

## **2. Modify the Classroom Learning Environment to Decrease Problem Behavior**

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- 1. Revisit, re-practice, and reinforce classroom behavioral expectations**
- 2. Modify the classroom environment to encourage instructional momentum**
- 3. Adapt or vary instructional strategies to increase opportunities for academic success and engagement**

1. **Revisit, re-practice, and reinforce classroom behavior expectations**

## **Behavior Escalation (or How We Make Kids Worse Over Time)**

**Withdraws or  
Changes Request/  
“Negotiates”**

**Tantrum/  
Aggression Stops**

**Large Threats**

**Tantrum/  
Aggression**

**Small Threats/Warnings**

**Argue**

**Verbal Prompts**

**Delay**

**Request in Question Form**

**Ignore**

**↑  
Adult**

**↑  
Student**

The *adult* behaviors that contribute to behavior escalation are:

**ASKING**

**NAGGING**

**ARGUING**

**THREATS**

# PRECISION DIRECTIONS

## 1. “Name, direction please.”

**WAIT 3-5 seconds**

(students *with no*  
language delays)

**7-10 seconds**

(students *with*  
language delays)

**Compliance**  
**REINFORCE!**

**Non**  
**Compliance**



## 2. “Name, *you need to* direction.”

**WAIT:** same as above

**Compliance**  
**REINFORCE!**

**Non**  
**Compliance**



## 3. Pre-planned Consequence

Label the behavior – “That’s not following dir.”

Label the consequence – “That’s \_\_\_\_\_ .”

# CONSEQUENCE CHART

## POSITIVE CONSEQUENCES

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### BONUS (When student performance surpasses expectation)

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## NEGATIVE CONSEQUENCES

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### SEVERE CONTINGENCY (After all steps above, or for physical aggression toward others)

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# NEGATIVE CONSEQUENCES

1. \_\_\_\_\_

2. \_\_\_\_\_

*Small*

3. \_\_\_\_\_

*Inconvenient*

4. \_\_\_\_\_

*Hierarchy*

5. \_\_\_\_\_

When consequences are arranged in a *hierarchy* consisting of *small* steps, and are designed to be *inconvenient* for the student by affecting his/her agenda, they are much more likely to be effective in reducing the rate of inappropriate behavior. After students learn the consequence system, most will not continue with non-compliant behavior past the second step.

# POSITIVE CONSEQUENCES (reinforcement menu)

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**Rotate\***

\* Items should be rotated on and off of the reinforcement list/menu periodically, in order to maintain motivational intensity.

A class-wide reinforcement system may be developed along with individualized systems for selected students' target behaviors.

Recommended: Start with a class-wide system and one or two individual systems. Gradually add other reinforcement as needed.

The following must be posted in every classroom, large enough for all students to see:

- Posted schedule
- Posted rules

Rules for rules:

- Observable
  - Measurable
  - Clearly stated (no vague language)
  - Stated positively
  - About five
- Posted consequences (positive and negative)

### **Classroom Rules (sample)**

- 1. Follow teacher directions**
- 2. Stay in your seat**
- 3. Raise your hand to talk**
- 4. Keep hands, feet, and objects to self**
- 5. Do your work; stay focused on task or teacher**



# Embedded Exceptions to Rules

## Class Rules

1. Follow teacher directions
2. Stay in your seat

*Exception(s):*

[Example: When working in your seat, you may get up to sharpen pencils or get a drink of water without asking.]

3. Raise your hand to talk

*Exception(s):*

[Example: When the teacher asks the whole class a question, such as "What is  $3 \times 5$ ?", during instruction, it is OK to answer without raising your hand.]

4. Keep hands, feet, and objects to self
5. Do your work; stay focused on task or teacher

## **2. Modify the Classroom Environment to encourage instructional momentum**

- Students must face *forward* for large group instruction
  
- Move student desks for short, structured cooperative group work
  
- Designate spaces for small group instruction
  
  
- De-clutter everything

### Matching student skill levels to instruction

- Establish baselines with pre-testing
  
  
- Utilize small group instruction for reading, math, language arts
  
  
- Use mastery tests or daily data collection to measure progress and determine and/or adjust ongoing instructional levels

### 3. Adapt or vary instructional strategies to increase opportunities for academic success and engagement

- There is *no substitute* for direct instruction (no teaching-by-worksheet only)

#### Direct instruction components

- Lesson rationale
  - Multiple opportunities to respond (choral responding is crucial)
  - Immediate corrective feedback (do not allow students to ‘practice’ errors)
  - Guided practice
  - Independent practice (worksheets may be used here)
- Utilize a variety of modalities within the direct instruction format: visual, auditory, written, choral responding, hands-on, etc.
  - Discontinue student hand-raising for participation during large group instruction

Write all student names on name cards, tongue depressors, etc.; pull names from a can to have students participate in the instruction. When all names have been pulled, start over (Anita Archer’s can-within-a-can)

- Develop a class-wide reinforcement system (with a visual feedback component, such as a large chart) for listening, on-task, and following directions.

## References

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