

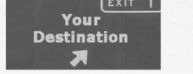
Navigating Behavior Management in Today's Classrooms

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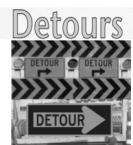


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Destinations

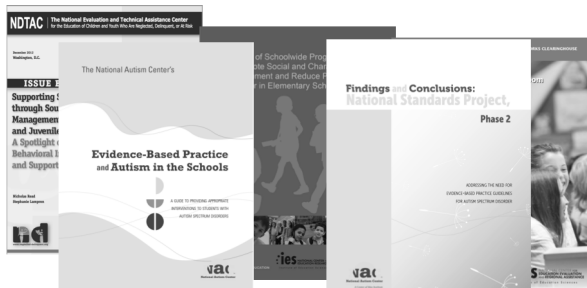


Roadblocks



Destination #1

Make Decisions Based on Scientific Evidence



Roadblock #1

Lack of a Scientific Approach to Decision Making

a. Use of Circular Logic



Causes?

- Learning Disability
- Behavior Disorder
- ADHD
- The label?
- Necessary but sufficient?
- Methods used to manage behavior?

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b. Lack of Background in Research Methods in Schools

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

“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).

National Institute for Literacy

“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).

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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).

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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).

Consistent with a review by Barrett (2009). See also Handler and Fierson (2009). *Policy statement: Learning disabilities, dyslexia and vision* by the American Academy of Ophthalmology.

Perceptual Motor Programs, Sensory Integration, and Tinted Lenses

"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).

Brain-Based Education

"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 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" (Alferink & 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; Stahl, 1999; Pashler, McDaniel, Rohrer, & Bjork, 2009; Cuevas, 2015).



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Learning Styles

“ 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).

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d. Lack of Teacher Training in Behavior Management

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Behavior Management Concerns

- Misbehavior is the main concern of educators (Dunlap, Iovannone, Wilson, Kincaid, & Strain, 2010; Martella, Nelson, Marchand-Martella, & O'Reilly, 2012; Westling, 2010).
- Instructional time is sacrificed; students learn less (Musti-Rao & Haydon, 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 (Crothers & Kolbert, 2008; McKinney, Campbell-Whately, & Kea, 2005; Reinke et al., 2013).

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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).

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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, Varjas, 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, Eames, & Whitaker, 2010).

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- 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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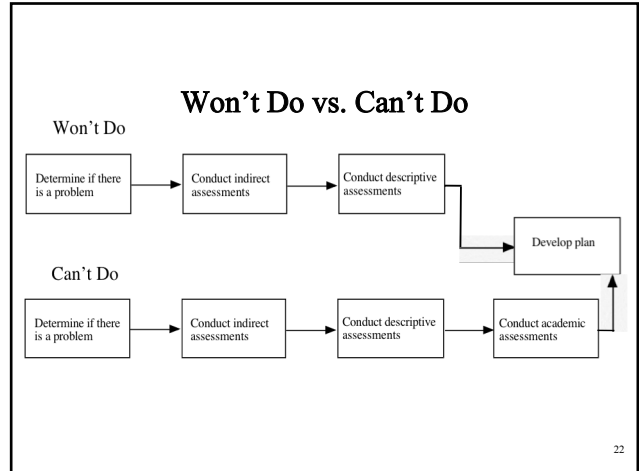
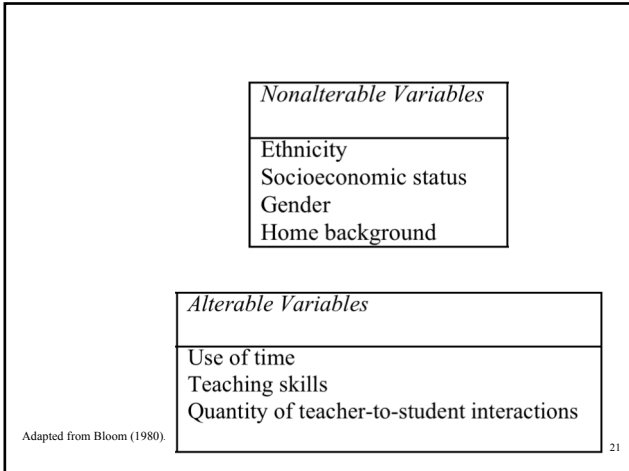
Detour #1

Make Decisions Based on Scientific Evidence

- 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).

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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).

