

# Behavior Support for Intensive Intervention

---

---

## Module 5 Consequence Strategies to Decrease Behavior Workbook

# Table of Contents

Contents	Page
Module Checklist	3 - 4
Timeline	5
Guided Notes	6-22
Activity 5.1 – Stop and Jot: <i>Brief Error Corrections</i>	8 - 12
Activity 5.2 – Pause & Process: <i>Develop a Planned Ignoring Procedure</i>	13 - 14
Activity 5.3 – Discussion Board Post: <i>Develop a Differential Reinforcement Plan</i>	15 - 16
Activity 5.4 - Discussion Board Post: <i>Develop a Response Cost Procedure</i>	17 - 18
Activity 5.5 – Pause & Process: <i>Develop a Time Out from Reinforcement Procedure</i>	19 - 20
Activity 5.6 – Pause & Process: <i>Develop an Over Correction Procedure</i>	21
Activity 5.7 – Discussion Board Post: <i>Refine your Punishment Systems</i>	22
Classroom Application	

# Module 5 Checklist

The purpose of this Activity Workbook is to help organize content for this Module. You will do some Activities on your own to help you engage with and think about the content. You will *not* be required to submit your responses for those activities. There are other activities, however, that you will submit online and apply in your classroom. The activities that you must submit before completing this Module are listed in the “Online” column below.

Section	Assignment	To Be Completed in In Activity Workbook	To Be Completed Online	Complete with Coach
Intro	Video		<input type="checkbox"/> Watch Module 5 Introduction Video Presentation	
	Part 1	Video	<input type="checkbox"/> Watch Module 5 Part 1 Video Presentation	
		Guided Notes	<input type="checkbox"/> Complete Guided Notes	
	5.1	<input type="checkbox"/> Stop and Jot: Brief Error Corrections		
Part 2	Video		<input type="checkbox"/> Watch Module 5 Part 2 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	5.2	<input type="checkbox"/> Pause & Process: Planned Ignoring		
	5.3		<input type="checkbox"/> Discussion Post: Differential Reinforcement	
	5.4		<input type="checkbox"/> Discussion Post: Response Cost	
	5.5	<input type="checkbox"/> Pause & Process: Time Out from Reinforcement		
	5.6	<input type="checkbox"/> Pause & Process: Over Correction Procedure		

	5.7		<input type="checkbox"/> Discussion Post: Refine Punishment Systems	
Closing	Video		<input type="checkbox"/> Watch Module 5 Next Steps Video Presentation	
	Module Quiz		<input type="checkbox"/> Take Module 5 Quiz	
	Classroom Application			After completing Module 5, record a small group lesson and watch it with your coach. Review the types of reinforcement and consequence strategies you used and your positive to negative ratio.

# Module 5 Timeline

Week 1	Week 2	Complete <i>All</i> Parts of Module 6	Coaching Follow-up
Start Module 5	Continue and Complete.	Introduction and All Parts of Module 5 must be completed by _____	Use the scoring rubric to review and reflect on your social skills lesson plan with your coach. Discuss a plan for implementing your plan with your students.



# Module 5 Guided Notes & Activities

## Objectives

By the end of Module 5 you should be able to:

- Part 1:
  - Describe consequence strategies to decrease behavior
- Part 2:
  - Establish a continuum of strategies to respond to inappropriate behavior
    - Planned Ignoring
    - Differential Reinforcement
    - Response Cost
    - Time Out from Reinforcement
    - Over Correction

## Part 1

### What Are Ways I Can Manage Minor Behaviors?

#### Punishment

- A \_\_\_\_\_ is a consequent stimulus that:
  - (a) decreases the future probability of a behavior
  - (b) is administered contingently on production of an inappropriate behavior, and
  - (c) is administered immediately following the production of undesired or inappropriate behavior
- Like reinforcers, it can only be defined based on \_\_\_\_\_ on future behavior

