Equity in the Classroom through Applied Behavior Analysis

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objectives

1. Provide participants with background on Applied Behavior Analysis and explain how this scientific approach can benefit them in a school setting.

2. Demonstrate the correlations between the best practices of a teacher since the dawn of time and the scientific principles of Applied Behavior Analysis.

3. Expound on how the data driven process of Applied Behavior Analysis can be used to explain the approach used with specific students in the classroom, during the referral process or in teacher-parent meetings.

What do you know

- One half of the room will receive an ABA best practice/term and the other half of the room will receive the definition of the term.

- Participants will hold their cards up and circulate the room attempting to find their match.

- Even if the have no schema on ABA you can still attempt.

- Answers will be revealed and remain on display for your reference.

Applied behavior analysis

Applied Behavior Analysis (ABA) focuses on the principles that explain how learning takes place. Positive reinforcement is one such principle. When a behavior is followed by some sort of reward, the behavior is more likely to be repeated...applied behavior analysis is the use of these techniques and principles to bring about meaningful and positive change in behavior (Autism Speaks 2014).

Equity & ABA in the classroom

Data Collection — A hallmark of ABA

- Referral Process (I&RS)
- Parent Teacher Conferences
- Data collection can vary

Incentive — Motivates & Encourages

- Students want a reward
- Students want your attention

Inclusion — Access to Education

- No one feels different
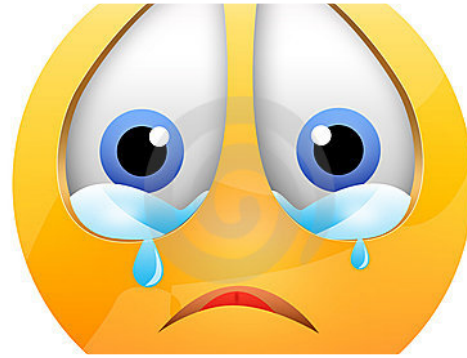- Everyone is working for something

Behavior

Smile   Laugh   Cry   Hit

Behavior = Communication

- Smiling = ?
- Laughing = ?
- Crying = ?
- Name Calling = ?
- Hitting = ?

Using behavior to communicate

If this, then what? Smile/laugh/cry/name calling/hitting

- You receive a compliment.

- You watched someone being silly.

- Someone delivered bad news about a family member.

- Someone is being rude to you.

- You need to defend yourself.

- The store ran out of your favorite snack (I'm going to hit something☺) Joke

Communication in the classroom

"Ineffective education may be traced to two possible sources: teaching poorly and/or teaching the wrong things. The current crisis in the American educational system probably reflects serious deficits in both." (Barrett et al. 1991)

Communicating With Your Class

Positive Reinforcement

Positive reinforcement is based on being reinforced for completing the correct task or behaving appropriately.

Slipping Through the Cracks

How Does Positive Reinforcement Promote Equity?

As an educator, what student do you find yourself praising/acknowledging most often?

The very intelligent child

The well behaved child

The quiet child

Challenging child

How will you acknowledge behavior using positive reinforcement?

Effective

- Social, tangible, activity, etc.

- Frequent

- Predictable

- Immediate

Ineffective

- Undesirable reinforcer

- Infrequent

- Unpredictable

- Delayed

Communicate on a bigger scale

- How many of you have behavior plans for you class?

- Your school as a whole?

Your classroom behavior plans are what's known as Group Contingencies Applied Behavior Analysis (ABA).

Types of Group Contingencies

Independent- Available to all but only given to those who meet the criteria

Dependent-Hero procedure

Interdependent- This is an all or none procedure.

Dependent Contingency

- ## Dependent group contingency, AKA "*Hero Procedure*"
  - The reinforcer for the group is dependent on the performance of an individual student or small group of students (Cooper, Heron & Heward 2007).

