

Evidence-Based Behavioral Interventions

Course Enhancement Module

Part 1: Introduction

Facilitator's Guide



2014

Table of Contents

Introduction to the Evidence---Based Behavioral Interventions Course Enhancement	
Module	1
Purpose	1
Audience	1
Facilitator's Guide	2
Evidence Based	2
Tiered Organization	2
Opportunity to Learn	3
Resources	4
Materials	4
<i>In This Guide</i>	4
Part 1: Slides and Supporting Facilitator Notes and Text.....	6
Anchor Presentation Table of Contents and Handouts.....	50

This Facilitator's Guide is intended for use with the following resources:

- Presentation slides
- Participant handouts

These resources are available on the Course Enhancement Modules webpage of the CEEDAR Center website (www.ceedar.org).

Introduction to the Evidence---Based Behavioral Interventions Course Enhancement Module

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center developed this course enhancement module (CEM) on evidence-based behavioral interventions to assist faculty at institutions of higher education (IHEs) and professional development providers in the training and development of all educators. This CEM provides information and resources about how to prepare teacher and leader candidates or current practitioners to create effective instructional environments for all students, including students with disabilities and their nondisabled classmates. This module helps educators appreciate that, to be effective, an instructional environment integrates a continuum of academic and behavioral interventions that are evidence based and accommodate the needs of each student in the class and school.

Through this CEM, participants will learn about assessment tools and intervention practices that can be integrated within a comprehensive, evidence-based behavioral intervention program. These tools and practices involve multiple levels of interventions, including schoolwide, classwide, small-group, and individual behavioral supports. As participants gain knowledge about how to use these tools and practices effectively, they will become proficient in using behavioral data to guide intervention decisions, matching the behavioral intervention to the function of behavior and the intensity of a student's needs. The CEM guides participants in becoming proactive, positive problem-solvers who anticipate and design interventions to prevent instances in which students are likely to experience an academic or behavioral challenge that interferes with their learning.

Purpose

This CEM is designed to build the knowledge and capacity of educators in the selected topic. The module can be adapted and is flexible to accommodate faculty and professional development provider needs. The anchor presentation and speaker notes can be used in their entirety to cover multiple course or professional development sessions. Alternatively, specific content, activities, and handouts can be used individually to enhance existing course and/or professional development content.

Audience

The audience is intended to be teacher and leader candidates within preservice programs at the undergraduate or graduate levels and/or district teachers and leaders participating in inservice professional learning opportunities. The facilitator's guide is designed as a blueprint to support faculty and professional development providers charged with providing teachers and leaders with training in a selected topic. The training can be conducted by faculty and by state and local professional development providers.

Facilitator's Guide

The facilitator's guide consists of anchor presentation slides with a script to support facilitators as they present the content and learning activities within the anchor presentation. Facilitator's notes and talking points are included. The speaker notes are intended as a guide for a facilitator who is using the PowerPoint slides and may be modified as needed. Reviewing the entire guide prior to facilitating the training is highly recommended.

Evidence Based

All information and resources included in *Anchor Presentations on Evidence-Based Behavioral Interventions* were drawn from professional development products developed by U.S. Department of Education–sponsored centers and projects and other well-established and reliable sources. These centers and projects used a rigorous process to directly link their professional development products to available research evidence on behavioral interventions. For example, the National Center on Intensive Intervention (www.intensiveintervention.org) follows a five-step process for product development (i.e., design, production, internal review, external review, and U.S. Office of Special Education Programs approval) to develop its series of eight training modules on how to use a data-based-individualization approach to design and implement intensive academic and behavioral interventions for students with severe, persistent needs.

Tiered Organization

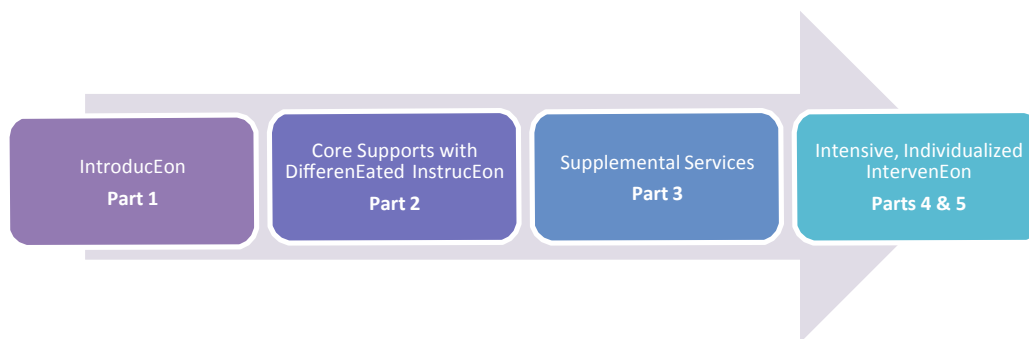
The learning resources are organized into five main parts:

- **Part 1: Introduction.** This part introduces participants to the characteristics of successful schools, teachers, and students, describing the interrelationship between behavior and academics that makes addressing student behavior a crucial part of supporting learning. Behavior is explained in terms of its antecedents and consequences, setting the stage for matching function to intervention at all levels of support. This part also describes the wide variety of students who present with challenging behaviors, outcomes for students with disabilities, and real-life case studies.
- **Part 2: Universal Behavioral Interventions.** This part introduces participants to the concept of universal behavioral interventions—supports for all students—in the context of multi-tiered systems of support such as Positive Behavior Interventions and Supports (PBIS). Universal supports include both schoolwide and classwide strategies.
- **Part 3: Supplemental Behavioral Interventions.** This part introduces participants to the importance of implementing supplemental behavior interventions and using data to determine whether or not a particular behavioral intervention (or set of behavioral interventions) is working to improve student behavior. It includes descriptions of the distinguishing features of supplemental behavioral interventions and considerations for selecting and implementing evidence-based behavioral interventions that meet students' needs, including detailed illustrations of how to effectively use two supplemental interventions, social skills training, and Check In/Check Out.

- Part 4: Identifying and Monitoring a Target Behavior for Intensive Intervention.** This part introduces participants to techniques to identify and monitor target student behaviors over time as part of the process for implementing intensive behavioral interventions for nonresponding students (i.e., those who do not respond to supplemental behavioral interventions). It introduces the concept of data-based individualization (DBI), a systematic method for using data to determine when and how to intensify behavioral interventions. Part 4 describes evidence-based strategies for gathering information on the behavior of nonresponding students, identifying target behaviors for these students, and monitoring these students' progress in improving their behavior after they receive individualized intensive behavioral interventions.
- Part 5: Intensive Intervention.** This part introduces participants to using a DBI approach to design and implement intensive behavioral interventions that accommodate the individual needs of nonresponding students by addressing the underlying function of behavior. It describes how to conduct functional assessments to develop function-based interventions and includes considerations related to classroom culture, wraparound services, and strategies for documenting and evaluating the impact of intensive behavioral interventions. Part 5 concludes with an overview of U.S. Department of Education–recommended principles for restraining and secluding students whose behavior presents imminent danger of serious physical harm to themselves or other students and adults at school.

As illustrated in Figure 1, the parts of this CEM are framed according to level of intensity. A complete table of contents and summary of handouts for each part is included at the end of this guide.

Figure 1. Evidence-Based Behavioral Interventions Anchor Presentation Structure



Opportunity to Learn

Learning activities are embedded throughout each part of the anchor presentation. For example, Part 1 concludes with an interactive subpart where facilitators and participants can discuss case studies depicting the real-life stories of four students with challenging behaviors. Part 2 concludes with an interactive discussion of examples of evidence-based behavioral interventions that can be used with all students in the class. Part 3 concludes with interactive subpart where facilitators and participants can discuss how to measure progress for two students who received a supplemental intervention to address their challenging behaviors. Part 4 concludes with an

interactive discussion of progress-monitoring strategies that were used in a case study depicting a student receiving a DBI approach to delivering intensive behavioral interventions. Lastly, Part 5 includes a series of suggested, interactive activities where professors and candidates can analyze and discuss how to implement a DBI approach to intensive behavioral interventions. All activities are optional and may be adapted to meet the needs of a particular audience.

Resources

The following resources are provided for use in delivering the anchor presentation:

- Facilitator’s guide (this document)
- Presentations
- Participant handouts, as needed

All of these materials may be used and adapted to fit the needs of the training context. To cite the content, please use the following statement: “These materials have been adapted in whole or in part with permission from the CEEDAR Center.”

Materials

The following materials are recommended for training and associated activities:

- Chart paper
- Sharpie markers for chart paper
- Regular markers at each table for name cards
- Post-it Notes
- Timer
- Pens at each table
- Internet connection for website links embedded in presentations

Needed materials will vary based on the content and activities selected, which will depend on the audience and the format of the course or professional development session.

In This Guide

The rest of the guide provides the speaker’s notes to support facilitators as they present the content and learning activities included in Part 1 of this anchor presentation. Reviewing the entire guide prior to facilitating the training is highly recommended.

The table of contents for Part 1 follows, including a listing of handouts.

