

Behavior Support for Intensive Intervention

Module 4

Consequence Strategies to Increase Appropriate Behaviors

Workbook

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Module 4 Checklist

The purpose of this checklist is to help organize activities 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 Activity Workbook	To Be Completed Online	Classroom Application
Intro	Video		<input type="checkbox"/> Watch Module 4 Intro Video Presentation	
	Reading		<input type="checkbox"/> Read Module 4 Reading	
Part 1	Video		<input type="checkbox"/> Watch Module 4 Part 1 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	4.1		<input type="checkbox"/> Discussion Board Post: <i>Reinforcement</i>	
Part 2	Video		<input type="checkbox"/> Watch Module 4 Part 2 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	4.2	<input type="checkbox"/> Quiz: <i>Specific Praise</i>		
	4.3	<input type="checkbox"/> Stop & Jot: <i>Script Behavior Specific Praise Statements</i>		
Part 3	Video		<input type="checkbox"/> Watch Module 4 Part 3 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	4.4	<input type="checkbox"/> Quiz: <i>Group Contingencies</i>		
	4.5		<input type="checkbox"/> Discussion Board Post: <i>Group Contingencies</i>	
	4.6		<input type="checkbox"/> Discussion Board Post: <i>Behavior Contracts</i>	
	4.7		<input type="checkbox"/> Discussion Board Post: <i>Token Economy</i>	
Part 4	Video		<input type="checkbox"/> Watch Module 4 Part 4 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	4.8	<input type="checkbox"/> Stop & Jot: <i>Timing of reinforcement</i>		

Closing	Video		<input type="checkbox"/> Watch Module 4 Closing Video Presentation	
	Module Quiz		<input type="checkbox"/> Take Module 4 Quiz	
	Application Activity			<input type="checkbox"/> Classroom Application: <i>Class-wide Reinforcement System Plan</i>

Module 4 Timeline

Week 1 Week of _____	Week 2 Week of _____	Week 3 Week _____
Start Module	Continue Module <ul style="list-style-type: none"> <input type="checkbox"/> Complete initial post for Discussion Board activities (activities 1.3, 1.10, and 1.13) by _____. 	Complete Module & Classroom Application Activity <ul style="list-style-type: none"> <input type="checkbox"/> All module activities must be completed and submitted by _____. <input type="checkbox"/> Complete Classroom Application Activity with Coach by _____.



Module 4 Guided Notes & Activities

Objectives

By the end of this module you should be able to:

- Part 1:
 - Describe consequence strategies to increase appropriate behavior.
- Parts 2 & 3:
 - Establish a continuum of strategies to acknowledge appropriate behavior.
 - Behavior specific praise
 - Other strategies to acknowledge appropriate behavior

Part 1: Why is reinforcement important?

Critical Features of Class-Wide PBIS

Quick Review of Consequences:

- **Reinforcement:** when a consequence of a behavior functions to _____ of future occurrences of that behavior
- **Punishment:** when a consequence of a behavior functions to _____ of future occurrences of that behavior

Benefits of Acknowledgement Systems

- Creates positive student-to-teacher interactions
- Clarifies classroom expectations for appropriate behavior
- Increases the likelihood that desired behaviors _____ by letting students know what they are doing “right”
- Reduces the need for engaging in time-consuming disciplinary measures

Acknowledgements for older students

- Adolescents typically have a heightened flight or fight response and may perceive neutral interactions as threatening (Blakemore et al., 2007).
- Adolescents typically need a _____ to recognize it as rewarding (Sprague, 2008).
- Adolescents may need acknowledgement that is:
 - Frequent
 - Varied
 - Meaningful
 - Specific and genuine
 - As soon after the expected behavior is displayed as possible

Are extrinsic rewards potentially detrimental to increasing or maintaining intrinsic motivation?

- Use of rewards following appropriate behavior is directly related to both _____, and _____ academic and social success.
- A review of the research literature indicates there is no evidence that external rewards are detrimental to intrinsic motivation¹
 - “For high-interest tasks, verbal rewards are found to increase free choice and task interest.”
 - “When tasks ... are of low initial interest, rewards increase free-choice, and intrinsic motivation...”

