

# EXAMPLES OF RESEARCH BASED BEHAVIOR INTERVENTIONS

## **Cognitive Pictures Behavior Therapy:**

Many people learn best by following a visual approach – retaining information far more successfully if that information is given to them in a visual manner. Visual CBT uses illustrations, graphics and images to help the reader to alter their thought patterns and change behaviors through CBT.

## **Structured Learning:**

Structured learning for behavior in the classroom includes intensive supports and predictable, consistent routines that are very structured throughout the school day.

## **Relaxation:**

Take time to speak with the individual student alone or teach the entire class the relaxation techniques they will use in class:

Examples of practical relaxation techniques for students:

- Deep Breathing
- Count to 10
- Write in a journal
- Draw
- Color
- Scribble
- Read
- Visualization

- Listen to music or nature sounds
- Take a break

### **Self Monitoring:**

Students with behavioral and academic difficulties typically have limited awareness and understanding of their own behavior and its effects on others. Self-monitoring interventions equip students to recognize and keep track of their own behavior.

Five Steps in Planning a Self Monitoring Intervention:

1. Identify the target behavior.
2. Select/design a self-monitoring system.
3. Choose reinforcers and how the student will earn them.
4. Teach the student to use the system.
5. Fade the role of the adult in the intervention.

### **Self-Management:**

When a person uses behavior modification procedures to change his or her own behavior, the process is called self-management.

Type of Self-Management Strategies:

- Goal-Settings and Self-Monitoring
- Antecedent Manipulations
- Behavioral Contracting
- Arranging Reinforcers and Punishers
- Social Support
- Self-Instructions and Self-Praise

### **Direct Skills Instruction:**

Explicitly teach student behavior skills and behavior expectations while providing corrective feedback.

### **Discrete Trial:**

A one-to-one instructional approach used to teach skills in a planned, controlled, and systematic manner. DTT is used when a learner needs to learn a skill best taught in small repeated steps. Each trial or teaching opportunity has a definite beginning and end, thus the descriptor discrete trial. Within DTT, the use of antecedents and consequences is carefully planned and implemented. Positive praise and/or tangible rewards are used to reinforce desired skills or behaviors.

### **Video Model:**

Video modeling interventions involve a child watching videotapes of positive examples of adults, peers, or him- or herself engaging in a behavior that is being taught.

### **Social Stories:**

A social story is a short simple story written from the perspective of the student that provides instruction on positive, appropriate social behaviors. Positive behaviors include all behaviors that increase an individual's likelihood of success and satisfaction in school, work, community, recreational activities, and social and family life.

# **Research Based Interventions**

## **Inattentiveness/Off-Task Behaviors**

### **1. Capture Student's Attention Before Giving Directions:**

Call the student by name and establish eye contact before providing the directions.

### **2. Class Participation: Keep Students Guessing!:**

Students attend better during large group presentations if they cannot predict when they will be required to actively participate. Randomly call on students, occasionally selecting the same student twice in a row or within a short time span to keep them guessing.

### **3. Employ Proximity Control:**

Students increase attention to task when teachers are in close proximity to them. Stand next to student when giving specific instructions for assignments.

### **4. Give Clear, Concise Directions:**

Deliver instructions in a clear manner (given at a pace that does not overwhelm the student) and post for later review (such as on the board, in the agenda, etc.) When giving multi-step directions, state them one step at a time and confirm understanding with each step before giving the next direction.

**5. Give Opportunities for Choice:**

Allow students to exercise some degree of choice in their instructional activities. This may boost attention span and increase academic engagement. Make a list of “choice” options that you are comfortable offering students during typical learning activities. (Task Rotation would work well here. Have the students select 2 or 3 of the 4 activities.)

**6. Instruct at a Brisk Pace:**

Students are likely to show improved on-task behavior when they are taught at a brisk pace rather than a slow one. To achieve a brisk pace of instruction, make sure that you are fully prepared prior to the lesson and that you minimize the time spent on housekeeping items such as collecting homework or on transitions from one learning activity to another.

