

## Reducing the Use of Restrictive Practices in the Management of High Intensity Problem Behaviour

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### Think Probability

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### You Need to Fix the Odds

Teach!

- What could you do before tomorrow that would create a comfortable probability that you'd win the bet?
  - You have the ability to greatly change the probability of success for Jimmy tomorrow
  - That's a huge advantage in your favor . . . If you take advantage of it.

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### Big Ideas

- Student behavior won't change until adult behavior changes -- **Adults Matter!**
- ALL behavior change is an instructional process -- **Instruction Matters!**
- It's all about probability – what's the simplest way to make a difference in the success:failure ratio of a student?  
-- **Practices Matter!**

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### Probability Equation

**A**

**Student Characteristics:**  
skills, history, Family/culture, functional desires,

**B**

**School/Teacher Control:**  
curriculum, expectations, routines, examples, physical arrangements, engagement, prompts, time, feedback

**C**

**Desired State:**  
measurable outcomes (skills, behaviors)

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### Effective Instructional Foundations

what can adults do to affect success?

- Effective Classrooms Literature from 1970s  
(e.g., Brophy, Good, Rosenshine, Berliner, et al.)

- Effective instruction literature in the area of student/teacher interaction 1990s - present  
(e.g., Pianta, Shores, Gunter, Wehby, Sutherland, Conroy, Stichter, Greenwood, Lewis, et al.)

- Meta-Analyses from past 15 years  
(e.g., Hattie, Gottfredson, et al.)

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## Reducing the Use of Restrictive Practices in the Management of High Intensity Problem Behaviour

### Adult Behaviors Associated with Effective Classrooms

- **Organization and Consistency**
  - Schedules
  - Thoughtful routines and physical arrangements
  - Proximity
- **Explicit Instruction**
  - Clearly state objectives and key rules
  - Explain, model, & demonstrate all content
  - Prompts and reminders throughout lesson
- **Engage Students**
  - Provide opportunities for students to respond during instruction
  - Facilitate group and individual responses
  - Guide practice
- **Frequent and Consistent Feedback**
  - Specific praise
  - Correction

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### Organization and Consistency

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### Schedule Considerations

- Teach behavior beginning with arrival times
- Consistency with scheduled activities
- Consider sequencing and length of activities
- Plan for and teach clean-up & transition routines
- Explaining and remind about changes



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### Routines and Arrangements

- **Seating**
  - Teacher's desk
  - Students' desks
- **Sight lines**
  - Teacher positions
  - 1 second rule
- **Routines**
  - Consider routines (e.g., pencil sharpening, getting water, using the bathroom, beginning and end of day)



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### Proximity

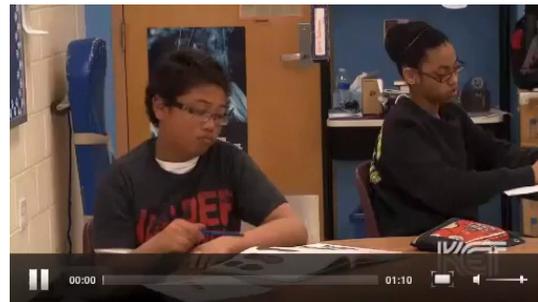
Consider the teacher's placement in the room in relation to the students.

- **Movement**
  - Continue moving around room and maintain frequent close proximity to all students
- **Approach**
  - Hovering near to a particular student or area



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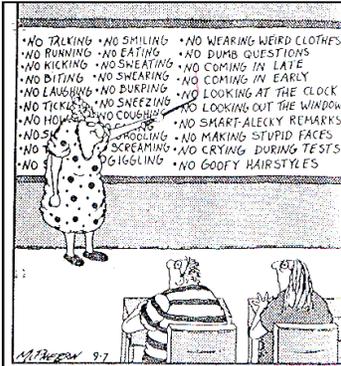
### Teacher/Student Proximity



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## Reducing the Use of Restrictive Practices in the Management of High Intensity Problem Behaviour

# Explicit Instruction



### Ineffective Instruction

- Sets the occasion for student failure

Miss Bence liked to go over a few of her rules on the first day of school.

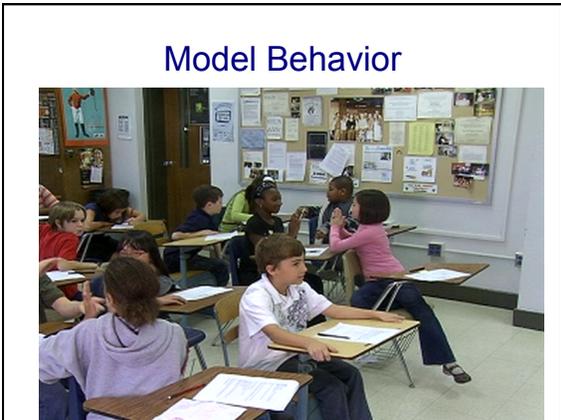
### Characteristics of Effective Rules

- Expected behaviors are explicit
- Teach and model all rules
- Rules are stated positively
  - Dead man’s test
- Rules are stated succinctly
- Rules are stated in observable terms
- Rules are made PUBLIC...easy to see
- Ensure consistency
- Smaller numbers of rules (about 5)

### Modeling

Show and tell students what it is that is expected under specific circumstances. Do not assume that they know and can.