¹ (Akin-Little, Eckert Lovett & Little, 2004; Blaze et al., 2014; Cameron, Banko & Pierce, 2001; Reiss, 2005)

Use rewards effectively²

- Rewards are especially important for helping motivate a student to build early competence (fluency) with new skills.
- Reward “behavior” not _____.
- _____ in the activity/behavior you want to encourage.
- Use many different kinds of rewards (objects, activities, privileges, attention, natural consequences) and ask kids what would motivate them.

Big ideas: Using reinforcement

- Rather than debating about intrinsic versus extrinsic reinforcers, consider **effective** versus **ineffective** reinforcement.
- Remember that the same student may need different levels of support
 - in different settings or subject areas
 - across different stages of learning
- What is reinforcing for one student may not be for another student, so find effective reinforcers (consider interest surveys)
- Some reinforcement is naturally occurring- sometimes we need a little more- when learning a new skill or something we are not as interested in
- Variety!

² (Horner & Spaulding; Retrieved from <https://cse.google.com/cse/publicurl?q=praise&cx=007043712608328557950:ub8cgv-o36s>)



Activity 4.1 – Discussion Board Post Reinforcement Workbook

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

1. How would you describe the difference between reinforcement and rewards to a colleague?
2. What questions or concerns do you have about the use of rewards?

You may use the space below to draft a copy of your response before posting a copy online.

Part 2: What is specific praise and how do I use it effectively?

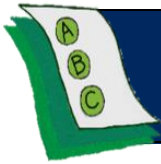
Positive Classroom Behavior Support (PCBS) Practices Decision-making Guide: 3 Key Questions

1. Are the **foundations** of effective PCBS in place?
2. Are proactive and positive **PCBS practices** implemented consistently?
3. Do data indicate that students are still engaging in **problem behavior**?

Rationale. *Why provide specific praise?*

- Delivering **contingent praise** for
 - academic behavior _____ participants'
 - (a) correct responses (Sutherland & Wehby, 2001),
 - (b) work productivity and accuracy (Craft, Alber, & Heward, 1998; Wolford, Heward, & Alber, 2001),
 - (c) language and math performance on class work (Roca & Gross, 1996), and
 - (d) academic performance (Good, Eller, Spangler, & Stone, 1981).
 - appropriate _____ increased participants'
 - (a) on-task behavior (Ferguson, & Houghton, 1992),
 - (b) student attention (Brodén, Bruce, Mitchell, Carter, & Hall, 1970),
 - (c) compliance (Wilcox, Newman, & Pitchford, 1988),
 - (d) positive self-referent statements (Phillips, 1984), and

- (e) cooperative play (Serbin, Tonick, & Sternglanz, 1977).
- Increasing the number of behavior-specific praise statements was associated with an increase in on-task behavior (Sutherland, Wehby, & Copeland, 2000).
- Providing contingent praise in conjunction with either establishing classroom rules in isolation (Becker, Madsen, & Arnold, 1967) or classroom rules paired with ignoring inappropriate behavior (Yawkey, 1971) was associated with increased appropriate classroom behavior.
- Bottom line, research indicates is a good idea!



Activity 4.2–Quiz

Specific Praise

Workbook

For each of the following statements circle thumbs up or thumbs down to indicate if this is an example of specific praise.

1. During educator-directed instruction, a student raises her hand. The educator says, “Thank you for raising your hand.”



2. During educator-directed instruction, students are talking over the educator. The educator rolls his eyes and says, “Gee, thanks for listening.”



3. A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator walks over to the student and whispers, “Thank you for coming in the room quietly.”



4. A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator gives the student a “thumbs up” to recognize the quiet entry.



5. During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class “quiet symbol.” The educator immediately looks at the second student, gives a “thumbs up sign,” and mouths (moves lips without sound), “Thank you for paying attention.”



6. During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class “quiet symbol.” About 1 minute later, the educator looks at a second student, smiles, and says “good job.”



