

**Providing Behavior Support for all Students:  
Navigating Behavior Management in Today's  
Classrooms**

**Ronald C. Martella, Ph.D., BCBA-D, LBA**

**Nancy E. Marchand-Martella, Ph.D., BCBA-D, LBA  
University of Oklahoma**

**Expanding MTSS  
and Ensuring Results**



[rcmartella@ou.edu](mailto:rcmartella@ou.edu)

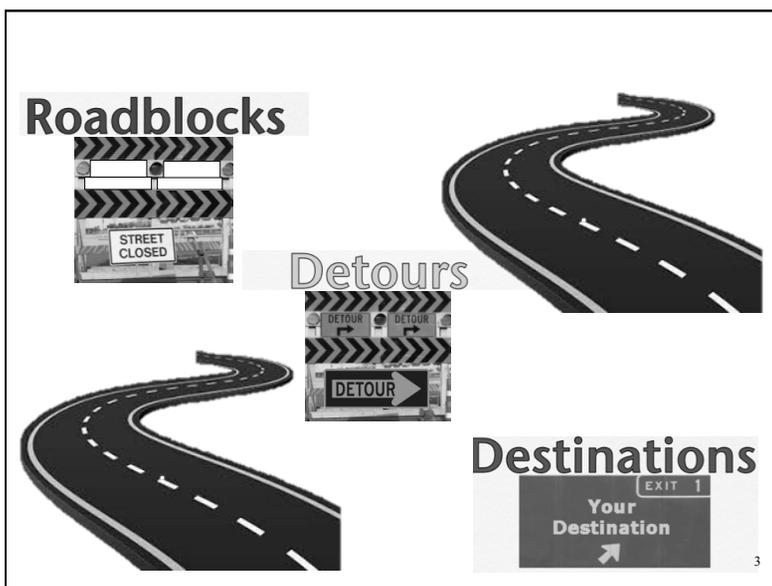
1

## **Disclosure Information**

We are the authors of the following materials:

- Marchand-Martella, N. E., Martella, R. C., Fisher, D., McTighe, J., Kosanovich, M., Johnson-Glenberg, M., & Morrell, E. (2016). *SRA FLEX Literacy*. Columbus, OH: McGraw-Hill.
- Marchand-Martella, N.E., & Martella, R. C. (2010). *Read to Achieve: Comprehending Content-Area Text*. Columbus, OH: Science Research Associates/McGraw-Hill.
- Marchand-Martella, N. E., Martella, R. C., Przychodzin-Havis, A., Hornor, S., & Warner, L. (2013). *Core Lesson Connections: Reading Mastery Signature Edition, Level K-5*. Columbus, OH: Science Research Associates/ McGraw-Hill.
- Martella, R. C., Nelson, J. R., Marchand-Martella, N. E., & O'Reilly, M. (2012). *Comprehensive behavior management: Individualized, classroom, and schoolwide approaches* (2nd ed.). Los Angeles, CA: Sage.

2



## Destination #1

*Create a Reinforcing Learning Environment*

### Importance of Positive Teacher-Student Relationships

Meta analysis of more than 100 studies found 31% fewer discipline problems and rule violations for teachers who had positive relationships with their students over the course of a year than teachers who did not have such positive relationships (Marzano & Marzano, 2003).



4

**STREET  
CLOSED**

## Roadblock #1

*Use of a Negative Reinforcement Paradigm*

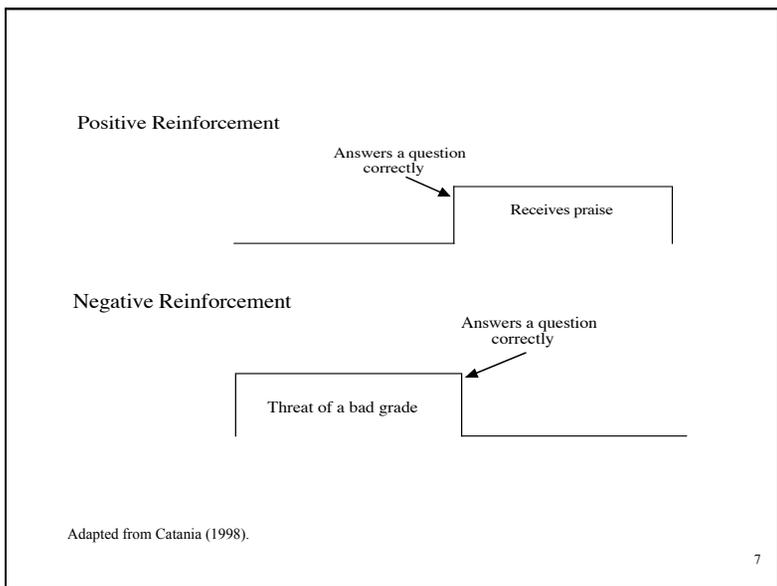
Most of the reinforcement between students with emotional or behavioral disorders and their teachers represents negative reinforcement (Gunter & Coutinho, 1997).

5

## Why is it Important to Distinguish Between Positive and Negative Reinforcement?



6



## The Challenge

Exposure to coercive control has not been shown to improve school outcomes; such control is associated with higher rates of school dropout (Ekstrom, Goertz, Pollack, & Rock, 1986; Skiba, Peterson, & Williams, 1997; Sprick, Borgmeier, & Nolet, 2002; Wehlage & Rutter, 1986).

8

## Detour #1

*Create a Reinforcing Learning Environment*

*a. Manage behavior positively with a minimum use of coercive control*

“Research has shown that the most effective way to reduce problem behavior in children is to strengthen desirable behavior through positive reinforcement rather than trying to weaken undesirable behavior using aversive or negative processes” (Bijou, 1988).

9

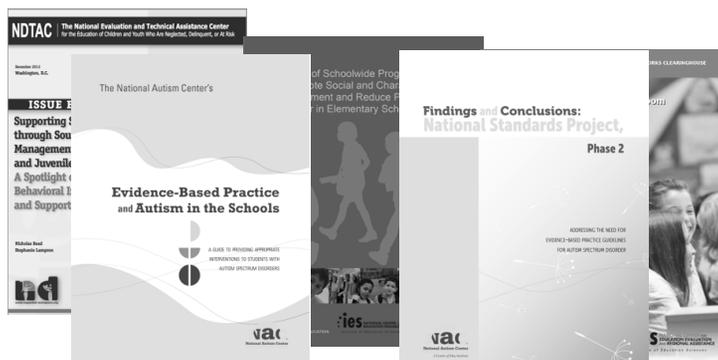
## How to Make Interactions More Positive

- Explicitly teach and encourage classroom-wide expectations.
- Explicitly teach classroom routines.
- Aim for a ratio of 3-5 positive to 1 negative adult-student interactions.
- Engage in active supervision.
- Provide precision requests for minor, infrequent behavior errors.
- Use preventative strategies such as pre-corrections for chronic errors.
- Ensure that curriculum is matched to student skill.