Table of Contents

- Characteristics of Successful Schools, Teachers, and Students
- Linking Academic Instruction and Classroom Management
- Rationale for Addressing Behavior
- The ABCs of Behavior
- Students with Challenging Behaviors
- Outcomes for Students with Disabilities
- Case Studies

Handouts

- Handout 1: IDEA 2004 Disability Definitions
- Handout 2: Case Studies: Real-Life Stories of Four Students With Challenging Behaviors

Part 1: Slides and Supporting Facilitator Notes and Text

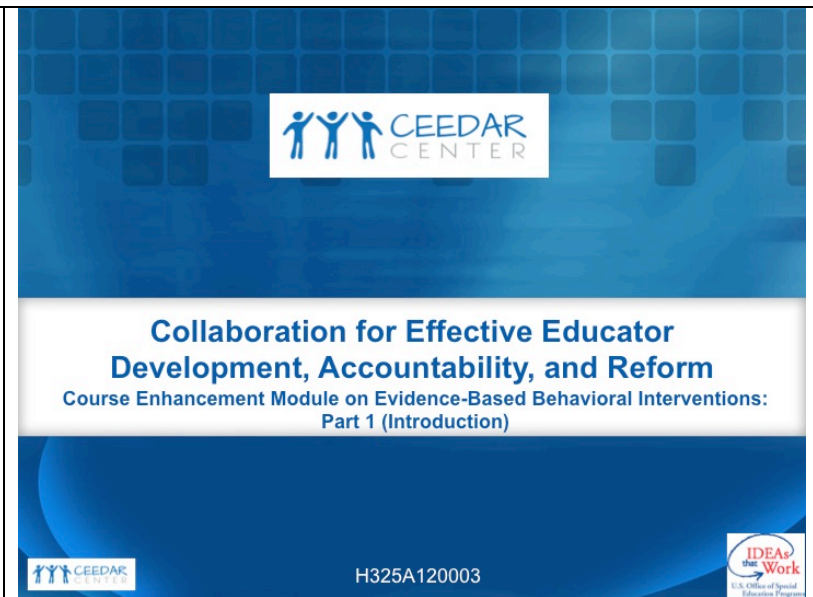
Slide 1-CEM on Behavior Interactions Part 1

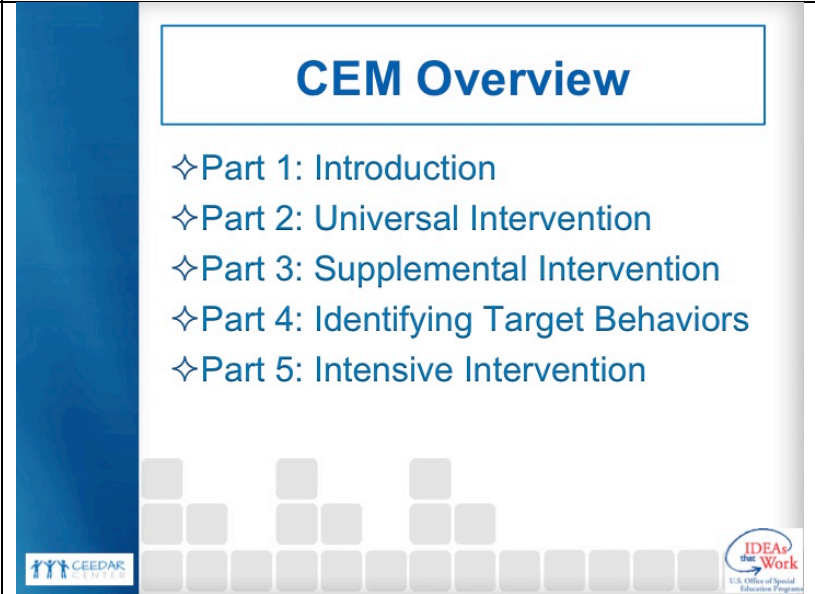
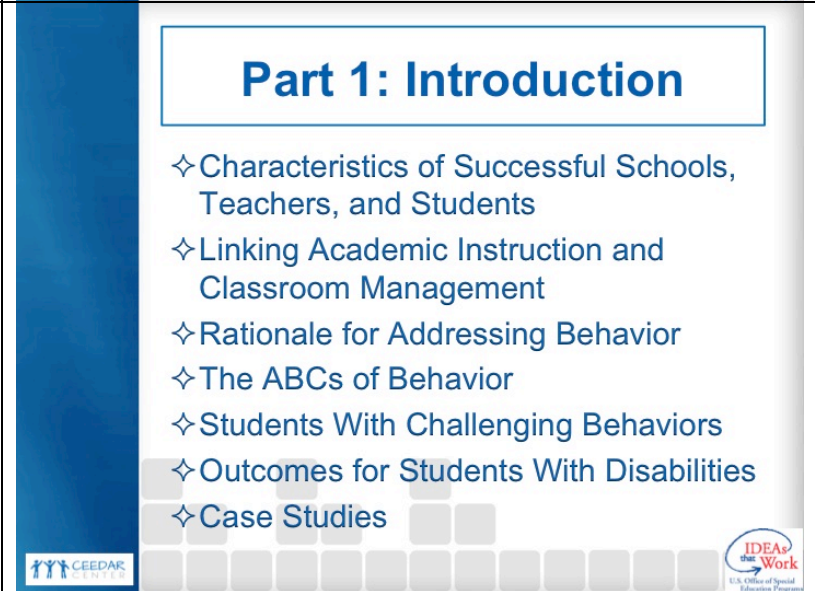
An overview of the Course Enhancement Module (CEM) on Evidence-Based Behavioral Interventions is provided in the facilitator's guide for Part 1.

The module provides a complementary set of resources resources intended for use by university and college faculty and other appropriate Institute of Higher Education (IHE) staff to develop and enhance their teacher and leadership education courses as well as their professional development programs for practitioners.

This CEM describes behavioral interventions that are based on research evidence at multiple levels of support: schoolwide, classwide, small group, and individual. Data guide decisions about matching the function of a behavior and the intensity of the student's need to the behavioral intervention. Teachers and other educators can use these interventions to help their students with and without disabilities learn how to manage their own behavior appropriately and independently in a variety of situations and environments at school, at home, and within the community at large.

Speaker notes are provided for most of the PowerPoint slides included in each of the five parts of this CEM. The notes provide additional details about the information presented in a particular slide, including the context for the information being presented as well as further elaboration of key points being discussed. Thus, the speaker notes are intended as a guide for a presenter who is using the PowerPoint slides



<p>and may be modified as needed.</p>	
<p>Slide 2–CEM Overview</p> <p>This anchor presentation has five interrelated parts. Each part can be integrated into an existing university course, or the five parts can be used to develop a standalone course. Professors or professional development providers can pick and choose portions within a given part to best meet their needs. However, they should keep in mind that later slides build upon previous content within the module.</p>	
<p>Slide 3–Part 1: Introduction</p> <p>Part 1 addresses the impact of behavior on student outcomes and introduces evidence-based interventions, which will be covered across levels of support in subsequent parts.</p> <p>Part 1 introduces participants to the characteristics of successful schools, teachers, and students, describing the interrelationship between behavior and academics that makes addressing student behavior a crucial part of supporting learning. Behavior is explained in terms of its antecedents and consequences, setting the stage for matching function to intervention at all levels of support. This part also describes the wide variety of students who present with challenging behaviors, outcomes for students with disabilities, and real-life case studies.</p>	

Slide 4–Note

Slides and other resources have been adapted from materials provided on these Centers’ websites. Throughout the CEM, we will highlight internet resources for specific topics. For additional information, see the References and Resources lists on the CEM website.

Note

Part 1 uses content and resources from

✧ The National Center on Intensive Intervention (NCII)

www.intensiveintervention.org

✧ OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) www.pbis.org



Slide 5–Characteristics of Successful Schools, Teachers, and Students

In this section, we will discuss factors that contribute to student success, examining practices at the school and teacher level.



Characteristics of Successful Schools, Teachers, and Students



Slide 6–Activity – Successful School, Teachers, and Students

Purpose of the activity: Participants will demonstrate their knowledge of the characteristics that make schools, teachers, and students successful.

Directions:

1. Post 3 pieces of chart paper around the room and title them as follows:
Chart 1- Characteristics of Successful Schools
Chart 2- Characteristics of Successful Teachers
Chart 3- Characteristics of Successful Students
1. Divide the participants into 3 groups and direct each group to a chart.
2. Each group will begin at their assigned chart. Set a timer for **3 minutes**. At each chart, participants read the title and brainstorm as many ideas as they can think of about their topic. The recorder writes down all of the ideas generated by the group on the chart paper.
3. When the timer goes off, each group moves to the next chart. Set the timer for **2 minutes** to allow participants to add their ideas to their new chart. Ideas should not be repeated if they are already written on the chart from the last group.
4. When the timer goes off, each group moves to chart 3. Set the timer for **1 minute** to give participants time to add their new ideas to their new chart. They will not need as much time as most ideas will already be written down.
5. When the timer goes off, participants move back to their original chart and read all the additional ideas that have been added from the other teams.
6. The reporter will share out the completed chart to the large group.





Integrating the activity –Use these charts to identify students' prior knowledge. Compare the similarities and differences on the charts with the information presented in the following Power Point slides.

Activity - Successful Schools, Teachers, and Students

Directions:

1. Move into your assigned group.
 - Choose one person to be the recorder and one person to be the reporter.
2. Travel to each chart as directed, read the topic on the chart and record your ideas on the chart paper.
3. After you visit all three charts, return back to your original chart.
4. Read all of the additional ideas that have been added by the other teams and be ready to share out to the large group.



<p>Slide 7–Schools That Are Successful...</p> <p>Multiple levels of support allow the school and teacher to match the intensity of student need to the intensity of support provided in order to</p> <ul style="list-style-type: none"> • Maximize academic engagement • Increase student learning and achievement 	<div data-bbox="1255 212 1856 315"> <h2>Schools That Are Successful...</h2> </div> <div data-bbox="1255 337 1856 764"> <ul style="list-style-type: none"> ✧ Create safe environments that promote learning and social-emotional growth ✧ Understand that students’ social behavior affects their academic learning ✧ Integrate multiple tiers of evidence-based academic instruction and behavioral intervention to meet the needs of all students </div> <div data-bbox="1119 737 1220 764">  </div> <div data-bbox="1814 716 1892 776">  </div>
<p>Slide 8–Teachers and Other School Staff Who Are Successful...</p> <p>Review slide and compare with the list that was generated by the participants in the previous activity. We will talk more about evidence-based interventions later in this section.</p>	<div data-bbox="1255 807 1856 907"> <h2>Teachers and Other School Staff Who Are Successful...</h2> </div> <div data-bbox="1255 930 1856 1317"> <ul style="list-style-type: none"> ✧ Focus on academic achievement for all students ✧ Are knowledgeable about evidence-based tools and practices ✧ Are positive, proactive problem-solvers ✧ Anticipate and design evidence-based interventions that <ul style="list-style-type: none"> – Maximize opportunities for each student to learn and achieve at high standards – Prevent situations in which children are likely to experience an academic or behavioral challenge that interferes with their learning </div> <div data-bbox="1119 1328 1220 1356">  </div> <div data-bbox="1814 1307 1892 1367">  </div>

Slide 9–Students Who Attend Successful Schools...