#### Considerations for Punishment Procedures:

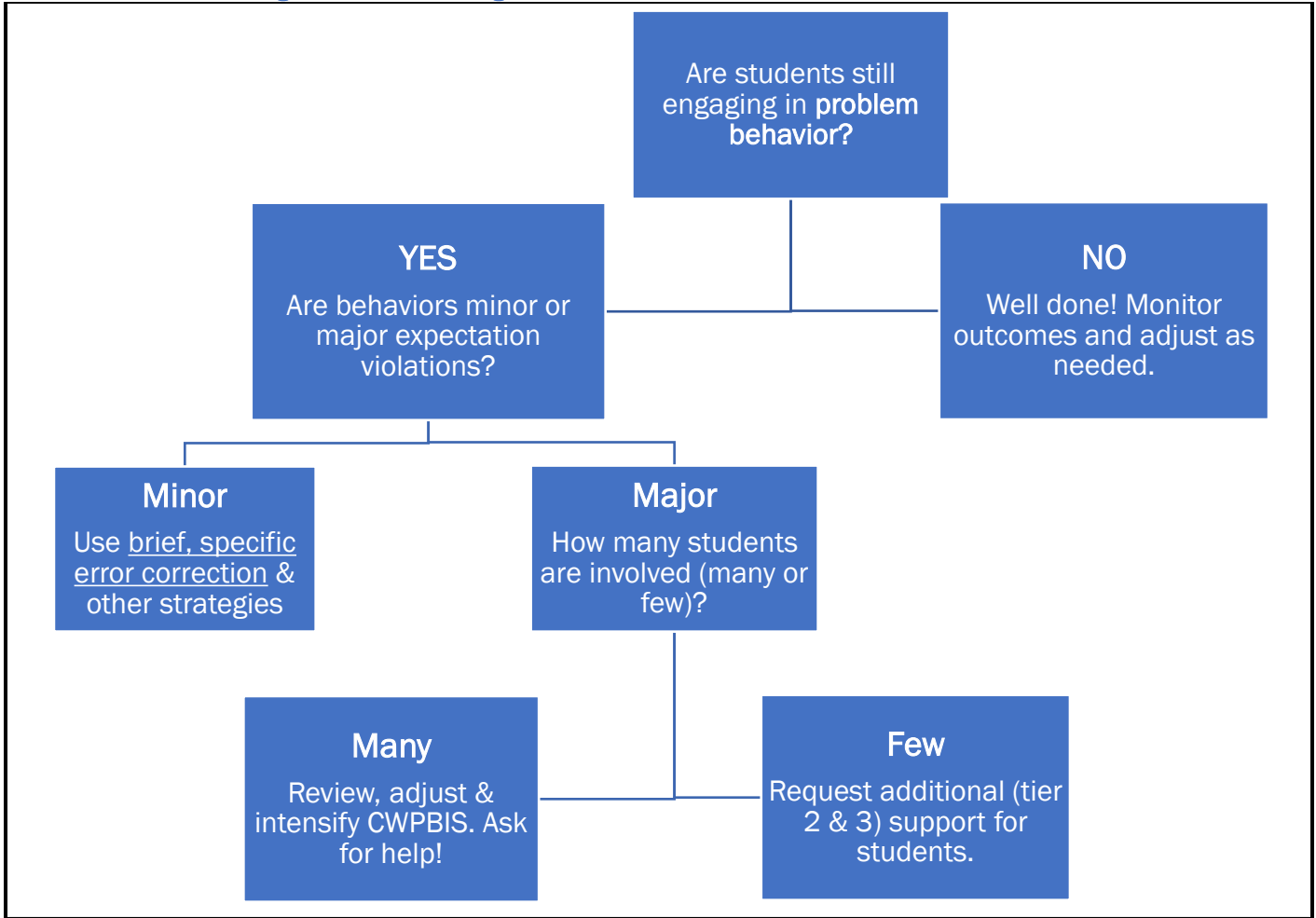
- Punishment \_\_\_\_\_ a positive, proactive, and \_\_\_\_\_ approach results in increased<sup>1</sup>:
  - Aggression
  - Vandalism
  - Truancy
  - Dropouts

<sup>1</sup> Mayer & Sulzer-Azaroff, 1990; Skiba, Peterson, & Williams, 1997

**Decision-Making Guide: 3 Key Questions**

Does data indicate that students are still engaging in problem behavior?