  *This type of contingency can be very motivating to students b/c no one wants to disappoint their peers. However, on the flip side you have to be conscious of who the HERO is. *

Interdependent Contingency

- Interdependent group contingency
  - All of the individuals in a group must meet the criterion of the contingency before any member earns reinforcement
    - Total group meets criterion
    - Group average meets criterion
    - Good Behavior/Good Student games (competitions) (Cooper, Heron & Heward 2007)
    - Details the Good & Bad Game used for Classroom Management https://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/good-behavior-game

Examples of Group Contingent Reinforcement

- Homework passes given to students who always submit their homework on-time. (Independent)

- When a particular student is quiet during work period & transitions, the entire class is reinforced with classroom coupons. (Dependent)

- The class is rewarded with 5 extra minutes of recess when all students complete important assignments. (Interdependent)

How do group contingencies promote equity in the classroom?

Shaping

Also known as *successive approximation,* shaping is a method that assists you in setting goals for the behavior/achievement of a certain student.

Lets watch a quick video on shaping…

Expert Interview on Shaping
https://www.youtube.com/watch?v=Nd6rUQzMA2o

Note: This video is geared to teaching students/individuals who are on the spectrum on a one-on-one setting, but can be geared to teaching in the classroom.

Examples of Using Shaping in the Classroom

You're teaching math, specifically how to add two double digit numbers and all of your students cant complete the task just yet, however, they take the first step by drawing a line between each number to separate place value.

Think of some scenarios where shaping can be used or use the list provided.

Combining shaping with positive reinforcement

Lets play a game

Object of the game: get the person to complete a simple action through positive reinforcement alone.

- Select pair of participants

- Choose scenario from basket (person that does the reinforcing chooses) other participant completes the unknown action.

Does Shaping Promote Equity?

Shaping → Task Analysis

Lets extend on shaping…. We can recall that shaping allows us to accept a version of a task. Knowing which children in our classroom struggle to complete a task allows us to break that one task down into smaller steps.

Breaking a task down into smaller steps is known in ABA as Task Analysis.

Crawl before you walk

Task analysis involves crawling first by breaking complex tasks into a sequence of smaller steps or actions.

Step by Step Breakdown of Task Analysis
https://www.youtube.com/watch?v=wMVZQICUhAk

What teacher tool does this remind you of? How do we use this tool in the classroom to support all learners and essentially promote equity?

Steps to Task Analysis

- Determine behavior/task for completion
- Determine each step/material required for completion

  TASK: Writing a research paper

  MATERIAL: Topic, research material, post-its, pen/pencil, graphic organizers

Step 1: Choose a topic & build background (instruction)

Step 2: Gather resources

Step 3: Model note-taking strategies

Step 4: Plan/outline paper

Step 5: Begin drafting

Create a Task Analysis

Think of a task you've given your student/s and then you realize, this is too much, I have to break this down into smaller steps in order for student/s to be successful.

Behavior Checklist

Student Checklist:		Monday	Tuesday	Wednesday	Thursday	Friday
Comments:	Homer oom					
Warnings:						
Comments:	Math					
Warnings:						
Comments:	Math					
Warnings:						
Comments:	Special					

Behavior checklist Legend

- ***Followed directions and was attentive to adults** (no walking around, playing with objects)

- ***Made good comments** (with classmates/adults during class discussion time)

- ***Tried my best** (I didn't give up or use negative talk)

- ***Chewed or bit only food or items given to me by my parents or teachers**

- **REWARDS**

- 10 - 12 points per check in =

- 120 points for week =

*For every Warning that Matthew receives during a period a + will be deducted at the end of the day.

* POINTS (3 possible +/- points per period)/33 possible pts./day
+ = I followed the rule
- = I didn't follow the rule

