If you don't write in your journal you aren't going to be allowed to read.*

Teaching the Response

Co-Participation and Role Modeling

Uses: Building supportive connections with students while demonstrating the expected behavior and attitude/emotions for the time.

Example: *Sit at a desk, chromebook closed, eyes on the teacher. Prompt students non-verbally to do the same.*

Non-Example: *Stand at the back of the room and tell the student to pay attention.*

Prompting

Use: Prompt a student to use appropriate behavior when a known challenging task is starting or when there is a delay in response to an instruction.

Example: *Hold your hand up in the air, to prompt the student to do the same.*

Non-example: *Waiting for the student to meltdown and then telling them they should have just raised their hand to ask for help.*

Errorless Teaching

Use: Guiding a student to an answer when they have not acquired the knowledge to answer a question or perform a task.

Example: *Using flashcards with a student. The student gets caught on one they do not know. Give a hint and then if needed the whole answer.*

Non-Example: *Writing all the answers for a math assignment for the student.*

Functional Communication Training

Uses: Identify the function of child's behavior, prompt and reinforce the replacement behavior that will serve the same purpose.

Examples: *Student swears to get sent out of class (escape), staff approach and prompt student to ask for a break to which student responds, staff give student break immediately after appropriate behavior.*

Non-examples: *Student swears in class. Teacher sends the student out of the room for a break due to swearing behavior.*

Behavior Skills Training

Uses: Teaching a replacement behavior through instruction, modeling, rehearsal, feedback.

Examples: *Teaching a skill directly to a student, model it for them through role play, rehearse with them outside of the class and in the class, give frequent feedback until it is mastered.*

Non-examples: *Tell a student what they are expected to do and then give corrective feedback when they are not able to do it.*

Video Modeling

Uses: Demonstrating desired behaviors through video of a model's (students, staff, celebrity) representation of the behavior.

Examples: *Staff record other students engaging in appropriate playground behavior.*

Non-examples: *Student watches a video of themselves not following the playground rules.*

Reinforcing Teaching

Differential Reinforcement of Alternative Behavior

Use: Provide reinforcement (verbal praise, gestures, tangibles) when a student is using an appropriate alternative behavior than what they normally do.

Example: *John normally runs into the room to get the first seat. Today he walked. (Deliver praise to him for walking) John, thank you for calmly coming into class today. I am so happy you are here today.*

Non-Example: *Wow, look at you! You do know how to walk.*

Behavior Specific Praise and Feedback

Uses: Verbally state and praise a positive behavior the student is engaging in to increase the chance of that behavior increasing in the future.

Example: *Ally, great job being responsible and cleaning up your lunch area.*

Non-Example: *Thanks! Or Nice job!*

Uses Extinction Procedures to Reduce Behavior

Uses: To no longer reinforce the maladaptive target behaviors that have a history of being reinforced, therefore decreasing that behavior.

Example: *A student tips a chair and desk over to gain attention from others in the classroom. The teacher does not respond while having the other students leave the area, therefore removing all attention as a possible reinforcer.*

Non-Example: *The student tips a chair and desk. The teacher gasps, reprimands the behavior, and continues to lecture the student on why that is not okay to do at school. (Therefore, providing the student with attention)*

Alternative Active Engagement/Redirection

Uses: Use redirection techniques with students when precursor behaviors start/already engaging in behavior.

Example: (Student starts shutting down after being told they have to get off the computer. Typical behavior includes throwing items off their desk.) (To distract and redirect, you say) *My dog rolled in a dead snake and it smelled so bad! I had to give her a bath. Has your dog ever rolled anything stinky?*

Non-Example: *Put your computer away and let's talk.*

Considerations Over Time

Shaping

Uses: Using differential reinforcement to teach a new behavior step by step.

Examples: *A kindergarten student does not sit at the carpet during circle time. Staff reinforce the student for standing on the edge of the rug. Once they are standing on the edge, student only receives reinforcement for when they are standing on the rug.*

Non-examples: *Expecting a kindergartener to know/follow expectations for morning circle the first week of school.*

Using Reinforcement (+ and -)/Fading

Uses: To shape behaviors and teach new appropriate behaviors that we want to see occurring more frequently. Should be delivered *immediately* after the desired behavior. Fading our contrived reinforcement to natural contingencies and providing non-contingent reinforcement in the form of attention/escape.

Example: *Staff uses classroom and individual reinforcement systems. Staff pair reinforcement with labeled praise, gradually fading out the tangible reinforcement when instructed. Staff are able to identify what NCR is and implement it with students when directed.*

Non-Example: *Staff do not implement reinforcement strategies as directed.*

Data Collection

Uses: The process of gathering and measuring observable and objective information on behaviors of interest.

Example: Counting the frequency of throwing items, elopements, or hitting using a datasheet.

Timing the duration of a tantrum using a stopwatch

Non-Example: Estimating how much behavior occurred at the end of the day or about how long a tantrum was.

Self-Monitoring

Uses: For a student to monitor and record their own behavior, teaching them to self-assess and be more self-aware.

Example: Students keep a daily tracker with them and record on their own chart throughout the day. Staff may take data on a separate chart at times during the day/week to check for fidelity.

Non-Example: Students guess or talk about their behavior in general terms.