- Use verbal prompts along with physical demonstration
  - “Watch me, notice how I use a quiet, inside voice when I say this - excuse me.”
  - “Right now I’m thinking that I need to do something smart because I’m feeling mad - so watch me take a deep breath and walk away.”
- Use natural models
  - “Did you notice how Billy held that door open for Ben? That was very responsible.”
  - “Remember how we talked about ignoring loud noises? Look at Andrea right now - that’s great because she’s focused on her work.”



### Verbal Prompts and Pre-Correction

- Verbal Prompts
  - Clear statements that act as reminders
  - Delivered in contexts where failure is predictable
  - Use the smallest necessary to facilitate success  
“Remember to raise your hand.”
- Pre-Correction
  - Clear question that acts as reminder
  - Student is required to respond
  - Teacher praises or corrects student response  
“What will you do if you need my help?”  
“Raise my hand.”  
“Exactly, good for you!”

## Reducing the Use of Restrictive Practices in the Management of High Intensity Problem Behaviour

### Teaching Respect *Respecting Others*

#### WHAT YOU SAY TO OTHERS

##### *Use nice words and actions*

**Examples:** please, thank you, may I, excuse me  
**Non-Examples:** put downs, name calling

#### HOW YOU SAY THINGS

##### *Use a pleasant tone and volume of voice*

**Examples:** calm voice, quiet voice, explain  
**Non-Examples:** yelling, growling, arguing

#### WHAT YOU LOOK LIKE

##### *Show that you are calm and interested*

**Examples:** open posture, nodding, eye contact, personal space  
**Non-Examples:** in someone's face, rolling eyes, mad face, shaking head, fists

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### Engage Students

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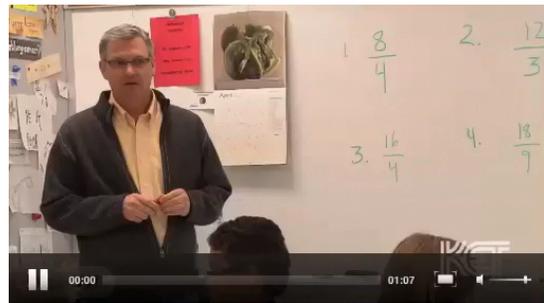
### Opportunities to Respond

Providing students with opportunities to be engaged with instruction

- Asking questions
  - Group (choral) or individual responses
  - Closed or open ended questions
  - Why?
- Requests for student behavior
  - Raise hand to indicate agreement
  - Create and share
  - Demonstrate
  - Tell story (relevant)



### Teacher Provides Opportunities to Respond (OTRs)



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### Consistent Feedback

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### Acknowledgement!



## Reducing the Use of Restrictive Practices in the Management of High Intensity Problem Behaviour

### Acknowledge Success

- Level 1: Verbal Praise
  - Age appropriate
  - “thanks” “I appreciate” “I’m impressed” etc.
- Level 2: Public Acknowledgement

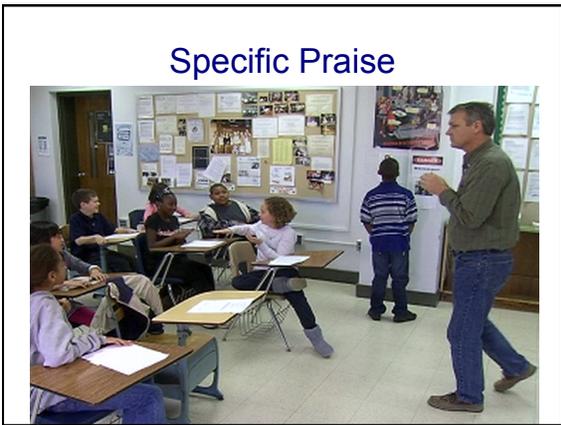


### Drawings & Chances to Win

Multiple Tickets = Better Chance of Winning



### Specific Praise



### Correction

Feedback that behavior is inappropriate

- “is that the right way?”
- “is there a better way?”
- “are you being respectful – why not?”