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Checklist for carrying out the recommendations

Recommendation 1.
Identify the specifics of the problem behavior and the conditions that prompt and reinforce it.

- Concretely describe the behavior problem and its effect on learning.
- Observe and record the frequency and context of the problem behavior.
- Identify what prompts and reinforces the problem behavior.

Recommendation 2.
Modify the classroom learning environment to decrease problem behavior.

- Avoid, re-practice, and reinforce classroom behavior expectations.
- Modify the classroom environment to encourage instructional momentum.
- Adapt or vary instructional strategies to increase opportunities for academic success and engagement.

Recommendation 3.
Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

- Identify where the student needs explicit instruction for appropriate behavior.
- Teach skills by providing examples, practice, and feedback.
- Manage consequences so that reinforcers are provided for appropriate behavior and withheld for inappropriate behavior.

Recommendation 4.
Draw on relationships with professional colleagues and students' families for continued guidance and support.

- Collaborate with other teachers for continued guidance and support.
- Build collaborative partnerships with school, district, and community behavior experts who can consult with teachers when problems are serious enough to warrant help from outside the classroom.
- Encourage parents and other family members to participate as active partners in teaching and reinforcing appropriate behavior.

Recommendation 5.
Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones known to reduce negative and foster positive interactions.

- Address schoolwide behavior issues by involving a school improvement team.
- Collect information on the hot spots throughout the school, such as the frequency of particular schoolwide behavior problems and when and where they occur.
- Monitor implementation and outcomes using an efficient method of data collection and allow ample time for the program to work.
- If warranted, adopt a packaged intervention program that fits well with identified behavior problems and the school context.

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IES Recommendations

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Draw on relationships with professional colleagues and students' families for continued guidance and support.

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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

Children, Adolescents, Young Adults (Under age 22)



- 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
- Imitation-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




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National Autism Center (2015)

Emerging Approach

Adults (Over age 22)

- Vocational Training Package



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National Autism Center (2015)

Unestablished Approaches

Adults (Over age 22)

- Cognitive Behavioral Intervention Package
- Modeling
- Music Therapy
- Sensory Integration Package



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Eunice Kennedy Shriver
National Institute of Child Health and Development (2017)

“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 and 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.”

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Evidence-Based Practices

- Maximize structure and predictability.
- Post, teach, review, monitor, and reinforce positively stated expectations.
- Actively engage students in observable ways.
- Use a continuum of strategies to acknowledge *appropriate* behavior.
- Use a continuum of strategies to respond to *inappropriate* behavior.

Source: Simonsen et al. (2010).

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Destination #2

Create a Reinforcing Learning Environment

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).

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Roadblock #2

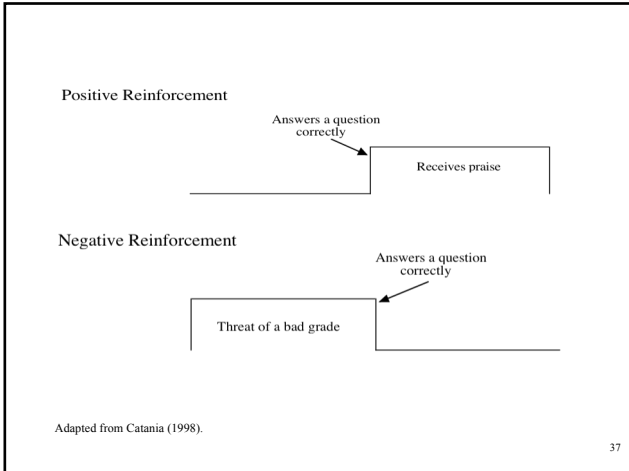
Use of a Negative Reinforcement Paradigm

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

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

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WARNING
CHALLENGES AHEAD

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).

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Detour #2

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).

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Alterable Variables

Use of time

Teaching skills

Quantity of teacher-to-student interactions

Adapted from Bloom (1980).

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How to Make Interactions More Positive

- Explicitly teach and encourage classroom-wide expectations.
- Explicitly teach classroom routines.
- Aim for a ratio of 3 to 5 positive to 1 negative adult-student interactions.

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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.

Note: John Gottman- Magic 5:1 positives-to-negative ratio found in successful marriages. Also found in language success, parenting, education, business, and prison rehabilitation.

Barbara Fredrickson- 3:1 ratio enhanced emotional resilience—the ability to handle aversives.

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How to Make Interactions More Positive

- Explicitly teach and encourage classroom-wide expectations.
- Explicitly teach classroom routines.
- Aim for a ratio of 3 to 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.