7. After an educator points to the consonant blend /th/, which is underlined in the word “through,” and says, “What sound?” a student responds by correctly pronouncing /th/. The educator says, “Nice pronunciation.”



8. During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word “though,” and says, “What sound?”



9. After the student responds correctly by explaining the concept of conservation of energy the teacher says, “Nice job including all the major points in your answer.”



10. During a physics lesson, the educator asks groups of students to work together to explain the concept of conservation of energy.



Critical Features: So, what is specific praise?

- _____ (i.e., not look or gesture)
- Deliver _____ after the behavior
 - Especially for young students or those with disabilities
- Specifically state the _____ demonstrate

If you use other rewards, remember to pair specific praise with other rewards (e.g., delivery of tokens or points).

Part 3: What other strategies can I use to increase behavior?

Provide high rate of varied opportunities to respond.	Use prompts and active supervision.	Acknowledge behavior with specific praise and other strategies.
Elementary Example:	HS Example:	Non-Example:

Other Strategies to Acknowledge

How to Implement

- Clearly define the _____
- Choose an effective reward
- Set appropriate _____
 - It is important that the goals are clearly identified
- Select the most appropriate type of _____
- Monitor _____ and _____ performance

How to Implement

- Group contingencies can be an _____ way to reinforce desired behaviors
- Without careful monitoring, potentially _____ can arise:
 - _____ can turn into ridicule
 - _____ or social status can result
 - May or may not be _____
- So, _____ and apply contingencies _____ and _____

Group Contingencies

- “All for One”: _____
 - Definition:
- “One for All”: _____
 - Definition:
- “To Each His/Her Own”: _____
 - Definition:



Activity 4.4– Quiz Group Contingencies Workbook

Match each of the following examples with one of the types of group contingencies.

- 1) When George successfully generates a specific praise statement the rest of the class is given an extra credit point on the assignment.
 - A. “All for one” (Interdependent Group Contingency)
 - B. “One for all” (Dependent Group Contingency)
 - C. “To each his/her own” (Independent Group Contingency)

- 2) If 99% of you get this answer right, the whole group will be given a pizza party.
 - A. “All for one” (Interdependent Group Contingency)
 - B. “One for all” (Dependent Group Contingency)
 - C. “To each his/her own” (Independent Group Contingency)

- 3) When each of you finishes with your activity, you are allowed to take a 10-minute break.
 - A. “All for one” (Interdependent Group Contingency)
 - B. “One for all” (Dependent Group Contingency)
 - C. “To each his/her own” (Independent Group Contingency)

- 4) If Devin can stand up and give a 5-minute presentation on the pros and cons of each group contingency, you will all get out of this presentation 10 minutes early.
 - A. “All for one” (Interdependent Group Contingency)
 - B. “One for all” (Dependent Group Contingency)
 - C. “To each his/her own” (Independent Group Contingency)



Activity 4.5 – Discussion Board Post Group Contingencies Online

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

1. Identify (and operationally define) an appropriate behavior you'd like to see more of in your classroom.
2. Select a group contingency type that fits the needs of your group
3. Describe the steps you will take to implement this procedure in your classroom (e.g., what type of reinforcer will you use? How will you introduce this to your students?)
4. What questions or concerns do you have about the use of group contingencies?

You may use the space on the next page to draft a copy of your response before posting a copy online.

1. _____

2. _____

3. _____

4. _____

Behavior Contract: a _____ that specifies a contingency for an individual student or in this case...whole class

- Elementary Example:

- HS Example:

- Non-Example:

Contains the following elements:

- Operational definition of _____
- Clear descriptions of _____
- _____ if student fails to meet expectations
- Special _____ that may be used to increase motivation or participation

Ten Basic Rules for Behavioral Contracting³

1. Payoff (reward) should be immediate.
2. Initially call for and reward successful approximations.
3. Reward frequently with small amounts.
4. Call for and reward accomplishments.
5. Reward the performance after it occurs (i.e., do not bribe the learner).
6. The contract must be fair.
7. The terms must be clear.
8. The contract must be honest.
9. The contract must be positive.
10. Contracting must be used systematically (and consistently).

