III
Environmental Consequences for Behavior

Behavioral Model

As was stated at the beginning of the previous chapter, the behavioral model views the locus of behavior problems as being within the environment rather than within a child. A three-term paradigm, S^A-R-S^C, represents the model. The first term is an antecedent. The second term is behavior, which refers to any response made to an antecedent cue or prompt. The third term is a consequence. A consequence is any event that follows behavior and serves to strengthen or weaken the future chance of that behavior. Consequences include both appetitive (reinforcing) and aversive (punitive) events. Reinforcing consequences have incentive value for a student; that is, they have value for a student. Punitive consequences are dis-incentives; that is they have negative value for a student. Thus, the three letters A-B-C, antecedent-behavior-consequence, can also be used to represent the model.

Consequences can involve the presentation of a reinforcing event. These can be of two types. First, a reinforcing event can be the presentation or giving of some positive stimulus, e.g., food or a toy. Second, a reinforcing event can be presenting or allowing an opportunity to engage in some enjoyable response or activity, e.g., talking or playing a game. Consequences can also involve withholding, withdrawing or terminating something reinforcing, e.g., withholding attention or ignoring; withdrawing or taking away a reinforcing stimulus such as a token; or terminating or ending some reinforcing activity such as participation in a game. A consequence can be the withdrawal or termination of something punitive, e.g., withdrawing or ending an unpleasant or even painful stimulus such as abrasive noise; or terminating or ending a punitive activity such as scrubbing desk tops. Finally, a consequence can be the presentation or requirement of something punitive, e.g., presenting a noxious stimulus such as smelling salts; or requiring a punitive activity such as picking up litter. Consequences can be classified into the following categories:

1.   S (neutral stimulus), i.e., a stimulus that is experienced as neither appetitive nor aversive. An example might be a reinforcement mediator, such as a token, with which the person getting the token has no previous experience and no expectations about.

2. S^{R+} (positive reinforcer), i.e., a stimulus or activity that is experienced as appetitive. Appetitive or reinforcing events can be of several types:

    1.   They can be consumables, for example, a cracker.
    2.   They can be material objects, for example, a toy.
    3.   They can be activities, for example, playing cards.
    4.   They can be something social, for example, a hug.

3. S^{R-} (negative reinforcer), i.e., the withdrawal or termination of a stimulus or activity experienced as aversive. Various types of aversive events are illustrated in the next section.

4.   S^P (punisher), i.e., the presentation or requirement of some stimulus or activity experienced as aversive. An aversive event can also be of several types:

 1. They can be the loss of something appetitive, for example, loss of a privilege.
 2. They can be unpleasant activities, for example, running laps.
 3. They can be undesirable circumstances, for example, social isolation.
 4. They can be noxious substances, for example, lemon juice concentrate.
 5. They can painful stimuli, for example, electric shock.

The primary concern of the behavioral model is an immediate environment such as a classroom. An extension of this model, often called the ecological model, takes a much broader view of the environment. The ecological model concerns itself with consequences in an individual's social ecology. The ecological model is concerned with the consequences of behavior that occur or could occur in the home, community, school and classroom. Ecological interventions try to modify conditions, both antecedents and consequences, in the social ecology that affect behavior. The basis for many of its strategies is the behavioral model.

Teachers cannot use complex ecological strategies. There are some interventions into the social ecology, however, that teachers can use. These strategies extend behavioral interventions, including consequences, into other classrooms, programs, or the home. We will touch on ecological extensions of classroom interventions in various chapters in this manual. This chapter discusses a number of environmental consequences that affect behavior management. The consequence based interventions covered in this chapter fit into three broad groups: Informal interventions, structured interventions and physical management of behavior.

<u>Informal Interventions</u>

Attention for Compliance:

Perhaps the most commonly used informal intervention is attention for compliance. Attention means social reinforcement for compliance with classroom expectations. Verbal praise is easily the most readily available social reinforcer in any classroom. Besides being available, it is cheap and not difficult to dispense. Every teacher should make abundant use of social praise for compliance. Unfortunately, teachers usually don't use social praise frequently enough. Research shows that teachers use admonishment for non-compliance about 10 times as often as praise for compliance. One would expect to find this ratio reversed in a classroom with a positive climate. Research shows that reinforcement for compliance is more effective than admonishment for non-compliance. Social reinforcement for compliant behavior increases the likelihood of compliance in the future. Social praise also draws other students' attention to a model for compliant behavior. The reinforced model shows other students what behavior is expected. The model also shows that positive teacher attention is gained through compliant behavior.

