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

Disclosure Information

We are the authors of the following materials:


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

**Roadblock #1**

Use of a Negative Reinforcement Paradigm

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

Answers a question correctly → Receives praise

Negative Reinforcement

Threat of a bad grade → Answers a question correctly

Adapted from Catania (1998).

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).
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).

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.
**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?

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

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).

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

National Institute for Literacy
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).

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).

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).

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 approaches. However, rather than suggesting dramatic changes in instructional 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 (Allerink & Farmer-Dougan, 2010, p. 50).
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; Stahh, 1999; Cuevas, 2015).

"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).
d. Lack of Teacher Training in Behavior Management

Behavior Management Concerns

- Misbehavior is the main concern of educators (Dunlap, Iovannone, Wilson, Kinscaid, & Strain, 2010; Martella, Nelson, Manchan-Martella, & O’Reilly, 2012; Westling, 2010).

- Instructional time is sacrificed; students learn less (Musti-Rao & Hayden, 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 (Cochran & Kolberg, 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).

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, Vatjai, 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, Fames, & Whitaker, 2010).
• 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).

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Detour #2

Make Decisions Based on Scientific Evidence

a. 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).
Adapted from Bloom (1980).

**Nonalterable Variables**
- Ethnicity
- Socioeconomic status
- Gender
- Home background

**Alterable Variables**
- Use of time
- Teaching skills
- Quantity of teacher-to-student interactions

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).
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
- Determine if there is a problem
- Conduct indirect assessments
- Conduct descriptive assessments
- Develop plan

Can’t Do
- Determine if there is a problem
- Conduct indirect assessments
- Conduct descriptive assessments
- Conduct academic assessments
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.

National Autism Center (2015)

Established Approaches

- 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
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
- Imagination-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

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
National Autism Center (2015)

Established Approach
Adults (Over age 22)

- Behavioral Interventions

National Autism Center (2015)

Emerging Approach
Adults (Over age 22)

- Vocational Training Package
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.
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).

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)
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).

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).
### Example of Goal Setting for School Activities

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

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's Name:*

**Goal:** Increase my daily attendance and performance in class.

**Objectives:**
1. Improve participation in class discussions.
2. Increase the number of homework assignments completed.
3. Improve test scores by 10%.

**Teacher's Responsibilities:**
1. Monitor attendance and participation.
2. Provide feedback during class discussions.
3. Offer extra help during lunchtime.

**Monitoring and Evaluation Procedures:**
1. Attendance will be recorded daily.
2. Participation in class discussions will be observed.
3. Homework will be checked weekly.

**Rewards:**
- Extra credit for hard work.
- Positive notes in parent conferences.

**Sanctions:**
- Missed participation from 1-3 times = detention after school (3:05)
- Missed participation from 4-5 times = detention after school (3:10)

*Teacher's Signature:*

*Student's Signature:*

*Date:*

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*10/25/17*
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).
Self-Evaluation

Self-evaluation involves measuring one’s own behavior against some specified standard (Martella et al., 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).

![Image of a diagram showing a student's self-monitoring plan with different behaviors and what to do in each state.

(Source: Autism Speaks, 2012)
Goal Setting Contract with Self-Monitoring

**Contract**

Who: Mark
What: Get ready for school
Where: Home
When: Weekly

- **Why:**
  - Mark needs to get ready for school to avoid falling behind in learning.
  - Monitor progress on a daily basis.

**How: Mark:**
- Wake up 15 minutes before school.
- Get dressed and face.
- Eat breakfast.

**Parent:**
- Check off chores.

**Sign Here:**
- Mark
- Parent
- Date: 3/2/17

**Task Record**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
<td>Study</td>
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Self-Charting

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

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

(Source: Delton, Martella, & Marchand-Martella, 1999)
Self-Evaluation Form (continued)

10. Rate my behavior:
   1 = Poor
   2 = Need Improvement
   3 = Ok
   4 = Good
   5 = Great

FOR THE TEACHER

11. Please rate the student’s behavior:
   1 = Poor
   2 = Need Improvement
   3 = Ok
   4 = Good
   5 = Great

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

<table>
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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—

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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 that _______ and _______ must uphold:

1. Each day _______ will be expected to be punctual, present and ready to work. _______ will be allowed absences if_______ provides a note from a health care provider.

2. _______ will be expected to complete all assignments on time and submit them in class. Late work will be accepted for credit up to three days late. _______ will be responsible for completing all work to the best of _______ ability.

3. _______ will be expected to participate in class discussions and follow the rules established for the classroom.

4. _______ will be expected to complete all homework assignments on time and submit them in class. Late work will be accepted for credit up to three days late. _______ will be responsible for completing all work to the best of _______ ability.

5. _______ will be expected to complete all assignments on time and submit them in class. Late work will be accepted for credit up to three days late. _______ will be responsible for completing all work to the best of _______ ability.