10

## Destination #2

Make Decisions Based on Scientific Evidence



## Roadblock #2

Lack of a Scientific Approach to Decision Making

- a. Use of Circular Logic

### Causes of Problem Behavior

- The label?
- Necessary but sufficient?

Methods used to manage behavior?

13

b. *Lack of Background in Research Methods in Schools*

14

**National Evaluation and Technical Assistance  
Center for Children and Youth who are  
Neglected, Delinquent, or At-Risk**

“There is a critical need for evidenced-based behavior management approaches—in both traditional and institutional school settings—that address student behavior issues proactively and in ways that support students’ academic achievement” (Read & Lampron, 2012, p. 7).

**National Institute for Literacy**

“As professionals, teachers can become more effective and powerful by developing the skills to recognize scientifically based practice and, when the evidence is not available, use some basic research concepts to draw conclusions on their own” (Stanovich & Stanovich, 2003, p. 3).

**Yet: Teachers have a lack of training in research methods:**

“One factor that has impeded teachers from being active and effective consumers of educational science has been a lack of orientation and training in how to understand the scientific process” (Stanovich & Stanovich, 2003, p. 4).

c. *Failure to Use Research-Based Procedures/Use of Non-Research-Based Practices*

Research shows that few evidence-based behavior management procedures are implemented in schools (Briesch et al., 2015).

17

## Vision Retraining

### American Academy of Ophthalmology Complementary Therapy Task Force

"To date, there appears to be no consistent scientific evidence that supports behavioral vision therapy, orthoptic vision therapy, or colored overlays and lenses as effective treatments for learning disabilities." It seems intuitive that oculomotor abilities and visual perception play a role in learning skills such as reading and writing. However, several studies in the literature demonstrate that eye movements and visual perception are not critical factors in the reading impairment found in dyslexia, but that brain processing of language plays a greater role. Furthermore, the vast majority of individuals with known ocular motility and eye movement defects appear to read and comprehend normally. Many individuals born with severely misaligned eyes excel in reading and academics" (Schwab et al., 2001, p. 1).

Consistent with a review by Barrett (2009). See also Handler and Fierson (2009). *Policy statement: Learning disabilities, dyslexia and vision* by the American Academy of Ophthalmology.

18

## Perceptual Motor Programs, Sensory Integration, and Tinted Lenses

“The research findings regarding three relatively common, yet controversial, practices failed to support the continued use of perceptual motor programs, sensory integration therapy, and tinted lenses. Educators are encouraged to become informed consumers of research and implement evidence-based practices” (Hyatt, Stephenson, & Carter, 2009, p. 313).

19

## Brain-Based Education

“these interventions...may be based on misinterpretation or misunderstanding of the data. Yet, neuroscience research does, indeed, provide important information regarding how children learn and gives some important guidance towards best educational practices. However, rather than suggesting dramatic changes in instructional approaches, the data appear to support traditional practices.... For example, the research described above on the formation of memory through long-term potentiation strongly suggests that neural connections are strengthened through repetition or practice.... Likewise, the data suggest that formation of memories through neural consolidation works best if students have a number of short learning sessions separated over time, not single long sessions. Neuroscience, in this case, reinforced these best practices by providing the data at the neural level that supported these methods” (Alferink & Farmer-Dougan, 2010, p. 50).

20

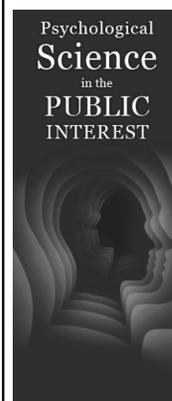
## Learning Styles

Review of research shows a lack of research support:

(see for example Tarver and Dawson, 1978; Arter and Jenkins, 1979; Kampwirth and Bates, 1980; Kavale and Forness, 1987; Snider, 1992; Stahl, 1999; Cuevas, 2015).

21

## Learning Styles



“Our review of the literature disclosed ample evidence that children and adults will, if asked, express preferences about how they prefer information to be presented to them. There is also plentiful evidence arguing that people differ in the degree to which they have some fairly specific aptitudes for different kinds of thinking and for processing different types of information. However, we found virtually no evidence for the interaction pattern mentioned above, which was judged to be a precondition for validating the educational applications of learning styles. Although the literature on learning styles is enormous, very few studies have even used an experimental methodology capable of testing the validity of learning styles applied to education. Moreover, of those that did use an appropriate method, several found results that flatly contradict the popular meshing hypothesis. We conclude therefore, that at present, there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice. Thus, limited education resources would better be devoted to adopting other educational practices that have a strong evidence base, of which there are an increasing number” (Pashler, McDaniel, Rohrer, & Bjork, 2009, p. 105).

22

*d. Lack of Teacher Training in Behavior Management*

## Behavior Management Concerns

- Misbehavior is the main concern of educators (Dunlap, Iovannone, Wilson, Kincaid, & Strain, 2010; Martella, Nelson, Marchand-Martella, & O'Reilly, 2012; Westling, 2010).
- Instructional time is sacrificed; students learn less (Musti-Rao & Haydon, 2011; Reinke, Herman, & Stormont, 2013) contributing to the low achievement and excessive referrals to special education of at-risk students (Oliver & Reschly, 2007).
- 50% of new and urban teachers leave the profession within the first 5 years due to difficulties managing student behavior (Crothers & Kolbert, 2008; McKinney, Campbell-Whately, & Kea, 2005; Reinke et al., 2013).

### Yet.....

- The least capable teachers begin their profession teaching the most challenging students (Oliver & Reschly, 2007).
- New teachers often have a lack of preparation and insufficient professional development in classroom management (Briere, Simonsen, Sugai, & Myers, 2015; Oliver & Reschly, 2007; Parsonson, 2012; Simonsen, Myers, & DeLuca, 2010).
- Teachers consider classroom management to be the most difficult aspect of their job; however, they do not believe their training has prepared them to address behavior management issues (Briesch, Briesch, & Chafouleas, 2015; Reinke et al., 2013).

25

### As a result...

There are high rates of negative interactions between students who exhibit behavior problems and their teachers (Moore Partin, Robertson, Maggin, Oliver, & Wehby, 2010; Sutherland & Singh, 2004; Tillery, Varjas, Meyers, & Collins, 2010).

