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

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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.

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!

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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### 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

### Organization and Consistency

#### 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

### 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)

### 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

### Teacher/Student Proximity
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Explicit Instruction

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!”

Explicit Instruction

Ineffective Instruction

- Sets the occasion for student failure

Explicit Instruction

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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, frown

Engage Students

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)

Consistent Feedback

Teacher Provides Opportunities to Respond (OTRs)

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

**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."

**Consider Function**
Does this look like a punishment to you?

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**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.

<table>
<thead>
<tr>
<th>Normal</th>
<th>Group Contingency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal: Jimmy, stop making goofy noises and get to work – you need to have this done by the end of the period.</td>
<td>Group Contingency: If there are no noises and nobody laughing at inappropriate noises we'll take 10 minutes extra for free time today.</td>
</tr>
<tr>
<td>(fart noise)! Laughing from the room.</td>
<td>Working</td>
</tr>
<tr>
<td>(fart noise)! Others ignore.</td>
<td></td>
</tr>
</tbody>
</table>

**Tricks**

- Group Contingency (all for 1)

**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.

<table>
<thead>
<tr>
<th>Normal</th>
<th>Behavior Momentum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnny, you should get your project finished this morning</td>
<td>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</td>
</tr>
<tr>
<td>NO!</td>
<td>OK</td>
</tr>
</tbody>
</table>

**Using Choice**

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

<table>
<thead>
<tr>
<th>Normal</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnny, you should get your project finished this morning</td>
<td>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?</td>
</tr>
<tr>
<td>Bite Me!</td>
<td>Math project</td>
</tr>
</tbody>
</table>

**Talk 1**

**Re-Direct**
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**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 recommitt to prevention

**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**

**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

**Managing Off-Task Behaviour**
- Responding to Disrespectful Behaviour
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Responding to Disrespectful Behaviour

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

Responding to Disrespectful Behaviour

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