Contents

 \oplus

About This Book	vi
About the Authors	vii
Acknowledgments	ix
Foreword by John W. Maag	xxiii
Preface	XXV

PART ONE

 \oplus

A Positive, Proactive Approach to Behavior Management

1	A Case for Change	3
	What's Wrong with Kids Today?	4
	What Happened to the Good Old Days?	4
	I Didn't Sign Up for This!	5
	Students with Behavior Problems Should Just Be Suspended!	6
	Punishment Works for Me!	7
	What Can We Do?	8
	Remove the Words Should and Shouldn't from Your Vocabulary	8
	Limit the Time Spent "Admiring the Problem"	8
	Strive to Understand the Perspectives of All Team Members and Stakeholders	8
	Let Go of the Old Way of Doing Things	9
	Expand Your Behavior Management Toolbox	10
	Key Points to Remember	10
	Discussion Questions	10

 \oplus

Positive Behavior Support and Functional Behavioral Assessment	
for Educators	12
What Exactly Is Positive Behavior Support?	13
Research-Validated Practices	13
Enhancing the Capacity of Environments	13
A Three-Tiered Model	14
What Exactly Is Functional Behavioral Assessment?	15
Three Key Concepts of FBA	17
Setting Events	17
Triggering Antecedents	17
Maintaining Consequences	18
Common Functions of Problem Behavior	18
To Get Attention or a Reaction	19
To Get Something Tangible	20
To Obtain a Sense of Power or Control	20
To Meet a Sensory Need	20
To Communicate Feelings	20
As a Result of a Lack of Understanding	21
To Escape or Avoid Something	21
The Bottom Line on Functional Behavioral Assessment	22
Our Model of Intervention	22
Key Points to Remember	23
Discussion Questions	24

2

PART TWO

 \oplus

Social Skills Instruction

3	Teaching Social Skills: The Basics	27
	Traditional Approaches to Social Skills Instruction	27
	A Three-Tiered Approach to Social Skills Instruction	28
	Types of Social Skills Deficits	30
	Skill Deficits	30
	Performance Deficits	30
	Fluency Deficits	32

 \oplus

Contents

	Self-Management: The Ultimate Goal	33
	Key Points to Remember	34
	Discussion Questions and Activities	35
4	Group Social Skills Instruction	36
	Schoolwide and Classwide Social Skills Instruction	36
	Class Meetings	37
	Mini-Lessons	37
	Frequent Positive Feedback	37
	Schoolwide and Classwide Expectations or Rules	38
	Schoolwide and Classwide Routines	39
	Important Schoolwide and Classwide Lessons	41
	Small Group Social Skills Instruction	43
	Choosing Curricula: A Case Study	43
	Key Points to Remember	46
	Discussion Questions and Activities	47
5	Individualized Social Skills Instruction	57
	What Behaviors Should Be Focused on During Individualized Instruction?	57
	"So What?" Behavior	58
	Identifying Replacement Behavior	60
	Other Target Behaviors	61
	Who Should Provide Individualized Instruction?	62
	When Should Individualized Instruction Take Place?	62
	Embedded into Existing Structures and Therapies	62
	Check-In	63
	Precorrection	63
	Behavior Tutoring Sessions	63
	Incidental Teaching	63
	How Should Individualized Instruction Be Delivered?	64
	How Should Individualized Instruction Be Delivered? Video Modeling	64 64
	Video Modeling	64
	Video Modeling Social Stories	64 64

 \oplus

Contents

 \oplus

xiii

Key Points to Remember	66
Discussion Questions and Activities	66

Œ

PART THREE

Preventing Challenging Behavior

6	Preventing Challenging Behavior: The Basics	71
	Targeting Setting Events and Triggering Antecedents	71
	Identifying Sources of Frustration	72
	Developing a Positive Relationship	73
	Be Consistent	73
	Develop a Partnership	74
	Focus on Frequent Positive Feedback	76
	Key Points to Remember	76
	Discussion Questions	77
7	Assisting with Executive Functioning Tasks	78
	Using Visual Supports	80
	Organizational Helpers	81
	Behavior Prompts	81
	Visual Schedules	84
	Transition Helpers	85
	A Final Word About Visual Supports	88
	Assistance with Other Executive Functioning Skills	88
	Breaking Long Projects into Steps	88
	Waiting to Be Called On	89
	Staying on Task	90
	Key Points to Remember	93
	Discussion Questions	94
8	Providing Appropriate and Engaging Academic Instruction	99
	Differentiated Instruction	100
	Providing Choices	101

