

Class-wide Positive Behavior Support

Brandi Simonsen, Ph.D. (brandi.simonsen@uconn.edu)

Critical Features of Classroom Management

1. Maximize structure in your classroom.

- Develop **Predictable Routines**
 - **Teacher routines**
 - **Student routines**
- **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
 - Arrange **furniture** to allow easy traffic flow.
 - Ensure adequate **supervision** of all areas.
 - Designate staff & student **areas**.
 - **Seating** arrangements (groups, carpet, etc.)

2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.

Establish

Behavioral expectations/Rules

- A small number (i.e., 3-5) of *positively* stated rules. **Tell students what we want them to do, rather than telling them what we do not want them to do.**
 - Publicly **post** the rules.
 - Should match SW Expectations
- **Operationally define** what the rules look like across all the routines and settings in your school.
 - One way to do this is in a **matrix** format.
 - This matrix should compliment your school-wide matrix, but be specific to your classroom setting.

Rules within Routines Matrix

	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Respect				
Responsibility				
Safety				

Teach

rules in the context of routines

- Teach expectations directly.
 - Define rule in operational terms—tell students what the rule looks like within routine.
 - Provide students with examples and non-examples of rule-following within routine.
- Actively involve students in lesson—game, role-play, etc. to check for their understanding.
- Provide opportunities to practice rule following behavior in the natural setting.

Prompt

or remind students of the rule

- Provide students with **visual prompts** (e.g., posters, illustrations, etc).
- Use **pre-corrections**, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings where problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).

Monitor

students' behavior in natural context

- Active Supervision (Colvin, Sugai, Good, Lee, 1997):
 - **Move** around
 - Look around (**Scan**)
 - **Interact** with students
 - Reinforce
 - Correct



- Collect data
 - Are rules being followed?
 - If there are errors,
 - **who** is making them?
 - **where** are the errors occurring?
 - **what** kind of errors are being made?
- Summarize data (look for patterns)
- Use data to make decisions
- Creating your own lesson plans
 - Develop **scripted lesson plans**
 - A separate lesson plan should be developed for teaching each expectation in the context of each routine.
 - That is, a separate lesson would be created for each box in the matrix.
 - Lesson plans should include:
 - a brief explanation of the expectation and routine,
 - a statement (i.e., operational definition) of what it looks like to follow the expectation within the routine, including both positive and negative teaching examples;
 - a demonstration of expectation-following behavior (*model*),
 - activities that provide students with guided practice (*lead*), and
 - opportunities for students to independently demonstrate expected behavior in the natural context (*test*)

LESSON FOCUS	LESSON MATERIALS	LESSON ACTIVITIES	FOLLOW UP ACTIVITIES (DURING AND AFTER THE LESSON)
NAME OF EXPECTATION (RULE)	LIST ALL MATERIALS REQUIRED TO TEACH THE LESSON	MODEL	WAYS TO PROMPT EXPECTED BEHAVIOR
ROUTINE		LEAD	PROCEDURES FOR REINFORCING APPROPRIATE BEHAVIOR
OPERATIONAL DEFINITION OF EXPECTED BEHAVIOR WITHIN SPECIFIC ROUTINE	TEACHING EXAMPLES	TEST	PROCEDURES FOR CORRECTING INAPPROPRIATE BEHAVIOR
LESSON OBJECTIVE		POSITIVE EXAMPLES	Negative Examples
<small>CLEARLY STATE A BEHAVIORAL TEACHING OBJECTIVE</small> <small>Include 4 parts: learner(s), behavior(s), condition(s), and criteria</small>			

3. Actively engage students in observable ways.

- Provide high rates of opportunities to respond
- Consider various observable ways to engage students
- Link engagement with outcome objectives
- Range of evidence based practices that promote active engagement
 - Direct Instruction
 - Computer Assisted Instruction
 - Class-wide Peer Tutoring
 - Guided notes
 - Response Cards