- Teachers allow over 90% of all appropriate behavior to go unrecognized.
- Teachers are two to five times more likely to recognize inappropriate behavior than they are to recognize appropriate behavior.
  - Teacher attention to inappropriate behavior tends to increase the probability that the behavior will be strengthened--will occur with regularity (Latham, 1992; Martin, Hutchings, Jones, Eames, & Whitaker, 2010).

26

- Note: Goal is 3-4 to 1 (Gunter, Coutinho, & Cade, 2002; Rathel, Drasgow, Brown, & Marshall, 2014; Stichter et al., 2009) or 5 to 1 (Martella et al., 2012; Schneider, 2012; Sugai & Horner, 2005) ratio of positive to negative interactions.
- Average ratios with teachers who work with students with behavior problems is 1 to 2 to 1 to 4 positive to negative interactions (Rathel et al., 2014).
- Even teachers who are involved in a school-wide behavior program achieve only 1.2 to 1 ratio of positives to negatives (Reinke et al., 2013). In their sample of 33 teachers, only one had a ratio of 4 to 1.
- Interestingly, teachers who report using harsher responses to student discipline problems and lower rates of positives to negatives also report higher levels of emotional exhaustion (Reinke et al., 2013).

27

## Detour #2

### Make Decisions Based on Scientific Evidence

- Look for environmental reasons for behavior rather than using labels as excuses

“Instead of blaming others or circumstances, the individual takes full responsibility for achieving a positive outcome” (Walsh & Tracy, 2004, p. 11).



28



Alterable Variables:  
New Direction in  
Educational  
Research

Bloom, Benjamin S.

Note: This is not the actual book cover

*Nonalterable Variables*

---

Ethnicity  
Socioeconomic status  
Gender  
Home background

*Alterable Variables*

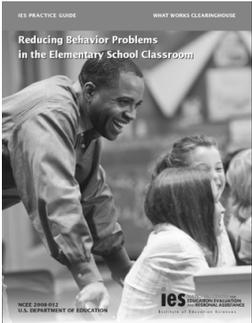
---

Use of time  
Teaching skills  
Quantity of teacher-to-student interactions

Adapted from Bloom (1980). 29



b. *use effective behavior management procedures*



National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

(Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008).

30

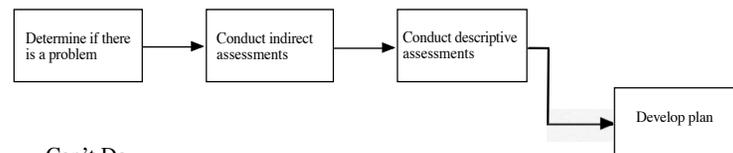
## IES Recommendations

**Recommendation 1.**  
**Identify the specifics of the problem**  
**behavior and the conditions that**  
**prompt and reinforce it.**



## Won't Do vs. Can't Do

Won't Do



Can't Do



## IES Recommendations

**Recommendation 1.**  
Identify the specifics of the problem behavior and the conditions that prompt and reinforce it.

**Recommendation 2.**  
Modify the classroom learning environment to decrease problem behavior.



**Recommendation 3.**  
Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

**Recommendation 4.**  
Draw on relationships with professional colleagues and students' families for continued guidance and support.

**Recommendation 5.**  
Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.

33

## National Autism Center (2015)

### Established Approaches

Children, Adolescents,  
Young Adults (Under age 22)



- Behavioral Interventions
- Cognitive Behavioral Intervention Package
- Comprehensive Behavioral Treatment for Young Children
- Language Training (Production)
- Modeling
- Natural Teaching Strategies
- Parent Training
- Peer Training Package
- Pivotal Response Training
- Schedules
- Scripting
- Self-management
- Social Skills Package
- Story-based Intervention

34

## National Autism Center (2015)

### Emerging Approaches

Children, Adolescents,  
Young Adults (Under age 22)



- Augmentative and Alternative Communication Devices
- Developmental Relationship-based Treatment
- Exercise
- Exposure Package
- Functional Communication Training
- Imitation-based Intervention
- Initiation Training
- Language Training (Production & Understanding)
- Massage Therapy
- Multi-component Package
- Music Therapy
- Picture Exchange Communication System
- Reductive Package
- Sign Instruction
- Social Communication Intervention
- Structured Teaching
- Technology-based Intervention
- Theory of Mind Training

35

## National Autism Center (2015)

### Unestablished Approaches

Children, Adolescents,  
Young Adults (Under age 22)



- Animal-assisted Therapy
- Auditory Integration Training
- Concept Mapping
- DIR/Floor Time
- Facilitated Communication
- Gluten-free/Casein-free diet
- Movement-based Intervention
- SENSE Theatre Intervention
- Sensory Intervention Package
- Shock Therapy
- Social Behavioral Learning Strategy
- Social Cognition Intervention
- Social Thinking Intervention

36

## National Autism Center (2015)

Established Approach

Adults (Over age 22)

- Behavioral Interventions



37

## National Autism Center (2015)

Emerging Approach

Adults (Over age 22)

- Vocational Training Package



38

## National Autism Center (2015)

### Unestablished Approaches

Adults (Over age 22)



- Cognitive Behavioral Intervention Package
- Modeling
- Music Therapy
- Sensory Integration Package

39

### *Eunice Kennedy Shriver* National Institute of Child Health and Development (2017)

"Behavior management therapy tries to reinforce wanted behaviors and reduce unwanted behaviors. It also suggests what caregivers can do before, during, after, and between episodes of problem behaviors.

Behavioral therapy is often based on applied behavior analysis (ABA), a widely accepted approach that tracks a child's progress in improving his or her skills.

Different types of ABA commonly used to treat autism spectrum disorder (ASD) include:

- Positive Behavioral Support (PBS). PBS aims to figure out why a child does a particular problem behavior. It works to change the environment, teach skills, and make other changes that make a correct behavior more positive for the child. This encourages the child to behave correctly.

- Pivotal Response Training (PRT). PRT takes place in the child's everyday environment. Its goal is to improve a few "pivotal" skills, such as motivation and taking initiative to communicate. These help the child to learn many other skills and deal with many situations.

- Early Intensive Behavioral Intervention (EIBI). EIBI provides individualized, behavioral instruction to very young children with ASD. It requires a large time commitment and provides one-on-one or small-group instruction.

- Discrete Trial Teaching (DTT). DTT teaches skills in a controlled, step-by-step way. The teacher uses positive feedback to encourage the child to use new skills."

40

## Teach Pivotal Response Skills

“Pivotal Behavior: A behavior that, when learned, produces corresponding modifications or covariation in other untrained behaviors” (Cooper, Heron, & Heward, 2007, p. 701).