Review slide. Compare information with the chart that the participants completed in the previous activity.

Students Who Attend Successful Schools...

- ✧ Are likely to have higher academic achievement.
- ✧ Are frequently given positive reinforcement.
- ✧ Are taught social expectations that are predictable and contextually relevant.
- ✧ Are acknowledged clearly and consistently for displaying positive behaviors.
- ✧ Are treated by others with respect and responsibility.



Slide 10–Linking Academic Instruction and Classroom

Management

In this section we will discuss how instructional practices and the school environment influence student behavior.



Linking Academic Instruction and Classroom Management



Slide 11–Activity - Four Corners

Directions –

1. *Designate four corners in the room as follows:*

Corner 1 – Totally Agree

Corner 2 – Somewhat Agree

Corner 3 – Disagree

Corner 4 – Undecided

2. *Read the following statements (and/or add your own) and give participants time to pick the corners that reflect their thinking after each statement is read. Once each participant is in a corner have some participants share why they chose the corner they did. After hearing other participants' explanations, each participant may change their mind and move to another corner that best reflects their current thinking.*

Statement 1 – Academic instruction impacts classroom management.

Statement 2 – Poor behavior outcomes are more likely for students with disabilities.

Statement 3 – It is important to involve families in a school-wide behavior program.

Statement 4 – Students' learning and academic performance influences their behavior at school.

Statement 5 – Students' behavior at school often influences their learning and academic performance.

Purpose of the activity - *This activity will demonstrate participants current thinking about topics that will be discussed in this section of the power point and will give participants additional knowledge in order to alter their thinking.*

Note - *This activity can be repeated at the end of the Part 1 Power Point to determine if participants have changed their thinking to reflect their learning.*

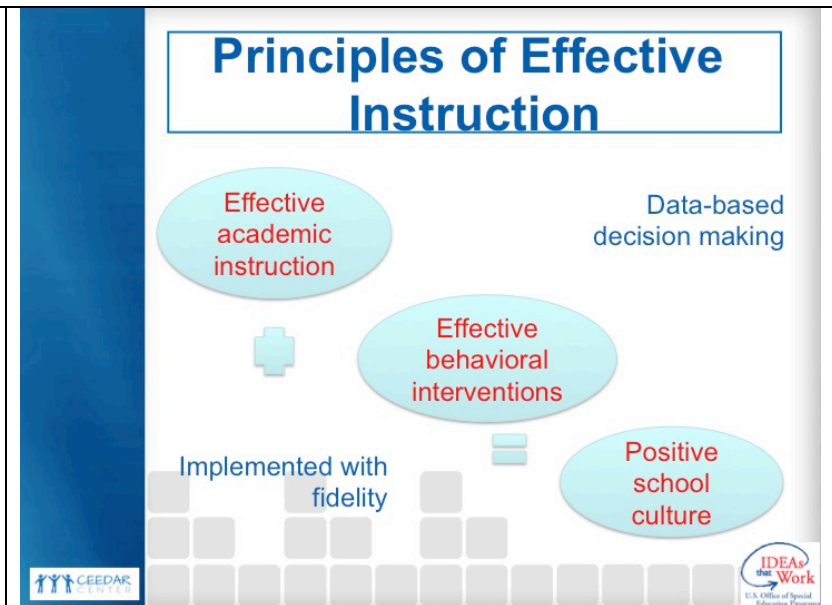
Activity – Four Corners

1. Each corner of the room represents the following:
Corner 1 – Totally agree
Corner 2 – Somewhat agree
Corner 3 – Disagree
Corner 4 – Undecided
2. After a statement is read, please go the corner that best reflects your thinking. Be ready to explain why you made this choice.
3. If you hear an opinion that changes your mind, move to the corner that best reflects your current thinking.



Slide 12–Principle of Effective Instruction

Positive school culture requires effective academic and behavioral support. Core instruction or intervention as well as behavioral intervention must be implemented with fidelity, or delivered as planned, in order to be effective. Data guides us in selecting appropriate supports for individuals or groups and in determining a student's response to those supports. When students are succeeding in school, socially and academically, school climate improves.



Slide 13–Role of Instruction

Students who are academically engaged and successful are less likely to feel frustrated and engage in problem behavior to escape academic tasks.



Slide 14–Building Successful Schoolwide Behavioral Systems

Review slide and discuss.

Building Successful Schoolwide Behavioral Systems

Building successful schoolwide behavioral systems requires

- ✧ Investing in the whole school, not just students with problem behavior
- ✧ Focusing on preventing the development and occurrence of problem behavior
- ✧ Using behavioral interventions that are based on evidence
- ✧ Reviewing behavioral data regularly to adapt school procedures to the needs of all students and their families



Slide 15–Classwide Practices That Enhance School Success

Review slide and discuss.

Classwide Practices That Enhance School Success

- ✧ Classroom environment is well organized and supports student learning
- ✧ Teachers establish and teach classwide behavioral rules and expectations
- ✧ Lessons are engaging at appropriate levels of difficulty
- ✧ Instruction is differentiated
- ✧ All students actively participate

(Berliner, 1986; Brophy & Good, 1986; Kounin, 1970; Marzano, Marzano, & Pickering, 2003; Marzano, Pickering, & Pollock, 2001)



Slide 16–Rationale for Addressing Behavior

In this section, we define behavior and discuss the ways in which student behavior influences learning and school success.



Rationale for Addressing Behavior



Slide 17–Merriam-Webster’s Definition of Behavior

The key takeaway is that a behavior is an action, something that someone does.

Merriam-Webster’s Definition of Behavior

- 1 (a): the manner of conducting oneself
- 1 (b): anything that an organism does involving action and response to stimulation
- 1 (c): the response of an individual, group, or species to its environment

Source: [Merriam Webster’s Collegiate Dictionary, 11th edition \(2012\)](#).



Slide 18–Students’ Behavior Influences Their Learning and Academic Performance

Instructional time can be lost for the whole class when a teacher has to spend time managing disruptive behavior instead of teaching. A history of challenging behavior may also lead to more negative teacher-student interactions or reduce the frequency of positive instructional interactions. This lost time is even more problematic as students move to higher grades and more challenging academic tasks.

Of course, students also lose instructional time if their behavior results in removal from the instructional setting.

Students’ Behavior Influences Their Learning and Academic Performance

- ✧ Students with behavioral challenges have a higher rate of learning problems than the overall population
- ✧ Challenging behavior may reduce instructional time and influence teacher-student interactions



(Reid, Gonzalez, Nordness, Trout, & Epstein, 2004; Wehby & Kern, 2014)



Slide 19–Students’ Learning and Academic Performances Influences Their Behavior

Review slide and discuss.

Students’ Learning and Academic Performance Influences Their Behavior

Students who struggle academically are likelier to engage in

- ✧ Property destruction
- ✧ Frequent negative interactions with teachers
- ✧ Poor peer relations
- ✧ Aggression



(Reid, Gonzalez, Nordness, Trout, & Epstein, 2004; Wehby, Symons, & Shores, 1995)



Slide 20–Common Reasons for Behavioral Problems

Small group or classwide problems may point to concerns with classroom management or instruction. For both individuals and groups, we should always ask if students are able to do what we expect them to do, and if they’ve ever done it in this particular manner, time, and setting.

Sometimes inappropriate behavior has desirable consequences for the student—he or she may escape an unpleasant situation or task, or may get something he or she wants.

We will talk more about the function of behavior in later sections.

Common Reasons for Behavioral Problems

- ✧ It is a small group or classwide problem.
- ✧ The student has not learned the expected behavior.
- ✧ The student needs help performing the behavior in a new way or setting.
- ✧ Inappropriate behavior helps the student avoid something he or she does not want to do (escape).
- ✧ Inappropriate behavior gets the student something (e.g., attention).

Source: Evidence Based Intervention Network (<http://ebi.missouri.edu>)



Slide 21–Long-Term Goals in Addressing Student Behavior

Students cannot learn in school if they are not engaged. Behavior can interfere with a student’s ability to attend to instruction or participate in other learning activities.

Long-Term Goals in Addressing Student Behavior

- ✧ Schools and teachers want to enable **all** students to achieve college and career ready standards.
- ✧ Student learning is contingent upon student engagement.



Slide 22–The ABCs of Behavior: Why do students behave the way they do?

Before we talk about what you can do to support behavior, we need to talk about why students behave the way they do. In this section, we will learn to understand behavior in terms of the events that occur before and after.



The ABCs of Behavior

Why do students behave the way they do?



Slide 23–Behavior Occurs for a Reason

Since most behaviors are learned, we often need to teach the expected or desired behavior. We should not assume that children come to school knowing all the rules or having mastered the social skills needed to be successful in school. We must also remember that our social interactions with students may be teaching them about our expectations or the consequence of their actions.

We can also influence the environmental conditions that affect a target behavior—those that make it more or less likely to occur, and the consequences or outcomes that maintain the behavior. Behavior always serves a purpose, even if that purpose is not obvious, and knowing the outcome that maintains a behavior can help us modify the behavior—whether we want to increase or decrease that behavior.

Some of our students with special needs may have behaviors that are not maintained by external consequences. Whenever you see a green

Behavior Occurs for a Reason

- ✧ Most behaviors are learned
- ✧ Certain conditions or events may make a behavior more or less likely to occur
- ✧ Behaviors are performed to obtain a desired outcome or goal

Some behaviors occur without being learned. Some medical conditions may influence these automatic behaviors.

