

Evidence-based Practices for Students with EBD

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What is EBD?

- Federal category : ***emotional disturbance***
- What characterizes students with EBD?
 - Behavioral excesses (aggression, disruption)
 - Interpersonal skill deficits (peer relations, interaction with adults)
 - Academic/learning problems

Are there interventions for EBD?

- We don't intervene for a disability
- Interventions are designed to focus on problems created by the disability
- We talk about ***targets for intervention***
- Targets of focus for this presentation:
 - Disruption
 - Noncompliance
 - Inattention

Do these problems occur randomly?

- No.
- They are *predictable*, and follow a pattern.

The Making of An Acting Out Behavior

Teacher	Student	Teacher	Student
Get busy finishing your writing.	What writing?	There, where I put your assignments every day.	I didn't know that.
The writing from this morning.	I did finish it.	Stop. No more talking about it. Get busy.	Not fair! I didn't know.
Great! Let's see it.	Here.	Yes you did. Now get on it.	You can't make me!
Oh, you needed to write 2 pages.	I didn't know that.	If you don't do it now, you'll have to do it during recess.	NO! (throws book)
Yes, I told you when I made the assignment.	I didn't know.	That's it. Let's go.	NO! (hits teacher)
I even wrote it on the board.	Where?		

Phases of the Acting Out Behavior Cycle

- Calm
- Trigger
- Agitation
- Acceleration
- Peak
- De-escalation
- Recovery

Walker, Colvin, & Ramsey (1995)
Antisocial Behavior in School: Strategies and Best Practices

Strategies for Managing the Phases of the Acting Out Behavior Cycle

- What to do
- When to do it
- Hard to answer questions like this:

“What do I do when one of my fifth graders throws his math book at my head?”

Specific Strategies for Phase One: CALM

- Quality Instruction
- Structure
 - Routines and Procedures
 - Precision Requests
 - Behavioral Momentum
 - Choice and preferred activities
 - Transitions
- Attention
 - Teacher Attention
 - Student Attention: Self-Monitoring
- Teach social behavior
 - Good Behavior Game
 - Peer Tutoring
 - Playground Behavior Game

Specific Strategies for Phase One: CALM

- Quality Instruction
- Structure
 - Routines and Procedures
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 - Teacher Attention: differential reinforcement
 - Student Attention: Self-Monitoring
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Specific Strategies

- Differential reinforcement
- Behavioral momentum
- Precision requests
- Choice and preferred activities
- *Good Behavior Game*

Strategy # 1

Differential Reinforcement

Differential reinforcement

- Requires application of:
 - Positive reinforcement
 - Extinction

Positive reinforcement

- Refers to an *effect*
- Something is given (added), and a behavior increases
- Easiest form of reinforcement?
 - Praise (positive teacher attention)

Extinction

- Refers to an *effect*
- A previously reinforced response diminishes when the reinforcer is withheld
- Problems
 - What was maintaining the behavior?
 - Extinction burst

Differential reinforcement

- Use reinforcement and extinction simultaneously
- “Praise and ignore”

Strategy # 2

Behavioral Momentum

Behavioral Momentum

- The process of building on previous compliance by introducing a succession of high-probability requests (requests likely to be completed) before delivering a low-probability request (requests not likely to be completed)
- Use for social behavior and compliance
- Also use for academic responding

Behavioral Momentum: Example

- **Teacher:** “Jackson, will you pass out these papers for me?”
(student complies)
- **Teacher:** “Thanks. Now, will you also please erase the board before we start?”
(student complies)
- **Teacher:** “Thanks, Jackson. Now please grab your math workbook and turn to page 47 so we can look at these examples.”

Behavioral Momentum: Implementation

- Step 1. Identify problem tasks or requests
 - Identify requests or directions that student does not follow or resists, or that cause inappropriate behaviors
- Step 2. Identify easy requests
 - Use observation, students records, or interviews with teachers or parents to identify requests that have high probability of compliance
 - Create list of 8 – 15 brief, easy requests or directions student is likely to follow willingly
- Step 3. Test easy requests
 - Present easy requests periodically at different times throughout day to see if student responds willingly and completes request
 - Discard requests that elicit noncompliance or problem behavior

