

Proforma

Assessment Task 1

Part B Individual

Design a Behaviour intervention plan/positive behaviour plan that would make the current challenging behaviour ineffective, irrelevant and inefficient.

Comprehensiveness in the array of intervention strategies (20%)

- Antecedent strategies/changes/interventions (min of 5) that you would make to decrease the likelihood of the behaviour even occurring
- Behavioural strategies you would likely need to teach the student (min of 3 one for each type). Each of these would start with "Teach...."
- Consequences you would implement to encourage new appropriate behaviours (min of 2)
- Consequences you would implement to discourage old inappropriate behaviours (min of 2)

Antecedent 1	Individual teacher interaction with Jai before class
Antecedent 2	Teacher outlines lesson plan at beginning of class, implicitly informing Jai when there is quiet work and he can get attention.
Antecedent 3	Providing Jai with more opportunities in co-curriculars such as sports, music and drama
Antecedent 4	Schedule interaction with Jai during breakfast groups
Antecedent 5	Post rules regarding appropriate classroom behaviour in a clearly visible area and provide visual reminders to Jai during class, through use of pre-determined sign language.
Behaviour 1 - Replacement	Jai seeks attention from a teacher while other students are doing classwork.
Behaviour 2 – Coping/tolerance	Jai self-monitors and asks the teacher for praise as a reward after short intervals of appropriate behaviour, later lengthened.
Behaviour 3 – General adaptive	Jai provides valuable contributions that gain him positive attention.
Consequence to encourage 1	Thanking Jai for waiting until teacher is free.
Consequence to encourage 2	Complimenting Jai for valuable contributions and encouraging other students to appreciate him as well.
Consequence to discourage 1	Teacher asks Jai to talk later and ignores him if he tries to interrupt again (planned ignoring), redirecting other students to coursework and encouraging them to ignore Jai
Consequence to discourage 2	Teacher uses nonverbal reprimands and indicates tangible reward to remind Jai of his self-monitoring goals.

Clarity of the procedures for monitoring the BIP (10%)

Briefly explain how you would monitor and evaluate the BIP to ensure it is working. Suggest a plan for date collection and frequency.

We will evaluate the BIP by Whole Interval Sampling. We will mark positive behaviour with a plus and negative behaviour with a minus, in order to focus attention on improvement.

Since Jai's behaviour tends to be longer than a few seconds and easily observed, we can divide the class periods into intervals such as five-minutes, as opposed to the more standard two minutes. As Jai's behaviour improves, we can move to longer intervals such as ten minutes.

We will discuss a goal with Jai's mother, possibly a 30% reduction in incidents of inappropriate behaviour over the course of a month.

Logical linkages between interventions to manage routines and BIP (10%)

Create a routine for managing the challenging behaviour in an out-of-class activity such as a school assembly, sports carnival, dance, excursion. Propose at least one strategy that could minimise the chances of the challenging behaviour occurring.

We will schedule attention with Jai before the activity and explain the expected behaviour during the event

clearly, asking him to self-monitor with nonverbal check-ins from teachers throughout the event such as eye contact and approving nods when he behaves appropriately.

When possible, we will assign Jai a task that allows him to work with the teacher, e.g. counting students on the bus.

We will also offer Jai the option to take a break from the activity from time to time with a designated teacher (rotating roster or volunteer), so that he can get attention if needed.

We suspect Jai will act out less at sports, carnival, dance or excursions, since those activities play into his strengths and/or allow him individual attention. Jai is more likely to call out or make inappropriate noises in a school assembly, which we can plan for by choosing his seating to be close to an exit, so that he can leave the environment easily and minimize disruption to other students. Taking Jai outside in event of inappropriate vocalisation also serves to minimize the amount of attention he can get by acting out, since an audience of one teacher who knows the BIP is much less likely to provide attention than a whole assembly of students.

Accuracy and relevance of reference to, and synthesis of quality research literature (15%)

For each of the strategies you would need to cite at least one reference that supports or validates the use of this strategy. Explain briefly how the strategy works. Use research with empirical data if you can, and cite the % increase or decrease reported. You should endeavour to use literature published in the last decade.

Kern & Clemens (2007, p. 72) recommend scheduling attention for students with problem behaviour exhibiting a function of attention. This strategy allows the student to have their needs met without resorting to the problem behaviour. It provides an alternative to the problem behaviour that is more convenient for the student, in line with O'Neill et al (2017). This provides the reasoning for "Individual teacher interaction with Jai before class", "Schedule interaction with Jai during breakfast groups" and "Teacher outlines lesson plan at beginning of class, implicitly informing Jai when there is quiet work and he can get attention." The last is also supported by research on more effective teaching strategies. (HITS, 2020, p. 12) and Kern & Clemens (2007, p. 72).