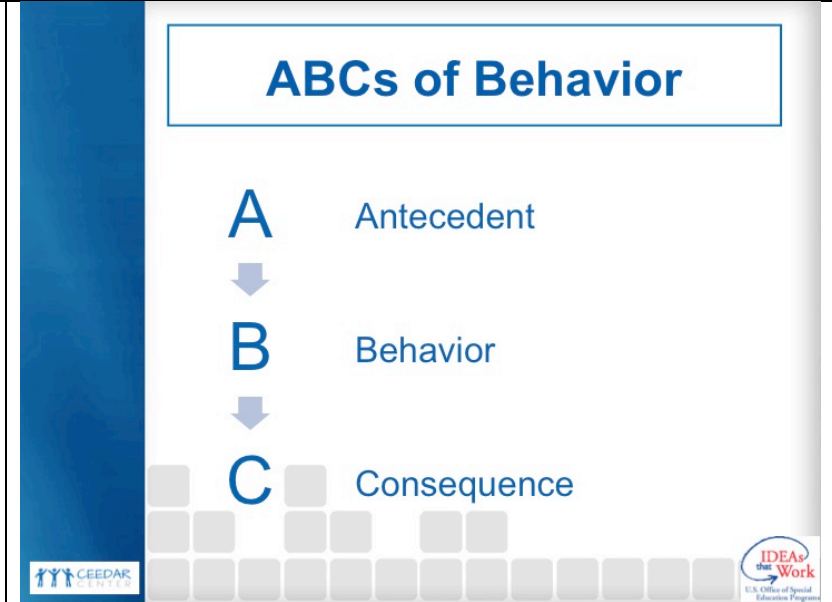


box like the one on this slide, you'll know we're going to highlight the need to take individual differences into account. For example, some students will perform actions for proprioceptive or sensory feedback.

Slide 24–ABCs of Behavior

Animated slide. Click at underlined text.

A behavior can be described and understood in terms of what occurs before, during, and after the behavior. We call this the ABCs of behavior. We'll talk about each in the following slides.



Slide 25 – Antecedent

Antecedents may increase the probability that the behavior will occur, or they may change the intensity of the behavior. Some antecedents have an immediate effect. These may be called fast triggers. For example, a student may be more likely to hit a peer right after the peer mocks him or her.

Some antecedents have a delayed effect. These “slow triggers” are often called setting events. For example, fatigue may make a student likelier to try to escape work when later presented with a difficult task.

Antecedent

A



B



C

An event that happens **before** the behavior

✧ Makes a behavior more intense or more likely to occur

✧ Immediate or delayed effect

Slide 26–Examples of Antecedents

The next few slides will review some examples of antecedents commonly cited in the literature. This is not an exhaustive list.

The antecedents on this slide are related to a student’s physical sensations. Certain medical conditions may make a student likelier to feel tired, hungry, or thirsty. Some students may have more difficulty dealing with these sensations or other feelings of physical discomfort. Disabilities or medical concerns may also influence what a student perceives as uncomfortable. For example, some students, such as those with autism, may be particularly sensitive to sensory stimuli.

Examples of Antecedents

✧ Fatigue

✧ Hunger

✧ Thirst

✧ Discomfort

Some medical conditions may make these antecedents more common or affect what makes a student uncomfortable

Slide 27-Examples of Antecedents

Students with social or emotional difficulties may be strongly affected by social interactions. Do not assume that all students want attention, even praise! Even kids who like praise may get tired of it eventually, making praise a less effective reward. For students who are very uncomfortable with social interactions, too much attention or the wrong kind of interaction may lead to behaviors that help them escape that situation. It's always important to know your students – not every child wants a high five.

Examples of Antecedents

✧ Nature of social interactions

Does the student struggle with proximity, physical contact, or certain tones of voice?

✧ Amount and type of attention

Is too much attention from adults or peers stressful for the student?



Slide 28-Examples of Antecedents

Students with a long history of academic failure may be reluctant to attempt an academic task even if they have the skills needed for that particular activity. If a student does not have the skills to successfully complete the task, the student is likelier to try to avoid that task. Some students may have the needed skills, but may not be able to perform the task for long or at a rapid pace. This may be the case for students who have attention problems, such as ADHD, who have slow processing speed, or who have medical conditions that affect their endurance.

Don't forget the more physical aspects of task completion! Can the student see or hear the presented material? Can they manipulate pencil and paper well enough to complete the assignment in the allotted time? Later, we will talk about task analysis to help us see

Examples of Antecedents

✧ Past academic failure

✧ Task difficulty

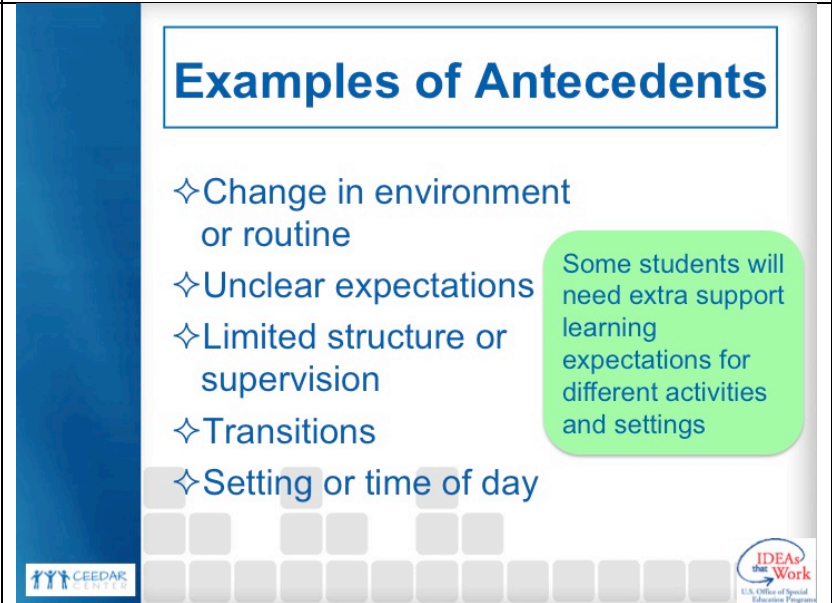
✧ Pace of instruction

✧ Duration of engagement

Is the academic task reasonable in terms of the student's

- ✧ Skills
- ✧ Confidence
- ✧ Ability to attend to instruction?



<p>what specific part of a task might be too hard for a student.</p>	
<p>Slide 29–Examples of Antecedents</p> <p>Expected behavior may be more difficult for students at certain times of the day or under certain conditions. Unstructured time or transitions may be a particular challenge. A sudden change in the normal routine may make some students uncomfortable or unclear about what they are expected to do.</p>	 <p>Examples of Antecedents</p> <ul style="list-style-type: none"> ✧ Change in environment or routine ✧ Unclear expectations ✧ Limited structure or supervision ✧ Transitions ✧ Setting or time of day <p>Some students will need extra support learning expectations for different activities and settings</p> <p>CEEDAR</p> <p>IDEAS that Work U.S. Office of Special Education Programs</p>

Slide 30–Behavior

A behavior is an action that someone else can observe—it can be seen or heard. To be useful for supporting students, the target behavior must be clearly defined and measurable – we need different observers to be able to agree when a behavior occurs. We’ll talk about this more in Part 4.

Behavior

What a person **does**

- ✧ Observable
- ✧ Measurable

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IDEA's that Work
U.S. Office of Special Education Programs

Slide 31–Consequence

Consequences are covered in depth from here to slide 54. This level of detail is most appropriate for those directly involved in designing and delivering function-based behavioral interventions, which will be discussed in later parts of this CEM. For example, teachers being trained as behavior specialists or intervention specialist may most benefit from this full content. Consider reducing this content for general educators, but an overview of this topic is important.

Consequence

An event that happens **after** the behavior and affects future occurrences of that behavior

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IDEA's that Work
U.S. Office of Special Education Programs

Slide 32–Consequences

A consequence is defined as punishment or reinforcement based on its effect on behavior, not our intent.

Consequences

- ✧ **Reinforcement increases** or maintains the intensity or frequency of behavior
- ✧ **Punishment decreases** the intensity or frequency of behavior

The same event may be reinforcing or punishing for different students.



Slide 33–Positive Versus Negative

When we're talking about consequences, positive does not mean "good," and negative does not mean "bad."

With positive consequences, the student "gets" something.

With negative consequences, the student "avoids" or "escapes" something.

Positive Versus Negative

- ✧ **Positive consequences**
 - Something is added
- ✧ **Negative consequences**
 - Something is removed



Slide 34–Types of Consequences

When we're talking about consequences, positive does not mean "good," and negative does not mean "bad."

Types of Consequences

	Punishment	Reinforcement
Positive	Add something to decrease behavior	Add something to increase behavior
Negative	Remove something to decrease behavior	Remove something to increase behavior

Slide 35–Reinforcement

Behavior can serve many purposes or functions.

Reinforcement

What motivates or maintains behavior? Behavior may serve to

- ✧ Gain something
 - Attention (adult or peer)
 - Tangible item
 - Activity
 - Sensory stimulation
- ✧ Comment or declare
- ✧ Self-regulate
- ✧ Escape or avoid
 - Task (hard or boring)
 - Person
 - Reprimands

Slide 36-Examples of Positive Reinforcement

Positive reinforcement is when adding something makes the behavior more likely to occur in the future. These examples will probably serve as positive reinforcers for most children, but they would not work for all.

Examples of Positive Reinforcement

❖ Desired attention or recognition

- Verbal praise
- Smile, high five, pat on back
- Award or certificate
- Letter or call home

Social consequences will not serve as reinforcers for students who want to avoid attention

❖ Desired activity

- Time with friends
- Extra time for computer or recess
- Leadership role



Slide 37-Examples of Positive Reinforcement

We need to be wary of using edible rewards in school settings. We have to consider health issues and the possibility that some students may truly be hungry—nourishment should not be contingent upon behavior.