“*Pivotal areas*...are areas that, when targeted, lead to large collateral changes in other—often untargeted—areas of functioning and responding” (Koegel & Koegel, 2006, p. 4).

41

## Teach Skills and Replacement Behaviors (Autism Speaks, 2012 pp. 44-46)

- Develop and expand functional communication
- Teach social skills
- Create activity schedules
- Teach self-regulation and de-escalation strategies
- Teach cause and effect, self-reflection, and social understanding
- Teach self-management skills
- Teach exercise skills and routines
- Teach appropriate social considerations (e.g., personal space, privacy, feelings vs. actions)

42

## What is Self-Management?

- Procedures designed to help an individual change and/or maintain his or her own behavior.
- Engaging “in a behavior (target behavior) at one time to control the occurrence of another behavior” (Miltenberger, 2001, p. 385).
- “the personal application of behavior change tactics that produces a desired change in behavior” (Cooper et al., 2007, 578).

43

## Goal Setting

**Goal setting** involves the establishment of performance criteria and the identification and use of solutions to meet an established goal (Martella et al., 2012).

44

### Example of Goal Setting for School Activities

Assignment	What Do I Have to Do?	Did I Do It?
Reading	Read pages 19 and 20 Identify the main character and the setting	___ Yes ___ No
Math	Problems 1-10 on page 20	___ Yes ___ No
Music	Follow the teacher's instructions	___ Yes ___ No
Lunch	Follow the five BIG RAM rules	___ Yes ___ No
Science	Measure and record the length of four objects	___ Yes ___ No

4 or 5 completed assignments = go home on time (3:00).  
Fewer than four completed assignments = stay after school for 10 minutes (3:10)

### Goal Setting Contract

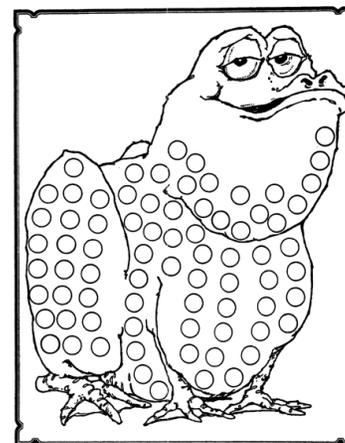
Student: Brad Johnson  
 Class: Ms. Smith's self-contained special education class  
 Goal: Increase positive statements and eliminate negative statements  
 Objective 1: During the class period, Brad will provide at least 6 positive statements and no more than 15 negative statements for three consecutive classes.  
 Objective 2: During the class period, Brad will provide at least 9 positive statements and no more than 12 negative statements for three consecutive classes.  
 Objective 3: During the class period, Brad will provide at least 12 positive statements and no more than 9 negative statements for three consecutive classes.  
 Objective 4: During the class period, Brad will provide at least 15 positive statements and no negative statements for three consecutive classes.  
 Student's responsibilities for achieving goal/objective:  
 a. Engage in the same or a larger number of positive statements.  
 b. Engage in the same or a fewer number of negative statements.  
 c. Accurately record the number of positive and negative statements each class.  
 d. Chart the number of positive and negative statements on a graph and compare with the teacher's record.  
 Teacher/staff responsibilities:  
 a. Set the goal/objective at a level that it can be achieved.  
 b. Monitor and record the number of student's statements throughout the class period.  
 c. Provide 15 min. of time on the computer for meeting the daily goal/objective.  
 d. Provide an extra 5 min. on the computer for recording the statements accurately.  
 e. Provide 30 min. of class time for a preferred activity (on activity list) on the third consecutive class of meeting the goal/objective.  
 Monitoring and evaluation procedures:  
 a. Brad is to use a daily monitoring form to record the successful completion of his responsibilities.  
 b. Brad will compare his record with the teacher's record and graph the results.  
 Review date: At the end of each class period.  
 Student signature: \_\_\_\_\_  
 Teacher/staff signature: \_\_\_\_\_

## Self-Recording

Self-recording (also called self-monitoring by many researchers and practitioners) involves observing and recording one's own behavior (Cooper et al., 2007). However, Martella, Leonard, Marchand-Martella, and Agran (1993) made a distinction between self-recording and self-monitoring.

**Self-recording** involves observing and recording one's own behavior *when prompted to do so* (Martella et al., 2012).

47



(Source: Sprick, 1981).

Use the frog chart by filling in or by having a student fill in a circle whenever he or she works hard or engages in a specific positive behavior.

48



An example of the visuals used to teach a student to identify his regulatory state and what to do to 'get to green':

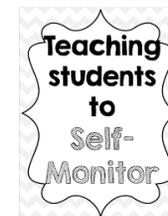
My Self-Management Plan

	The behaviors I exhibit when I feel this way	What I need to do-
 I AM HIGH	<ul style="list-style-type: none"> <li>■ I grab others</li> <li>■ I hit and bite</li> <li>■ I yell loud</li> <li>■ I cry loudly</li> </ul>	<ul style="list-style-type: none"> <li>■ Sit and breath- deep breaths</li> <li>■ I need to be in a safe place</li> <li>■ go to the beanbag and stay there!</li> <li>■ Get to yellow</li> </ul>
 I AM LOW	<ul style="list-style-type: none"> <li>■ I look tense, my shoulders and body are tense</li> <li>■ I bite my tongue</li> <li>■ I click my neck and fingers</li> <li>■ I look red and sad</li> <li>■ I need everything to be in its place</li> </ul>	<ul style="list-style-type: none"> <li>■ Take a sensory break</li> <li>■ Ask for help</li> <li>■ I need someone to write and explain what's going on!</li> <li>■ I need to take DEEP breaths</li> </ul>
 I AM CALM	<ul style="list-style-type: none"> <li>■ I can sit and focus</li> <li>■ I can follow my schedule</li> <li>■ I can answer with my voice</li> <li>■ I do respond to others and I look relaxed!</li> </ul>	<ul style="list-style-type: none"> <li>■ I can earn my points and get preferred breaks</li> </ul>

(Source: Autism Speaks, 2012)

## Self-Monitoring

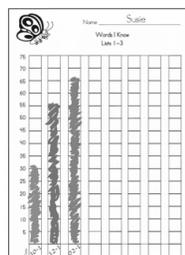
**Self-monitoring** is a procedure where a student observes and records his or her own behavior. Self-monitoring is similar to self-recording except that it occurs without the external prompt (Martella et al., 2012).