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Destination #3

Support All Students (multi-tiered)

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Roadblock #3

We Tend to Provide Tier 3 Supports,
Not Multi-Tiered Supports

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.

Source: Walker (1995).

*Social and emotional problems may begin as early as age 2 (Tilley 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:

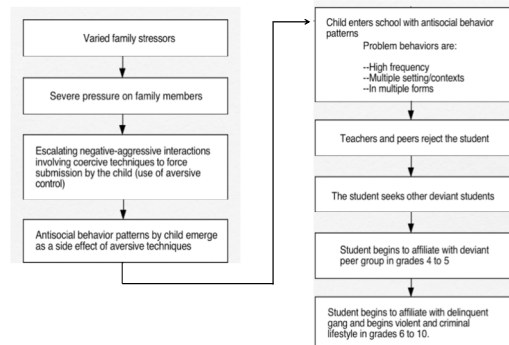
- Diagnosis and treatment at younger ages
- A higher intelligence quotient...than the average child with autism
- Better language and motor skills"

Goals:

- Physical skills
- Thinking skills
- Communication skills
- Social skills
- Emotional skills

Eunice Kennedy Shriver National Institute of Child Health and Human Development. (2017). Early intervention. *Autism spectrum disorder (ASD): Condition information*. Rockville, MD: Author. Retrieved from <https://www.nichd.nih.gov/health/topics/autism/conditioninfo/Pages/behavioral-management.aspx>

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

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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)

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Actual Differences in Quantity of Words Heard

In a typical hour, the average child would hear:

High SES family 2,153 words

Middle SES family 1,251 words

Low SES family 616 words

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Cumulative Language Experience in a Typical Week

High SES 215,000 words of language experience

Middle SES 125,000 words of language experience

Low SES 62,000 words of language experience

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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)

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Cumulative Language Experience at Age 4

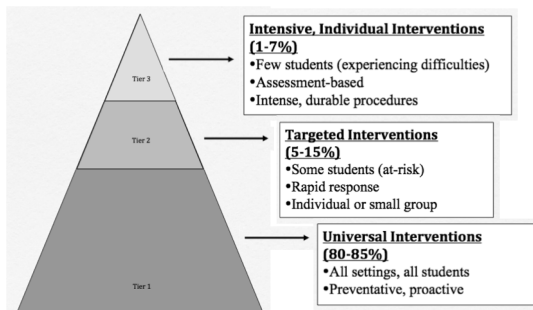
High SES 45 million words (560,000 more instances of encouraging feedback)

Middle SES 26 million words (100,000 more instances of encouraging feedback)

Low SES 13 million words (125,000 more instances of discouraging feedback)

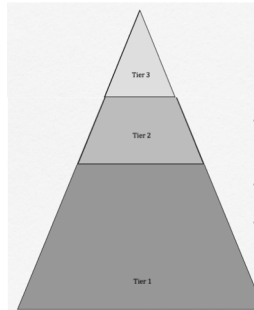
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b. Consider multi-tiered perspective



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MTSS—Model for all Students



Crosland and Dunlap (2012):

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

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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 academic 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.

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Roadblock #4

No Linkage with Instruction

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Managing Student Behavior

Effective Instructional Practices



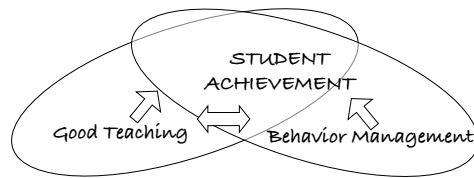
Behavior Management



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Detour #4

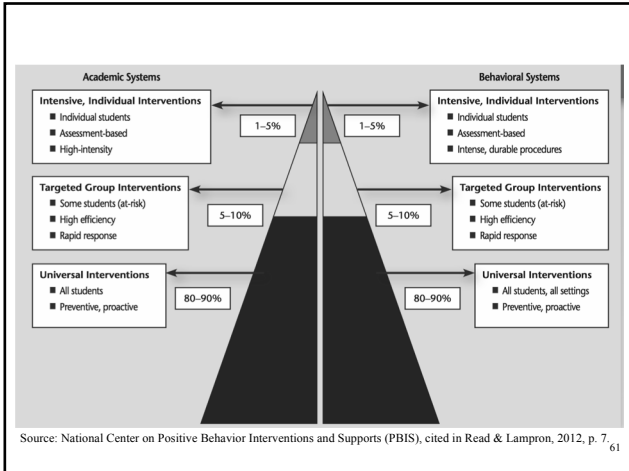
Integrate Academic and Behavioral Programming



Adapted from OSEP Center on PBIS

Horner, Sugai, Todd, and Lewis-Palmer (2005); Martella et al. (2012); Stewart, Benner, Martella, and Marchand-Martella (2007); Stewart, Martella, Marchand-Martella, and Benner (2005).