6. _______ will be expected to complete all assignments on time and submit them in class. Late work will be accepted for credit up to three days late. _______ will be responsible for completing all work to the best of _______ ability.

7. _______ will be expected to complete all assignments on time and submit them in class. Late work will be accepted for credit up to three days late. _______ will be responsible for completing all work to the best of _______ ability.

8. _______ will be expected to complete all assignments on time and submit them in class. Late work will be accepted for credit up to three days late. _______ will be responsible for completing all work to the best of _______ ability.

9. _______ will be expected to complete all assignments on time and submit them in class. Late work will be accepted for credit up to three days late. _______ will be responsible for completing all work to the best of _______ ability.

10. _______ will be expected to complete all assignments on time and submit them in class. Late work will be accepted for credit up to three days late. _______ will be responsible for completing all work to the best of _______ ability.

In the event that _______ fails to meet the expectations set forth above, _______ will be subject to the following consequences:

1. If _______ fails to meet the expectations set forth above, _______ will be referred to the principal for further action.

2. If _______ fails to meet the expectations set forth above, _______ will be referred to the principal for further action.

3. If _______ fails to meet the expectations set forth above, _______ will be referred to the principal for further action.

4. If _______ fails to meet the expectations set forth above, _______ will be referred to the principal for further action.

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8. If _______ fails to meet the expectations set forth above, _______ will be referred to the principal for further action.

9. If _______ fails to meet the expectations set forth above, _______ will be referred to the principal for further action.

10. If _______ fails to meet the expectations set forth above, _______ will be referred to the principal for further action.

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

Signature: _______ Date: _______

Staff Member: _______ Date: _______
### Self-Monitoring Form

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Note: _____ means in the column 'F' and 'Self' means in the column 'S'

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

![Graph](Source: Courson-Krause, Marchand-Martella, Martella, & Schmidt, 1997)
12-year-old Student with Developmental Disabilities and Highly Aggressive

(Source: Martella et al., 1993)
Destination #3
Support All Students (multi-tiered)

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 in screening measures, and require intense intervention.
- Tier 2 — Students lag 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.
Factors Contributing to Antisocial Behaviors

• Community/Social

• Home

• School

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.


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


The Development of Antisocial Behavior Patterns

Adapted from Patterson (1982).
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

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)
In a typical hour, the average child would hear:

<table>
<thead>
<tr>
<th>SES Family Level</th>
<th>Quantity of Words Heard</th>
</tr>
</thead>
<tbody>
<tr>
<td>High SES family</td>
<td>2,153 words</td>
</tr>
<tr>
<td>Middle SES family</td>
<td>1,251 words</td>
</tr>
<tr>
<td>Low SES family</td>
<td>616 words</td>
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</tbody>
</table>

Actual Differences in Quantity of Words Heard

Cumulative Language Experience in a Typical Week

<table>
<thead>
<tr>
<th>SES Level</th>
<th>Cumulative Language Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>High SES</td>
<td>215,000 words of language experience</td>
</tr>
<tr>
<td>Middle SES</td>
<td>125,000 words of language experience</td>
</tr>
<tr>
<td>Low SES</td>
<td>62,000 words of language experience</td>
</tr>
</tbody>
</table>
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)

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)
b. Consider multi-tiered perspective

- **Intensive, Individual Interventions** (1-2%)
  - Few students experiencing difficulties
  - Assessment-based
  - Intense, durable procedures

- **Targeted Interventions** (3-15%)
  - Some students at-risk
  - Rapid response
  - Individual or small group

- **Universal Interventions** (80-85%)
  - All settings, all students
  - Preventative, proactive

**MTSS—Model for all Students**

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

Crosland and Dunlap (2012):
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 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.
Roadblock #4
No Linkage with Instruction

Managing Student Behavior

- Effective Instructional Practices
- Behavior Management

X
Integrate Academic and Behavioral Programming

Detour #4

Adapted from OSEP Center on PBIS

### Meta Analysis


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<thead>
<tr>
<th>Intervention</th>
<th>Weighted Mean Z</th>
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<td>Behavior</td>
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Correlations of .10 to .29, .30 to .49, and .50 and above were considered small, moderate, and large, respectively.

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### Focus Areas


#### Classroom Organization

- **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, LaTiere, Naquin, and Gilbertson (1999).
Key Behavior Management Approaches Integrated Within SRA FLEX Literacy Classroom Organization

- Expectations
- Effective Instruction
- Self-Management
- Social Development
- Routines
- Transitions
- Scaffolded Instruction
- Structure and Organization
- Differentiated Instruction
- Opportunities to Respond
- Positive and Corrective Feedback
- Motivational Systems

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

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

Shams and Seitz (2008).

Hirn and Park (2012); Vaughn and Bos (2012).

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

Cook et al. (2008); Marchand-Martella and Martella (2013).
Example of Self-Evaluation form found in the Interactive Reader in the Print Experience.

Example of Collaborative Assessment Guide found in the Project Experience.
Self-Charting

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

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