For maximum effectiveness, use social praise consistently. However, give praise only to students whose behavior merits your praise. Social praise should always include both the

name of the student and specifically what the praise is for. For example, "I really appreciate the way Jake and Wanda followed directions and got their materials put away quickly." Rather than, "Good following directions." Deliver praise immediately following compliance. However, a delay cannot always be avoided. When there is a delay, verbally reconstruct the compliant behavior as you give praise. For example, "Norma, I want to thank you. At the beginning of the period, you were very courteous when our visitor asked you a question." Rather than, "Norma, thank you for being courteous. You should deliver praise sincerely rather than mechanically. Finally, don't get in a "praise rut" and use the same expression over and over. Put some variety in your choice of praise words. "Good" said 100 times in one day doesn't sound very genuine even if it is sincere. Here are a few sample praise words. You should develop your own list to help you maintain variety.

helpful	nice	pleasant	bright
fine	wonderful	beautiful	magnificent
splendid	terrific	witty	clever
valuable	great	impressive	outstanding
smashing	superb	excellent	good
fabulous	marvelous	fantastic	exceptional

Another way to give social praise for compliance is with tangible forms of praise or recognition. This recognition should not be a substitute for verbal praise in the classroom. We discussed school-wide recognition programs in Chapter One. However, you can develop a recognition program for your own class. There are two types of classroom programs. First, you can create an in-class program. This program might select one or two students each week for special recognition. Recognize a student for best behavior or most improved behavior. You can also give recognition to a student of each type. For younger students create a "Student of the Week" or "Students of the Week" spot on a bulletin board. Place each student's name and reason for the honor on the board. Placement on the recognition board should carry some special consequence such as a privilege that other students don't enjoy. The bulletin board approach may embarrass some older students. For these students use a verbal announcement of the award or tell them privately.

The second type of program is a parent-note program. This type of program makes uses of a special award certificate for younger students (see Figure 1). You can often find these certificates in school supply stores. You can also design your own. For older students a letter-of-commendation is more appropriate (see Figure 1). Provide this type of recognition for meeting a pre-set standard or requirement such as going all day without misbehavior.

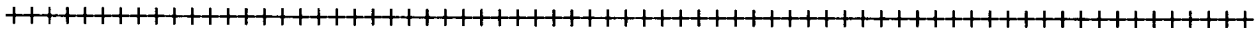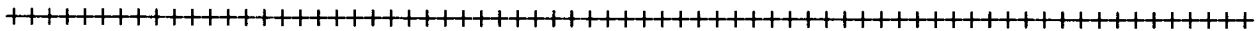++
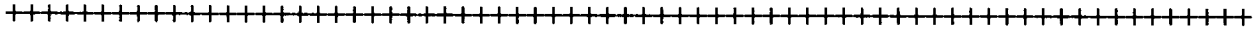
SUPER BEHAVIOR AWARD

This award is presented to:_____

For:_____

And can be exchanged for:_____

_____   _____

Signed   **Date**

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The note above is for younger students.

The note below is for older students.

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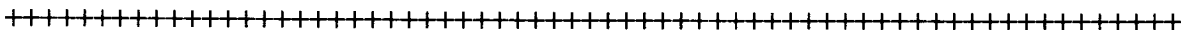++
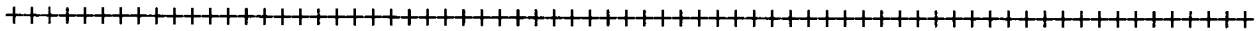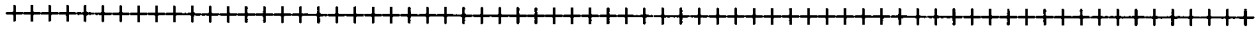
Dear Parent:

I am pleased to inform you that _____ has been an exemplary student

in my class. This note is a token of my sincere appreciation for good behavior, good work

and being a positive model for classmates. Receipt of this note also earns:

_____
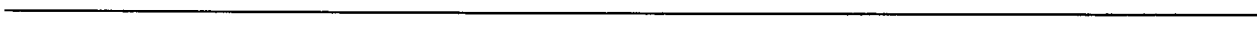
I'm confidant that this excellent performance will continue in the future and that more notes

like this will follow.

