There are generic categories of behavioral concerns:

- Behavioral excesses (aggression, disruption)
- Interpersonal skill deficits (peer relations, interaction with adults)
- Academic/learning problems

**Characteristics of students with EBD**

**Potential targets of intervention**

**Examples of effective practices**

<table>
<thead>
<tr>
<th>Characteristics of students with EBD</th>
<th>Potential targets of intervention</th>
<th>Examples of effective practices</th>
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<tr>
<td>Inappropriate behavior</td>
<td>Excesses</td>
<td>Reinforcement (positive, differential, negative)</td>
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<td></td>
<td>Aggression</td>
<td>Precision requests</td>
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<td></td>
<td>Disruptive classroom behavior</td>
<td>Behavioral momentum</td>
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<td>Social withdrawal</td>
<td>Response cost</td>
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<td>Noncompliance</td>
<td>Group-oriented contingencies (e.g., the Good Behavior Game)</td>
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<td>Academic learning problems</td>
<td>Achievement</td>
<td>Continuous monitoring of student performance (e.g., single-subject research evaluation methods)</td>
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<td></td>
<td>Attention to task</td>
<td>Direct instruction</td>
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<td>Academic responding</td>
<td>Self-monitoring</td>
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<td>Reciprocal peer tutoring</td>
<td>Class-wide Peer Tutoring</td>
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<td>Unsatisfactory interpersonal relations</td>
<td>Social skills</td>
<td>Curriculum-based Measurement</td>
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<td></td>
<td>Language skills</td>
<td>Direct instruction of individually targeted behaviors</td>
</tr>
</tbody>
</table>

- Modifying antecedents and consequences
- Opportunity to practice in natural settings

Adapted from Landrum, Tankersley, & Kauffman, 2003
LOW INTENSITY PREVENTIVE STRATEGIES
- Behavioral Momentum/ High-probability Request Sequences
- Precision requests
- Choice and preferred activities
- Opportunities to Respond

BEHAVIORAL MARGENT
- Physics & Resistance to Change
- The process of building on previous compliance by introducing a succession of high-probability requests (requests likely to be completed) before delivering a low-probability request (requests not likely to be completed)
- Use for social behavior and compliance
- Also use for academic responding

BEHAVIORAL MARGENT EXAMPLE
- Teacher: “Jackson, will you pass out these papers for me?”
  (student complies)
- Teacher: “Thanks. Now, will you also please erase the board before we start?”
  (student complies)
- Teacher: “Thanks, Jackson. Now please grab your math workbook and turn to page 47 so we can look at these examples.”
  - Shape Example
  - Kitchen Example
  - Clean-up Example
  - Push in Chair Example

BEHAVIORAL MARGENT IMPLEMENTATION
- Step 1. Identify problem tasks or requests
  - Identify requests or directions that student does not follow or resists, or that cause inappropriate behaviors
- Step 2. Identify easy requests
  - Use observation, students records, or interviews with teachers or parents to identify requests that have high probability of compliance
  - Create list of 8–15 brief, easy requests or directions student is likely to follow willingly
- Step 3. Test easy requests
  - Present easy requests periodically at different times throughout day to see if student responds willingly and completes request
  - Discard requests that elicit noncompliance or problem behavior

BEHAVIORAL MARGENT IMPLEMENTATION
- Step 4. Implement intervention
  - Immediately prior to a difficult request, present 3 or 4 easy requests from the list
  - Each request should be delivered as soon as the previous request is completed
  - Provide reinforcement for each instance of compliance
  - Do NOT use same sequence of ‘easy’ requests each time

Notes
- Behavioral momentum is not permanent and should be faded; if student is successful, gradually reduce number of easy requests used
- Behavioral momentum will NOT work if student is not capable of performing the difficult task requested
- Behavioral Momentum can also be incorporated into the design of instructional activities and tasks (e.g., including several easier problems on a worksheet before the more difficult material)

Planning Template
A structured way to give directions
- Incorporates variables that will enhance compliance → “Alpha” Commands
  - non-question format
  - specific
  - given in close proximity
  - eye contact
  - provides time to comply
  - one request at a time
  - compliance reinforced
  - procedure is taught
- Non-compliance Example

### PRECISION REQUESTS implementation

- Deliver request: “Please.”
- Wait 5-10 seconds
- Initiates appropriate response
- Does not initiate appropriate response
- Reinforce
- Deliver statement: “You need to…”
- Wait 5-10 seconds
- Initiates appropriate response
- Does not initiate appropriate response
- Reinforce
- Institute reductive technique

Consistent, Redundant, Predictable

### Planning Template

**PRECISION REQUESTS PLAN**

- Problem
- Initial problem & context
- Alternative desired response
  - Directional/Reductive
  - Reinforcement
  - Schedule of reinforcement
  - Reinforcer