4. Establish a continuum of strategies to acknowledge appropriate behavior.

- **Specific and Contingent Praise** should be
 - –...**contingent**: occur immediately following desired behavior
 - –...**specific**: tell learner exactly what they are doing *correctly* and continue to do in the future
 - “Good job” (not very specific)
 - “I like how you are showing me active listening by having quiet hands and feet and eyes on me” (specific)

- **Group Contingencies**: Three types
 - **“All for one”** (Interdependent Group Contingency)
 - Definition: Each client’s behavior is required for the whole group to reach some specified level of performance for the whole group to receive a consequence.
 - Example: If everyone participates respectfully in meal time, we will all go out for dinner on Friday.
 - **“One for all”** (Dependent Group Contingency)
 - Definition: Performance of an individual (or small group) results in consequences for the whole group.
 - Example: Brittany was able to earn a reinforcer for her entire class when she demonstrated a predetermined level of socially appropriate behavior. (We were careful to design this contingency so that it was no-fail—she would earn the reinforcer, it was just a matter of how long.)
 - **“To each his/her own”** (Independent Group Contingency)
 - Definition: The same goal is set for all learners in the group; however, consequences are delivered individually—they are based on the performance of each individual rather than the group.
 - Example: When each of you finishes your homework, you may go outside and play basketball.

- **Behavior Contracts**
 - A written document that specifies a contingency for an individual student or in this case...whole class
 - Contains the following elements (Wolery, Baily, & Sugai, 1988):
 - Operational definition of *BEHAVIOR*
 - Clear descriptions of *REINFORCERS*
 - *OUTCOMES* if student fails to meet expectations.
 - Special *BONUSES* that may be used to increase motivation or participation.
 - Ten Basic Rules for Behavioral Contracting (Homme, Csanyi, Gonzales, & Rechs, 1970)
 - 1. Payoff (reward) should be immediate.
 - 2. Initially call for and reward successful approximations.
 - 3. Reward frequently with small amounts.
 - 4. Call for and reward accomplishments.
 - 5. Reward the performance after it occurs (i.e., do not bribe the learner).
 - 6. The contract must be fair.
 - 7. The terms must be clear.
 - 8. The contract must be honest.
 - 9. The contract must be positive.
 - 10. Contracting must be used systematically (and consistently).

- **Token Economies**
 - Establishing a token economy (Guidelines from Sulzer-Azaroff & Mayer, 1991)
 - Determine and teach the target skills
 - Select tokens
 - Identify what will be back-up reinforcers
 - Identify the number of tokens required to receive back-up reinforcers
 - Define and teach the exchange and token delivery system
 - Define decision rules to change/fade the plan
 - Determine how the plan will be monitored

- Considerations for token economies
 - A token can easily provide immediate feedback about student behavior, while delaying the presentation of the back-up reinforcer.
 - Allows you to avoid *satiation* of reinforcers.
 - Beware of counterfeiters.
 - Do you plan on only giving tokens for appropriate behavior? Or, will you implement a *response cost* procedure?