Consider the Following Decision Making Guide:



**Use Brief, Specific Error Correction & Other Strategies**

Elementary Example	High School Example	Non-Example
After a student runs from their seat to the classroom door for lunch the teacher response, “please walk with a quiet body and voice to the door instead of running”.	A student is observed texting in class, teacher response, “please don’t text during class, leave your phone in your locker”.	<ul style="list-style-type: none"> <li>• Shouting, “No!” (this is not calm, neutral, or specific)</li> <li>• A 5-minute conversation about what the student was thinking (this is not brief)</li> </ul>

**Quick Error Corrections**

Error corrections should be:

Contingent	Specific	Brief
Occur immediately after the undesired behavior.	Tell learner exactly what they are doing incorrectly and what they should do differently in the future.	After redirecting back to appropriate behavior, move on.



## Activity 5.1 – Stop & Jot Develop Brief Error Corrections Workbook

- Write three (or more) specific brief error correction statements that you will use to correct inappropriate social behavior.
- If you have extra time, consider how you would modify those statements based on students' learning histories, age, etc.

### Error Correction Statement #1

---

---

*Optional:* Modification for Error Correction Statement #1:

---

---

### Error Correction Statement #2

---

---

*Optional:* Modification for Error Correction Statement #2:

---

---

### Error Correction Statement #3

---

---

*Optional:* Modification for Error Correction Statement #3:

---

---



## Additional Variations for Managing Minor Behavior

<p><b>Proximity Control</b></p>	<ul style="list-style-type: none"> <li>• The strategic placement/movement by the teacher in order to encourage positive behavior.</li> <li>• The teacher is a source of protection and strength, helping the student to control impulses.</li> </ul>
<p><b>Non-Verbal Cue</b></p>	<ul style="list-style-type: none"> <li>• Non-verbal techniques such as sustained eye contact, hand gestures, a handclap, finger snap, clearing one's throat, etc. suggesting that the teacher is aware of the behavior and prepared to intervene.</li> </ul>
<p><b>Ignore, Attend, Praise</b></p>	<ul style="list-style-type: none"> <li>• Uses the power of praise and positive feedback.</li> <li>• The teacher praises an appropriately behaving student in the proximity of a student who is not following expectations. The praise serves as a prompt.</li> <li>• When the student exhibits the desired behavior, attention and praise are then provided.</li> </ul>

### Considerations for Error Correction:

- Don't overlook minor misbehavior; don't avoid correcting and teaching.
- Embrace correction as a tool to truly help students; correction is not \_\_\_\_\_, it is *instructional*.
- Create an expectation for correction, an environment where corrective feedback is the norm.
- Always correct privately; use preferred adult behaviors that maintain respect for the student.
- When the student demonstrates the desired behavior, **always follow with praise or positive feedback**.
- Use the strategy that is the \_\_\_\_\_ intrusive for the behavior and its frequency or severity.
- When \_\_\_\_\_ behavior occurs, increase teaching (lessons, pre-corrects) and \_\_\_\_\_ of encouragement (positive feedback).
- When needed, pair instructional error correction strategies with an additional consequence (punishment).