Furthermore, Jai's misbehaviour is reported higher in the morning. This indicates a temporally proximate setting event in the morning. Krantz and Risley (1977)'s investigation of setting events for toddlers indicates a calming activity after activating events. (as cited in Watson, 2003, p.177). Giving attention to Jai at the Breakfast Club Program is an analogous approach, as is giving Jai attention before class.

Self-monitoring is a more adaptive skill for Jai than the teacher monitoring and enforcing consequences. It has been effective with children as young as 4-years-old, indicating that emotional immaturity is no bar. (Ganz, 2008, p. 40-42). Jai can be instructed to monitor himself for intervals such as ten minutes. If he is successful in avoiding inappropriate behaviour, he will indicate this to the teacher, who will reward him with attention and a tangible demonstration of praise, such as a sticker. Gradually, the interval will expand. Jai may come to award himself stickers, though it remains to be seen whether a tangible can replace affection for Jai.

Scott et al. advise planned ignoring as a form of removing reinforcement for problem behaviour, which is the motivation for the consequences I have listed to discourage problem behaviour. The Ignoring Game is a game where students are encouraged to not interact with a misbehaving student. (Scott et al., 2012, pp. 239-240).

Scott et al.'s research also applies to praising Jai for waiting and for his positive contributions. This is a differential reinforcement of incompatible behaviour, because Jai cannot be disruptive while waiting or providing a positive contribution. (2012, p. 241). This approach serves to provide Jai with a consistent reinforcement that he can rely on for behaviour. It is important that praise for appropriate be greater than reprimands for inappropriate behaviour, because Jai will find performing the alternative behaviour more difficult initially.

The strategy "Post rules regarding appropriate classroom behaviour in a clearly visible area and provide visual reminders to Jai during class, through use of pre-determined sign language" follows the belief that consistency is an aid to correcting behaviour. Posting rules is supported by Trussell's research (p. 181-182) and serves as a classroom universal. The visual reminders directly to Jai are supported by the case study of Mr. Cho. (Classen & Cheatham, 2015).

The theoretical backing for these visual reminders also support the visual reminder of a tangible reward for self-monitoring regarding the strategy "Teacher uses nonverbal reprimands and indicates tangible reward to remind Jai of his self-monitoring goals". Nonverbal reprimands are a minimally invasive punishment strategy that serves

to reduce both the attention that Jai will receive and the disruption to other students. (Scott et. al, 2012, pp. 237).

Kern and Clemens (2007, p.72) suggest “Incorporating student interests”, which is the intent of the antecedent strategy “Providing Jai with more opportunities in co-curriculars such as sports, music and drama”. Jai’s Functional Assessment Checklist for Teachers and Staff remarks on his skills in these areas, which are also subjects where he is less likely to exhibit problem behaviour. These are also subjects where individuals can receive attention, which is what Jai wants.

We have chosen Whole Interval Sampling for our monitoring method since Jai’s problem behaviour is easily observed but falls under the category of “difficult to count, ongoing social-emotional behaviours, which could continue across intervals”. (Classen & Cheatham, 2015, p. 36).

Providing Jai a task on excursions serves as a differential reinforcement of an alternative behaviour and also a redirection. (Scott et al., pp. 238, 241). Self-monitoring is more likely to be effective if it has already been incorporated into Jai’s in-class routine and, as mentioned above, comes from Ganz’s research (2008). Providing a break from the out-of-class activity allows Jai a break from restraining himself from making inappropriate outburst. Dunlap, Kern-Dunlap, Clarke, & Robbins (1991) found that breaks in academic tasks reduce problem behaviour, therefore, I believe we can extrapolate this finding to the task of maintaining behaviour.

References:

Dunlap, G., Kern-Dunlap, L., Clarke, S., & Robbins, G.R. (1991). Functional assessment, curricular revision, and severe behavior problems. *Journal of Applied Behavior Analysis*, 24, 387–397.

Ganz, J. B. (2008). Self-Monitoring Across Age and Ability Levels: Teaching Students to Implement Their Own Positive Behavioral Interventions. *Preventing School Failure*. 53(1). pp. 39-48.

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Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behaviour. *Psychology in the Schools*> 44(1).

Krantz P.J, Risley T.R. Behavioral ecology in the classroom. In: O'Leary D.K, O'Leary S.G, editors. *Classroom management: The successful use of behavior modification (rev. ed., pp. 349–366)* New York: Pergamon; 1977. (Eds.)

Watson, S. T. & Steege. M. W. (2003) *Conducting school- used functional behavioural assessments: a practitioner's guide*. Guilford Press. New York.

Note: I have used “we” and “our” throughout this assignment though I have completed it alone. It seemed appropriate, given that these plans would be implemented by a team rather than an individual.