5. Establish a continuum of strategies to respond to inappropriate behavior.

- **Error Corrections** should be
 - –...**contingent**: occur immediately after the undesired behavior
 - –...**specific**: tell learner exactly what they are doing *incorrectly* and what they should do differently in the future
 - –...**brief**: after redirecting back to appropriate behavior, move on
- **Differential Reinforcement**
 - DR...of *lower* rates of behavior (DRL)
 - DR...of *other* behaviors (DRO)
 - DR...of *alternative* behavior (DRA)
 - DR...of *incompatible* behavior (DRI)
- **Planned ignoring**
 - Definition: If a behavior is maintained by adult attention ...consider planned ignoring (e.g., ignore behavior of interest)
 - Example: Taylor talks out in class and his teacher currently responds to him approximately 60% in the time (either + or -). The teacher decides to ignore all talk outs and instead only call on him when his hand is raised.
- **Response Cost**
 - Definition: The withdrawal of specific amounts of a reinforcer contingent upon inappropriate behavior.
 - Examples: A wrong answer results in a loss of points; •Come to class without a pencil, buy one for 5 points.
 - Response cost procedures fit best within a token economy.
 - Generally, better to stick to the positives...
 - What happens if you continue to take away points?
 - How do you retrieve tokens once they have been given?
 - **REMEMBER** we always want a higher ratio of positives to negatives!!!! ☺ ☺ ☺ ☺ : ☹
- **Time out from reinforcement**
 - Definition: A child (or class) is removed from a previously reinforcing environment or setting, to one that is not reinforcing
 - Example: Child throws a rock at another child on the playground. The child is removed to the office....
 - **REMEMBER** the environment the child is removed to cannot be reinforcing!!! So, if the child receives adult attention in the office, which they find reinforcing, YOU have NOT put the child on time out

Research Supporting Critical Features of Classroom Management

1. Maximize structure in your classroom.

- Students in **high structure classes** engaged in...
 - less prosocial behavior to peers, but had slightly more friendly peer interactions
 - less imaginative play
 - less aggression
 - more attentive in circle time
 - helped to clean up more after free plan
 - did not show more independent task persistence
(Huston-Stein, Friedrich-Cofer, & Susman, 1977).
- In highly structured classes, impulsivity was not related to behavior (Susman, Huston-Stein, & Friedrich-Cofer, 1980).
- Greater task involvement in highly controlled classrooms (Morisson, 1977).
- Classrooms with **more walls** (visual dividers) were related to
 - less teacher distraction in general,
 - less student distraction from noise
 - more student satisfaction, and
 - less restriction of classroom activities
(Ahrentzen & Evans, 1984).
- **Open perimeters** were associated with
 - less kinetic visual distractions and
 - greater teacher satisfaction
(Ahrentzen & Evans, 1984).
- Changes in **classroom designs** are related to
 - distribution of children across the rooms
 - range and frequency of behaviors
(Weinstein, 1977)
- **Crowding** at home and school can have a negative impact on behavior (Maxwell, 1996)

Relevant Citations:

Ahrentzen, S., & Evans, G. W. (1984). Distraction, privacy, and classroom design. *Environment and Behavior*, 16(4), 437-454.

Huston-Stein, A., Friedrich-Cofer, L. & Susman, E. J. (1977). The relation of classroom structure to social behavior, imaginative plan, and self-regulation of economically disadvantaged children. *Child Development*, 48, 908-916.

Maxwell, L. E. (1996). Multiple effects of home and daycare crowding. *Environment and Behavior*, 28(4), 494-511.

Morrison, T. L. (1979). Classroom structure, work involvement, and social climate in elementary school classrooms. *Journal of Educational Psychology*, 71(4) 471-477.

Susman, E. J., Huston-Stein, A., & Friedrich-Cofer, L. (1980). Relation of conceptual tempo to social behaviors of head start children. *The Journal of Genetic Psychology*, 137, 17-20.

Weinstein, C. S. (1977). Modifying student behavior in an open classroom through changes in the physical design. *American Educational Research Journal*, 14(3), 249-262.

2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.

- **Teaching** and **reviewing** expectations (i.e., social skills) and **providing feedback** is associated with
 - decreases in
 - off-task behavior
 - disruptive behavior (i.e., talking out)
 - increases in
 - academic engagement
 - leadership and conflict resolution
(Johnson, & Stoner, 1996; Sharpe, Brown, & Crider, 1995; Rosenberg, 1986)
- Pairing rule-instruction with feedback and reinforcement leads to the largest gains (Greenwood, Hops, Delquadri, & Guild, 1974)