Some students with disabilities may be more likely to find certain sensory events reinforcing. Autism is a common example.

Examples of Positive Reinforcement

❖ Tangible items

- Edible items
- Prizes
- School supplies

❖ Sensory stimuli

Sensory feedback may maintain some behaviors; this is more common for students with certain disabilities or health conditions.



Slide 38–Activity - Be Positive!

Purpose – To illustrate to participants that there are many way that positive reinforcement can be used to reinforce a desired behavior.

Directions

1. Participants need to be sitting in numbered table groups to complete this activity. The activity should be completed on chart paper using colored markers. Creativity should be encouraged.
2. On chart paper, each table group will complete a different task as follows:
 - Table 1 – Create a chart of as many words as you can to praise a student for positive behavior. (Ex.: wonderful, marvelous etc.)
 - Table 2 – Create a chart (with pictures) to illustrate gestures you can use to praise a student for positive behavior. (Ex.: thumps up, smile etc.)
 - Table 3 – Create a list of tangible prizes to reinforce positive behaviors. (Ex.: stickers, pencils etc.)
 - Table 4 – Create a list of intangible prizes to reinforce positive behavior. (Ex.: special guest reader, extra recess time etc.)

Pulling it all together – Hang the charts around the room and allow participants time to go on a “gallery walk” and read all of the charts. Participants will be able to see the many ways that positive reinforcement can make an impact on behavior.

Activity – Be Positive!

- ❖ Table 1 – Create a chart using words to praise a student for positive behavior. (Ex.: wonderful, marvelous etc.)
- ❖ Table 2 – Create a chart using pictures to illustrate gestures to praise a student for positive behavior. (Ex.: thumps up, smile etc.)
- ❖ Table 3 - Create a list of tangible prizes to reinforce positive behaviors. (Ex.: stickers, pencils etc.)
- ❖ Table 4 - Create a list of intangible prizes to reinforce positive behavior. (Ex.: special guest reader, extra recess time etc.)

Slide 39–Reinforcers Should Be...

If the student can access the reinforcer at any time, he or she will not have to increase the desired behavior in order to get the reinforcer. Even for controlled-access, highly desired reinforcers, be aware that overuse can decrease effectiveness. This is called satiation. For example, few students would want to play the same game all day.

We also need to choose reinforcers that are feasible to provide in the school setting. Monetary cost is particularly relevant for reinforcers that will be provided frequently. Happily, many of the examples we just discussed, such as attention or activity reinforcers, are free. Furthermore, providing the reinforcer should not require much staff effort or time. In the case of activity reinforcers, we also want to make sure the student isn't missing needed instructional time.

Slide 40–Considerations for Positive Reinforcement

First and foremost, the reinforcer should be motivating for the student or group whose good behavior you want to increase. A reinforcer survey can help students identify which reinforcers are most motivating to them.

If time allows, demo Jackpot! from Intervention Central. You can customize student name and gender, directions, rating scale (if a survey), and items to include.

[http://www.interventioncentral.org/behavioral-](http://www.interventioncentral.org/behavioral-interventions/rewards/jackpot-ideas-classroom-rewards)

[interventions/rewards/jackpot-ideas-classroom-rewards](http://www.interventioncentral.org/behavioral-interventions/rewards/jackpot-ideas-classroom-rewards)

Some of these examples will already have been discussed in the activity “Be Positive on the previous slide; however it is beneficial to make participants aware that the Jackpot from Intervention Central is a website that would be useful to them.

Reinforcers Should Be...

- ✧ Access-controlled
- ✧ Inexpensive or free
- ✧ Easily dispensed
- ✧ Time-efficient



Considerations for Positive Reinforcement

Reinforcer effectiveness may be affected by

- ✧ Individual preference
 - Create a reinforcer survey or menu
<http://www.jimwrightonline.com/php/jackpot/jackpot.php>
- ✧ Antecedents



Antecedents may increase a reinforcer's effectiveness. If a favorite snack usually serves as a positive reinforcer, it may become more effective when the student is hungry. Antecedents can also decrease a reinforcer's effectiveness. For example, a student who will normally work to get access to a game may not do so when very tired. A reinforcer menu can offer a student choice from among available reinforcers, helping ensure the student can earn access to something desired that moment.

Slide 41–Practice: Why isn't this positive reinforcement?

Animated slide. Click to bring up each option A-C. Read each option, discuss, then give explanations below.

A is not necessarily an example of positive reinforcement because some students would not be motivated by a thumbs up. We need to know if this changes Marcos's behavior.

While B is an example of reinforcement because the behavior increases, it is negative reinforcement because a stimulus is removed, not added.

Practice: Why isn't this positive reinforcement?

- A. When Marcos waits in line to get his coat for recess, his teacher gives him a thumbs up.
- B. When Susie puts her plate in the dishwasher without being asked, her mother does not nag her to do so. Susie starts putting her plates in the dishwasher more often.

Slide 42–Negative Reinforcement

In the case of negative reinforcement, we strengthen a behavior by contingently removing an undesired or aversive stimulus or event from the situation.

Many cars sound an alarm when the driver turns on the car but does not fasten his or her seatbelt. For those of us who find this sound extremely annoying, we will quickly put on our seatbelts to make this sound stop. We soon learn to put on our seatbelts before starting the car to avoid the sound altogether.

Just as students will vary in what events or stimuli they want to obtain, they will vary in what they want to avoid.

Negative Reinforcement

✧ Removing or avoiding something makes the behavior more likely to occur in the future.

- Aversive stimulus
- Aversive event

✧ Example: Putting on your seatbelt to stop your car from beeping

Slide 43–Practice: Examples of Negative Reinforcement

Practice Activity – This activity will help you understand negative reinforcement, undesired stimulus and reinforced behavior.

Directions – *This activity can be completed individually, in pairs, or in groups.*

1. Look at these three scenarios. We will complete one scenario at a time and discuss it.
2. Try to figure out what is being removed (undesired stimulus) to reinforce the behavior.
3. Record your answers and then compare your answers with the answers on the following slides. *Participants should do the first scenario. The next slide gives the answers. Then move to the next scenario and so on until all scenarios are completed.*
4. *Discuss the undesired stimulus and reinforced behavior for each scenario.*

Pulling it all together - In the case of negative reinforcement, we strengthen a behavior by contingently removing an undesired or

Practice: Examples of Negative Reinforcement

Scenario	Undesired stimulus	Reinforced behavior
Running hurt Sally's knees. She went to physical therapy and her knees got better. She continues to do her therapy every day.		
The teacher decides students can skip their weekly math quiz if they turn in their homework. Homework completion skyrockets.		
A bored history student plays on his phone. The teacher sends him to the office. The student plays on his phone during the next class.		

aversive stimulus or event from the situation.

Slide 44–Practice: Examples of Negative Reinforcement

In the first scenario, tearing a hamstring would be aversive to almost anyone. Assuming the soccer player still wants to play soccer, she will be likelier to warm up before her matches in the future.

Practice: Examples of Negative Reinforcement

Scenario	Undesired stimulus	Reinforced behavior
Running hurt Sally's knees. She went to physical therapy and her knees got better. She continues to do her therapy every day.	Pain	Doing therapy exercises
The teacher decides students can skip their weekly math quiz if they turn in their homework. Homework completion skyrockets.		
A bored history student plays on his phone. The teacher sends him to the office. The student plays on his phone during the next class.		

Slide 45–Practice: Examples of Negative Reinforcement

In the second scenario, students who don't like taking math quizzes will be likelier to do their math homework every night to avoid the quiz.

Practice: Examples of Negative Reinforcement

Scenario	Undesired stimulus	Reinforced behavior
Running hurt Sally's knees. She went to physical therapy and her knees got better. She continues to do her therapy every day.	Pain	Doing therapy exercises
The teacher decides students can skip their weekly math quiz if they turn in their homework. Homework completion skyrockets.	Math quiz	Turning in math homework
A bored history student plays on his phone. The teacher sends him to the office. The student plays on his phone during the next class.		

Slide 46–Practice: Examples of Negative Reinforcement

The third scenario provides an example of how an intended punishment may negatively reinforce an undesired behavior. In this case, the student prefers being sent to the office to staying in history class, so the teacher’s consequence may actually increase the frequency with which the student plays games on his phone.

Practice: Examples of Negative Reinforcement

Scenario	Undesired stimulus	Reinforced behavior
Running hurt Sally’s knees. She went to physical therapy and her knees got better. She continues to do her therapy every day.	Pain	Doing therapy exercises
The teacher decides students can skip their weekly math quiz if they turn in their homework. Homework completion skyrockets.	Math quiz	Turning in math homework
A bored history student plays on his phone. The teacher sends him to the office. The student plays on his phone during the next class.	Boredom/ participating in undesired class	Playing phone games during class

Slide 47–Consider the Effect on Behavior

Review slide and discuss.

Consider the Effect on Behavior

Remember...

- ✧ Reinforcement has only occurred when the behavior is maintained or increases in frequency or intensity
- ✧ Punishment has only occurred when the behavior becomes less frequent or intense

Slide 48–Discussion

Activity Directions:

1. Take some time to think about one or more students for whom normal reinforcement methods were not effective. This may mean that common reinforcers—items or activities typically used in positive reinforcement—were not motivating for this student. For example, a class pizza party may not be a reinforcer for a student who doesn’t like pizza. It also might mean that the aversive stimuli typically removed in negative reinforcement are desirable or neutral for a student, so the student will not increase a behavior to remove those stimuli. We previously mentioned seatbelt alarms as an example—this would not negatively reinforce seatbelt wearing for someone who doesn’t mind or cannot hear the sound.
2. Share your examples with a partner.
3. After participants have had time to think of examples and share with their partner, ask for volunteers to share with the group.