 \oplus

Contents

 \oplus

xiv

Embedding Interests and Preferences	101
Writing Strategies	102
Scheduling	107
Learn How to Make a Table in a Word Processing Program	108
Schedule Things That Are Absolutely Inflexible First	108
Schedule the Major Core Academic Areas	109
Use Paraprofessionals Wisely and Appropriately	109
Make Sure You Get a Planning Time	111
Maintaining Academic Engagement	112
Failure Is Not an Option	112
Honor Roll	113
Key Points to Remember	113
Discussion Questions and Activities	114

PART FOUR

 \oplus

Reinforcing Desired Behavior

9	Reinforcing Desired Behavior: The Basics	117
	Reinforcement Versus Rewards	117
	Focus on Common Unintentional Reinforcers: Attention and Escape	118
	Reinforcement Versus Bribery	119
	How to Determine What Is Reinforcing for Students	120
	Interviews and Surveys	120
	Observations	120
	Reinforcement Journals	121
	Reinforcement Menus	121
	Reinforcement Schedules: Determining How Much and How Often	123
	Differential Reinforcement of Zero Rates of Behavior	126
	Differential Reinforcement of Lower Rates of Behavior	127
	Differential Reinforcement of Incompatible Behavior	127
	Other Issues Surrounding Reinforcement	128
	Setting Appropriate Criteria	128
	Pairing Educators and School with Reinforcers	129
	Deprivation	129

 \oplus

Contents

XV

	Teaching Peers to Reinforce Appropriately	130
	Key Points to Remember	130
	Discussion Questions and Activities	131
10	Group Reinforcement Systems	132
	Interdependent Group-Oriented Contingencies	132
	Student Teams	133
	Interdependent Group-Oriented Contingency Games	134
	The Classwide Peer-Assisted Self-Management (CWPASM) Program	135
	Independent Group-Oriented Contingencies	136
	Lottery Systems	137
	Token Economies	137
	The Importance of Tier 1 Reinforcement	138
	Key Points to Remember	138
	Discussion Questions and Activities	139
1	Individual Reinforcement Systems	140
	Target Behavior Sheets	140
	Use Positive Language	141
	Limit the Number of Skills	141
	Individualize the Target Skills	144
	Be Specific	144
	Embed Visual Supports and Special Interests	146
	Partner with the Student to Help Develop	146
	Set Realistic Criteria	146
	Let Students Keep Their Sheet with Them (If They Wish)	146
	Review Regularly with the Student	147
	Use Turnaround Points	147
	Use Bonus Points	147
	Allow Students to Self-Monitor When Ready	148
	Communicate to Parents What Constitutes a Successful Day	148
	Dependent Group-Oriented Contingency	150
	Level Systems	150
	Structured Behavioral Skills Program: Daily Level System	151
	Climbing the Ladder of Success	152
	A Warning About Using Point and Level Systems	154

Contents

 \oplus

xvi

Token Boards	154
Contracts	155
Punch Cards	158
Positive Attention Trackers	158
Key Points to Remember	160
Discussion Questions and Activities	161

PART FIVE

 \oplus

Using Undesirable Consequences

12	Using Undesirable Consequences: The Basics	165
	Problems with Punishment	165
	Punishment Does Not Work in the Long Term	166
	Punishment Does Not Teach the Student What to Do Instead	166
	Punishment Encourages Negative Attitudes Toward School and Educators	166
	Punishment Reduces Motivation to Learn Other Techniques	166
	Natural and Logical Undesirable Consequences	167
	Natural Undesirable Consequences	167
	Logical Undesirable Consequences	169
	The Three R's of Logical Consequences	169
	Related	169
	Reasonable	170
	Respectful	170
	Punishment Versus Logical Consequences	171
	Key Points to Remember	172
	Discussion Questions and Activities	173
13	Common Logical Undesirable Consequences	174
	Common Undesirable Consequences Continuum	175
	Three Strikes	175
	Response Cost or Fines	176
	Wasted Time	176
	Behavior Tutoring	177
	Think Time	178