## Additional Tools (From the Resource Guide)

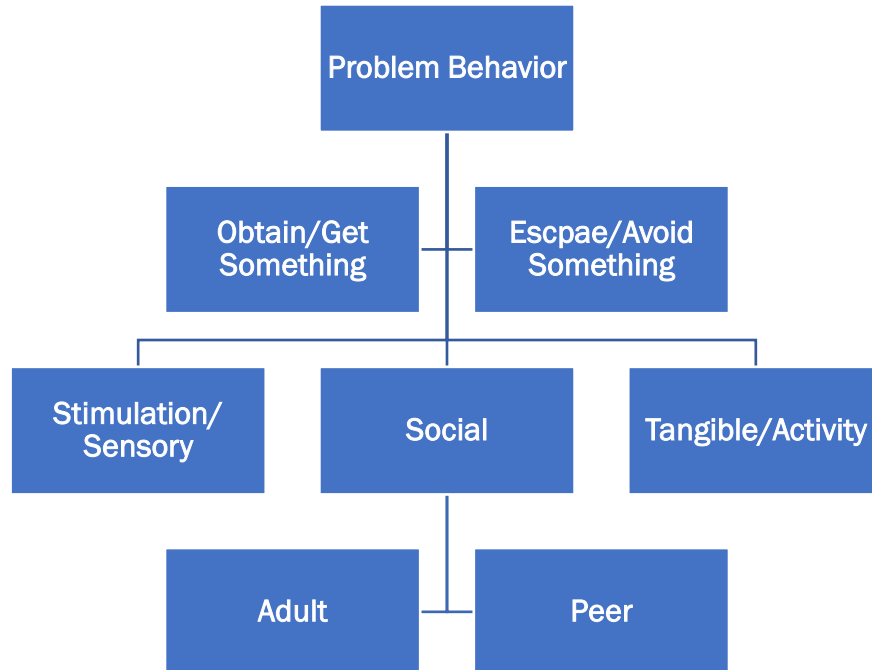
### Responding to Behaviors in the Classroom—Make it FAST!

F	A	S	T
<i>Functional</i>	<i>Accurate</i>	<i>Specific</i>	<i>Timely</i>
Responding to behavior in a way that tries to address the reason or purpose why a student behaves within specific situations will help reduce the likelihood of the behavior happening in the future. (see <a href="#">Practical FBS Training Manual</a> for more information)	As much as possible, an accurate and consistent response is essential to minimizing problem behavior and increasing compliant behaviors.	It is best to be as specific as possible when addressing student behavior; using the student's name and the reason for the response are examples of how teachers can be specific.	Responding to behavior immediately after the behavior will make the response more powerful.

### Types of Behavior and Common Responses

Appropriate or expected behavior	Infrequent and non-disruptive minor behaviors	Repeated and non-disruptive minor behavior errors and/or disruptive major behavior errors	Administrator-managed behaviors
<ul style="list-style-type: none"> <li>When a student does an appropriate behavior, let the student know by telling the student what he/she did and how that behavior aligns with the related school-wide expectation</li> <li>Be as specific as possible, and try to always use the student's name</li> <li>Consider using praise with other acknowledgement strategies</li> </ul>	<ul style="list-style-type: none"> <li>When a misbehavior occurs, try to draw as little attention to the behavior as possible</li> <li>Give students reminders of what is expected</li> <li>Model what is expected</li> <li>Reinforce what is expected by using specific praise or other acknowledgement strategies</li> </ul>	<ul style="list-style-type: none"> <li>Follow school procedures for responding to rule violations and individualized behavior support plans</li> <li>Try your best to anticipate when there might be problems, let students know what you expect, and take some time to practice routines</li> <li>Collect data to help establish patterns about why behaviors are occurring</li> </ul>	<ul style="list-style-type: none"> <li>Follow school procedures for responding to rule violations and individualized behavior support plans</li> </ul>

## Consider Function When You Select Your Consequence Strategy



### Continuum of Error Corrections



#### Re-direct

Brief, clear, private verbal reminder of the expected behavior. A re-statement of school-wide and non-classroom behavior, or classroom procedure.

#### Re-teach

Builds on the re-direct by specifically instructing the student on exactly what should be done.

#### Provide Choice

Can be used when a re-direct or re-teaching have not worked. A statement of two alternatives- the preferred or desired behavior or a less preferred choice.

#### Student Conference

Lengthier re-teaching or problem solving. Discusses the behavior of concern, teaches the desired behavior, provides reasons why it is important, and a plan is made for future use. Can include role-play or practice.