Re-teach appropriate behavior

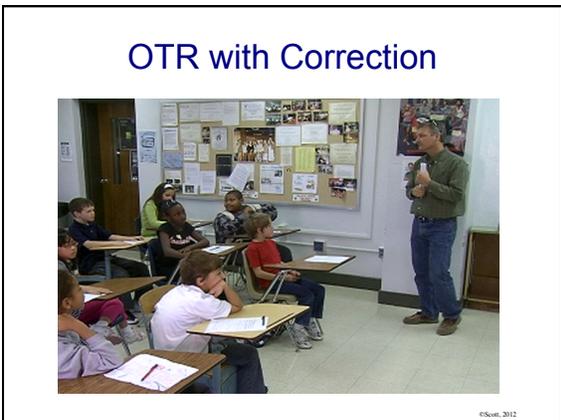
- “what is a better way?”
- “what would it look like if it was done better?”
- “what is a more respectful behavior?”

Re-teach appropriate behavior

- “Show me that --- thanks – remember to do that.”

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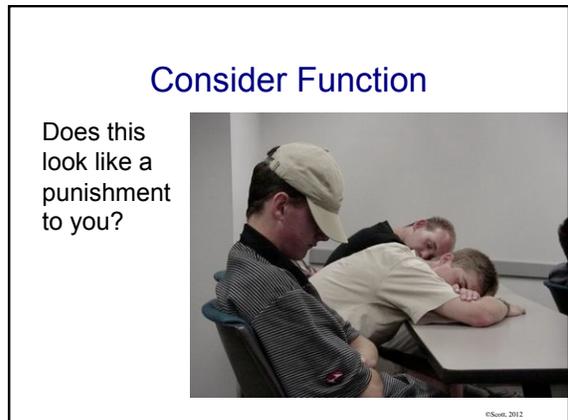
### OTR with Correction



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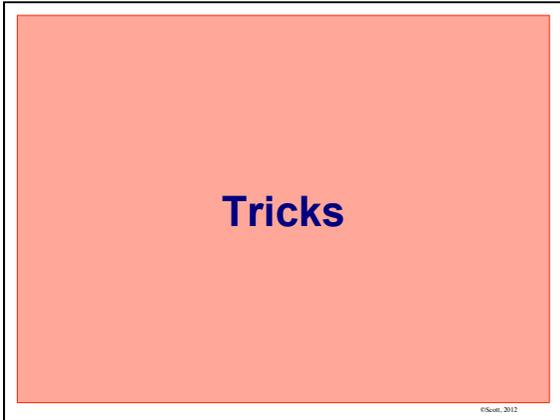
### Consider Function

Does this look like a punishment to you?



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## Reducing the Use of Restrictive Practices in the Management of High Intensity Problem Behaviour



### Group Contingency (all for 1)

- A strategy for facilitating compliance from among an entire group of students that includes one student in need of change .

Normal	Jimmy, stop making goofy noises and get to work – you need to have this done by the end of the period.	(fart noise)!	Laughter from the room
Group Contingency	If there are no noises and nobody laughing at inappropriate noises we'll take 10 minutes extra for free time today	Working	All reinforced
		(fart noise)!	Others ignore

### Behavior Momentum

- A strategy for increasing the probability of compliant behavior by asking a student to do two or three things they typically want to do and then following these requests with a request for a behavior the student typically does not want to do.

Normal	Johnny, you should get your project finished this morning			NO!
Behavior Momentum	Johnny, can you help me with these books?	Johnny, will you sharpen my pencil	Johnny, you should get your project finished this morning	OK

### Using Choice

- Students are provided opportunities to independently make decisions between two or more options that affect their daily routine.

Normal	Johnny, you should get your project finished this morning	Bite Me!
Choice	Johnny, I want you to make a choice - you get to decide. You can either get your math project done or you can get started on your writing assignment. It's totally up to you - which one?	Math project



## Reducing the Use of Restrictive Practices in the Management of High Intensity Problem Behaviour

### Betting Guide

If positive behavior means you win your bet:

- Predict and engage in constant prevention
- Teach (be explicit and consistent)
- Engage students to create success
- Remind and prompt
- Encourage
- Use proximity
- Reinforce success
- Correct failure – and recommit to prevention

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### Big Ideas



- Teach appropriate behavior during the **Calm**; escalation time is not teaching time
- Watch for **Agitation** and intervene
- Minimize the **Peak** and focus on safety
- Avoid confrontation in **De-escalation**
- Debrief and follow-through during **Recovery**

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### Managing Off-Task Behaviour



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### Managing Off-Task Behaviour

- Acknowledge the students who are on task
- Take Jason aside
- Redirect Jason
- Stay with direction
- Acknowledge Jason's cooperation
- Continue to acknowledge other on-task students

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### Managing Off-Task Behaviour



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### Responding to Disrespectful Behaviour



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## Reducing the Use of Restrictive Practices in the Management of High Intensity Problem Behaviour

### Responding to Disrespectful Behaviour

- Acknowledge on-task students
- Indicate follow-up to the disrespectful student
- Continue with instruction

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### Responding to Disrespectful Behaviour



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