 \oplus

Contents

xvii

The Importance of Problem Solving		
Consequence Maps	179	
Alternatives to Out-of-School Suspension	181	
In-School Suspension	184	
Red Schedule	184	
Advantages of Alternatives to Out-of-School Suspension	187	
Key Points to Remember		
Discussion Questions and Activities		

PART SIX

 \oplus

Putting It All Together

14	Conducting Effective and Efficient Functional Behavioral Assessments	193
	Step One: Operationally Define the Problem and Replacement Behaviors	195
	Step Two: Collect Information	195
	How Much Information Is Needed?	195
	How Do I Collect the Data?	197
	Step Three: Develop Hypotheses About Why the Problem Behavior	
	Is Occurring	199
	Key Points to Remember	202
	Discussion Questions and Activities	203
15	Designing and Implementing Effective and Efficient Behavior	
-J	Intervention Plans	20 4
	Step 4: Design a Behavior Intervention Plan Based on the Functional	
	Behavioral Assessment	204
	Step Five: Monitor and Adjust the Behavior Intervention Plan as Needed	205
	Was the Plan Implemented as Written?	205
	Did Behavior Improve, and Was This Improvement Maintained over Time?	206
	Key Points to Remember	209
	Discussion Question	209

 \oplus

 \oplus

xviii

16	Example Success Stories	210
	Example 1: Joey	211
	Functional Behavioral Assessment Worksheet	211
	Behavior Intervention Plan Worksheet	212
	Joey's Safe Note for Home	214
	Joey's Target Token Board (Front)	214
	Joey's Target Token Board (Back)	215
	Joey's Fidelity Checklist	216
	Joey's Data Sheet	217
	Joey's Data Graphs	217
	Example 2: Susan	218
	Functional Behavioral Assessment Worksheet	218
	Behavior Intervention Plan Worksheet	220
	Susan's Self-Monitoring Target Behavior Sheet	223
	Susan's Reinforcement Menu	224
	Susan's Consequence Map	225
	Susan's Target Skill Progress Computation Sheet	225
	Susan's Fidelity Checklist	226
	Susan's Data Graphs	227
	Example 3: Taylor	228
	Functional Behavioral Assessment Worksheet	228
	Behavior Intervention Plan Worksheet	230
	Taylor's Stoplight	233
	Taylor's Tower of Success	234
	Taylor's Data Sheet	235
	Taylor's Fidelity Checklist	235
	Taylor's Data Graphs	236
	Example 4: Malik	237
	Functional Behavioral Assessment Worksheet	237
	Behavior Intervention Plan Worksheet	238
	Malik's Data Sheet	241
	Malik's Consequence Map	242
	Malik's Fidelity Checklist	243
	Malik's Data Graphs	243

Œ

Contents

 \oplus

PART SEVEN

17	Intervening During the Escalation Cycle	2 47
	Stage One	248
	Stage Two	248
	Stage Three	249
	Stage Four	250
	Stage Five	250
	Stage Six	251
	Key Points to Remember	253
	Discussion Questions and Activities	254
18	Physical Restraint and Seclusion	255
	Definitions	256
	Historical Overview	256
	Roots of the Problem	257
	Current School Culture	257
	Lack of Regulation	257
	Lack of Training	258
	Lack of Research	259
	Concern About Increase of More Aversive Options	259
	Lack of Options	259
	What Can Educators Do?	260
	Be Informed	260
	Provide or Ask for Training	260
	Commit to Positive Behavior Support in Philosophy and Practice	262
	Monitor Use of Restraint and Seclusion	262
	Key Points to Remember	262
	Discussion Questions and Activities	265

 \oplus

 \oplus

PART EIGHT

Reproducible Tools

1	Positive-to-Negative Ratio Data Sheet	268
2	Break Pass	269
3	Countdown Strips	270
4	Chart Moves Frame	271
5	Peer Comparison Direct Observation Form	272
6	Consequence Map Template	273
7	If-Then Chart Template	274
8	Notes Template for Functional Behavioral Assessment	275
9	Functional Behavioral Assessment Summary Worksheet	276
10	Behavior Intervention Plan Worksheet	278
Glossary		281
Note	287	
Refe	293	
Inde	299	

 \oplus

Contents

 \oplus