### CHOICE AND PREFERRED ACTIVITIES

#### What is it?
- Choice refers to giving a student options about assignments, activities, or rewards in order to increase motivation
- Choice can result in
  - Increased task engagement
  - Increased productivity and accuracy
  - Decreased disruptive behavior

#### CHOICE AND PREFERRED ACTIVITIES implementation

1. Identify problem behavior or activity
   - Observe student to determine nature and level of problem behavior before offering choices.
2. Identify appropriate choices
   - Students should not be allowed to simply choose whatever they want to do. Instead, the child is allowed to make decisions within limits set by the teacher, about certain aspects of a school assignment or activity. An array of choices must be developed appropriate to each child and situation.
**CHOICE AND PREFERRED ACTIVITIES**

**IMPLEMENTATION**

- **Step 3.** Make modifications to materials or classroom arrangements, if any are necessary, prior to implementing choice
  - For example, create vocabulary **worksheets** as well as vocabulary **flashcards** to provide a choice of materials used to study vocabulary words
  - Make **CERTAIN** that all choices offered are **possible** (or greater problem behavior may result), and that all choices offered are **acceptable** to you and all others involved (other students in your class, other teachers, administrators).

**IMPLEMENTATION**

- **Step 4.** Implement choice
  - Provide choice, and monitor student behavior to determine whether problem behavior is reduced in situations in which choices are made by student

**Reinforce choice-making**

- **Individual & Classwide Example**

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**Planning Template**

<table>
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<tr>
<th>Choice Plan</th>
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<tr>
<td>Action</td>
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<tr>
<td>- Use flashcards</td>
</tr>
<tr>
<td>- Create vocabulary worksheets</td>
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**What is an OTR?**

- An opportunity to respond is any teacher behavior that requires a student to engage in a motor or verbal response.

**OTRs are associated with**

- Increased engagement
- Decreased disruption and off-task behavior
- Increased academic achievement
- Higher rates of teacher feedback

**OPPORTUNITIES TO RESPOND**

- **Teacher questioning**
  - Use frequent questions that vary across (a) individual and group (choral) responses, (b) level of questions asked (recall, application, etc.)
- **Use of various response formats**
  - Verbal (yes/no)
  - Gestural (thumbs up/thumbs down)
  - Response cards, either pre-prepared or write-on

**Response Cards**

- **Whiteboards**
- **Plickers**
- **Choral Response**

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**COMMON EXAMPLES**

- **Response Cards**
- **Whiteboards**
- **Plickers**
- **Choral Response**

**OTR: Implementation**

- **Step 1.** Identify context or activities in which students would benefit from increased OTRs
  - Look for contexts in which students are less engaged, few students respond, and/or few students respond accurately
- **Step 2.** Identify an appropriate format, and plan enough responses to match student needs based on the instructional level
- **Step 3.** **Teach** students to respond using the planned format
- **Step 4.** **Prompt** students to respond
OTR: Implementation

- **Step 5.** Provide sufficient wait time for responses (at least 3 seconds)
- **Step 6.** Provide positive feedback for correct responses to reinforce learning.
- **Step 7.** Ensure that all students are given opportunities to respond.
- **Step 8.** Monitor for student accuracy, and modify lessons and OTRs to improve student success rates

Some Recommendations:

- During Acquisition - 4 to 6 responses per minute with 80% accuracy
- Building Fluency - 8 to 12 responses per minute with 90% accuracy
- Note: We want to increase opportunities while maintaining a high probability of success for students. Repeated success leads to an increased likelihood of future desired responses.

FINAL ACTIVITY

Think back to that most frustrating student or situation you described at the beginning of our time together. You’re going back to work on Monday, and we’ve covered several simple, yet promising preventive strategies. What is your most nagging challenge you could try one of these strategies on? What among these four practices gives you hope, and why?

SUMMARY

We target behaviors for intervention
Teachers are key change agents
We utilize behavioral principles to guide our interventions
We take a positive approach to increase desired student responses
We emphasize prevention of—rather than reaction to—problem behavior
We begin by employing low-intensity, high feasibility evidence-based preventive practices

Where to learn more

- **Evidence Based Practice Briefs**
  - Website: [http://autismpdc.fpg.unc.edu/content/briefs](http://autismpdc.fpg.unc.edu/content/briefs)
- **Evidence Based Intervention Network**
  - Website: [http://ebi.missouri.edu/](http://ebi.missouri.edu/)
- **Intervention Central**
  - Website: [http://www.interventioncentral.org/student_motivation_high_probabilityRequests](http://www.interventioncentral.org/student_motivation_high_probabilityRequests)
- **IRIS Center – Behavior & Classroom Management**

QUESTIONS?

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