- Use of **active supervision** (moving, looking, interacting with students, providing positive reinforcement) resulted in:
 - a classroom-wide decrease in minor behavioral incidents (De Pry & Sugai, 2002)
 - higher levels of active participation (moderate to vigorous physical activity) in a physical education class (Schuldheisz & van der Mars, 2001)
- Degree of active supervision—and not the supervisor/student ratio—accounted for the most variance in problem behavior in non-classroom transition settings. In addition, a significant inverse relationship was identified between the number of supervisor-student interactions (one component of active supervision) and the degree of problem behavior (Colvin, Sugai, Good, & Lee, 1997)

Relevant Citations:

Colvin, G., Sugai, G., Good, R. H., III, & Lee, Y-Y. (1997). Using active supervision and precorrection to improve transition behaviors in an elementary school. *School Psychology Quarterly*, 12, 344-361.

De Pry, R.L., & Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education*, 11, 255-264.

Johnson, T. C., & Stoner, G. (1996). Demonstrating the experimenting society model with classwide behavior management interventions. *School Psychology Review*, 25(2), 199-214. McNamara, E., Evans, M., & Hill, W. (1986). The reduction of disruptive behaviour in two secondary school classes. *British Journal of Educational Psychology*, 56, 209-215.

Rosenberg, M. S. (1986). Maximizing the effectiveness of structured classroom management programs: Implementing rule-review procedures with disruptive and distractible students. *Behavior Disorders*, 11(4), 239-248.

Schuldheisz, J.M., & van der Mars, H. (2001). Active supervision and students' physical activity in middle school physical education. *Journal of Teaching in Physical Education*, 21, 75-90.

Sharpe, T., Brown, M., & Crider, K. (1995). The effects of a sportsmanship curriculum intervention on generalized positive social behavior of urban elementary school students. *Journal of Applied Behavior Analysis*, 28(4), 401-416.

3. Actively engage students in observable ways.

- Increasing the pace with which teachers presented students with opportunities to respond was associated with:
 - an increase in on-task behavior
 - an increase in academic engagement
 - a decrease in disruptive behavior
 - an increase in the number of correct responses
 (Sutherland, Alder, & Gunter, 2003; West & Sloane, 1986)
- The use of **response cards** (i.e., all students simultaneously holding up written responses) resulted in an increase in student responses, academic achievement, and on-task behavior (Christle & Schuster, 2003; Lambert, Cartledge, Heward, & Lo, 2006). Although response cards were most effective at increasing participation and on-task behavior, choral responding was also found to be slightly more effective than traditional hand raising (Godfrey, Grisham-Brown, & Schuster, 2003)
- Use of **direct instruction** techniques was most effective in reducing off-task and disruptive behavior when compared to either cooperative learning or independent seatwork activities (Nelson, Johnson, & Marchand-Martella, 1996)
- **Peer-tutoring** programs resulted in an increase in opportunities to respond and immediate feedback which, in turn, improved academic engagement and reading achievement (Greenwood, Delquadri, & Hall, 1989; Simmons, Fuchs, & Fuchs, 1995). Furthermore, use of CWPT has been shown to lead to a decrease in off-task behavior as well as an increase in academic performance for some students (DuPaul, Ervin, Hook, & McGoey, 1998)
- Use of **computer assisted instruction (CAI)**:
 - in math resulted in an increase in both active engagement time and on-task behavior for students with ADHD (Ota & DuPaul, 2002)
 - in reading resulted in an increase in both oral reading fluency and on-task behavior for students with ADHD (Clarfield & Stoner, 2005)
- The use of **guided notes** (teacher-provided outlines containing main ideas as well as fill-in-the-blanks) during lectures and readings resulted in an increase in academic achievement as measured by quiz scores (Lazarus, 1993; Sweeney et al. 1999)

Relevant Citations:

Carnine, D. W. (1976). Effects of two teacher-presentation rates on off-task behavior, answering correctly, and participation. *Journal of Applied Behavior Analysis*, 9, 199-206.

