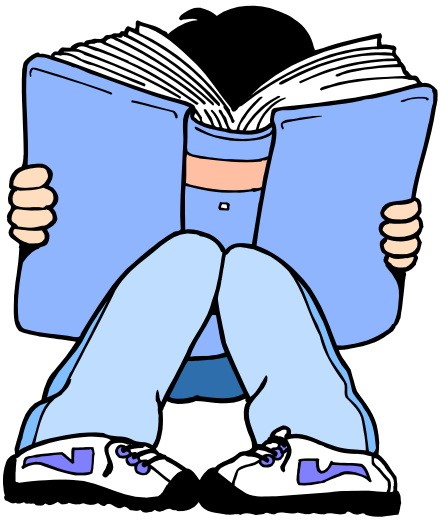
Protect students receiving restrictive & intrusive interventions!

1. Evaluate the effectiveness of the program
2. Before implementing a new behaviour management strategy, make sure all parties involved receive proper training
3. All behaviour serves a purpose. Identifying the purpose of the behaviour can reduce the need for restrictive or intrusive punishments
4. Choose interventions that have supported by research
5. Contact a school psychologist for help!

This fact sheet was created by Erica Holliday on March 3, 2013.

All of the information from this fact sheet was from:
Martella, R. C., Nelson, J. R., Marchand-Martella, N. E., O'Reilly, M. (2011). Comprehensive behavior management: Individualized, classroom, and schoolwide approaches (2nd ed.). Thousand Oaks, CA: Sage Publications.

Decreasing Undesirable Behaviours



Types of undesirable behaviours include:

- Failure to attend to instruction or assignments
- Speaking without raising one's hand
- Name calling
- Uncontrolled laughter
- Acts of physical aggression
- Lots more!

Opt for the least restrictive, least intrusive, and most effective alternatives!

- **Restrictive:** Extent to which an individual is limited to access basic human freedoms (e.g. privacy, movement, leisure, etc.)
- ***Intrusive:*** Extent to which interventions are obtrusive and affect a person's bodily or personal rights (associated with pain, discomfort, or social stigma)
- ***Effective:*** Choose to employ behaviour management techniques that are proven to be effective. If little evidence exists to support the effectiveness of the intervention, employ the principle of "least intervention."

Principle of least intervention:

"…when dealing with routine classroom behaviour, misbehaviours should be corrected with the simplest, least intrusive intervention that will work."

(Slavin, 2000)

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PREVENTING UNDESIRABLE BEHAVIOUR IN THE CLASSROOM

- Establish classroom routines
- Set clear expectations
- Use effective instructional strategies
- Conduct regular classroom meetings
- Create a plan to deal with misbehaviour and keep detailed records.
- Avoid taking behaviour at face value; make an effort to understand the underlying purpose of the behaviour.

Systematic Behaviour Management Plans:

Level I: Presentation of Reinforcement

a. **Stimulus Control:**
   - Eliminate the object or environmental trigger that cues unwanted behaviour (e.g. change the seating arrangement to separate "chatty" students).
   - Introduce an object that makes it difficult for a child to engage in unwanted behaviour (e.g. child hits others during transitions; have them hold an object during transitions, making it difficult to engage in hitting behaviour.

b. **Differential Reinforcement:** Use of schedules of reinforcement to decrease unwanted behaviours in a systematic manner. Descriptions of several differential reinforcement techniques can be found by following this link: http://www.springerpub.com/content/downloads/cipani_functional/Cipani_Differential%20Reinforcement_final.pdf

Level II: Extinction

Extinction involves reducing unwanted behaviour by withholding reinforcement. This can be accomplished by:

a. Ignoring behaviour
b. Denying access to preferred objects or activities
c. Preventing the student from escaping or avoiding a non-preferred task
d. Preventing sensory feedback

Level III: Removal of Positive Reinforcer

a. **Response Cost:**
   - May be used in token economies
   - Involves permanent removal of some portion of a reinforcer (i.e. loss of gym privileges for a week in schools)
   - Consistency is crucial (tracking earned vs. lost)

b. **Time Out:**
   - **Time- or behaviour-based timeout:** Time-based means that rather than waiting for a behaviour to quit completely, the student is given time-out for a specified amount of time. Behaviour-based requires that the time-out will last until the undesirable behaviour ends
   - **Important to allow time for time-in:** Once the time has been served, allow for time in to give opportunities for success

Level IV: Presentation of Aversive Stimuli

These techniques involve punishing the student in a negative way so as to decrease the likelihood that the undesirable will continue. They are highly restrictive and have a greater probability negative side effects. Examples include: reprimands, overcorrection, and physical restraint.