

ADDRESSING DISRUPTIVE AND NON-COMPLIANT BEHAVIORS (PART 2): UNDERSTANDING THE ACTING-OUT CYCLE

CHALLENGE

- **Media:** Ms. Rollison has learned that Patrick’s emotional outbursts in class are related to problems in his home environment and Tameka’s outbursts stem from her frustration with writing. Ms. Rollison wonders how she can help each student, while reducing the number of disruptions in her class. (movie)

INITIAL THOUGHTS

- What aspects of the students’ behaviors do you think Ms. Rollison should focus on?
- Who can Ms. Rollison go to for help?
- What can Ms. Rollison do to encourage initial compliance to her requests?
- What techniques can Ms. Rollison use to manage the disruptive and non-compliant behaviors of students like Patrick and Tameka?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should be able to:
 - Identify at least one resource that can provide information on behavioral interventions
 - Describe two interventions that can increase initial compliance to teacher requests
 - Identify three interventions that can be implemented to decrease disruptive and non-compliant behaviors

🎧 Page 1: Introduction

- Teachers faced with Ms. Rollison’s situation may worry about... (bulleted list)
- In this module you will learn about... (bulleted list)

🎧 Page 2: Support for Ms. Rollison

- Who can help? (bulleted list)
- **Media:** See how Ms. Rollison secures support (movie)

🎧 Page 3: High-Probability Requests

- **Media:** Kathleen Lane explains how to implement a high-p request strategy and gives an example used with a middle school student (audio)
- Studies demonstrating the effectiveness of high-p requests have included a range of situations and behaviors (bulleted list)
- Activity: Ms. Rollison develops the following sequence and brings it to Ms. Thibodeaux for feedback (box with numbered items and link)
 - *Link:* Ms. Thibodeaux’s feedback

🎧 Page 4: Choice Making

- **Media:** Kathleen Lane talks about the choice making strategy (audio)
- **Activity:** What do you think about Ms. Rollison's choices? (box with link)
 - *Link:* Ms. Thibodeaux's feedback

🎧 Page 5: Differential Reinforcement: Introduction

- Differential reinforcement involves either giving or withholding reinforcement to a student, depending on whether the behavior is desirable or undesirable.
- *Link:* stimulus (definition)
- *Link:* stimulus control (definition)
- **Media:** Joe Wehby explains more about differential reinforcement, and how it might be used to control classroom behavior (audio)
- Three types of differential reinforcement (bulleted list)
- **Media:** Ms. Thibodeaux suggests collecting baseline data on some of Patrick's behaviors (audio)

🎧 Page 6: Eliminating Behaviors Using Differential Reinforcement of Other Behavior (DRO)

- Differential Reinforcement (box with graphic)
- **Media:** Joe Wehby offers tips for using DRO in the classroom (audio)
 - DRO Considerations
 - DRO Example
- A teacher using DRO must avoid (bulleted list)
- Steps for Using DRO (box with numbered list)
- **Activity:** Ms. Rollison works through the following DRO steps... (box with numbered items and audio)
 - **Media:** Ms. Thibodeaux's feedback (audio)

🎧 Page 7: Reducing Behaviors Using Differential Reinforcement of Low Rates of Behavior (DRL)

- Consider the following student behaviors (box with bulleted list and graphic)
- **Media:** Joe Wehby offers some tips for using DRL in the classroom (audio)
 - DRL benefits (audio)
 - DRL steps (audio)
- Steps for Using DRL (box with numbered list)
- Points to keep in mind (bulleted list)
- Example: Using DRL with Patrick (box with numbered list)
- **Media:** Ms. Thibodeaux regarding this DRL procedure for Patrick (audio)

🎧 Page 8: Substituting Behaviors Using Differential Reinforcement of Incompatible Behavior (DRI)

- DRI is a procedure in which the teacher would identify a behavior that's incompatible with, or cannot occur at the same time as, the problem behavior (box with bulleted list and graphic)
- **Media:** Joe Wehby explains advantages of DRI and how to use it in the classroom (audio)
 - DRI Advantages (audio)
 - DRI steps (audio)
- Steps for Using DRI (box with numbered list)
- **Media:** Joe Wehby explains what outcomes teachers can expect when using a DRI procedure (audio)
- **Activity:** With Ms. Thibodeaux's help, Ms. Rollison works through the following DRI steps... (box with numbered items and audio)
 - **Media:** Additional thoughts from Ms. Thibodeaux regarding this DRI procedure (audio)

Page 9: References, Additional Resources and Information

- References
- Additional Resources and Information

Page 10: Credits

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

ASSESSMENT

- “Please complete the items below” (numbered questions)

WRAP UP

- In this module, Ms. Rollison learned that special educators like Ms. Thibodeaux can be a source of support and can provide information about the different types of interventions available to decrease unwanted student behaviors.
- Think back to your initial responses to the following questions (box)