Christle, C. A., & Schuster, J. W. (2003). The effects of using response cards on student participation, academic achievement, and on-task behavior during whole-class, math instruction. *Journal of Behavioral Education*, 12, 147-165.

Clarfield, J., & Stoner, G. (2005). The effects of computerized reading instruction on the academic performance of students identified with ADHD. *School Psychology Review*, 34, 246-254.

DuPaul, G. J., Ervin, R. A., Hook, C. L., & McGoe, K. E. (1998). Peer tutoring for children with attention deficit hyperactivity disorder: Effects on classroom behavior and academic performance. *Journal of Applied Behavior Analysis*, 31, 579-592.

Godfrey, S. A., Grisham-Brown, J., & Schuster, J. W. (2003). The effects of three techniques on student participation with preschool children with attending problems. *Education & Treatment of Children*, 26, 255-272.

Greenwood, C. R., Delquadri, J. C., & Hall, R. V. (1989). Longitudinal effects of classwide peer tutoring. *Journal of Educational Psychology*, 81(3), 371-383.

Lambert, M. C., Cartledge, G., Heward, W. L. & Lo, Y. (2006). Effects of response cards on disruptive behavior and academic responding during math lessons by fourth-grade urban students. *Journal of Positive Behavior Interventions*, 8, 88-99.

Lazarus, B. D. (1993). Guided notes: Effects with secondary and postsecondary students with mild disabilities. *Education and Treatment of Children*, 16, 272-289.

Nelson, J. R., Johnson, A., & Marchand-Martella, N. (1996). Effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with behavioral disorders: A comparative analysis. *Journal of Emotional and Behavioral Disorders*, 4, 53-62.

Ota, K., & DuPaul, G. J. (2002). Task engagement and mathematics performance in children with Attention-Deficit Hyperactivity Disorder: Effects of supplemental computer instruction. *School Psychology Quarterly*, 17, 242-257.

Simmons, D. C., Fuchs, L. S., & Fuchs, D. (1995). Effects of explicit teaching and peer tutoring on the reading achievement of learning-disabled and low-performing students in regular classrooms. *Elementary School Journal*, 95(5), 387-408.

Sutherland, K. S., Alder, N., & Gunter, P. L. (2003). The effect of varying rates of opportunities to respond to academic requests on the behavior of students with EBD. *Journal of Emotional and Behavioral Disorders*, 11, 239-248.

Sweeney, W. J., Ehrhardt, A. M., Gardner, R., Jones, L., Greenfield, R., & Fribley, S. (1999). Using guided notes with academically at-risk high school students during a remedial summer social studies class. *Psychology in the Schools*, 36, 305-318.

4. Establish a continuum of strategies to acknowledge appropriate behavior.

- Delivering **contingent praise** for academic behaviors can increase
 - Correct responses (Sutherland & Wehby, 2001)
 - Work productivity and accuracy (Craft, Alber, Heward, 1998; Wolford, Heward, & Alber, 2001)
 - Language and math classwork (Roca & Gross, 1996)
 - Academic performance (Good, Eller, Spangler, & Stone, 1981)
- Delivering **contingent praise** for specific social behaviors can increase
 - On-task behavior (Ferguson, & Houghton, 1992)
 - Student attending (Brodin, Bruce, Mitchell, Carter, & Hall, 1970)
 - Student compliance (Wilcox, Newman, & Pitchford, 1988)
 - Positive self-referent statements (Phillips, 1984)
 - Cooperative play (Serbin, Tonick, & Sternglanz, 1977)
- Increasing the number of **behavior specific praise** statements was associated with an increase in on-task behavior (Sutherland, Wehby, & Copeland, 2000)
- **Contingent praise** combined with **establishing rules** (Becker, Madsen, & Arnold, 1967) and **establishing rules** and **ignoring inappropriate behavior** (Yawkey, 1971), increases appropriate classroom behavior.
- **Class-wide Group Contingencies**
 - Increase positive and decrease negative verbal interactions (Hansen, & Lignugaris, 2005)
 - Decrease transition time (Yarborough, Skinner, Lee, & Lemmons, 2004)