Behavioral Momentum: Implementation

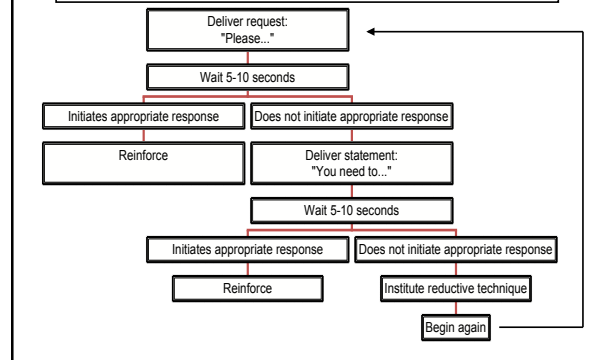
- Step 4. Implement intervention
 - Immediately prior to a difficult request, present 3 or 4 easy requests from the list
 - Each request should be delivered as soon as the previous request is completed
 - Provide reinforcement for each instance of compliance
 - Do NOT use same sequence of ‘easy’ requests each time
- Notes
 - Behavioral momentum is not permanent and should be faded; if student is successful, gradually reduce number of easy requests used
 - Behavioral momentum will NOT work if student is not capable of performing the difficult task requested

Precision Requests

- A structured way to give directions
- Incorporates variables that will enhance compliance
 - non-question format
 - specific
 - given in close proximity
 - eye contact
 - provides time to comply
 - one request at a time
 - compliance reinforced
 - procedure is taught

Rhode, Jenson, & Reavis (1998)

Precision Requests



Strategy # 4

Choice and Preferred Activities

Choice and preferred activities

What is it?

- Choice refers to giving a student choices about assignments, activities, or rewards in order to increase motivation
- Choice can result in
 - Increased task engagement
 - Increased productivity and accuracy
 - Decreased disruptive behavior

Choice and preferred activities

- Step 1. Identify problem behavior or activity
 - Observe student to determine nature and level of problem behavior before offering choices.
- Step 2. Identify appropriate choices
 - Students should not be allowed to simply choose whatever they want to do. Instead, the child is allowed to make decisions within limits set by the teacher, about certain aspects of a school assignment or activity. An array of choices must be developed appropriate to each child and situation.

Choice and preferred activities

- Examples of decisions or choices a student **might** be allowed to make:
 - Choice of order of assignments
 - Choice of type of assignment (math vs. reading)
 - Choice of when to do assignment (morning or afternoon)
 - Choice of materials used to complete assignment (e.g., pen or pencil)
 - Choice of who to work with when completing assignment
 - Choice of where in the classroom to work

Choice and preferred activities

- Step 3. Make modifications to materials or classroom arrangements, if any are necessary, prior to implementing choice
 - For example, create vocabulary worksheets as well as vocabulary flashcards to provide a choice of materials used to study vocabulary words
 - Make CERTAIN that all choices offered are possible (or greater problem behavior may result), and that all choices offered are acceptable to you and all others involved (other students in your class, other teachers, administrators).

Choice and preferred activities

- Step 4. Implement choice
 - Provide choice, and monitor student behavior to determine whether problem behavior is reduced in situations in which choices are made by student

Strategy # 5

Good Behavior Game

The Good Behavior Game

- The Good Behavior Game is a research-based strategy used to enhance engagement and reduce disruptions and off-task behavior
- Particularly useful during periods of independent work
- Irony: *it focuses on negative behaviors*

The Good Behavior Game

- General procedures
 - Define target behaviors and choose setting(s) for implementing the game
 - *What are the negative or disruptive behaviors that will be recorded?*
 - Set criteria for winning the game and reinforcers for winners
 - *How do you 'win,' and what do the winners get?*

Tankersley, 1995

The Good Behavior Game

- General procedures
 - Assign each student to a heterogeneous group
 - *Divide 'good' and 'problem' students evenly among the groups*
 - *Switch up groups after a week*
 - Set the initial amount of time to play

Tankersley, 1995

The Good Behavior Game

- General procedures
 - Teach students the rules and consequences for playing the game
 - Institute the game
 - Deliver reinforcers to daily team winners and weekly team winners
 - Increase amount of time, vary settings
 - Move toward more natural reinforcers

The Good Behavior Game

- What's the most common pitfall?
 - *Saboteurs*
- And what do we do with them?
 - *Make them their own team*

Summary

- Interventions for EBD must focus on *targets for intervention*
 - *Disruption*
 - *Noncompliance*
 - *Inattention*
- Do problem behaviors occur randomly?
 - *No*
- Interventions should focus on positive strategies designed to increase positive behavior

Procedures covered

- Differential reinforcement
- Behavioral momentum
- Precision requests
- Choice and preferred activities
- Good Behavior Game

Interventions	
Differential reinforcement	<ul style="list-style-type: none">• Questions:<ul style="list-style-type: none">– Will these address our targets for intervention?<ul style="list-style-type: none">• Disruption• Noncompliance• Inattention– How might they be applied in <i>your</i> settings?– What questions remain?
Behavioral momentum	
Precision requests	
Choice and preferred activities	
Good Behavior Game	

end

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