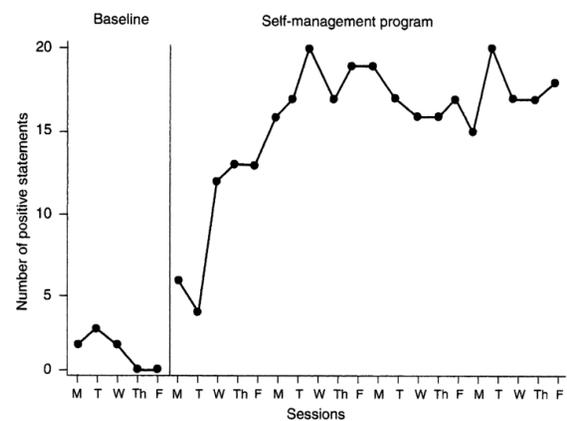
## Self-Charting

**Self-charting** involves graphing one's own behavior (Martella et al., 2012).



55

## Example of a Self-Chart



56

## Examples

Two Students with Severe Learning Disabilities  
(14 [Brien] and 15 [Peter] years old)

(Source: Dalton, Martella, & Marchand-Martella, 1999)

## Self-Evaluation Form

Dates	Mon.	Tues.	Weds.	Thurs.	Fri.
<i>Before Class</i>					
1. Do I have my homework completed?	Yes No				
2. Did I bring my materials (pencil, assignment log, and composition book)?	Yes No				
3. Did I find out what I will be doing in class (listen to the teacher, look for the assignment, ask if I don't know)?	Yes No				
4. Did I write the assignment/activity in my assignment log?	Yes No				
5. Did I get started on time within 60 seconds?	Yes No				
<i>During Class</i>					
6. Did I ask myself during the period, "Am I working?" Respond yes or no.	Yes No				
<i>After Class</i>					
7. Did I follow the teacher's directions?	Yes No				
8. Did I work on the assignment during the entire time I was given?	Yes No				
9. Do I have homework tonight? If yes, write in my assignment log.	Yes No				

### Self-Evaluation Form (continued)

10. Rate my behavior: (Circle the #) 1 = Poor 2 = Needs Improvement 3 = Okay 4 = Good 5 = Great					
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

<b>FOR THE TEACHER</b> 11. Please rate the student's behavior: 1 = Poor 2 = Needs Improvement 3 = Okay 4 = Good 5 = Great					
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

### Criteria for Teacher Rating

- 1 = student was off task for most of the period (more than 40 minutes), did not follow classroom rules, was reprimanded regarding behavior more than two times, was removed from the classroom.
- 2 = student worked on the assigned task, followed classroom rules for less than half the period (30 minutes or less), or was reprimanded regarding behavior two times.
- 3 = student worked on the assigned task, followed classroom rules for over half of the period (30 minutes or more), or was reprimanded regarding behavior two times.
- 4 = student worked on the assigned task, followed classroom rules, or one minor incident such as speaking without permission occurred.
- 5 = student worked on the assigned task, followed classroom rules, or no warnings or reprimands were needed.

## Self-Monitoring Form

Are you working and staying on task? (Circle yes or no.)

Monday				Tuesday			
11:00	11:05	11:10	11:15	11:00	11:05	11:10	11:15
Yes_No	Yes_No	Yes_No	Yes_No	Yes_No	Yes_No	Yes_No	Yes_No
11:20	11:25	11:30	11:35	11:20	11:25	11:30	11:35
Yes_No	Yes_No	Yes_No	Yes_No	Yes_No	Yes_No	Yes_No	Yes_No
11:40	11:45			11:40	11:45		
Yes_No	Yes_No			Yes_No	Yes_No		
Wednesday				Thursday			
11:00	11:05	11:10	11:15	11:00	11:05	11:10	11:15
Yes_No	Yes_No	Yes_No	Yes_No	Yes_No	Yes_No	Yes_No	Yes_No
11:20	11:25	11:30	11:35	11:20	11:25	11:30	11:35
Yes_No	Yes_No	Yes_No	Yes_No	Yes_No	Yes_No	Yes_No	Yes_No
11:40	11:45			11:40	11:45		
Yes_No	Yes_No			Yes_No	Yes_No		
Friday							
11:00	11:05	11:10	11:15				
Yes_No	Yes_No	Yes_No	Yes_No				
11:20	11:25	11:30	11:35				
Yes_No	Yes_No	Yes_No	Yes_No				
11:40	11:45						
Yes_No	Yes_No						

61

## Daily Report Card

### Daily Report Card

\*Remember: 8 out of 10 "Yes" responses = 5 points  
A "3" to "5" behavior rating = 5 points

If your points = 10 for the day, you get 10 minutes of free time in your study class.

You get 2 extra credit points EACH TIME you get a "5" for behavior from your teacher.

A total of 10 points for 4 consecutive days = A tangible reward of your choice and the points will go toward your overall grade in L.O.C. and/or study class.

For the teacher:  
Record points here--

Dates	Mon.	Tues.	Wed.	Thurs.	Fri.

62



### Change in Grades in 1 Semester

Peter: Science (F to D)  
 Language Arts (unchanged at F)  
 LOC (F to B)

Brien: Science (F to C)  
 Social Studies(D to A)  
 LOC (D to A)

### Student Who Steals/Is Untruthful/Destructive

**Behavioral Contract Between \_\_\_\_\_ and \_\_\_\_\_ Staff**

The following are expectations from \_\_\_\_\_ and staff responses.

- Each day \_\_\_\_\_ is to record whether or not he met the behavioral expectations for each of the behaviors listed on his self-recording form. Additionally, a staff member will also record whether \_\_\_\_\_ met the behavioral expectation for each behavior on the list. For each behavior met, \_\_\_\_\_ will be paid \$1.10 for a potential total of \$1.80 at the end of each school day and \$1.40 for each non-school day (weekends, holidays). \_\_\_\_\_ can earn an extra bonus of \$.35 for meeting each of the behavior expectations for the day, and \$.75 if each behavior expectation is met for each day of the week. Therefore, \_\_\_\_\_ may earn up to \$15.00 per week for meeting all of his behavior expectations.
- When \_\_\_\_\_ indicates a staff person or another person such as a family member has provided permission for an activity, staff will check with the person in question. If it is found that \_\_\_\_\_ was attempting to manipulate those around him, he will lose the opportunity to engage in an activity outside of the apartment for the day.
- If \_\_\_\_\_ is found in possession of another person's property, he will be required to pay to replace the property or pay some amount as a "rental fee." The cost owed the other resident will be decided by staff.
- When \_\_\_\_\_ destroys property, he will be required to pay for repairs or make repairs himself under the supervision of staff. The cost of any repairs will be decided upon by staff.
- At the end of each week, \_\_\_\_\_ will be able to purchase items or activities (e.g., going to a movie) with the money he has earned during the week.

We agree to the expectations and resulting consequences for the behaviors described above.