## Part 2

### Planned Ignoring

**Definition:** when a behavior which was previously reinforced by attention no longer is (i.e., the behavior is ignored). When implementing this strategy, if a behavior is maintained by adult attention, the teacher would ignore the behavior of interest.

**Example:** Grant taps his pencil loudly at his desk during class and his teacher currently responds to him (i.e., provides attention) approximately 70% of the time (either + or -). The teacher decides to ignore all pencil taps and instead only calls on Grant when his hand is raised.

## Other Strategies to Respond to Minor Violations

	Elementary Example	High School Example	Non-Example
<b>Planned Ignoring</b>	During a whole group activity, James shouts the teacher's name to get her attention. The teacher ignores the callouts and proceeds with the activity.	During a lecture, Jen interrupts the teacher and loudly asks her a question. The teacher ignores Jen until she quietly raises her hand.	A student is loudly criticizing a peer, resulting in other students laughing at the targeted peer. The teacher does nothing.

### Guidelines for Using Planned Ignoring

- Ignoring doesn't work unless the student's problem behavior functions to **gain** your attention
- Disruptive behavior will \_\_\_\_\_ before decreasing (this is called an "extinction burst")
  - Be sure you can handle the "peak" if you select to implement this strategy!
- Let others know about the plan
- Don't forget to consistently praise student for appropriate behavior



## Activity 5.2 – Pause & Process *Develop a Planned Ignoring Procedure* Workbook

- Select a target behavior.

**Target Behavior:** \_\_\_\_\_

- Develop an operational definition.

**Operational Definition:** \_\_\_\_\_  
\_\_\_\_\_

- Identify the type of reinforcement that currently maintains the behavior. (This should be teacher attention!)

**Reinforcement Details:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Develop a **Planned Ignoring Procedure:**
  - What will you do when the behavior occurs?
  - How will you acknowledge other appropriate behaviors?
  - What will you do if/when an extinction burst occurs?

**Planned Ignoring Procedure:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Definition:** Providing reinforcement contingent on a student exhibiting an \_\_\_\_\_ response (or behavior you wish to increase) while simultaneously withholding reinforcement contingent on inappropriate responses (i.e., placing challenging behavior(s) on extinction).

**Types of Differential Reinforcement**

Type of DR	Definition	Example
<b>DR of Lower Rates of Behavior (DRL)</b>	Student receives reinforcement when the target behavior occurs at a <b>lower rate</b>	Nikolas usually gets out of his seat 5 times during a 20-minute independent task.  Under DRL, he receives reinforcement when he gets out of his seat 4 or fewer times during a 20-minute independent task.
<b>DR of Other Behaviors (DRO)</b>	Student receives reinforcement for behavior whenever an undesirable (target) behavior is <b>not emitted</b> during a specific period of time.	Patricia receives reinforcement for every 10 minutes she does not call out an answer during class. (This happens even if she is not specifically engaged in appropriate behavior). She may still be off task—just not calling out.
<b>DR of Alternative Behaviors (DRA)</b>	Student receives reinforcement for performing an <b>alternative appropriate behavior</b> rather than the target inappropriate behavior.	Frank frequently doodles at his desk when he gets stuck on his math assignment. Now, he is provided reinforcement when he raises his hand at his desk to ask for math help.  (In this procedure, hand-raising and not working <u>can be done</u> at the same time.)
<b>DR of Incompatible Behaviors (DRI)</b>	Student receives reinforcement upon the occurrence of a behavior that is <b>physically incompatible</b> with or cannot be exhibited at the same time as the inappropriate behavior.	Andrew is reinforced for sitting in his small group rather than walking around the classroom during instruction.  (Sitting is <b>physically incompatible</b> with walking around, so an increase in sitting behavior will result in a decrease in walking behavior.)