Examples for discussion after participants have shared their examples.

- *Students who struggle with age-typical social interactions, such as those with autism or certain emotional or behavioral disorders, are less likely to respond to adult or peer attention, such as verbal praise. They may also prefer to avoid group activities that most of the class would find reinforcing.*
- *Students with medical conditions that make them more sensitive to sensory stimulation may want to avoid loud activities such as assemblies or certain movies or songs.*

Discussion

- ✧ Have you ever worked with a student who did not respond to “typical” reinforcement?
- ✧ Talk about these examples with a partner.
- ✧ Share with the group.

Are some examples common to certain disabilities?

Slide 49 – Positive Punishment

Real-world examples of positive punishment include getting a fine for speeding, or spraying a cat with water for scratching your furniture. The fine and the water are both added to the environment, so they are positive, but they only count as punishment if they effectively decrease the behavior (speeding or scratching). Not all people or pets will be equally deterred by the same events.

A common example of positive punishment in the classroom is a verbal reprimand. For instance, a teacher reprimands a student for calling out an answer or question at an inappropriate time. For some, but not all students, the reprimand may decrease future instances of calling out. However, if a student is reprimanded frequently, reprimands may no longer be punishing for that student. Some students may even find reprimands positively reinforcing, particularly if that is the main way they can get adult attention. Even students who prefer praise to reprimands may not reduce their calling out if they do not know a better way to get attention or participate in class. The teacher should consider whether or not the student knows how to perform the desired or alternative behavior. In this case, the student may need to be explicitly taught to raise his or her hand and wait to be called on by the teacher. Reinforcing hand raising while reprimanding or otherwise punishing calling out will make hand raising a more effective or rewarding behavior for the student.

Positive Punishment

- ✧ The addition of an unfavorable outcome or event that decreases the future likelihood or intensity of the behavior
- ✧ Use thoughtfully
 - Can quickly become ineffective if used inappropriately
 - Need to increase desired behaviors (do not use in isolation)

Slide 50–Positive Punishment Examples

Obviously, positive punishment should not be in any way dangerous or illegal. To be effective, it only needs to involve something that is not preferred, so that the student will behave in a way that reduces the frequency of that non-desired consequence. While positive punishment is never our first choice of consequences, it may be necessary when other consequences are not effective.

Like all consequences, these examples may be effective for some students, but not for others. For example, some students enjoy physical activity, and contingent exercise might actually reinforce the behavior. However, some students do not enjoy exercise, and performing 10 jumping jacks after every instance of profanity might lead those students to swear less frequently in the future.

In the case of overcorrection, we want the repeated consequence to be logical given the target behavior. The contingent action should be the desired behavior which the student should have performed instead of the target behavior, or the action should result in the desired situation that the target behavior interferes with.

In the first example, if a student takes a peer's materials, we may have the student practice making appropriate requests for materials to the peer or teacher. This is the desired behavior. Repeated practice may be aversive to the student, and therefore reduce the target behavior of taking others' belongings by making it an inefficient way for the student to get the materials compared to an appropriate request. Note that we would not want to use overcorrection if we did not have reason to believe the student knows how to make appropriate requests. If the student does not have the skill, we should teach it.

In the second example, the desired situation is a clean desk—the target behavior we want to reduce, sticking gum under the desk, ended this desired situation. Cleaning the student's own desk restores the desired situation—cleaning all the desks makes it overcorrection (more

Positive Punishment Examples

- ✧ **Contingent exercise:**
 - After cursing, 10 jumping jacks
- ✧ **Overcorrection:** Consequence is repeatedly performing a behavior that “corrects” the results of the target behavior.
 - Practice making appropriate requests several times after taking another student's materials
 - Clean all desks after sticking gum under own desk

aversive, but still logical). Again, we would not use overcorrection or any form of positive punishment if teaching and reinforcing the desired behavior (e.g., throwing gum away before class begins) sufficiently reduces the target behavior (sticking gum under the desk).

Slide 51–Negative Punishment

For an adult, an example of negative punishment might be having your driver’s license revoked because of reckless driving. Because having a driver’s license is important to most people, having it taken away following reckless driving will encourage most people to drive more responsibly in the future. It’s negative because something is removed, and it’s punishment because it decreases the probability of the target behavior, reckless driving.

For a teenager, a possible example is being grounded after breaking curfew. Removing privileges after curfew is broken should reduce the likelihood curfew will be broken again. This is less likely to work, however, if parents only rarely catch the teen breaking curfew, or if excuses often earn a reprieve from being grounded.

As always, the good or desirable thing that is removed will depend on the individual. Losing a driver’s license may not mean as much to someone who can easily get a ride or take public transportation. Being grounded will only be effective if it actually reduces access to preferred activities. In the case of the curfew example, let’s assume that the teen was late because s/he was at a party. Being grounded should remove access to parties, so this might be negative punishment for that teen. But what if a parent grounds a teen for getting bad grades, and being grounded means the teen stays in his or her room? This will not be a punishment for a kid who likes to be alone and has access to entertainment, such as a computer or books, in his or her room. It also, by itself, does nothing to guarantee that the student will use that time to do homework or study.

Negative Punishment

✧ The removal or termination of something good or desirable that decreases

- The future intensity of the behavior
- The likelihood of the behavior occurring in the future

✧ Most effective when

- Immediately follows the behavior
- Applied consistently



Slide 52–Negative Punishment Examples

In the first example, if the two children are fighting purely for access to the toy, removing the toy will likely serve as negative punishment and reduce such fighting. This may not work, however, if another source of conflict underlies the fight over the toy. Also consider that even if the children are motivated to behave in ways that increase access to toys, removing the toy may not decrease fighting if that is the only strategy the children have to access the toy. We may need to teach appropriate strategies for sharing and making requests.

In a token economy, good behavior earns tokens that can be exchanged for desired items or activities. In response cost, tokens are lost for misbehavior. This can be negative punishment if removing tokens, and thereby access to the rewards associated with tokens, reduces the target behavior. As we said before, this is most effective when tokens are consistently lost immediately after the target behavior occurs. Otherwise, the student may not understand which behavior resulted in the loss of tokens, or may think the behavior is “worth the risk” if it only occasionally results in a loss of tokens.

Time out, like being grounded, prevents a student from engaging in a preferred activity. For this to work, we must make sure that the positive reinforcement being denied is truly reinforcing for the student in question! Missing recess may not be punishing for a student who fears social interactions or doesn’t want to engage in active play.

Planned ignoring can be very successful for students whose behavior is maintained by attention. Removing the reinforcement that maintains a behavior is known as extinction. For example, if a student draws on his math homework because he thinks it’s funny when the teacher complains, the simplest course of action may be for the teacher to stop paying any attention to the drawings. If the drawings do not interfere with learning, there is probably no need to escalate the situation. Of course, some behaviors may be too disruptive or dangerous to ignore.

Negative Punishment Examples

- ✧ Remove toy two children are fighting over
- ✧ **Response cost:** lose tokens for misbehavior
- ✧ **Time out:** lose access to positive reinforcement for specified time
- ✧ **Planned ignoring:** withdrawal or removal of attention

Slide 53–Combining Consequences

When we talked about verbal reprimands as a positive punishment for calling out, we said that we might also need to teach and reinforce hand raising. We want hand raising to be more effective at getting the student what he or she wants than calling out, whether the desired outcome is sharing an answer, asking for help, or simply getting attention.

In the previous slide, we said that children who fight over a toy may need to be taught how to request or share the toy. By positively reinforcing appropriate requests with access to the toy and negatively punishing fighting by removing access to the toy, we make requests a much more effective way to get the desired toy.

As another example, planned ignoring may work best when we simultaneously reinforce desired behaviors with the type of attention that maintains the misbehavior. In this way, “good” or acceptable behavior is a more efficient way of getting attention than the misbehavior. In the example from the last slide, a student drew on his math homework so the teacher would complain. Ignoring the drawings might reduce their frequency. But what if the behavior was not maintained by complaints, specifically, but by any kind of adult attention? If the drawings are ignored, the student might seek another way to get attention. We should make sure he or she can get attention from acceptable behaviors. While ignoring the drawings, the teacher should praise the student for the good aspects of his math homework, such as completion or accuracy. Praise need not be limited to just this situation, the math homework. By praising many good behaviors throughout the day, the student may feel less desperate for adult attention, and not feel the need to act out to get it.

Combining Consequences

- ✧ Consequences don't have to be used in isolation!
- ✧ How can punishment be combined with positive reinforcement of the desired behavior?
 - Examples from previous slides
 - Examples from your experience?

Slide 54 – Identify the Type of Consequence

Animated slide. Click to bring up second example.

Give audience time to consider and think about each example and maintaining consequences. Then review answers below.

Answers

1. This is negative punishment. The behavior was maintained by attention. When Alex no longer got the attention he wanted from making faces, he stopped. Ideally, the teacher would increase attention for desired behaviors (teaching them to Alex, if needed)
2. We need more information. The teacher may mean for this to be positive reinforcement, but adding the sticker is only reinforcing if it improves Sally's performance. The stickers won't help if Sally doesn't care about stickers, or if she already does great on spelling tests for other reasons.

Identify the Type of Consequence

1. When Alex makes faces at Jim, Jim makes faces back or tells the teacher, who reprimands Alex. The teacher and Jim start ignoring this behavior. Soon, Alex stops making silly faces.
2. Sally gets an A on her spelling test. The teacher puts a smiley-face sticker on her test.



Slide 55-Combining the ABCs

The ABCs work together! While all behavior serves a purpose, consequences do not affect behavior in isolation.

The ABCs are important when designing function-based interventions. If this is an important topic for your audience, please see the later parts of this module, particularly Parts 4 and 5. Part 4 includes functional assessment and design of intensive intervention.