**7. Provide a Quiet Work Area**

**8. Provide Attention Breaks**

**9. Reduce Length of assignments:**

For new material, trim assignments to the minimum length that will ensure student understanding. When having students practice skills or review previously taught material, break that review into a series of short assignments rather than one long assignment to help to sustain interest and engagement.

**10. Select Activities That Require Active Student Responding**

**11. Use Advance Organizers:**

One strategy to improve on-task behavior is to give students a quick overview of the activities planned for the instructional period or day. This organizer provides students with a mental schedule of the learning activities, how those interrelate, important materials needed for specific activities and the amount of time set aside for each activity.

**12. Preferential Seating:**

Avoid seating students with attention problems by the door or any other distracting area of your classroom or next to a very talkative student.

There are several Thoughtful Education strategies that work well for students who have a difficult time attending and staying organized.

- ❖ Window Notes
- ❖ Reading for Meaning
- ❖ Boggle
- ❖ Categories
- ❖ Collaborative Summarizing
- ❖ Vocabulary Notebook
- ❖ Etch-A-Sketch
- ❖ Anticipation Guide
- ❖ KWL Chart

# Attention Deficit Hyperactivity Disorder

## What Teachers Can Do

### Classroom Accommodations for Students with ADHD:

#### **A. Seating:**

- 1) Seat the student away from windows and away from the door.
- 2) Put the student right in front of your desk unless that would be a distraction for him or her.
- 3) Seats in rows, with focus on the teacher, usually work better than having students seated around tables or facing one another in certain arrangements.

#### **B. Instruction:**

- 1) Give instructions one at a time and repeat as necessary.
- 2) Keep instructions simple and structured.
- 3) Establish eye contact often with the student.
- 4) Allow student frequent breaks during a long lesson/lecture.
- 5) Use visual aids.
- 6) If possible, work on the most difficult material early in the day.
- 7) Use visual: Charts, pictures, color coding
- 8) Create outlines for note-taking that organize the information as you deliver it.

#### **C. Independent Work:**

- 1) Create a quiet area for test taking and quiet study.
- 2) Create tests/worksheets with fewer items.
- 3) Limit the amount of timed tests given.

- 4) Divide long-term projects into segments and assign a completion goal for each segment.
- 5) Let the student do as much work as possible on computer
- 6) Accept late work and give partial credit for partial work.

**D. Organization:**

- 1) Provide a specific folder/binder for each subject, homework, communication for parents, completed homework.
- 2) Allow time for student to organize materials and assignments for home. Post steps for getting ready to go home.
- 3) Make sure the student has a system for writing down assignments such as an agenda.