_____   _____

Signed   **Date**

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Figure One

Use a standard that is suitable for your classroom. Recognition can be for conduct behavior, social skills or academic performance. The certificate or letter should make a strong, positive statement about the student's behavior. Direct the certificate or letter at a student's parents. Attempt to get parents to give additional reinforcement at home when their child gets a commendation. Reward at home for performance at school represents an ecological extension of your intervention.

The only type of student that social reinforcement is often ineffective with is the undersocialized aggressive student. These students have not had positive social stimuli established as secondary reinforcers. Gerald Patterson says this is due in part to an inconsistent history of social reinforcement during a child's social development. These students may be unresponsive to social reinforcement or have an negative reaction to it. They need to be reinforced with more concrete reinforcers such as consumables, materials or activities. However, you should consistently pair non-social reinforcement with social reinforcement. This will increase the likelihood of social stimuli becoming effective reinforcers.

Ignoring:

There are several possible responses to non-compliance. One that is very effective with attention-getting behavior directed at a teacher is ignoring. Ignoring is a simple technique that is not easy to use effectively. The first problem with ignoring is deciding when it is appropriate. It is only appropriate under two conditions. One, the target behavior is temporarily tolerable, even if it should increase. Two, the target behavior is under the control of a reinforcer that you can control. Frequently this means the reinforcer is your response to the behavior. Don't make the assumption that because your response to the behavior is an admonition that it isn't reinforcing. Teacher attention of any type can function as a reinforcer for some students. If the two above conditions are met, the technique is simply done by not responding to the behavior. Don't even look in the student's direction, because this is visual attention to the behavior.

The second problem is not attending to the behavior. It is likely that you have an habitual response to the behavior. Like any habit, attending to a student behavior is difficult to give up. Initially, you must make a conscious effort to ignore the behavior. You might even find it helpful to monitor and record your response to a student's behavior. In short, if you can't control your own behavior you'll have difficulty controlling student behavior. Even properly done, ignoring may cause the behavior to increase at first. You might think of attention- getting behavior as operating on the principle of "If at first you don't succeed, try, try again." However, if you persist, the behavior will begin to decrease. Even after it has begun to decrease, you may see occasional, brief increases in the behavior. Think of these as probes to check on the availability of the reinforcer, that is, your attention. If you use the technique for a reasonable period and no decrease occurs, you probably made a mistake about what is reinforcing the behavior.

Finally, in some instances you may determine that the reinforcer for the behavior is not your attention but peer attention. If you can control the peers' attention to behavior, you can still use ignoring as an intervention for a problem behavior. One way to control peer

attention to a problem behavior is to instruct the other students to ignore the problem student. For example, "Class, Chuck is trying to be cute again and disrupt our lesson. Please do not look at him or laugh at him." Follow these instructions up with verbal praise or some other reward for students who obey the instructions. This is more difficult to do than simply controlling your own response.

Another way to handle peer reinforcement is to make a group reward contingent on a single student's behavior. For example, tell the class that you will keep a record of the number of times that Chuck cuts-up in class. Tell them if he doesn't misbehave more than some criterion number of times, everyone will get to do some enjoyable activity. After stating the contingency, remind the class to be careful not to encourage Chuck by laughing at him or commenting on his behavior. These types of interventions have a good chance of working if the behavior is reinforced by peer attention. Interventions to change a student's behavior that involve the peer group are ecological interventions.

Structured Interventions

This section discusses interventions that are structured. Structure means that the interventions require some planning and monitoring. Four types of structured interventions are covered: Group consequences, individual consequences, self-management and contracting.

Group Consequences:

Planning a positive, group contingency for behavior management requires several steps (see Figure 2). First, there must be a set of behavior rules or expectations. This is the same task described in the discussion about behavioral expectations in Chapter Four. Second, determine the interval for the contingency. It is important to do this before selecting rewards. The longer the period the more valuable the reward should be. At first, it is better to use a short interval, such as a class period, and progressively lengthen the interval. In most cases, the interval should not exceed a maximum of one week. Wait until a contingency is consistently met within an interval before increasing the length. The minimum criterion for consistency should be three weeks. Third, develop a menu of rewards to use as consequences for good behavior, for example, game time, music time, video time, or a treat.