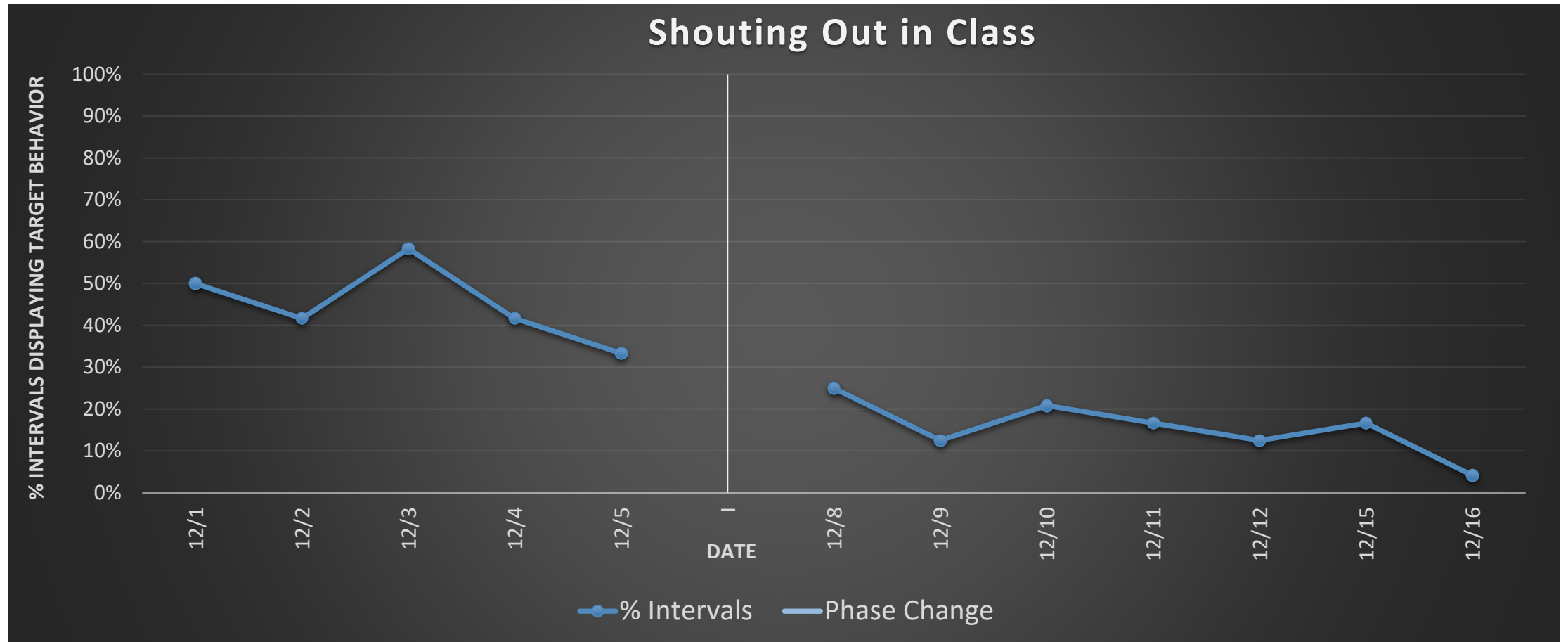# Behavior checklist data graphed

Figure 1: Effects of Positive Reinforcement on shouting out in class.

Types of Checklist

Organization of material

Working within groups

Individual incentive

Whole class checklist

Who Needs a Behavior Checklist

Individual- For the student who has excess/deficit of a specific behavior. Behavioral support to help them achieve any/all goals. Travels with the student.

Small Group- When we assign students roles within the group, that's a form of a behavior checklist.

Whole Group/Class- Lets connect back to group contingencies; the classroom behavior plan is a checklist.

School-Wide- Classroom behavior plan is aligned to the Student Code of Conduct.

After Stating the Obvious

While most ABA best practices are implemented by teaching professionals unbeknownst to them, it can be useful to make the correlation between the two.

Correlations

ABA

- Positive Reinforcement

- Group Contingencies

- Shaping

- Task Analysis

teaching

- Praise

- Behavior Plans/Classroom Management Strategies

- Differentiation

- Scaffolding

Equity for all

"A good teacher or instructional system must satisfy at least three criteria: (1) It must be effective in helping students learn more rapidly than they would on their own; (2) what students learn must benefit the individual & society as a whole; (3) it must employ positive rather than coercive or punitive methods. (Barrett et al. 1991)

Success is a Process

Please take the survey & share your takeaways ☺