**PS340: Exceptional Needs Children**

**Unit 6 Discussion Board Lecture**

In Unit 6, you will focus on the individualized behavior intervention plan (BIP) and the necessity of basing effective, function-based BIP designs on the probable functions of the target behaviors. As you learned in Unit 5, identifying the probable function of behavior can be accomplished through the analysis of data collected using the Functional Behavior Assessment (FBA), and on the Functional Behavior Analysis (FA) (if the FA proves necessary). The eight components of behavior interventions will be analyzed and several specific, function-based interventions will be explored. The process of determining the effectiveness of your BIPs will be examined and you will learn to distinguish between behavior goals and behavior objectives. Finally, you will explore the barriers to the implementation of BIPs in the classroom and ways to incorporate proactive, active, and reactive strategies of a universal design into classroom management.

As part of a universal design for classroom management, the establishment of classroom rules, discussion and practice of appropriate behaviors with students, and implementation of instruction that is relevant and engaging are paramount to providing students a clear understanding of expected behaviors.

As you learned in previous units, active strategies maintain student behaviors and preserve a positive learning environment. Reactive strategies provide the most intensive interventions for student behaviors. In Unit 6, you will learn about some of the active and reactive strategies that can be used in the classroom.

Let’s examine some of the basic strategies!

**Planned ignoring** is a procedure designed to weaken, decrease, or eliminate an inappropriate behavior by abruptly withdrawing the reinforcer that is maintaining the behavior, but only if the function of the behavior is attainment of attention. Planned ignoring should be paired with a contingency strategy, in which the teacher ignores the inappropriate behavior but praises the student for an appropriate behavior that replaces the ignored behavior. Planned ignoring should never be used with aggressive behaviors or behaviors that interfere with the instructional environment.

**Proximity control** is a nonverbal strategy that alters behavior responses through the physical presence of an authority figure. Proximity control is generally appropriate for dealing with non-threatening and minimally disruptive behaviors.

**Signal interference** is the use of non-verbal cues to remind students to redirect inappropriate behavior. Signal interference must be clearly directed at the off-task student without disturbing other students, but it can also be used to indicate approval of student behavior.

**Verbal redirection** is a type of corrective discipline that redirects interfering behavior to positive directions and keeps students on task.

**Contingent praise** is an affirmative statement that immediately follows the completion of appropriate academic or social behaviors. Contingent praise can be categorized as non-behavior-specific praise or behavior-specific praise. Non-behavior-specific praise does not specify the behavior when praising the student. Behavior-specific praise specifies the behavior when praising the student. Contingent praise should be used immediately and consistently to be effective.

**Tension reduction**: Physical activity is one strategy for reducing tension. Appropriate humor can also help to defuse tension in students.

**Reinforcement** increases the probability that a behavior will occur in the future through the attainment or avoidance of a consequence. **Positive reinforcement** increases the probability that a behavior will be repeated when the behavior is followed by the presentation of a preferred stimulus. Positive reinforcement strengthens a behavior by adding an incentive. **Negative reinforcement** increases the probability that a behavior will be repeated by removing an adverse stimulus after the desired behavior has been exhibited.

**Extinction** reduces a target behavior by withholding the reinforcer that maintains the behavior.

**Punishment** decreases the probability that a behavior will be repeated. **Positive punishment** decreases the probability that a behavior will be repeated when followed by the presentation of an aversive consequence. **Negative punishment** decreases the probability that an interfering behavior will be repeated by withdrawing a desired reinforcer after the behavior is displayed.

**Overcorrection** is the use of repetitive behavior as a consequence for exhibiting interfering behavior. **Restitutional overcorrection** requires the student to restore and improve the environment, leaving it in a better state than it was in before the interfering behavior. **Positive-practice overcorrection** requires the student displaying an interfering behavior to repeatedly perform a desired alternative behavior.

**Time-out** is a behavior modification procedure in which the student displaying interfering behaviors is removed from a reinforcing environment to an austere environment for a specified period of time. **Inclusion time-out** requires the student to remain in her seat and observe classroom instruction without having the opportunity to participate or receive reinforcements. **Exclusion time-out** removes the student from a reinforcing activity or setting for a specified time. S**eclusion time-out** requires the student to be removed from the classroom to a specified place, a secluded area or a time-out room, for a specified period of time. Seclusion time-out is often used with students who are verbally or physically aggressive or who are destroying property.

A common misapplication of time-out is exceeding the amount of time needed to reduce the inappropriate behavior. A fixed-duration time-out should equal 1-minute for each year of the student’s age. The duration of **release-contingency time-out** may be reset - or is based on a specific interval of time. When resetting time-out duration*,* release from time-out is contingent on the student’s not exhibiting any interfering behaviors for the duration of the time-out. If the student displays interfering behaviors, the time-out duration is reset.

**Interval-based time-out**requires that the student not display any interfering behaviors at the end of the time-out.

A **contingency contract** is a formal, written agreement between the student and teacher that addresses the behavior, academic, and social goals of the student and the reinforcers the student is to receive after achieving these goals.

A **token economy** is a contingency management system that allows students to earn tokens that can be exchanged for predetermined reinforcers. Token economy systems have been successful in reducing inappropriate behavior and improving academic performance.

As you learned in Unit 5, a BIP is a written plan that describes the interventions, strategies, and supports that will be implemented to address the social, emotional, and behavioral needs of a student.

A behavior goal is a broad statement about a student outcome that must be achieved within a specific period of time. Behavior objectives are created from behavior goals, which consist of specific statements about student performance that include the condition, the target behavior, and the criterion of the performance. The writing of behavior goals and behavior objectives, and the development and implementation of BIPs, together constitute one piece of the puzzle that creates a universal design for classroom management.

A number of barriers have hindered the development and implementation of behavior intervention plans in schools. These barriers include:

1. Teachers who still follow the traditional hierarchy of rules and consequences as the main emphasis of their behavior and classroom management plans.
2. Behavior and classroom management plans that tend to be punishment based.
3. Teachers who do not have the training to develop and implement BIPs in the general education setting.
4. Teachers who do not have the time to conduct the FBAs and FAs needed to effectively develop BIPs.

Effective BIPs must be based upon the analysis of the data from FBAs and individualized to the student’s interests and preferences. Ongoing data collection must guide changes in the BIP with regard to next steps in the hierarchy of goals and the data must be examined constantly to determine effectiveness.

Thank you for viewing your Unit 6 lecture!