A menu of choices provides variety and reduces the possibility of satiation. A single reward used repeatedly will soon lose its incentive value. You can generate a list of possible rewards in several ways. You can get ideas from your experience with students, by surveying students about what they would like, or by sampling. To do a rewards survey, create a checklist of possible reinforcers. Ask your students to rate each reward on a five point (1 - 5) scale. Label one (1) on the scale as "don't like" and five (5) as "like very much." Sampling

Planning for Group Consequences

1. What are the behavioral expectations for the contingency?

_____

_____

_____

2. What will the length of the contingency period be?

_____

3. What will the criteria be for changing the length of the contingency period?

a. To make it longer: _____

b. To make it shorter: _____

4. What group rewards will be available?

_____

_____

5. How will behavior be recorded?

_____

_____

6. Establish baseline data and graph it.

7. Usng the baseline data determine a criterion for reinforcement.

_____

8. Will the behavior be changed in a series of steps? _____

If yes, what will be the size of the steps and the criteria for changing from one step to another?

_____

_____

Figure Two

requires exposing your students to potential rewards and observing their reactions. Fourth, develop a record-keeping system. The most frequently used system is tally marks on the chalkboard. Finally, take a baseline on the level of rule violation that currently exists. Take the baseline before announcing the reinforcement contingency because the reinforcement contingency will affect the baseline.

To take a baseline, keep a private record, on a tally sheet, of violations of the class rules. These can be either rules that already exist or new rules you plan to introduce. Each recording period should be for the same interval selected to use with the contingency. If the contingency interval will be a class period, each class period will be a separate recording period. Plot the results of each recording period, or an average of all the recording periods for each day, on a graph (see Figure 3).

Continue taking and plotting data until the data line on the graph is relatively consistent across time. You now have a baseline. The next step is to set a criterion for reinforcement. If the level of rule infractions is low, the criterion can be set at whatever would represent an acceptable level. For example, the average, daily number of infractions per period is ten and five would be acceptable. In such a case, the criterion for reinforcement would be five or fewer infractions per period. On the other hand, if the number of infractions is large, the criterion should use successive approximations. For example, the average, daily number of infractions per period, in the baseline, is 35 and five would be acceptable. It is unlikely that you can move the level from 35 to five in a single step. Thus, the initial criterion might be 30 or less. When that criterion is consistently met for several days, change it to 25 and so on until you reach the desired level.

Once you have determined what the criterion for reinforcement will be, introduce the contingency to the group. Review the class rules with the students. Explain to the them how you are going to keep a record on the chalkboard, or in some other public manner, of how often class rules are broken. Tell them the record will start over at the beginning of each class period or whatever interval you will use. Tell the class that if the number of violations does not exceed 30, or whatever criterion was set, the class will get a reward. Tell them they can select a group reward from your reward menu at the end of each recording period. At this time, you should post a reward menu. If you are using successive approximations, tell the students that the number of violations allowed may change later. You are now ready to carry out your group contingency. Continue to plot the rule violation data on a chart to help you monitor the intervention. Show on the graph where the baseline data ends and the group consequence data begins with a vertical, phase change line (see Figure 3). You may find it helpful to make this graph public. A public graph provides the class with a visual representation of their behavior. Such feedback will often enhance the effect of the intervention.

There are two common problems that may arise. First, the intervention may not have the desired effect. That is, the data line on the graph does not begin declining after a trial period, for example, a week. If this happens, the reinforcers on the reward menu may not

Violation of Class Rules
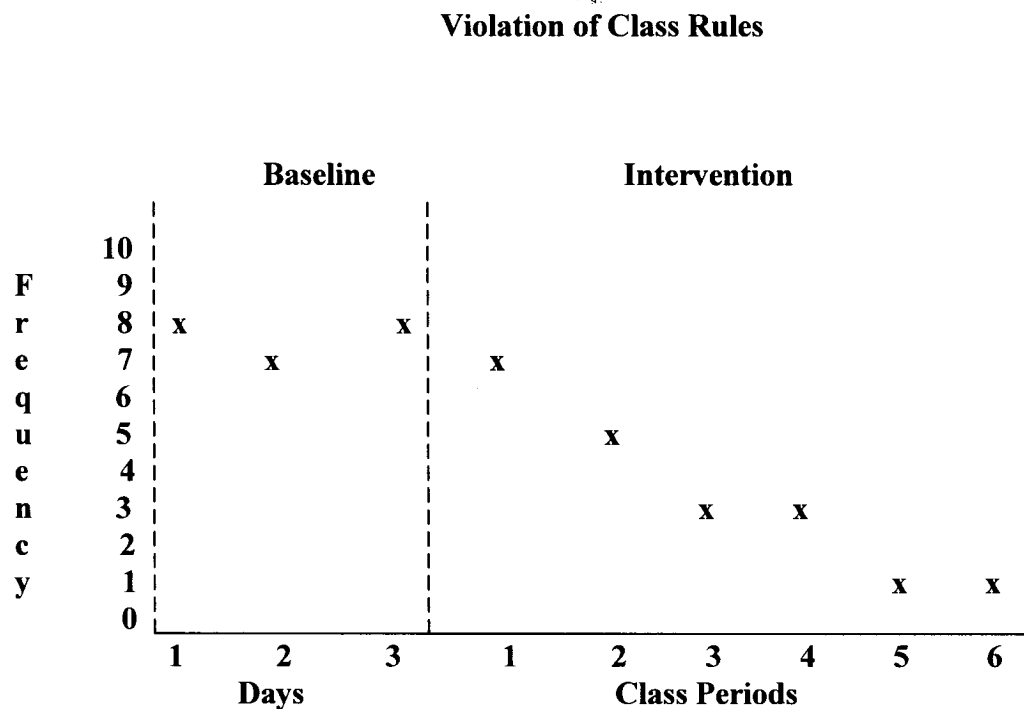
Figure Three. The baseline represents the mean number of violations per class period over a three day period. Intervention data is by class periods per day.