**Other Strategies to Respond to Minor Violations**

	Elementary Example	High School Example	Non-Example
<b>Differential S<sup>R</sup></b>	During a whole group activity, James shouts the teacher’s name to get her attention. Using this strategy, the teacher ignores James’ callouts, but immediately calls on and praises James when he raises his hand, “That’s how we show respect! Nice hand raise.” (DRA)	“If we can make it through this discussion without inappropriate language, you can listen to music during your independent work time at the end of class.” (DRO)	The teacher reprimands students each time they engage in problem behavior and ignore appropriate behavior.



## Activity 5.3 – Discussion Board Post

### Develop a Differential Reinforcement Plan

Online

Before you complete this module, please complete a discussion board post that answers the following questions. Once you've posted, please respond to at least two of your classmates' posts.

1. Use the guided questions in your workbook and discussion with your colleagues to develop a differential reinforcement plan.

- Select a **target behavior**: \_\_\_\_\_
- Develop an **operational definition**:

\_\_\_\_\_

- Identify the **type of reinforcement** that currently maintains the behavior (this should be gaining some form of attention!): \_\_\_\_\_

\_\_\_\_\_

2. Post a quick summary of your notes from above and answer the following questions in your post:

- What differential reinforcement procedure(s) might you use to address your identified behavior? Explain how you would implement the procedure you have selected.
- Why did you choose this approach? What are the pros/cons of the different differential reinforcement procedure options?

### Response Cost

**Definition:** The withdrawal of specific amounts of a \_\_\_\_\_ contingent upon inappropriate behavior.

#### Examples:

- A wrong answer results in a loss of points.
- Come to class without a pencil, buy one for 5 points.

	Elementary Example	High School Example	Non-Example
<b>Response Cost</b>	When a student talks out, the teacher pulls the student aside, provides a quiet specific error correction, and removes a marble from his/her jar on the teacher's desk.	When a student engages in disrespectful language, the teacher privately provides feedback and removes a point from the student's point card.	The teacher publicly flips a card (from green to red) to signal the student has lost privileges. When asked why, the teacher states, "you know what you did."

### Guidelines for Using Response Cost

- Response cost procedures fit best within a \_\_\_\_\_ economy.
- Usually works in the \_\_\_\_\_ term... only use when other procedures haven't worked

- Generally, better to stick to the positives...
  - Consider **what** happens if you continue to take away points?
  - Consider **how** you would retrieve tokens once they have been given?
- **REMEMBER** we always want a **higher ratio** of positives to negatives. At least a 4:1 Ratio minimum!

### Cautions

- \_\_\_\_\_ **balances** (e.g., tokens) can result.
- Requires the physical removal of earned reinforcers, which **may** \_\_\_\_\_ additional challenging behaviors for some.
- **“Hopelessness”** and frustration may result for the student.

### Consider: How is Response Cost different from Extinction?

- Response Cost is the \_\_\_\_\_ of a previously earned reinforcer
- Extinction is the act of **withholding** reinforcement contingent upon a target behavior





## Activity 5.4 – Discussion Board Post

### Develop a Response Cost Procedure

Online

Before you complete this module, please complete a discussion board post that answers the following questions. Once you've posted, please respond to at least two of your classmates' posts.

- Use the guided questions in your workbook and discussion with your colleagues to develop a differential reinforcement plan.
  - Select a **target behavior**: \_\_\_\_\_
  - Develop an **operational definition**:  
\_\_\_\_\_  
\_\_\_\_\_
  - Identify the **type of reinforcement** that currently maintains the behavior (should be to gain something!): \_\_\_\_\_  
\_\_\_\_\_
- Post a quick summary of your notes from above and answer the following questions in your post:
  - What will you do when the behavior occurs (e.g., what is the **cost**?)
  - How will you acknowledge other **appropriate behaviors** (what are your **reinforcers**)?
  - How will you ensure “earning” (i.e., reinforcement) outnumbers “costs” (i.e. punishers)?

### Time Out from Reinforcement

**Definition:** A student (or group) is removed from a previously \_\_\_\_\_ environment or setting, to one that is not reinforcing.

#### Examples:

- A student who is disrupting English class by walking around the room flicking peers on the back is sent to a neighboring classroom (or the office) to work.
- A student throws food/drink at another student during a basketball game and is asked to leave the event.