³ (Homme, Csanyi, Gonzales, & Rechs, 1970 as stated in Alberto & Troutman, 1999, pp. 249-250)



Activity 4.6 – Discussion Board Post Behavior Contracts Online

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

1. Identify (and operationally define) an appropriate behavior you'd like to see more of in your classroom from either a group of students or an individual.
2. Draft a behavior contract using the 10 basic rules for behavior contracting.
3. Describe the steps you will take to implement this procedure in your classroom (e.g., what type of reinforcer will you use? How will you introduce this to your students?)
4. What questions or concerns do you have about the use of behavior contracts?

You may use the space below to draft a copy of your response before posting a copy online.

1. _____

2. _____

3. _____

4. _____

Elementary Example:

HS Example:

Non-Example:

Establish a Token Economy

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Considerations for Token Economies

- A token can easily provide **immediate feedback** about student behavior, while delaying the presentation of the back-up reinforcer.
- Allows you to **avoid satiation** of reinforcers.
- Beware of **counterfeiters**.
- Do you plan on only giving tokens for appropriate behavior? Or, will you implement a **response cost** procedure?



Activity 4.7 – Discussion Board Post

Token Economy

Online

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

1. Identify (and operationally define) an appropriate behavior you'd like to see more of in your classroom from either a group of students or an individual.
2. Develop a token economy using the steps provided.
3. Describe the steps you will take to implement this procedure in your classroom (e.g., what type of reinforcer will you use? How will you introduce this to your students?)
4. What questions or concerns do you have about the use of a token economy?

You may use the space below to draft a copy of your response before posting a copy online.

1. _____

2. _____

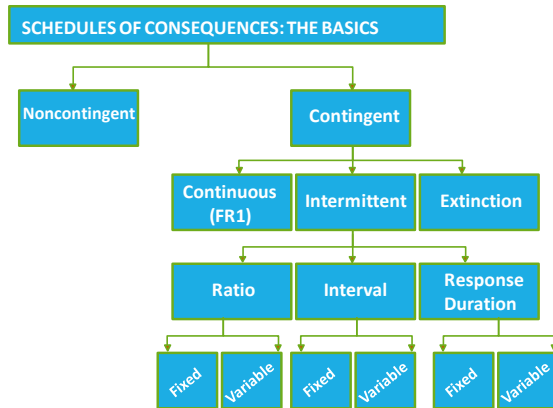
3. _____

4. _____

Part 4: How will you know when to adjust your use of reinforcement?

How will you know when to adjust your use of reinforcement?

- Use your *data*!
- Consider time of year, time of day, and specific needs of your students
- Remember, *specific contingent praise* should always be present in your classroom



	Fixed	Variable
Ratio	Fixed Ratio (FR): Reinforce after every N th response	Variable Ratio (VR): Reinforce after an average of N responses
Interval	Fixed Interval (FI): Reinforce first response after interval of N minutes	Variable Interval (VI): Reinforce first response after interval of an average of N minutes
Response Duration	Fixed Response Duration: Reinforce after behavior has continued for a set # of minutes.	Variable Response Duration: Reinforce after behavior has continued for an average # of minutes

Consider the following types of acknowledgement

- Design structures and mechanisms for regular recognition of positive behaviors, events, and activities of the school
 - Staff-Student – Develop ways to identify, communicate, and publicly recognize excellence
 - Staff-Staff – Create and promote opportunities for staff/administration to recognize and appreciate other staff
 - Student-Staff – Create ways for students to share appreciation of staff
 - School-Student – Attendance, grades, behavior, state assessment, improvement, etc. (e.g., Attendance Campaign)

Consider the following timelines for acknowledgement plans

- **Immediate/High frequency/Predictable**
 - Delivered at a high rate for a short period while teaching new behaviors or responding to problem behavior
 - Name behavior and tie back to class-wide expectation
- **Intermittent/Unexpected**
 - Brings “surprise” attention to certain behaviors or at scheduled intervals
 - Use to maintain a taught behavior
- **Long-term Celebrations**
 - Celebrate/acknowledge accomplishment
 - Includes ALL kids, all adults