have enough incentive value for your students. The solution is to find some other rewards for the menu that are more attractive and try them. Another possible reason for a lack of success may be the use of too long of an interval for the contingency. This happens when your interval is longer than most of the students' ability to delay gratification. The solution is to shorten the initial interval for the contingency.

Second, the intervention is working for all but one or two students. The behavior of these students may keep the class from earning a reward. In this case, the rewards on the menu may not have enough incentive value for the problem students. One solution is to try adding some alternative rewards you think will appeal to the errant students. If this doesn't work, try using peer pressure. Bring peer pressure to bear by allowing the class, by majority vote, to suspend a student. When they vote to suspend a student, the student remains in the class but his or her rule violations don't count against the group. Of course, if the group earns a reward, a suspended student is not eligible to share it with the class. You can either find some work for a suspended student to do or simply let the student sit and watch the group enjoy its reward. If you permit suspensions, they should only be for short periods, for example, one day. Don't permit suspensions for the same student more than once or twice per week. Further, don't permit suspensions on consecutive days.

The use of group consequences just described focused on measurement of inappropriate behavior and reward for reduction in that behavior. It is also possible to turn the procedure around and measure appropriate behavior and reward for an increase in that behavior. Measuring appropriate behavior is logistically a bit more complicated. If you want to emphasize the positive, it is worth the extra effort. Assuming there is more appropriate behavior than inappropriate behavior, the least time consuming way to measure appropriate behavior is to use time-sampling.

In time-sampling, you need to set a fixed number of observation points for each period, for example, ten. You would then randomly assign times to each point, for example, 9:03, 9:07, 9:12, 9:15 and so on. You then observe and record, at the selected times, whether or not the group is being appropriate. You must vary the schedule of observation times to avoid being predictable. Once you have set-up a recording procedure like this, proceed as before but develop a plan to increase behavior rather than to decrease it. Us the same planning form provided earlier for a positive intervention also. The only thing that is different is the behavior and its direction.

Individual Consequences:

If you want to use individual consequences for appropriate behavior, you can use Surprise Tokens or Random Drawing. Surprise Tokens makes use of a variable interval reinforcement schedule. A token is anything, for example, a poker chip or a checkmark, that a student can exchange for a reward from a menu. Each reward on the menu has a price set in tokens. The menu should have several rewards of varying attractiveness and priced accordingly. That is, the greater the attractiveness the higher the price. If possible, the target behavior should be a response that is incompatible with inappropriate behavior and one you prefer to the misbehavior. For example, the target behavior might be on-task behavior because it is difficult to be on-task and engaged in misbehavior at the same time. It is also a

behavior that you want to consistently see in students. The same considerations discussed above, like time intervals between rewards and opportunities to spend tokens, apply here as well.

The key to this intervention is the use of variable intervals for awarding tokens. The easiest way to do this is to use a kitchen timer. You award tokens to anyone engaged in the target behavior when the bell rings. Each time you set the timer set it for a different length of time. This procedure keeps students from being able to predict when the bell will ring. Therefore, consistent performance of the target behavior is promoted. Consistent performance is the only way to ensure one is performing the target behavior when the bell goes off. Initially, the timer intervals should be short. For example, set a range of from three to nine minutes and then randomly select time settings from this range. When the timer goes off, give a token to each student performing the target behavior when the bell rang. Like any structured intervention "Surprise Tokens" requires some planning (see Figure 4).

