

Subject Area: Social, Emotional, and Behavioral Skills

Title of Instructional Method: Reinforcement of Appropriate Student Behavior.

Grade Levels: K-12

Description of each Instructional Method: Replace the negative reinforcement of problem behaviors with reinforcements for appropriate behavior. Eventually the students should display appropriate behavior without cues. This approach does not rely of negative consequence to fix problem behaviors. Instead it focuses on the cause of the behavior and teaches appropriate behavior. For example, if the student hits another, Instead of negative punishment the teacher addresses the cause of the behavior, and teaches different communication methods.

References:

- Fucilla, R. (2005). Post crisis intervention for individuals with autism spectrum disorder. *Reclaiming Children and Youth*, 8, 44-51. Retrieved January 17, 2008, from <http://web.ebscohost.com/ehost/pdf?vid=2&hid=117&sid=d16db30c-ff96-46c3-8d5a-f61a78f9b852%40SRCSM1>
- Gable, R., Hoffman, C. C, Howell, H. K., Quinn, M. M., Rutherford, B. R. (2007). Reinforcements of Appropriate Behavior. *Addressing students Problem Behavior*, 4. Retrieved January 17, 2008 from, <http://cecp.air.org/fba/problembehavior3/reinforcement3.htm>
- Leone, J. (2006). Positive reinforcement. *St Petersburg Times (Florida)*, 2, 6-8. Retrieved January 17, 2008 from http://www.lexisnexis.com/us/lnacademic/results/docview/docview.do?risb=21_T2860785797&format=GNBFI&sort=RELEVANCE&startDocNo=1&resultsUrlKey=29_T2860787804&cisb=22_T2860787803&treeMax=true&treeWidth=0&csi=11063&docNo=1

How-To information Begin with a functional behavior assessment. This will help decide the antecedent of the problem behavior. A FBA has six steps: 1st- Identifying and defining the target behavior, 2nd- Gather information and collect data on the behaviors, 3rd- Develop a hypothesis statement about the reason for the behavior, 4th Develop a behavior intervention plan, 5th choose reinforcement strategies, 6th evaluate the effectiveness of the behavioral intervention plan (Fucilla, R. 2005). The purpose is to find out why the behavior is occurring. Be careful not to overdo the amount of positive reinforcement. Positive behavior should be reinforced twice as often as the problem behavior (Gable, R. 2007). Positive reinforcements should be based off activities the student enjoys. At Oakville Middle School in Florida a school wide positive behavior program was successfully implemented. It was based off gold cards which allowed students more time with their favorite activities. The program is working at the school, in two years referrals dropped from 160 to 167 (Leone, J. 2006). In the long term, the student should be weaned off the reinforcement by gradually reducing the amount it is used.

Implications for Practice: The implications are two fold. First they are more likely to be positive rather than corrective. Second they are likely to result in a large reduction of problem behavior. (Fucilla, R. 2005).

Additional links:

Positive Behavior Supports

- <http://web.ebscohost.com/ehost/detail?vid=5&hid=101&sid=499d7afa-46fe-45a2-98cf-b10703ea2064%40sessionmgr102>
- http://www.lexisnexis.com/us/lnacademic/results/docview/docview.do?risb=21_T2860826737&format=GNBFI&sort=RELEVANCE&startDocNo=1&resultsUrlKey=29_T2860826741&cisb=22_T2860826740&treeMax=true&treeWidth=0&csi=247189&docNo=2

Functional Behavior Assessment

- <http://web.ebscohost.com/ehost/detail?vid=6&hid=113&sid=366e9a4d-9bb2-47a6-af6c-7e4e2bf83339%40sessionmgr104>
- <http://cecp.air.org/fba/>

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