Activity 4.8– Stop & Jot *Timing of Reinforcement* Workbook

1. For which behaviors will you use frequent high rates of reinforcement?

2. For which will you use intermittent reinforcement to promote maintenance?

3. When and how might you fade reinforcement of mastered skills?

4. How can you encourage other forms of reinforcement (e.g., student to student, student to staff)?



Classroom Application

Class-wide Reinforcement System Plan

Workbook

1. Using the information presented in this module, design a class-wide reinforcement system (i.e., token economy, group contingency, or behavior contract) to increase the likelihood of appropriate behavior in your classroom setting. Briefly describe the setting for your coach.
2. Clearly state how you're addressing each step in developing the system (you may find it helpful to reference the scoring criteria on page 22) and discuss the pros and cons of the particular system you designed. Email your coach the completed template.

Class-wide Reinforcement System Template

Brief Description of Classroom Setting

Description of Type of Class-wide Reinforcement System

Description of Target Behaviors/Skills and How You Will Teach

Description of Type of Reinforcers Students Can Earn

Description of How You Would Teach Students to Use the Reinforcement System**Definition of Decision Rules to Change/Modify the Plan****Description of How System will be Monitored****Description of Pros and Cons of Your Class-wide Reinforcement System**

Class-wide Reinforcement System Plan Rubric

Category	Exceeds Expectations	Meets Expectations	Below Expectations
Describe the type of class-wide reinforcement system you have chosen to increase appropriate behavior for all/most students (i.e., group contingency, token economy, or behavior contract).	Type of reinforcement system is clearly identified and is appropriate for target behavior/s and context	Type of reinforcement system is clearly identified	Type of reinforcement system is not clearly identified
Description of target behaviors/skills and how you will teach.	Target behavior is clearly described with an operational definition including examples and non-examples that appropriately illustrate relevant “grey” areas and plan for teaching the target behavior includes a clear model lead-test format. Target behavior and teaching plan are contextually appropriate	Target behavior is clearly described with an operational definition including examples and non-examples that appropriately illustrate relevant “grey” areas and plan for teaching the target behavior includes a clear model lead-test format.	Target behavior is not clearly described or plan for teaching the target behavior does not include a clear model, lead-test format.
Description of reinforcers students would earn for demonstrating target behaviors.	Contextually appropriate reinforcers are clearly described	Reinforcers are clearly described	Reinforcers are not clearly described
Description of how you would teach students to use the system.	Plan for teaching the system includes a clear model lead-test format and covers all relevant aspects of the system (e.g., token exchange) and the teaching plan is contextually appropriate	Plan for teaching the system includes a clear model lead-test format and covers all relevant aspects of the system (e.g., token exchange)	Plan for teaching the system does not include a clear model lead-test format or does not cover all relevant aspects of the system (e.g., token exchange)
Define decision rules to change/fade the plan.	Clear decision rules for fading or intensifying the plan are described including contextually appropriate rationale for the criteria selected	Clear decision rules for fading or intensifying the plan are described	Clear decision rules for fading or intensifying the plan are not described
Determine how your system will be monitored.	Plans for monitoring the effectiveness of your system are clearly described, including a discussion of the feasibility of your monitoring plan and the contextual fit	Plans for monitoring the effectiveness of your system are clearly described	Plans for monitoring the effectiveness of your system are not clearly described
Discussion of the pros and cons of your system.	Both pros and cons of your system are discussed, including how you may adjust to improve contextual fit if needed	Both pros and cons of your system are discussed	Pros and cons of your system are not discussed
Professional appearance, etc.	Assignment is typed, appropriately formatted, and grammatically accurate	Assignment is typed, appropriately formatted. Minor grammatical or spelling errors	Assignment is not typed or appropriately formatted or contains grammatical or spelling errors that interfere with interpretation and professional appearance