With monitoring, you can also allow many students to reinforce their own behavior. That is, allow your students to give themselves a point or checkmark, if deserved, when the timer goes off. When the target behavior is performed consistently, you can progressively increase the range from which you select intervals. For example, increase the range from three to nine minutes to six to twelve minutes and so on. At token exchange times, allow students to exchange their tokens for whatever rewards they can afford.

The "Random Drawing" is another procedure you can use to change behavior. This strategy makes use of a drawing to award prizes. Again, some of the earlier considerations, like selection of rewards and intervals, apply here also. The possible target behavior(s) for a Random Drawing are varied. You might use class rules or one or more behaviors like on-task, task-completion, having necessary materials, or having homework ready. Conduct the intervention by simply allowing students to place a slip of paper with their name on it in a box, jar, can or other container. For example, place a student's name in the container whenever you decide to reward someone for rule compliance or turning in homework. Sometimes you may target a high frequency behavior that occurs at unpredictable times like hand raising to request help. For such behaviors, combine this procedure with the use of a kitchen timer and use variable intervals as described in Surprise Tokens.

One way to speed up the process is to have students prepare name slips in advance. They can keep these in an envelope or other container to have ready when you ask for one to put into the container. Another method is to cut a strip of names to make each name slip easy to tear away. Have each student tape a strip of names to the front of their desk or wherever you can easily reach them. You can also have each student prepare a master sheet of name slips and use it to make copies from. This will cut down on the amount of time spent in preparing name slips.

At the end of a game period, for example a day, hold a drawing. The student whose name is drawn receives the prize offered that day. If you want to increase the chances of winning, you can have first, second and third place prizes. If you have multiple prizes, you can increase suspense by drawing for the first place prize last. You must exercise careful con-

Planning for Surprise Tokens

1. What is the target behavior? _____

2. What will be used for tokens? _____

3. What will be the interval between spending opportunities?

_____

4. What will the rewards be and what will they cost?

_____

_____

_____

_____

_____

5. What will the initial range, in minutes, be for randomly selecting timer intervals from?

_____

6. What criteria will be used for increasing the interval range for the timer?

_____

_____

7. How much, in minutes, will the interval range be increased each time?

_____

NOTES:

Figure Four

trol over the drawing container so students don't have an opportunity to sneak their name slips into it.

Individual Contracts:

A behavioral contract is another behavior management tool for working on the problems of an individual student. This is simply an agreement between you and the student about some desirable change in behavior. The target behavior should be by agreement, not dictated. Contracts will be most successful if the contract addresses only one specific and discrete target behavior. For example, "be on time to class" rather than "act responsibly." The goal for a target behavior should be attainable. That is, don't ask for large changes in behavior all at once. For large changes in behavior, use successive approximations conducted through a series of consecutive contracts. Finally, write contracts for periods ranging from between one class period and one month. Most contracts should be for short periods. The length of time used will depend on the developmental level of a student and the student's ability to delay gratification. The lower either is, the shorter the contract period should be and the smaller the behavioral change expectation. A behavioral contract has several parts:

1. The parties to the contract.
2. The target behavior.
3. The goal for the target behavior.
4. The time period for the contract.
5. The reward available for meeting the terms of the contract.
6. The penalty for failing to honor the contract (optional).

It is best to put a contract in writing. Both parties to the contract should sign it. Both parties to the contract should have copies. If contracting is used regularly, develop a basic contract form so copies are easy to make (see Figure 5). A contract form let you write a contract by simply filling in blanks.

Self-Management:

Self-management involves teaching students to monitor and evaluate their own behavior. They can also learn to prompt and reward themselves. Students ready for self-management are those who can assume responsibility for their behavior and want to manage themselves. When teaching self-management, you need to actively assist a student. Once a student understands and is able to apply the process, you should reduce your assistance. Eventually, you can completely withdraw from the process. Since this strategy can go with a student to other settings, consider it an ecological intervention.

I'VE GOT A DEAL, YOU CAN'T TURN DOWN!

IF YOU _____

_____ BY _____

THEN I WILL _____

_____

_____	_____	_____	_____
Teacher's Signature	Date	Student's Signature	Date

===

The contract above is an example of a contract for younger students and the one below for older students.

===

Performance Contract

I _____ agree that I will meet the following terms and

conditions: _____

_____

no later than _____

at which time I will receive _____

_____

from _____ .

