

Addressing Disruptive and Non-Compliant Behaviors (Part 2): Behavioral Interventions

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** The second in a two-part series, this module describes interventions that can increase initial compliance to teacher requests as well as interventions that can be implemented to decrease disruptive and noncompliant behaviors.
- *STAR Legacy Cycle*
- **Related to This Module**
 - [Link: Module Outline](#)
 - [Video: Navigating an IRIS STAR Legacy Module](#)
 - [Link: IRIS and Adult Learning Theory](#)
 - [Wrap-Around Content Map](#)

Challenge

- **Video:** 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.

Notes

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?

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & 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
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Introduction

- Teachers faced with Ms. Rollison's situation may worry about.... [bullet points]
- In this module you will learn about... [bullet points]

Notes

❖ Page 2: Support for Ms. Rollison

- Who can help? [bullet points]
- Movie: See how Ms. Rollison secures support

Notes

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❖ Page 3: High-Probability Requests

- Audio: Kathleen Lane explains how to implement a high-p request strategy and gives an example used with a middle-school student
- Studies demonstrating the effectiveness of high-p requests have included a range of situations and behaviors [bullet points]
- Activity: Ms. Rollison develops the following sequence and brings it to Ms. Thibodeaux for feedback
 - Ms. Thibodeaux's feedback [link]

Notes

❖ Page 4: Choice-Making

- Audio: Kathleen Lane talks about the choice making strategy
- Activity: What do you think about Ms. Rollison's choices?
 - Ms. Thibodeaux's feedback [link]

Notes

❖ 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]
- Audio: Joe Wehby explains more about differential reinforcement, and how it might be used to control classroom behavior
- Three types of differential reinforcement [bullet points]
- Audio: Ms. Thibodeaux suggests collecting baseline data on some of Patrick's behaviors

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

- Differential Reinforcement
- Audio: Joe Wehby offers tips for using DRO in the classroom
 - DRO Considerations
 - DRO Example
- A teacher using DRO must avoid... [bullet points]
- Steps for Using DRO
- Activity: Ms. Rollison works through the following DRO steps
 - Audio: Ms. Thibodeaux's feedback

Notes

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

- Consider the following student behaviors
- Audio: Joe Wehby offers some tips for using DRL in the classroom
 - Audios: DRL Benefits/DRL Steps
- Steps for Using DRL [numbered list]
- Points to keep in mind [bullet points]
- Example: Using DRL with Patrick [numbered list]
- Audio: Ms. Thibodeaux regarding this DRL procedure for Patrick

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

- Definition of DRI
- Audio: Joe Wehby explains the advantages of DRI and how to use it in the classroom
 - Audio: DRI Advantages
 - Audio: DRI Steps
- Steps for Using DRI [numbered list]
- Audio: Joe Wehby explains what outcomes teachers can expect when using DRI
- Activity: With Ms. Thibodeaux's help, Ms. Rollison works through the steps of DRI
 - Audio: Additional thoughts from Ms. Thibodeaux regarding this DRI procedure

Notes

❖ Page 9: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 10: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Revisit your Initial Thoughts responses

Notes

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Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]