- Increase achievement, appropriate classroom behavior, and peer social acceptance (Nevin, Johnson, & Johnson, 1982)
- Decrease talk-outs and out-of-seat behavior (Barrish, Saunders, & Wolf, 1969)
- Appropriate classroom behavior can be further improved when **Class-wide Group Contingencies** are combined with
 - The establishment and instruction of rules (Lohrmann, Talerico, & Dunlap, 2004)
 - Self-management and peer-monitoring (Davies & Witte, 2000)
 - Social skills training (Lewis & Sugai, 1993)
 - Individual contingencies (Solomon & Tyne, 1979)
 - Token economies (Jones & Kazdin, 1975; Main & Munro, 1977)
 - Posting positively stated classroom rules, token economies, and active teacher supervision (Kehle, Bray, & Theodore, 2000)
- **Behavioral contracting and Token economies**
 - Increase student productivity (Kelley & Stokes, 1984)
 - Increase on-task behavior and daily assignment completion (The effects of a good-behavior contract on the classroom behaviors of sixth-grade students. (White-Blackburn, Semb, & Semb, 1977)
 - Improve school grades (Williams & Kamala, 1973)
 - Improve student self-control (Drabman, Spitalnik, & O'Leary, 1973)

Relevant Citations:

- Barrish, H. H., Saunders, M. & Wolf, M. M. (1969). Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. *Journal of Applied Behavior Analysis*, 2(2), 119-124.
- Becker, W. C., Madsen, C. H., & Arnold, C. (1967). The contingent use of teacher attention and praise in reducing classroom behavior problems. *Journal of Special Education*, 1(3), 287-307.
- Brodin, M., Bruce, C., Mitchell, M., Carter, V., & Hall, R. H. (1970). Effects of teacher attention on attending behavior of two boys at adjacent desks. *Journal of Applied Behavior Analysis*, 3, 205-211.
- Craft, M. A., Alber, S. R., & Heward, W. L. (1998). Teaching elementary students with developmental disabilities to recruit teacher attention in a general education classroom: Effects on teacher praise and academic productivity. *Journal of Applied Behavior Analysis*, 31(3), 399-415.
- Davies, S., & Witte, R. (2000). Self-management and peer-monitoring within a group contingency to decrease uncontrolled verbalizations of children with Attention-Deficit/Hyperactivity Disorder. *Psychology in the Schools*, Vol 37(2), 135-147.
- Drabman, R. S., Spitalnik, R., & O'Leary, K. D. (1973). Teaching self-control to disruptive children. *Journal of Abnormal Psychology*, 82(1), 10-16.
- Ferguson, E., & Houghton, S. (1992). The effects of contingent teacher praise, as specified by Canter's Assertive Discipline programme, on children's on-task behaviour. *Educational Studies*, 18(1), 83-93.
- Good, C. E., Eller, B. F., Spangler, R. S., & Stone, J. E. (1981). The effect of an operant intervention program on attending and other academic behavior with emotionally disturbed children. *Journal of Instructional Psychology*, 9(1), 25-33.
- Hansen, S. D., & Lignugaris-Kraft, B. (2005). Effects of a dependent group contingency on the verbal interactions of middle school students with emotional disturbance.
- Jones, R. T., & Kazdin, A. E. (1975). Programming response maintenance after withdrawing token reinforcement. *Behavior Therapy*, 6(2), 153-164.
- Kehle, T. J., Bray, M. A., & Theodore, L. A. (2000). A multi-component intervention designed to reduce disruptive classroom behavior. *Psychology in the Schools*, 37(5), 475-481.
- Kelley, M. L., & Stokes, T. F. (1984). Student-teacher contracting with goal setting for maintenance. *Behavior Modification*, 8(2), 223-244.
- Lewis, T. J., & Sugai, G. (1993). Teaching communicative alternatives to socially withdrawn behavior: An investigation in maintaining treatment effects. *Journal of Behavioral Education*, 3(1), 61-75.
- Lohrmann, S., Talerico, J., & Dunlap, G. (2004). Anchor the Boat: A classwide intervention to reduce problem behavior. *Journal of Positive Behavior Interventions*, 6(2), 113-120.
- Main, G. C., & Munro, B. C. (1977). A token reinforcement program in a public junior high-school. *Journal of Applied Behavior Analysis*, 1(1), 93-94.
- Nevin, A., Johnson, D. W., & Johnson, R. (1982) Effects of group and individual contingencies on academic performance and social relations of special needs students. *Journal of Social Psychology*, 116(1), 41-59.