If I fail to fulfill this contract, I understand and accept the following penalty:

_____

_____

_____	_____
Student's Signature	Date
_____	_____
Teacher's Signature	Date

Figure Five

First, help a student choose a behavior to monitor. Teach the student how to write a brief behavioral definition for the behavior. A behavioral definition describes the objective and observable responses or effects of a behavior. For example, daydreaming is not objective but stopping work and looking out a window is objective. Likewise, anger is not objective but hitting someone or tearing something up is observable. In self-monitoring, an internal state of emotional arousal, such as anger, can be monitored provided the proper internal cues, e.g., muscle tensing are identified and used to define the emotion.

Second, teach a student the appropriate recording technique for the behavior to be monitored. This can even include narrative recording if the purpose is to do a functional analysis of the target behavior. Narrative recording is simply a written record, often done in a four column format, of the behavior, when it occurred, what immediately preceded it and what immediately followed it. An analysis of this narrative record will often be helpful in identifying the relevant antecedents and consequences associated with the target behavior. Teach the recording technique event recording (a tally) for behaviors such as looking up from a task. Teach permanent product recording (a score) for behaviors like performance on a spelling test. Teach a student to use a watch to measure behaviors like studying. A self-rating scale (low 1 2 3 4 5 high) can be used to estimate behaviors involving time like gazing out a window or involving emotional arousal like anger.

Next, teach a student how to plot his or her data on a personal data graph. Help the student set a goal for his or her target behavior. Represent this goal with a horizontal line on the graph. The student can then compare his or her behavior to the goal. Research shows that simple graphic feedback from self- monitoring data can significantly affect behavior. However, in many cases feedback alone is not enough. In this event, a student can use direct intervention.

Third, teach a student to use stimulus control techniques to modify behavior. This can involve avoiding the antecedents for the target behavior such as staying away from areas at school where people sneak smokes, when the target behavior is to stop smoking. It can also include teaching a student to self-prompt with antecedents for a behavior that he or she is trying to establish such as reflective responding. In the case of a behavior like reflective responding, the antecedents will often be self-talk. In self-talk a student silently recites a set of self-instructions like: Stop! Listen! Think! Respond!

Fourth, teach a student how to apply self-reinforcement as an aid to reaching a personal goal. Teach the student to select a reward that is under his or her control. For example, going to a movie or buying a music tape are rewards a student might be able to permit of deny him or herself. If the goal requires a large change in behavior, teach a student to use successive approximations to achieve the goal. Show the student how to set daily or weekly goals that represent progressive steps toward the end goal. Each goal then becomes one of a series of criteria for reinforcement on the way to the final behavior. In some cases, it might be appropriate to teach a student to apply a negative consequence for either engaging in a target behavior or failing to reach a goal for a behavior.

Finally, you can also use contracting as part of the process for teaching self-management. Use contracts to provide structure while teaching self-management skills. As skills develop, turn over parts of the process to the student and drop them from the contract.

Physical Management

There may arise situations where a student is out of control and none of your usual behavior management techniques are adequate. If there is a clear danger to the student, others or yourself, you may have to physically intervene to control the student. There are several basic techniques that you can use in such situations.

Preparation:

Before describing these techniques, there are several steps that you should follow before you act.

1.   If possible, send someone to get help.

2.   Make sure you have removed any personal items that a student could use as a weapon against you. For example, remove from your pockets such items as pencils, take off other items such as a necktie, necklace or earrings.

3.   Make sure there are no objects lying about that a student could use as a weapon such as scissors, letter opener or broom.

When you begin moving toward an acting-out student, keep talking. Act calm and try to persuade the student to bring him- or herself under control. As you approach, present a non- threatening posture. One such posture is to place one arm horizontally across your stomach area. Position your other arm vertically with your elbow resting on the back of your hand. Rest your chin on the hand of the vertical arm. This position is not only non-threatening but will allow you to swing either arm out and up to block a blow directed at you. Don't get within striking distance of a student until you are ready to act.

Acting:

When you first contact a student, try to grasp his or her dominant arm firmly. You should approach a student from the side of his or her dominant arm. Face in the same direction as the student and grasp the student's arm with your closest hand. Grasp an arm slightly above the elbow. Grasp the wrist with your other hand. Pull lightly back on the wrist while exerting pressure against the arm just above the elbow. The arm should be straight. Begin walking the student away from the area using your hold on the arm to bring

the student along. If a student should try to strike you with the free arm, use the arm in your grasp as a shield. You do this by placing it between yourself and the striking arm.