**EVIDENCE OF RESEARCH BASED**

**BEHAVIOR INTERVENTIONS**

STUDENT \_\_\_\_\_ TEACHER \_\_\_\_\_

**Cognitive Pictures Behavior Therapy:**

Date	Activity

**Structured Learning:**

Date	Activity

**Relaxation:**

Date	Activity







**ABC BEHAVIOR ANALYSIS CHART**

<b>STUDENT:</b>	<i>Structured Setting</i>	<i>Attention Deficit</i>
<b>DATE:</b> ___/___/___ <b>DAY:</b> M T W Th F	<i>Non-Structured</i>	<i>Behavior Deficit</i>
<b>TIME:</b> <b>TEACHER:</b>	<i>Transition</i>	<i>Skill Deficit</i>
<b>LOCATION:</b>	<i>Down Time</i>	<i>Social Skill/Communication Deficit</i>
<b>ANTECEDENT</b>	<b>BEHAVIOR</b>	<b>CONSEQUENCE</b>
	<ul style="list-style-type: none"> <li>○ Off Task</li> <li>○ Disruptive</li> <li>○ Physical</li> <li>○ Verbal</li> <li>○ Confrontational</li> <li>○ Disrespectful</li> <li>○ Non Compliance</li> <li>○ Passive Aggressive</li> <li>○ Out of seat</li> <li>○ Apathetic</li> <li>○ Talk/Yell out</li> <li>○ Lying/Stealing</li> <li>○ Antagonizing others</li> <li>○ Other _____</li> </ul>	
<b>SUPPORTS</b>	<b>ENVIRONMENTAL</b>	<b>SOCIAL SKILLS INSTRUCTION</b>
<ul style="list-style-type: none"> <li>○ Proximity</li> <li>○ Choices</li> <li>○ Breaks</li> <li>○ Non Verbal Prompting</li> <li>○ Behavior Charts</li> <li>○ PBIS</li> <li>○ Praise</li> <li>○ Structure</li> <li>○ Organize</li> <li>○ Extend task time</li> <li>○ Problem solve</li> <li>○ Communicate expectation</li> <li>○ Other _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Move seating</li> <li>○ Type of seating</li> <li>○ Change peer seating</li> <li>○ Lighting</li> <li>○ Sound</li> <li>○ Temperature</li> <li>○ Remove from Rm</li> <li>○ Resource Rm</li> <li>○ Office</li> <li>○ AC</li> <li>○ Other _____</li> </ul>	<p align="center"><b><u>Evidence Based Practice</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cognitive Pictures</li> <li><input type="checkbox"/> Structured Learning</li> <li><input type="checkbox"/> Relaxation</li> <li><input type="checkbox"/> Self Monitoring</li> <li><input type="checkbox"/> Self Management</li> <li><input type="checkbox"/> Direct Skills Instruction</li> <li><input type="checkbox"/> Discrete Trial</li> <li><input type="checkbox"/> Video Model</li> <li><input type="checkbox"/> Social Stories/Social Scripting</li> <li><input type="checkbox"/> Other _____</li> </ul>

## Frequency of Behavior

Behavior	1	2	3	4	5	6	7	8	9

## Duration of Behavior

Behavior	2 min	4 min	6 min	8 min	10 min	12 min	14 min	16 min	EXTENDED

**Latency: What is the length of time between request for appropriate behavior and when the student begins to respond correctly?**

Behavior	1 min	2 min	3 min	4 min	5 min	6 min	7 min	8 min	EXTENDED

**4.Intensity: How damaging or destructive is the target behavior/behavior of concern?**

Check only one.

### Mild

\_\_\_\_\_ a. Effects of the behavior are confined only to the observed student (e.g., refusal to follow directions, scowling, crossing arms, pouting, or muttering under breath). **NOTES\*\*** \_\_\_\_\_

\_\_\_\_\_ b. Behavior disrupts others in the student's immediate area (e.g., slamming objects, dropping books, name calling, calling out, using inappropriate language, roaming area, or getting under desk).

**NOTES\*\*** \_\_\_\_\_

### Moderate

\_\_\_\_\_ c. Behavior disrupts everyone in the classroom; instruction has stopped due to behavior (e.g., throwing objects, yelling, open defiance of teacher directions, leaving the classroom disruptively, throwing self on floor in a tantrum, undressing, inappropriately touching peers, or getting into other's materials). **NOTES\*\*** \_\_\_\_\_

\_\_\_\_\_ d. Behavior disrupts other classrooms or common areas of the school (e.g., throwing objects, yelling, open defiance of adults, leaving school, pulling fire alarm, running into other classrooms, inappropriately touching others in the hallway, or slamming locker or other doors).

**NOTES\*\*** \_\_\_\_\_

### Severe

\_\_\_\_\_ e. Behavior causes or threatens to cause physical injury to student or others (e.g., display of weapons, assault which results in serious bodily injury, self-abuse, throwing furniture).

**NOTES\*\*** \_\_\_\_\_

## Anecdotal Notes and Witnesses:

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