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Meta Analysis

Stewart, R., Benner, G., Martella, R. C., & Marchand-Martella, N. E. (2007). Three-tier models of reading and behavior: A research review. *Journal of Positive Behavior Interventions*, 9, 239-253.

Intervention	Weighted	
Focus/Outcome	Mean Z _i	N
Reading Only		
Reading	.30	585
Behavior	--	--
Behavior Only		
Reading	.18	21
Behavior	.28	839
Integrated		
Reading	.53	3,668
Behavior	.31	3,668

Correlations of .10 to .29, .30 to .49, and .50 and above were considered small, moderate, and large, respectively.

Academic Programs

Rev. J Autism Dev Disord (2015) 2:55-66
DOI 10.1007/s40489-014-0036-3

REVIEW PAPER

A Review of Explicit and Systematic Scripted Instructional Programs for Students with Autism Spectrum Disorder

Joshua B. Plavnick · Nancy E. Marchand-Martella ·
Ronald C. Martella · Julie L. Thompson · A. Leah Wood

Abstract Despite deficits in academic outcomes for individuals with autism spectrum disorder (ASD), a relatively small proportion of intervention research has investigated interventions to address academic development for this population. This article includes a review of the research literature on the effectiveness of teaching academic skills to students with ASD using explicit and systematic scripted (ESS) programs. Nine studies were located and evaluated using descriptive analysis and quality indicators for single-case experimental design research. Results showed that only one study met all quality indicators for single-case research and that ESS programs are not evidence-based practices for individuals with ASD, though there is enough promise to warrant additional investigation. Limitations and areas of future research are discussed.

Focus Areas

Classroom Organization

Bakke (2006), Hirn and Park (2012), Kern and Clemens (2007), Slavin (2012), Trussell (2008).

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, LaFleur, Naquin, and Gilbertson (1999).

Note: Expanded information on these areas can be found in: Martella, R. C., & Marchand-Martella, N. E. (in press). Improving classroom behavior through effective instruction: An illustrative program examples using SRA FLEX Literacy. *Education & Treatment of Children*.

Effective Instruction

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

Positive and Corrective Feedback

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

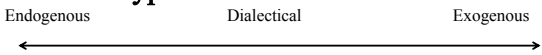
Differentiated Instruction

Shams and Seitz (2008).

Scaffolded Instruction

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

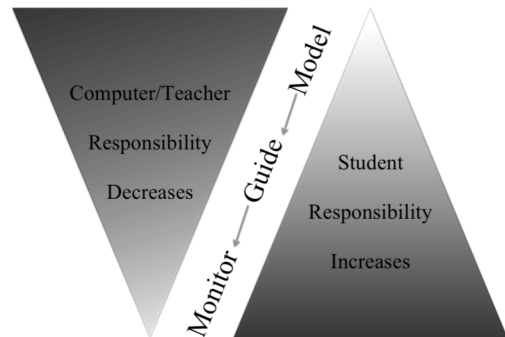
Types of Constructivism



- **Endogenous** (*learning due to internal cause or origin*)
Knowledge is developed within the student; cannot be transmitted from the teacher to the student; teacher facilitates learning through meaningfully structured experiences
- **Dialectical** (*learning through discussion*)
Between the two extremes; students acquire knowledge through instructional experiences; "the teacher determines the extent to which explicit guidance or implicit support is needed to facilitate the desired learning, depending on the student's prior performances in instructional interactions" (p. 7).
- **Exogenous** (*learning due to external factors*)
Knowledge is directly transmitted to the student by the teacher, provided instruction is unambiguous; teachers lead student learning

Source: Jones and Southern (2003). 67

Gradual Release Of Responsibility



Self-Management

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

Social Development

Cook et al. (2008); Marchand-Martella and Martella (2013).

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Destinations

1. Make decisions based on scientific evidence.
2. Create a reinforcing learning environment.
3. Support all students (multi-tiered).
4. Integrate academic and behavioral programming.