\_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_

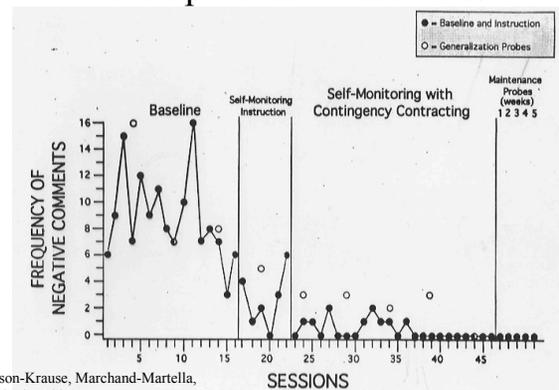
\_\_\_\_\_  
 Staff Member \_\_\_\_\_ Date \_\_\_\_\_

### Self-Monitoring Form

Expectation:	Mon.		Tues.		Wed.		Thurs.		Fri.		Sat.		Sun.	
	T	S	T	S	T	S	T	S	T	S	T	S	T	S
1. Is out of bed no later than 10 min after alarm														
2. Takes shower														
3. Gets dressed directly after shower														
4. Makes bed/beds on bed before leaving the apartment														
5. Brushes teeth before leaving apartment in the morning														
6. Picks up room before leaving apartment														
7. Sets microwave before leaving apartment														
8. Puts dishes in dishwasher within 5 min after breakfast														
9. Helps with laundry when asked														
10. Gets to bus stop before bus arrives											NA	NA		
11. Rides school bus without any infractions											NA	NA		
12. Does not have any difficulties at school											NA	NA		
13. Brings home daily new from school											NA	NA		
14. Follows directions at home														
15. Helps make dinner when asked														
16. Cleans apartment (e.g. vacuum, dust, clean bathroom) before going to bed														
17. Brushes teeth before going to bed														
18. Goes to bed with lights out and radio off no later than 5 minutes after bedtime														

Note: \_\_\_\_ initials in the column "T" and Staff initials in the column "S"

### 14-year-old male with Developmental Disabilities



(Source: Courson-Krause, Marchand-Martella, Martella, & Schmitt, 1997)

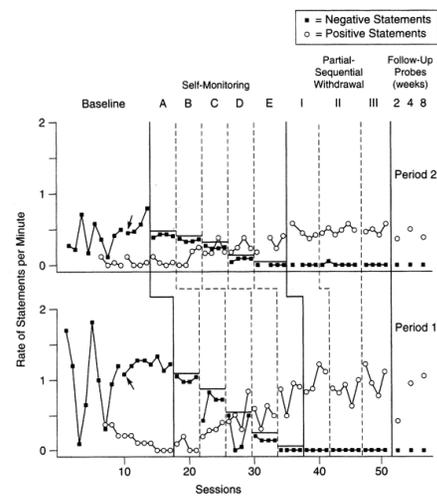
## 12-year-old Student with Developmental Disabilities and Highly Aggressive

(Source: Martella et al., 1993)

*Self-Monitor Negative Statements*

1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16		

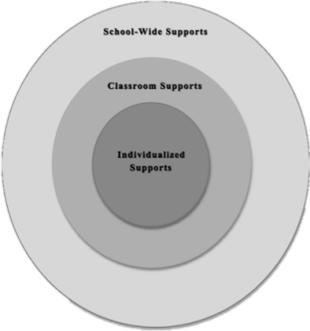
69



70

### Destination #3

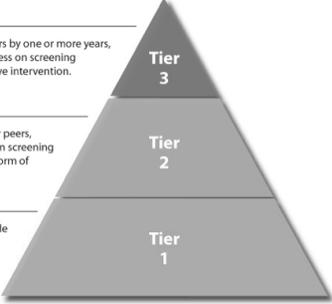
Support All Students (multi-tiered)



71

### Roadblock #3

We Tend to Provide Tier 3 Supports,  
Not Multi-Tiered Supports



Tier 3  
Students lag behind their peers by one or more years, demonstrate very weak progress on screening measures, and require intensive intervention.

Tier 2  
Students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention.

Tier 1  
Students learn at roughly grade level or above, and are least likely to fall behind or need intervention.

72

## Factors Contributing to Antisocial Behaviors

- Community/Social
- Home
- School

73

## Detour #3

*Support All Students*

### *a. Start early*

- We can reliably predict which children will be oppositional in school by age 3.\*
- The single best predictor of delinquency in adolescence is behavior difficulties exhibited in elementary school.
- For those students who have more severe problem behaviors, the problem behaviors do not simply disappear over time.
- The stability of aggressive behavior over a 10-year period is about the same as the stability of intelligence over the same time period. The stability of IQ scores is approximately .70 while the stability of aggressive behavior is .60 to .80.
- If problem behavior persists after 3rd grade, the likelihood of making successful changes later in a student's academic career diminishes radically.
- After 3rd grade, behavior problems should be viewed as a chronic problem.

Source: Walker (1995).

\*Social and emotional problems may begin as early as age 2 (Tillery et al., 2010).

74

## Early Intervention

Need to intervene early: "Between 3% and 25% of children with autism make so much progress that they are no longer on the autism spectrum when they are older. Many of the children who later go off the spectrum have some things in common:

- Diagnosis and treatment at younger ages
- A higher intelligence quotient.. than the average child with autism
- Better language and motor skills"

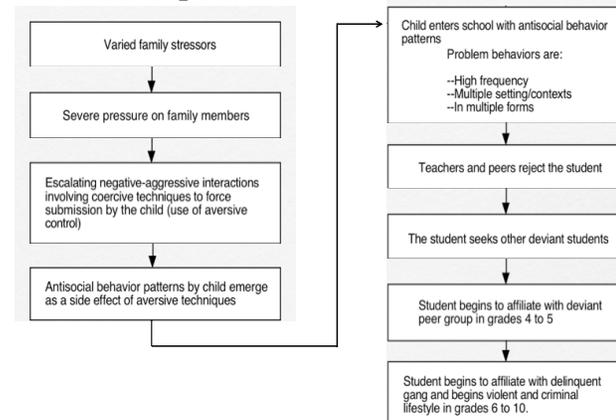
### Goals:

- Physical skills
- Thinking skills
- Communication skills
- Social skills
- Emotional skills

*Eunice Kennedy Shriver* National Institute of Child Health and Human Development. (2017). Early intervention. *Autism spectrum disorder (ASD): Condition information*. Rockville, MD: Author. Retrieved from <https://www.nichd.nih.gov/health/topics/autism/conditioninfo/Pages/behavioral-management.aspx>

75

## The Development of Antisocial Behavior Patterns



Adapted from Patterson (1982).