*REMEMBER the environment the student is removed to cannot be reinforcing! So, if the student receives adult attention in the office, which they find reinforcing, you have NOT put the student on time out.*

	Elementary Example	High School Example	Non-Example
Time Out from SR	After taking a ball from a peer during recess, the teacher removes the ball from the student, asks her to return to sit on the sideline, and reviews expectations before allowing her to resume recess with her peers.	When a student swears at her teacher during a preferred cooperative math game, the teacher removes the game and asks the student to return to their desk until they can demonstrate appropriate game-playing behavior. The student re-joins the math game after restating expectations.	Sending the student from an aversive classroom activity to the in-school suspension room, which is facilitated by a preferred adult and often attended by preferred peers for the remainder of the day.

## Guidelines for Using Time-Out from Reinforcement

- To be used correctly, **time-out** needs to actually be time \_\_\_\_\_ from reinforcement
- **Three Levels** (or types) of time-out to consider that are used in instructional settings:
  1. \_\_\_\_\_ **ignoring:**
    - Systematic withholding of social attention
  2. \_\_\_\_\_ **observation:**
    - Student remains in setting
    - Easy for teacher to monitor student
  3. \_\_\_\_\_ **time-out:**
    - Student is physically excluded from ongoing activity
    - Usually associated with time-out room



## Activity 5.5 – Pause & Process

### Develop a Time Out from Reinforcement Procedure

Workbook

- Select a target behavior.

**Target Behavior:** \_\_\_\_\_

- Develop an operational definition.

**Operational Definition:** \_\_\_\_\_

\_\_\_\_\_

- Identify the type of reinforcement that currently maintains the behavior.

**Reinforcement Details:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Develop a **Time Out from Reinforcement Procedure:**
  - What will you do when the behavior occurs?
  - How will you acknowledge other appropriate behaviors?
  - What will you do if/when an extinction burst occurs?

**Time-Out from Reinforcement Procedure:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Overcorrection

**Definition:** a behavior-reduction procedure that includes \_\_\_\_\_ in appropriate behavior.

- An appropriate behavior is taught through an “\_\_\_\_\_ of experience”
- Student rectifies a behavior error, followed by extended practice of the appropriate behavior

### Types of Over Correction

1. \_\_\_\_\_ **Overcorrection**
  - Student **overcorrects** effects of his behavior on **environment**
  - **Example:** A student is seen spraying graffiti on a school locker after school one day. The next day, the student stays after school to clean the graffiti off the locker while also cleaning other lockers in that hallway.

2. \_\_\_\_\_ - Practice Overcorrection

- Student **repeats** an appropriate behavior contingent on the occurrence of an inappropriate behavior
- **Example:** An elementary student runs ahead of his class to the water fountain. The teacher has the class wait while the student goes back and demonstrates how to walk in the hallways, re-joining the class at the end of the line.



## Activity 5.6 – Pause & Process

### *Develop an Over Correction Procedure*

*Workbook*

- Select a target behavior.

**Target Behavior:** \_\_\_\_\_

- Develop an operational definition.

**Operational Definition:** \_\_\_\_\_

\_\_\_\_\_

- Identify the type of reinforcement that currently maintains the behavior.

**Reinforcement Details:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Develop an **Over Correction Procedure:**
  - What will you do when the behavior occurs?
  - How will you acknowledge other appropriate behaviors?
  - What will you do if/when an extinction burst occurs?

**Over Correction Procedure:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Activity 5.7 – Discussion Board Post

### *Refine your Punishment Systems*

Online

Before you complete this module, please complete a discussion board post that answers the following questions. Once you've posted, please respond to at least two of your classmates' posts.

Post your responses to the following questions:

- What will you do when you find you are using punishment procedures **too frequently**?

---

---

- How will you ensure you use the **least intrusive** procedure that is still effective?

---

---

- How will you ensure your system is as instructional and **consistent** as possible?

---

---