If a student breaks free, you will need to move to re- establish contact. This is a potentially dangerous point in the management process.   It is the point where a student is most likely to strike out at you. A student may use either arms or legs in an attack. As you move toward a student, maintain a non- threatening posture like the one described earlier. From this stance, you can quickly form a two-arm block against an overhead strike or against a kick. If you cannot block a kick with your arms, block it with your leg. You should raise one leg and turn sideways to the kick as you raise your leg. Absorb the kick on the fleshy part of your upper leg. From the non-threatening stance, you can also quickly engage in one-arm blocks of blows coming directly at you or from the side. Whenever you block an arm strike, try to get a hold on the attacking arm, preferably at the wrist.

If a student resists you and you have a hold on one of his or her wrists, swing behind the student while hanging on to the secured wrist. Reach around and grasp the student's free wrist and pull the arms into a crossed position. Pull on the two secured wrists firmly and pin the student's body against your body. If the student continues to resist, press your knee into the back of the student's legs and step back while pulling on the secured wrists. This will throw the student off balance and he or she will begin to fall backwards. Catch the student's body on your leg and slide the student gently to the floor on your leg as you bend your knees and lower your own body.

Once you and the student are on the floor, wrap your legs around the student's mid-section. Next, you should bring your legs over the students legs so both of your feet are between the student's legs. Keep the student's arms crossed and secured by the wrists. Pull the student's upper body firmly against your own. Watch for attempts by a student to use his or her head to strike you in the face. One way to deal with this is to press your forehead firmly against the back of the student's neck. If done properly, there is no longer enough freedom of motion in the neck to swing the head.

Continue to restrain the student until he or she has calmed down or help arrives. If you decide to remove the student from the area, maintain your grip on the secured wrists. Have an assistant wrap his or her arms around the student's legs just above the knees. Raise the student and carry him or her, move in the direction that the student's back is facing. If the student is heavy, you may need two assistants to carry the student. The third person should support the student's mid-section by wrapping his or her arms around the student's waist. The third person should also be behind the student.

A student may threaten to use a large object as a weapon, for example a stool. If the object is held high, for example above the head, keep the student talking. The longer a student holds an object the heavier it will become. If you decide that you must secure the weapon, you should move quickly and go directly to it. You need to get inside the arch that the weapon will follow if swung at you.   Try to grab the weapon as close to where the student

is holding it as possible. Quickly move to the side and behind the student. Secure his or her arms in the crossed arms hold described earlier.

If a student threatens to throw a smaller object, such as a book, one strategy is to throw a distractor at the student. The distractor should be an object not likely to cause injury such as a jacket or magazine. Throw a distractor into the student's field of vision. This will temporarily obscure you and the action you take. Once the distractor is thrown, move. If a student throws an object at you, it will be thrown at the spot where you were last seen. Move immediately to the student and secure the student in the crossed arms hold described earlier.

The above are a few basic techniques and should be adequate for most situations. <u>Before using any of the techniques described, you should do the following.</u> First, find out what your school system's policy is on physical restraint and follow it. If there is no policy, lobby for the school system to develop one. Second, find someone to practice with and practice the techniques until they are like second nature to you. One set of training materials you might find useful is the video tape Crycon: The Concept of Classroom Crisis Control and the accompanying manual from Hinzman Productions.

3
Activities

1. Develop a personal list of praise words that would be appropriate for your students and that you would be comfortable using.

2. Use the set of behavioral expectations developed earlier and construct a set of complete praise statements, using words from the list developed in (1), for compliance with the expectations. Include labeled examples of:

    a. Statements immediately following compliance.
    b. Statements following a delay since compliance.

3. Design a recognition program for your classroom. Include recognition for both best behavior and most improved behavior. Indicate how these will be determined.

4. Design a parent-note program for your classroom. Include a sample note and the criteria you would use to award notes.

5. Generate a list of behaviors in your classroom that might be being reinforced by your attention to them.

6. Develop a plan for establishing peer ignoring for an attention seeking behavior.

7. Design a group consequence for good behavior that could be used in your classroom.

8. Design either a Surprise Tokens or Random Drawing procedure that could be used in your classroom.

9. Design a contract form that would be appropriate for your classroom and negotiate a sample contract with someone using the form.

10. Outline a teaching curriculum for instructing students in self-management.

11. Contact your school system or other educational facility and find out what their policy is on physical management of students who are out-of-control. If there is no policy, draft a policy that you think is reasonable.

12. Get a partner and practice the physical management techniques until you can properly execute them.