76

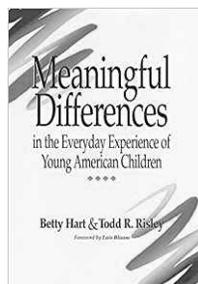
### Hart & Risley (1996)

Studied 42 families

13 higher SES families

23 middle/lower SES families

6 low SES families



Observed every month for 1 hour for 2.5 years

Observations began when children were 7-9 months of age

77

### Differences in Vocabulary at 36 Months

Children from higher SES families (1200 words)

Children from middle SES families (800 words)

Children from low SES families (580 words)

78

### Actual Differences in Quantity of Words Heard

In a typical hour, the average child would hear:

High SES family    2,153 words

Middle SES family    1,251 words

Low SES family    616 words

79

### Cumulative Language Experience in a Typical Week

High SES    215,000 words of language experience

Middle SES    125,000 words of language experience

Low SES    62,000 words of language experience

80

## Differences in Quantity of Interaction

In a typical hour, the average child would hear:

High SES (32 affirmations and 5 prohibitions)

Middle SES (12 affirmations and 7 prohibitions)

Low SES (5 affirmations and 11 prohibitions)

81

## Cumulative Language Experience at Age 4

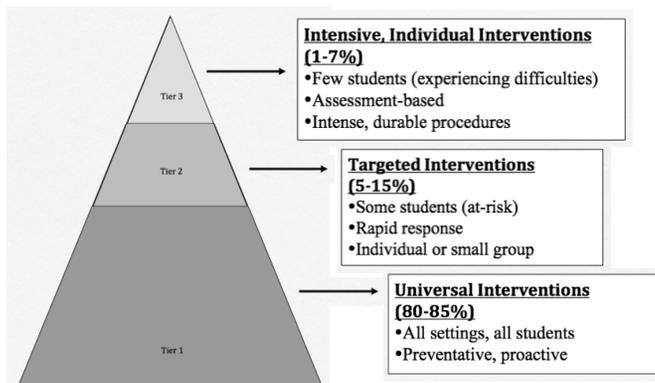
High SES 45 million words (560,000 more instances of encouraging feedback)

Middle SES 26 million words (100,000 more instances of encouraging feedback)

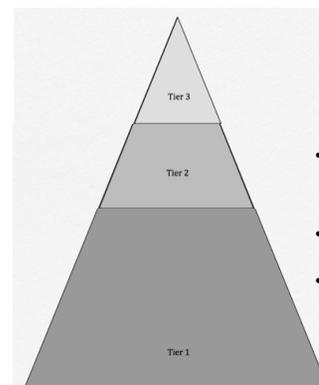
Low SES 13 million words (125,000 more instances of discouraging feedback)

82

b. Consider multi-tiered perspective



## MTSS—Model for all Students



Crosland and Dunlap (2012):

- Greater receptivity to inclusion for students with ASD
- Improving efficiency of interventions
- Provision of additional resources for inclusion

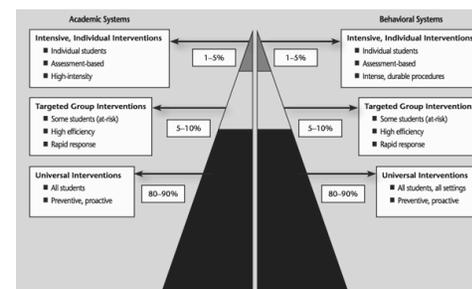
## School-Wide Change

- **Primary**  
Primary prevention techniques focus on enhancing protective factors on a school-wide basis to reduce the risk of academic failure and behavior problems.
  - ◆ Ecological arrangements of the common areas of the school (e.g., hallways, cafeteria, restrooms, playground).
  - ◆ Clear and consistent behavioral expectations.
  - ◆ Scientifically-based academic curricula.
  - ◆ Motivational systems (e.g., praise, awards, contracts).
  - ◆ Active supervision of the common area routines to prevent disruptive behavior and to respond effectively when it occurs.
  - ◆ Intervention for compliance issues (e.g., Think Time).
- **Secondary**  
Secondary techniques provide behavioral, social, or academic support to at-risk students through specialized academic or management group systems.
  - ◆ Behavioral support (e.g., precorrection strategies, self-management training, family management training).
  - ◆ Social support (e.g., social skills training).
  - ◆ Academic support (e.g., scientifically-based intervention programs).
- **Tertiary**  
Tertiary techniques involve *individualized* systems for students with high-risk behaviors. These techniques are intended for those students who will continue to misbehave when teachers provide the kind of behavioral, social, and/or academic support that is effective for most students.
  - ◆ Any of the above secondary programs such as self-management training.
  - ◆ Functional behavioral/academic assessment.
  - ◆ Behavior plan with individualized interventions.

85

## Destination #4

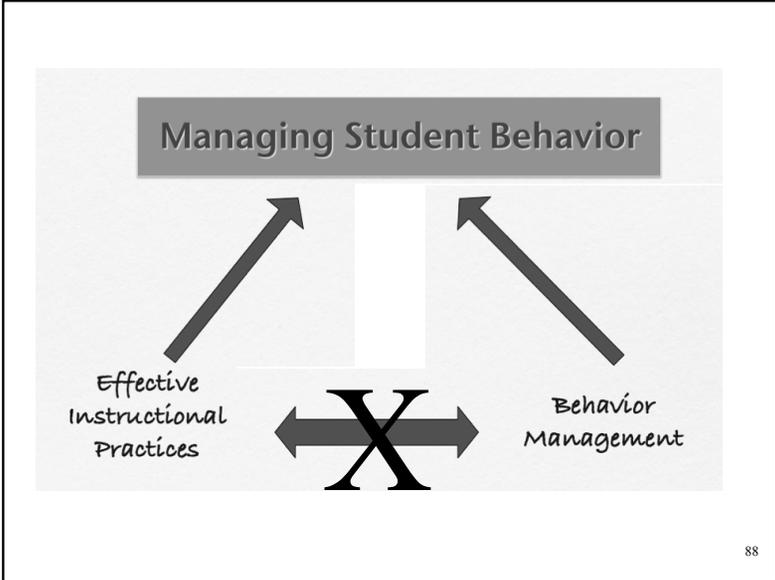
### Integrate Academic and Behavioral Programming



86

**Roadblock #4**  
*No Linkage with Instruction*

87



**DETOUR** →

## Detour #4

*Integrate Academic and Behavioral Programming*

**STUDENT ACHIEVEMENT**

*Good Teaching*      *Behavior Management*

Adapted from OSEP Center on PBIS

Horner, Sugai, Todd, and Lewis-Palmer (2005); Martella et al. (2012);  
 Stewart, B  ner, Martella, and Marchand-Martella (2007); Stewart, Martella,  
 Marchand-Martella, and Benner (2005).

