

WHAT IS THE WORD? TWO NOVEL CLASS-WIDE BEHAVIOR MANAGEMENT INTERVENTION

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BEFORE WE GET STARTED

Who is in the audience?

What is your experience with classroom management?



Outline

- Activity
- Group Contingencies
 - Classroom Password
 - Positive Greetings at the Door
- Take-Aways & Resources



Password:

BOOK(S)



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Rationale

Disruptive behavior is often a barrier for teachers in the classroom

(Collins et al., 2017; Ducharme & Shecter, 2011;).

Gaps

Limited research on independent group contingency interventions

(Little et al, 2015; Maggin et al., 2012; Maggin et al. 2017)

Previous Literature

Classroom Password Intervention

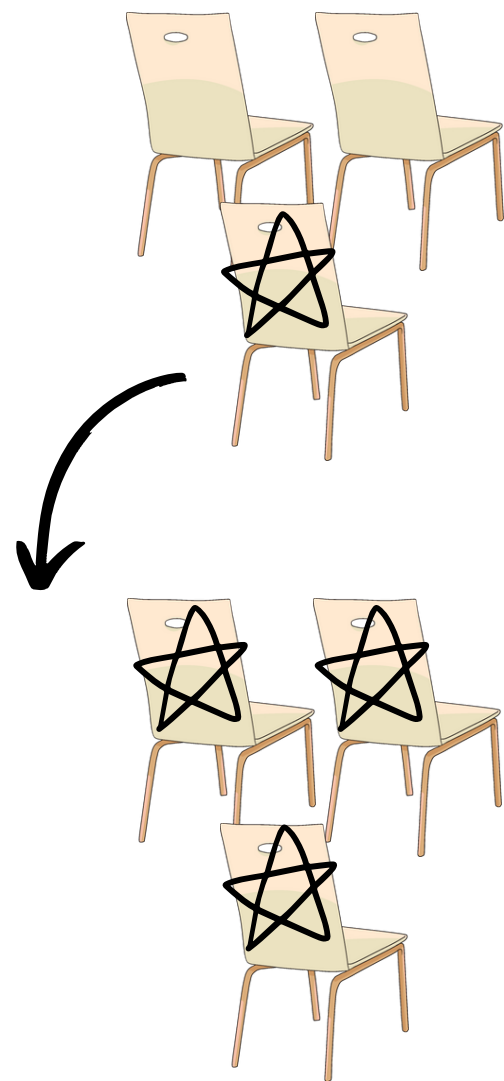
(Bates-Brantley, 2017; Dart et al., 2016)

Group Contingency Benefits

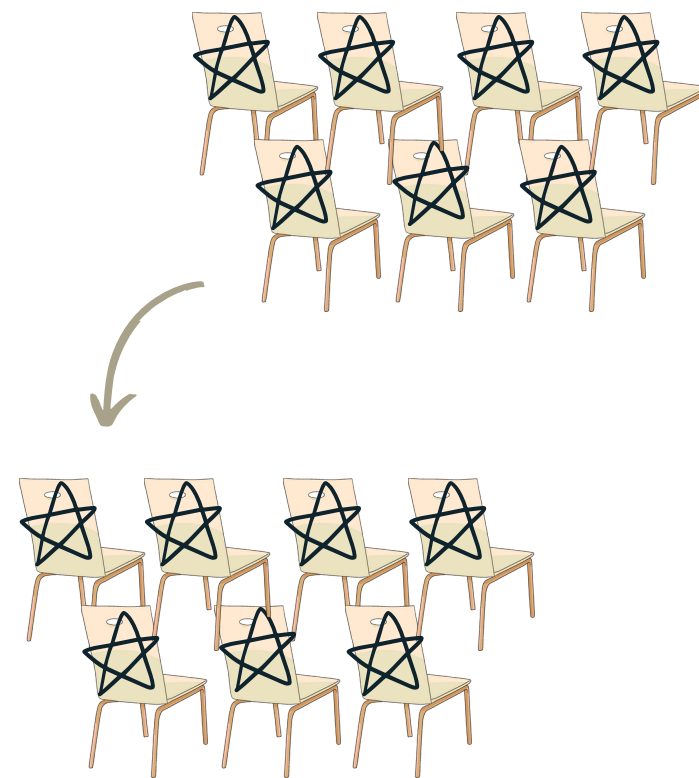
- Efficient with resources
- Efficient with time
- Versatile
- Multiple students or behaviors at once