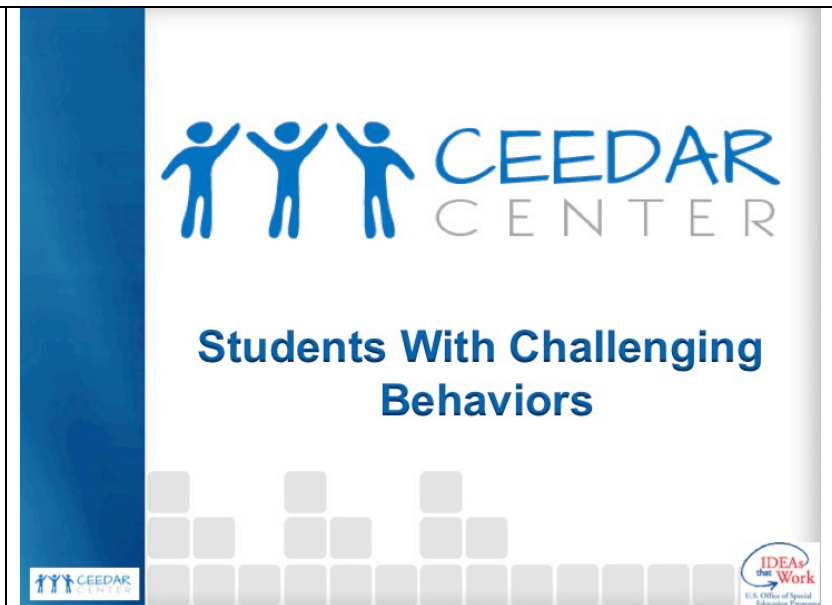
Combining the ABCs

- ✧ Antecedents
 - Alter or predict effectiveness of consequences
- ✧ Behavior
 - Teach expected behavior so it can be reinforced
- ✧ Consequences
 - Make acceptable behaviors more reinforcing than misbehavior



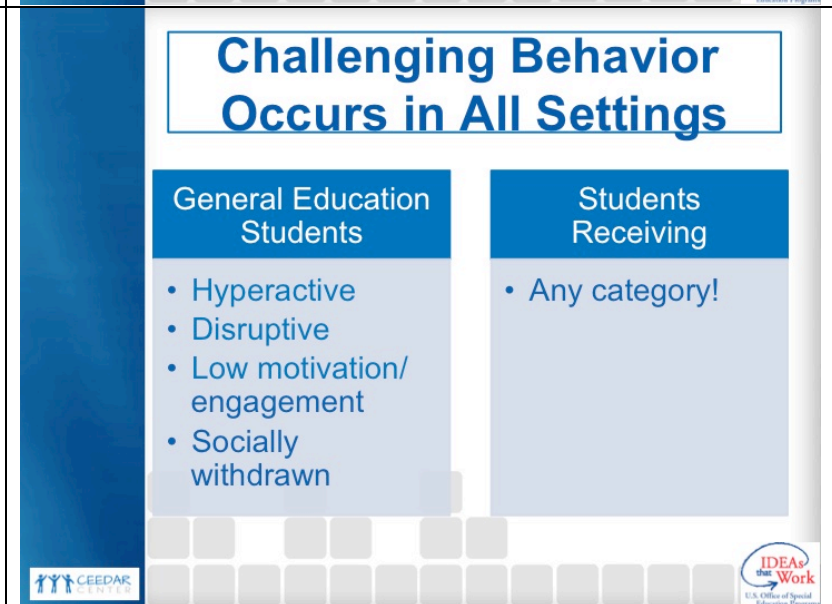
Slide 56–Students with Challenging Behaviors

In this section, we provide a brief overview of the wide variety of students who may exhibit challenging behavior.



Slide 57–Challenging Behavior Occurs in all Settings

Even disability categories that focus on learning may also involve behavior problems.



Slide 58- Students with Disabilities

Green text boxes will highlight how individual differences, including disabilities, may impact student behavior and behavioral supports.

Students With Disabilities

Throughout this presentation, we will highlight special considerations for students with disabilities, and other cases in which individual differences should be taken into account.

Students with disabilities that impact either learning or behavior are likelier to eventually struggle in the other area as well.



Slide 59-Discussion: Behavior Across Disability Categories

Purpose - This activity will give you define various disabilities and their potential impact on behavior.

Discussion Activity-

1. In table groups discuss the disability definitions on the IDEA Disability Definitions handout.
2. Make a list (or check off) the categories that you think would have obvious behavior implications and explain your reasoning.
3. Discuss the other categories and decide how they could influence behavior. Explain your reasoning.
4. After all groups have finished working, share out in the large group.

Note - Students with learning disabilities may not be able to engage in some grade-level academic tasks. This may reduce student

Discussion: Behavior Across Disability Categories

- ✧ Review disability definitions from federal special education law (Individuals with Disabilities Education Act 2004)
- ✧ Which categories have obvious behavior implications?
- ✧ How might other categories influence behavior?



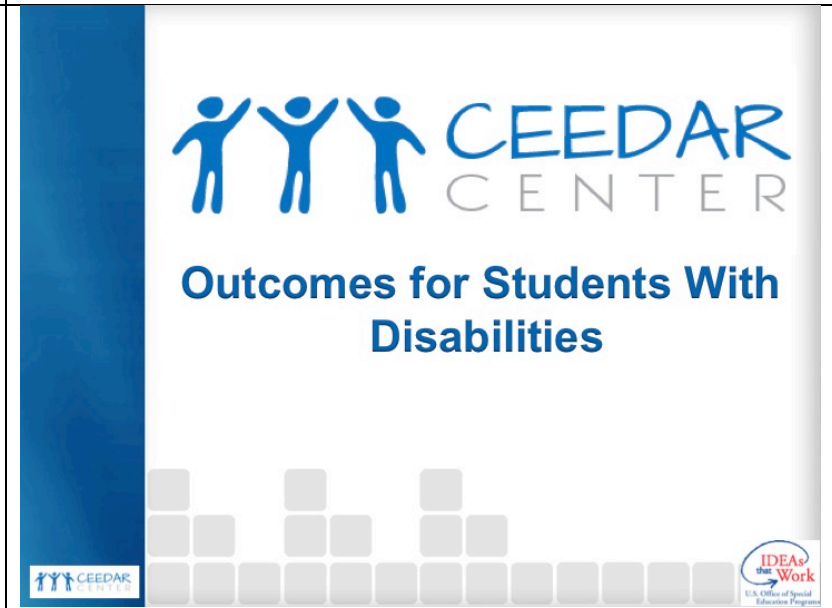
Handout #1: *IDEA 2004 Disability Definitions*



motivation and lead to frustration with school. This may result in low academic engagement and off-task behavior, which reduces students' opportunities to learn.

Slide 60-Outcomes for Students with Disabilities

In this section, we will describe the poor outcomes that are likelier for students with disabilities than for their non-disabled peers.



Slide 61–Poor Outcomes for Students with Disabilities

As we will review in the following slides, students who qualify for special education services for emotional disturbances (also known as emotional and behavioral disorders) often have particularly poor outcomes in certain areas.

Poor Outcomes for Students With Disabilities

Students with disabilities have a history of poor outcomes, compared with their non-disabled peers, in

- ✧ Academic achievement
- ✧ Involvement with criminal justice system
- ✧ Employment



Slide 62–NAEP Reading Achievement

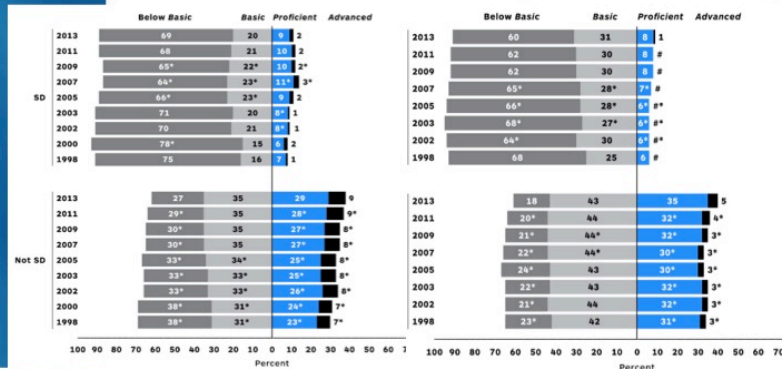
This figure shows fourth grade math achievement on the National Assessment of Educational Progress (NAEP) from 1996 through 2013. Results for students with disabilities are shown on the top, while results for students without disabilities are shown on the bottom.

These data clearly show that students with disabilities are still not performing as well as their non-disabled peers on NAEP reading tests. There are similar patterns of low performance for students with disabilities on NAEP mathematics tests in fourth and eighth grade.

NAEP Reading Achievement

Fourth Grade

Eighth Grade



http://nationsreportcard.gov/reading_math_2013/#/student-groups



Slide 63- Students with Emotional Disturbances

Data from the National Longitudinal Transition Study-2 (NTLS-2) reveal that, compared with all youth with disabilities, students with emotional disturbances are likelier to have been suspended or expelled (73 percent versus 33 percent). They are likelier to have attended five or more schools (40 percent versus 20 percent) and to have most recently changed schools because they were reassigned by the school (20 percent versus 5 percent).

Students with emotional disturbances are also likelier to receive school-based services, such as

- Behavior intervention or management program
- Mental health services
- Conflict resolution/anger management training
- Substance abuse education/services
- Case management
- Social work services

Students With Emotional Disturbances

Likelier than other youth with disabilities to

- ✧ Be suspended or expelled
- ✧ Frequently change schools
- ✧ Receive school-based behavioral and mental health services

(Wagner & Cameto, 2004)



Slide 64-National Longitudinal Transition Study-2

Review slide.

Discuss the impact that this study has using the data points in the slide.

National Longitudinal Transition Study – 2

- ✧ 1 out of 3 students with disabilities has a discipline problem
- ✧ 4 out of 5 are either unemployed or work in low-paying jobs as young adults

(Sanford et al., 2011)



Slide 65–Dropout Rates

In 2009, students with disabilities were nearly twice as likely to have dropped out of school as their nondisabled peers.