- Phillips, R. H. (1984). Increasing positive self-referent statements to improve self-esteem in low-income elementary school children. *Journal of School Psychology, 22*(2), 155-163.
- Roca, J. V., & Gross, A. M. (1996). Report-do-report: Promoting setting and setting-time generalization. *Education & Treatment of Children, 19*(4), 408-424.
- Serbin, L. A., Tonick, I. J., & Sternglanz, S. H. (1977). Shaping cooperative cross-sex play. *Child Development, 48*(3), 924-929.
- Solomon, R., & Tyne, T. F. (1979). A comparison of individual and group contingency systems in a first-grade class. *Psychology in the Schools, 16*(2), 193-200.
- Sutherland, K. S., & Wehby, J. H. (2001). The effect of self-evaluation on teaching behavior in classrooms for students with emotional and behavioral disorders. *Journal of Special Education, 35*(3),
- Sutherland, K. S., Wehby, J. H., & Copeland, S. R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavior Disorders, 8*, 2-8.
- White-Blackburn, G., Semb, S., & Semb, G. (1977). The effects of a good-behavior contract on the classroom behaviors of sixth-grade students. *Journal of Applied Behavior Analysis, 10*(2), 312.
- Wilcox, R., Newman, V., & Pitchford, N. (1988). Compliance training with nursery children. *Association of Educational Psychologists Journal, 4*(2), 105-107.
- Williams, R. L., & Anandam, K. (1973). The effect of behavior contracting on grades. *Journal of Educational Research, 66*(5), 230-236.
- Wolford, P. L., Heward, W. L., & Alber, S. R. (2001). Teaching middle school students with learning disabilities to recruit peer assistance during cooperative learning group activities. *Learning Disabilities Research & Practice, 16*(3), 161-173
- Yawkey, T. D. (1971). Conditioning independent work behavior in reading with seven-year-old children in a regular early childhood classroom. *Child Study Journal, 2*(1), 23-34.
- Yarborough, J. L., Skinner, C. H., Lee, Y. J., & Lemmons, C. (2004). Decreasing Transition Times in a Second Grade Classroom: Scientific Support for the Timely Transitions Game. *Journal of Applied School Psychology, 20*(2), 85-107.

5. Establish a continuum of strategies to respond to inappropriate behavior.

- **Error correction** should be direct, immediate, and end with the student emitting the correct response (Barbetta, Heward, Bradley, & Miller, 1994)
 - Systematic performance feedback delivered to an entire classroom, increased the appropriate behavior of all students, as compared to a control classroom (Winnett, & Vachon, 1974)
 - Corrective feedback during oral reading improved word recognition and reading comprehension (Baker, 1992; Singh, 1990; Singh & Singh, 1986)
- **Publicly posting feedback** (e.g., rates of student target problem behaviors), in addition to other strategies, reduced the occurrence of such behaviors (Brantley & Webster, 1993) and classroom transition times (Yarborough, Skinner, Lee, & Lemmons, 2004)
- The following procedures resulted in a decrease in disruptive behavior
 - **Reinforcing** the occurrence of **low-rates** of a problem behavior (e.g., 1 to 2 talk-outs during a class period) (Deitz, Repp, & Deitz, 1976) and reinforcing all other behavior, except target problem behaviors (Repp, Deitz, & Deitz, 1976)
 - **Ignoring** inappropriate behavior (Hall, Lund, & Jackson, 1968)
 - Delivering **soft reprimands** (loud reprimands increased inappropriate behavior) (O'Leary, & Becker, 1968)
 - Delivering **direct, brief, and explicit reprimands** (McAllister, Stachowiak, Baer, & Conderman, 1969)
 - Removal of preferred items or activities (**response cost**) (Greene & Pratt, 1972; Trice & Parker, 1983)
 - **Time-out** from reinforcing activities and environments (Barton, Brulle, & Repp, 1987; Foxx & Shapiro, 1978; Zabel, 1986)