89

Academic Systems	Behavioral Systems
<p><b>Intensive, Individual Interventions</b></p> <ul style="list-style-type: none"> <li>■ Individual students</li> <li>■ Assessment-based</li> <li>■ High-intensity</li> </ul>	<p><b>Intensive, Individual Interventions</b></p> <ul style="list-style-type: none"> <li>■ Individual students</li> <li>■ Assessment-based</li> <li>■ Intense, durable procedures</li> </ul>
← 1-5%	1-5% →
<p><b>Targeted Group Interventions</b></p> <ul style="list-style-type: none"> <li>■ Some students (at-risk)</li> <li>■ High efficiency</li> <li>■ Rapid response</li> </ul>	<p><b>Targeted Group Interventions</b></p> <ul style="list-style-type: none"> <li>■ Some students (at-risk)</li> <li>■ High efficiency</li> <li>■ Rapid response</li> </ul>
← 5-10%	5-10% →
<p><b>Universal Interventions</b></p> <ul style="list-style-type: none"> <li>■ All students</li> <li>■ Preventive, proactive</li> </ul>	<p><b>Universal Interventions</b></p> <ul style="list-style-type: none"> <li>■ All students, all settings</li> <li>■ Preventive, proactive</li> </ul>
← 80-90%	80-90% →

Source: National Center on Positive Behavior Interventions and Supports (PBIS), cited in Read & Lampron, 2012, p. 7.

90

## Meta Analysis

Stewart, R., Benner, G., Martella, R. C., & Marchand-Martella, N. E. (2007). Three-tier models of reading and behavior: A research review. *Journal of Positive Behavior Interventions, 9*, 239-253.

Intervention Focus/Outcome	Weighted	
	Mean Z <sub>i</sub>	N
<u>Reading Only</u>		585
Reading	.30	585
Behavior	--	--
<u>Behavior Only</u>		860
Reading	.18	21
Behavior	.28	839
<u>Integrated</u>		3,668
Reading	.53	3,668
Behavior	.31	3,668

Correlations of .10 to .29, .30 to .49, and .50 and above were considered small, moderate, and large, respectively.

## Focus Areas

**Classroom Organization**

Babkic (2006); Hirn and Park (2012); Kern and Clemens (2007); Slavin (2012); Trussell (2008).

**Expectations**

Barbetta, Norona, and Bicard (2005); Reinke et al. (2013); Kern and Clemens (2007).

**Routines**

Archer and Hughes (2011); Kern and Clemens (2007).

**Transitions**

Archer and Hughes (2011); Martella et al. (2012); Slavin (2009); Slavin (2012); Witt, LaFleur, Naquin, and Gilbertson (1999).

Note: Expanded information on these areas can be found in: Martella, R. C., & Marchand-Martella, N. E. (2015). Improving classroom behavior through effective instruction: An illustrative program examples using SRA FLEX Literacy. *Education & Treatment of Children, 38*, 241-272.

**Effective Instruction**  
Martella et al. (2012); Reinke, et al. (2013); Vaughn & Bos (2012).

**Positive and Corrective Feedback**  
Hirn and Park (2012); Vaughn and Bos (2012).

**Differentiated Instruction**  
Shams and Seitz (2008).

**Scaffolded Instruction**  
Marchand-Martella and Martella (2013); Stewart et al. (2005).

93

**Self-Management**  
Dalton, Martella, and Marchand-Martella (1999); Martella, Leonard, Marchand-Martella, and Agran (1993); Martella et al. (2002); Martella et al. (2012).

**Social Development**  
Cook et al. (2008); Marchand-Martella and Martella (2013).

94

Example of Self-Evaluation form found in the Interactive Reader in the Print Experience.



**Self-Evaluation** For this week's Readers' Theater, think about how you met each expectation. Then circle a score for each.

Expectation	I always did this.	I usually did this.	I sometimes did this.	I never did this.
I spoke clearly when it was my turn to read my lines.	4	3	2	1
I worked well with my class to practice my lines.	4	3	2	1
I listened to others so that we spoke together on group lines.	4	3	2	1
I highlighted my lines so I knew when to speak.	4	3	2	1
I held the script so people could hear me. (I didn't hide behind the script or look at the floor.)	4	3	2	1
I used my voice to help people understand the poem.	4	3	2	1

Active Participation    Interactive Reader    Critical Thinking Application    Week 21 Total

TOTAL POINTS FOR WEEK 21: \_\_\_\_\_

180 Samantha Cinderella Scott 95

Example of Collaborative Assessment Guide found in the Project Experience.



**Collaboration Assessment Guide**

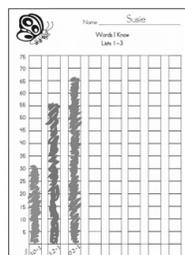
Name \_\_\_\_\_

Individual Responsibility	Item	Criteria
Collaboration	1	Contributed to the development of the project
	2	Collaborated with the team on the project work
	3	Showed respect for another's ideas
Team Responsibility	Item	Criteria
Collaboration	1	Worked hard to complete the work
	2	Shared the work fairly
Comprehension	1	Stayed focused on the topic
	2	Asked questions to help understand the topic
	3	Worked together to improve each other's ideas
	4	Helped each other understand one another's ideas and the ideas they researched
Respect for People and Ideas	1	Showed respect for one another's ideas
	2	Made sure that all team members' opinions were heard
Conflict Resolution	1	Followed discussion rules to resolve conflicts
	2	Resolved conflicts with respect for all involved

96

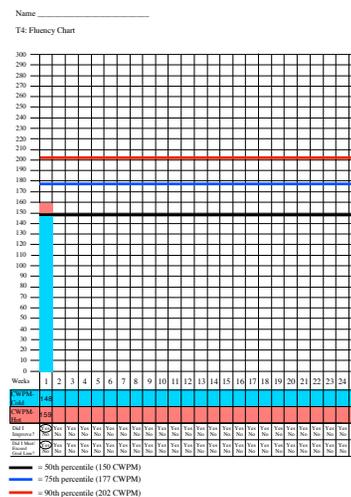
## Self-Charting

**Self-charting** involves graphing one's own behavior (Martella et al., 2012).



97

## Self-Chart with Self-Evaluation



(Source: *Read to Achieve*, 2010. SRA/McGraw-Hill)

98

## **Destinations**

1. Create a reinforcing learning environment.
2. Make decisions based on scientific evidence.
3. Support all students (multi-tiered).
4. Integrate academic and behavioral programming.