(Little et al, 2015; Maggin et al., 2012; Maggin et al. 2017)

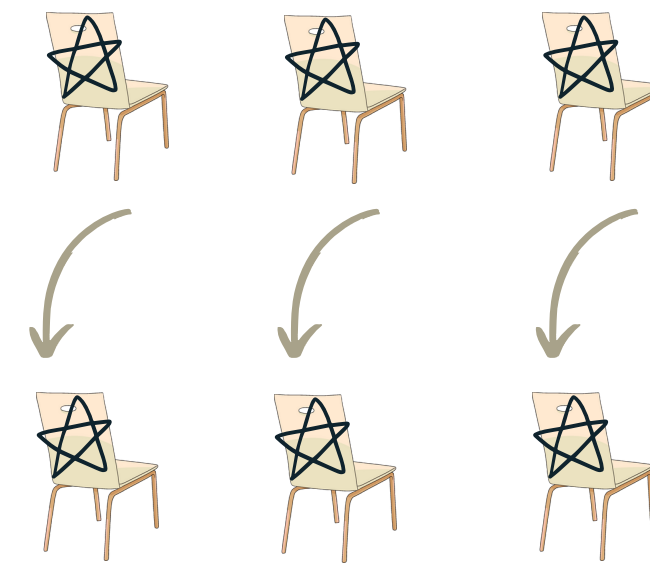
Dependent



Interdependent



Independent



Purpose

01

Extend group contingency data through collecting **class-wide** and **target student data**

02

Extend research on **randomization** as an additional component for group contingencies

03

Extend external validity of previous studies (i.e., Bates-Brantley, 2017; Dart et al., 2016)



Research Questions

01

Does Classroom Password with randomized reinforcers increase **academically engaged behavior** in middle school students?

02

Does Classroom Password with randomized reinforcers decrease **disruptive behavior** in middle school students?

03

Does Classroom Password with randomized reinforcers decrease **passive off-task** behavior in middle school students?

04

Do the **teachers** participating in the Classroom Password with randomized reinforcers rate the intervention **socially valid**?

05

Do the **students** participating in the Classroom Password with randomized reinforcers rate it **acceptable**?



Classroom Password Overview

- Observer tells teacher number of password uses for the day
- Teacher selects classroom password
- Teacher places on Apple watch
- Teacher announces the game and passes out record forms
- Teacher identifies password



Classroom Password Overview

- Students record password uses
- Teacher collects student record forms
- Teacher randomly selects 5 winners for the day
- Teacher provides the winners with a randomly selected reward