Relevant Citations:

- Baker, J. D. (1992). Correcting the oral reading errors of a beginning reader. *Journal of Behavioral Education, 4*, 337-343.
- Barbetta, P. M., Heward, W. L., Bradley, D. M., & Miller, A. D. (1994). Effects of immediate and delayed error correction on the acquisition and maintenance of sight words by students with developmental disabilities. *Journal of Applied Behavior Analysis, 27*, 177-178.

- Barton, L. E., Brulle, A. R., & Repp, A. C. (1987). Effects of differential scheduling of timeout to reduce maladaptive responding. *Exceptional Children*, 53(4), 351-356.
- Brantley, D. C., & Webster, R. E. (1993). Use of an independent group contingency management system in a regular classroom setting. *Psychology in the Schools*, 30(1), 60-66.
- Deitz, S. M., Repp, A. C., & Deitz, D. E. (1976). Reducing inappropriate classroom behaviour of retarded students through three procedures of differential reinforcement. *Journal of Mental Deficiency Research*, 20(3), 155-170.
- Foxx, R. M., & Shapiro, S. T. (1978). The timeout ribbon: A nonexclusionary timeout procedure. *Journal of Applied Behavior Analysis*, 11(1), 125-136.
- Greene, R. J., & Pratt, J. J. (1972). A group contingency for individual misbehaviors in the classroom. *Mental Retardation*, 10(3), 33-35.
- Hall, R. V., Lund, D., & Jackson, D. (1968). Effects of teacher attention on study behavior. *Journal of Applied Behavior Analysis*, 1, 1-12.
- McAllister, L. W., Stachowiak, J. G., Baer, D. M., & Conderman, L. (1969). The application of operant conditioning techniques in a secondary school classroom. *Journal of Applied Behavior Analysis*, 2(4), 277-285.
- O'Leary, K. D., Becker, W. C. (1968). The effects of the intensity of a teacher's reprimands on children's behavior. *Journal of School Psychology*, 7(1), 8-11. *Behavioral Disorders*, 30(2), 170-184.
- Repp, A. C., Deitz, S. M., & Deitz, D. E. (1976). Reducing inappropriate behaviors in classrooms and in individual sessions through DRO schedules of reinforcement. *Mental Retardation*, 14(1), 11-15.
- Singh, J., & Singh, N. N. (1986). Increasing oral reading proficiency. *Behavior Modification*, 10, 115-130.
- Singh, N. N. (1990). Effects of two error correction procedures on oral reading errors. *Behavior Modification*, 14, 188-199
- Winett, R. A., Vachon, E. M. (1974). Group feedback and group contingencies in modifying behavior of fifth graders. *Psychological Reports*, 34(3, Pt 2), 1283-1292.
- Yarbrough, J. L., Skinner, C. H., Lee, Y. J., & Lemmons, C. (2004). Decreasing transition times in a second grade classroom: Scientific support for the timely transitions game. *Journal of Applied School Psychology*, 20(2), 85-107.
- Zabel, M. K. (1986). Timeout use with behaviorally disordered students. *Behavioral Disorders*, 12(1), 15-21.