The status dropout rate represents the percentage of 16-24 year old who are not enrolled in high school and lack a high school credential (Chapman et al., 2011).

Data from the 2005-2006 school year shows dropout rates by disability category. While these percentages reflect a different definition of dropout than the 2009 data, they do show that students with emotional disturbance are the most likely to drop out.

The Office of Special Education Programs (OSEP) counts as dropouts students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit because of exiting special education, graduating, receiving a certificate of attendance, reaching the maximum age, or dying. This dropout rate includes students who moved and were not known to continue.

Slide 66–Case Studies: Real-Life Stories of Four Students with Challenging Behaviors

This section includes case studies that describe the “real life” experiences of students with challenging behaviors. Their names and other identifying information have been changed to ensure family and student privacy. However, these descriptions accurately depict the experiences of each student and his or her family, teachers, and classmates. We focus on each student’s behavioral challenges, the evidence-based behavioral intervention(s) used, and the outcomes of using these interventions.

Different case studies are included in each of the five parts of the CEM.

Dropout Rates

✧ Status dropout rate (October 2009)

- Students with a disability: 16 percent
- Students without a disability: 8 percent

✧ 2005-2006 dropout rate for students with disabilities:

- All students with disabilities: 26 percent
- **Emotional disturbance: 45 percent**
- Learning disabilities: 25 percent
- Other health impaired: 23 percent
- Intellectual disability: 22 percent

(Chapman et al., 2011; Planty et al., 2008)



Case Studies: Real-Life Stories of Four Students With Challenging Behaviors



Slide 67–Four Students with Challenging Behaviors

Handout #2 provides case studies of four students with challenging behaviors. Students who do and do not receive special education under IDEA are included.

Four Students With Challenging Behaviors

- ✧ **Chuck**, a curious, highly verbal, and rambunctious six-year-old boy with behavior disorders who received special education services in elementary school.
- ✧ **Juanita**, a charming but shy six-year-old Latina child who was served as an at-risk student with Title 1 supports in elementary school.
- ✧ **Fred**, an inquisitive, resourceful 12-year-old student with traumatic brain injury who received special education services in middle school.
- ✧ **Hui Lum**, a bright, energetic 15-year-old young woman with cerebral palsy who was above average academically and received Section 504 accommodations in high school.

Handout #2: Case Studies: Real-Life Stories of Four Students with Challenging Behaviors



Slide 68–Activity – Case Study Discussion

Purpose of this activity – Students will demonstrate their ability to apply the knowledge they learned in this part of the behavior module by completing a case study.

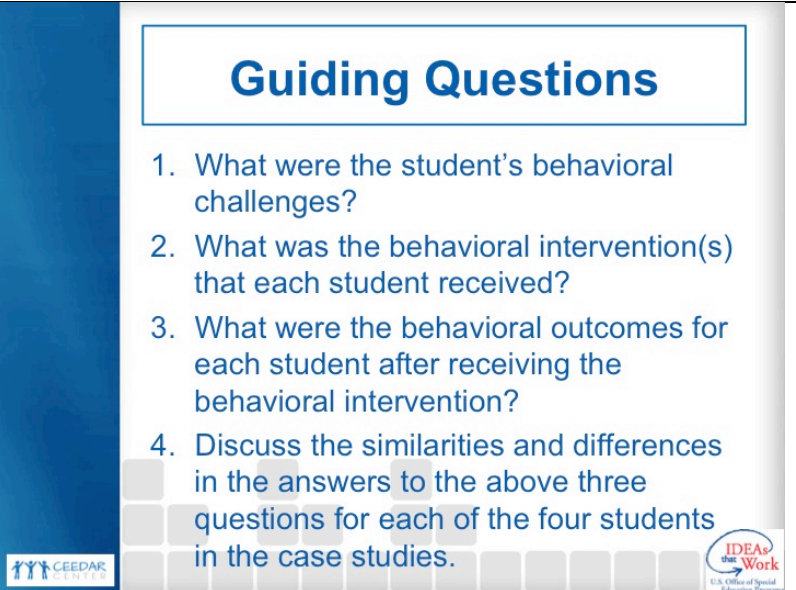
Directions for the activity

1. Allow participants time to read the four case studies on the previous slide and have them pick the case study that they would be most interested in developing. Assign participant to four groups based on this information. Make sure the groups are equal in size.
2. Each group is responsible for reading and developing their case study. The groups will answer the **first three questions** on the following slide on chart paper.
3. Allow groups to work for 20 min. Adjust the time, (shorten or lengthen) as needed. Upon completion, have each group discuss their case study with the class.
4. Question 4 should be discussed by the entire class after each case

Activity – Case Study Discussion

1. Read the four case studies.
2. Decide which case study you would like to develop. Join your other group members.
3. In your groups, discuss the case study and answer questions 1-3 on chart paper.
4. Be ready to share your case study recommendations with the class.
5. After all groups have shared out, discuss the answer to question 4 collectively.



<p><i>study has been presented.</i></p> <p>Integrating the activity/Debrief</p> <p>How did the information you learned in this section of the power point help you to complete your case study?</p>	
<p>Slide 69-Guiding Questions</p> <p>These questions go with the activity on the previous page. In discussing each case study, consider these four guiding questions. Questions 1-3 should be discussed in your groups. Question 4 will be discussed with the whole group.</p>	 <p>Guiding Questions</p> <ol style="list-style-type: none"> 1. What were the student's behavioral challenges? 2. What was the behavioral intervention(s) that each student received? 3. What were the behavioral outcomes for each student after receiving the behavioral intervention? 4. Discuss the similarities and differences in the answers to the above three questions for each of the four students in the case studies. <p>CEEDAR U.S. Office of Special Education Programs</p>

Slide 70–Key Web Resources on Evidence-Based Behavioral Interventions and Systems

Review slide.

Key Web Resources on Evidence-Based Behavioral Interventions and Systems

- ✧ OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
<http://www.pbis.org/default.aspx>
- ✧ National Center on Intensive Intervention (NCII) <http://www.intensiveintervention.org/>
- ✧ IRIS Center <http://iris.peabody.vanderbilt.edu/>
- ✧ Evidence Based Intervention Network
<http://ebi.missouri.edu/>
- ✧ Florida's Positive Behavior Support Project
<http://flpbs.fmhi.usf.edu/index.cfm>



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- Evidence Based Intervention Network <http://ebi.missouri.edu/>
- Florida's Positive Behavior Support Project
<http://fpbs.fmhi.usf.edu/index.cfm>



Anchor Presentation Table of Contents and Handouts

Part 1: Introduction (7 subparts)

- ✧ Characteristics of Successful Schools, Teachers, and Students
- ✧ Linking Academic Instruction and Classroom Management
- ✧ Rationale for Addressing Behavior
- ✧ The ABCs of Behavior
- ✧ Students with Challenging Behaviors
- ✧ Outcomes for Students with Disabilities
- ✧ Case Studies

Part 2: Universal Behavioral Interventions in a Multi-Tiered Framework (4 subparts)

- ✧ Multi-Tiered Systems of Supports
- ✧ Positive Behavioral Interventions and Supports (PBIS) Continuum
- ✧ Universal Intervention: Schoolwide Positive Behavioral Interventions and Supports (SW-PBIS)
- ✧ Classwide Behavioral Interventions

Part 3: Supplemental Behavioral Interventions (6 subparts)

- ✧ What Are Supplemental Interventions?
- ✧ The Implementation Process
- ✧ The Importance of Choosing Evidence-Based Behavioral Interventions and Implementing Them With Fidelity
- ✧ Examples of Supplemental Interventions and Strategies
- ✧ Measuring Student Progress
- ✧ Case Studies: Meet Ryan and Aiden

Part 4: Identifying and Monitoring a Target Behavior for Intensive Intervention (6 subparts)

- ✧ Introduction to Data-Based Individualization
- ✧ Gathering Information on Behavior
- ✧ Identifying Target Behaviors
- ✧ Progress Monitoring Target Behaviors
- ✧ Case Study: Progress Monitoring Jeff's Target Behaviors
- ✧ Additional Resources

Part 5: Intensive Intervention (8 subparts)

- ✧ Data-Based Individualization
- ✧ Functional Assessment of Behavior
- ✧ Function-Based Interventions
- ✧ Classroom Culture and Wraparound Services
- ✧ Documenting Intervention and Evaluation
- ✧ Case Study: Supporting Ryan With DBI
- ✧ Restraint and Seclusion
- ✧ Additional Resources

Handouts

Part 1

- ✧ Handout 1: IDEA 2004 Disability Definitions
- ✧ Handout 2: Case Studies: Real-Life Stories of Four Students With Challenging Behaviors

Part 2

- ✧ Handout 3: Matrix for Teaching Behavioral Expectations
- ✧ Handout 4: Schoolwide Benchmarks of Quality—Team Member Rating Form

Part 3

- ✧ Handout 5 The Four Steps in the Implementation Process
- ✧ Handout 6: Examples of Evidence-Based Behavior Curricula
- ✧ Handout 7: Examples of Evidence-Based Behavior Interventions
- ✧ Handout 8: Worksheet for Identifying Students for Check In/Check Out

Part 4

- ✧ Handout 9: Target Behavior Questionnaire
- ✧ Handout 10: ABC Anecdotal Report
- ✧ Handout 11: ABC Checklist
- ✧ Handout 12: Direct Behavior Rating (DBR) Individualization Form

Part 5

- ✧ Handout 13: Bob's Target Behavior Questionnaire
- ✧ Handout 14: Functional Assessment Interview
- ✧ Handout 15: Function-Based Behavior Intervention Plan
- ✧ Handout 16: Function-Based Intervention Strategies
- ✧ Handout 7: Examples of Evidence-Based Behavior Interventions (originally introduced in Part 3)

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