Materials

01 **Teacher
Script**

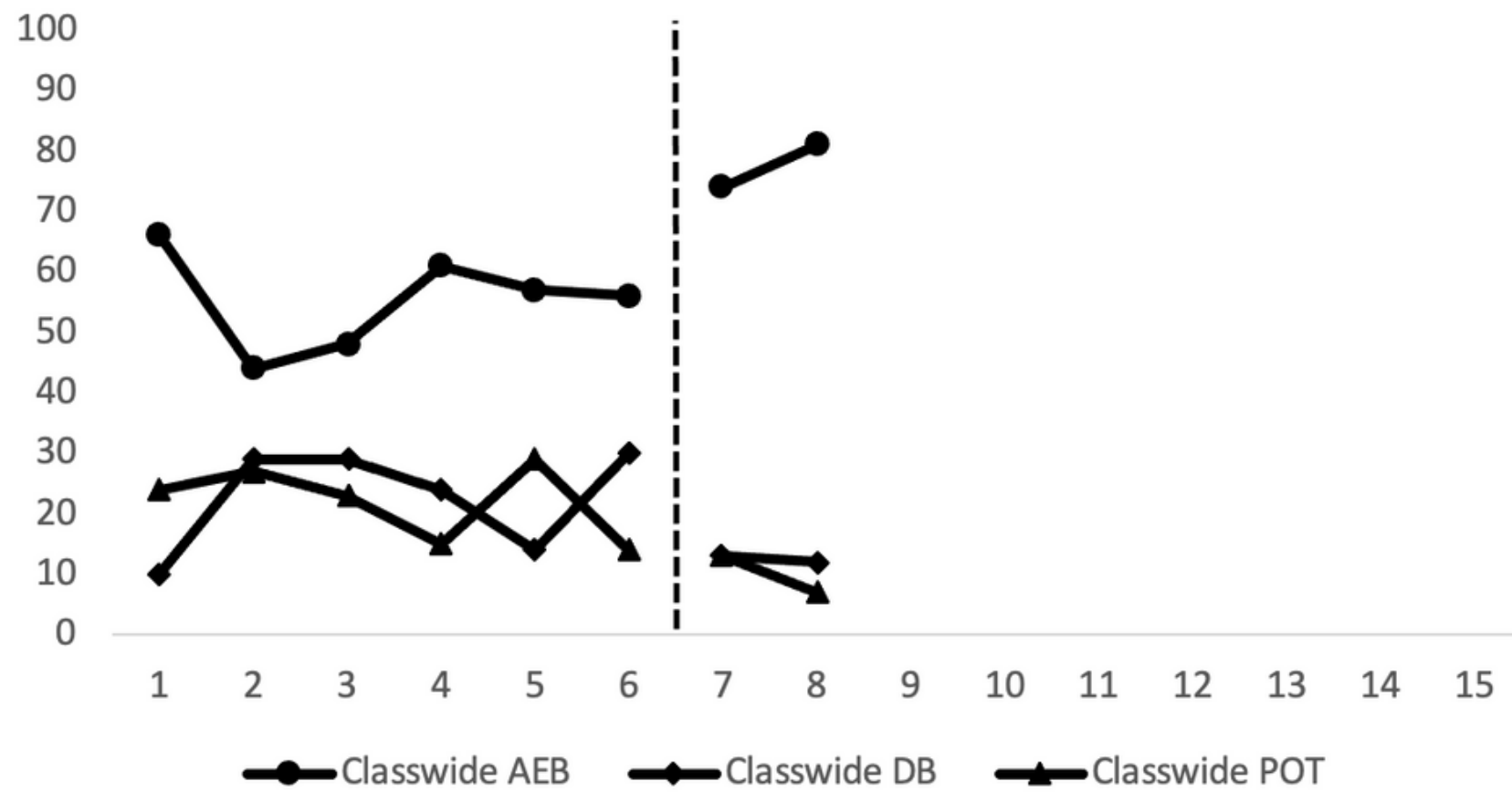
02 **Student Record
form**

03 **Positive
Reinforcement**

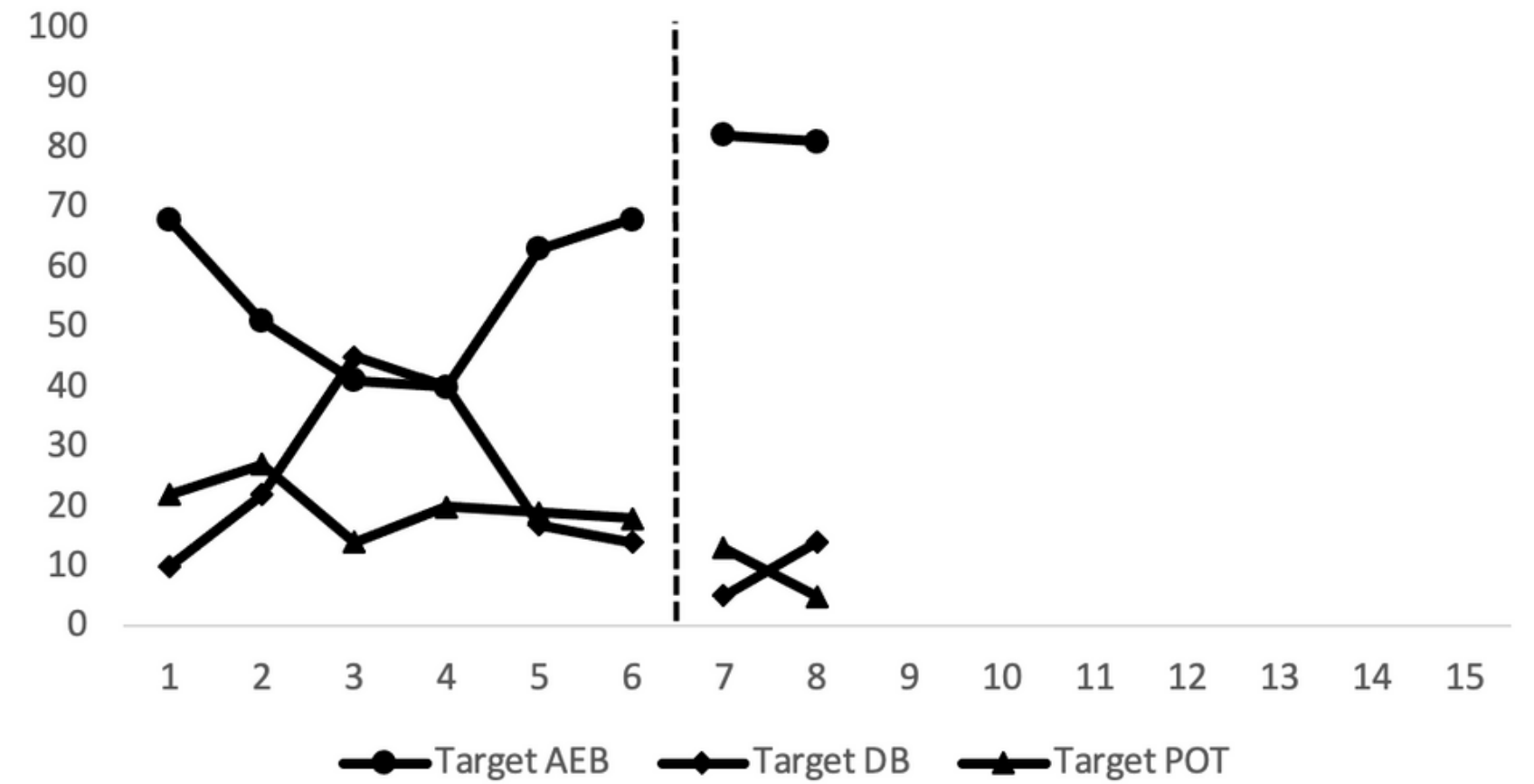


Results

Block 2 Classwide Behavior



Block 2 Target Student



Intervention 2



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Difficulties with Transitions

Teachers reported transitions are a difficult time of day

Disruptive behaviors develop a slow start to academic engagement

Positive Behavioral Interventions and Supports

Remains a need to develop and implement interventions and supports for any and all students in need

One promising strategy that can be delivered within a PBIS framework for students is Positive Greetings at the Door (PGD)

Positive Greetings at the Door

Cook and colleagues (2018) conducted a study that analyzed the effects of PGD on classroom behavior utilizing positive reinforcement, precorrection, and strategies to improve classroom climate.

The authors indicated that PGD increased academically engaged behavior and decreased classroom disruptions.

Previous Literature

Teacher Greetings

**VARIATIONS
IN GREETINGS**

Results

**POSITIVE AND
MIXED
RESULTS
FROM
TEACHER
GREETINGS**

Limitations

**DESIGN,
GENERALIZABILITY**



Positive Greetings at the Door

01 Positive Interactions

02 Precorrective Statements

03 Reminder of Classroom Expectations

04 Positive Reinforcement

Positive Greetings at the Door

01 Positive Interactions

02 Reminder of Classroom Expectations

03 Behavioral Specific Praise

Positive Interaction

EXAMPLE

Verbal: "Good seeing you today" and "I like your shoes"

Nonverbal: high five, knuckles, smile, and wave.

Reminder of Classroom Expectations

EXAMPLE

"Class, reminder of our classroom expectations are – be respectful, be kind, and make good choices".

Behavioral Specific Praise

EXAMPLE

"Great job showing up on time today, Ashlie" and "Thank you for walking nicely, Cade".

Method & Design

Method

- General Education Classroom
- Dependent Variables: academically engaged behaviors and disruptive behaviors
- Teacher Training

Design

- Nonconcurrent multiple baseline design



Materials

01 **Teacher
Script**

02 **Motivater**

03 **PGD
Checklist**



Classroom Intervention

Benefits of using PGD

- Smoother transitions
- Increase positive interactions with teachers and students
- Easy to implement daily or multiple times a day
- Targets many behavioral strategies in one intervention



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Resources

Materials:



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