

CLARIFICATION OF FORMS

LEVEL I

Effective Teaching Practices: requires careful assessment, detailed instructional planning, individualized behavior and learning management. Instructional delivery should follow an effective lesson model format.

Frequent Monitoring: the behavior of interest needs to be assessed by noting its occurrence in a predetermined time frame. Monitoring can be accomplished through direct observation and/or student self-monitoring.

Clear Rules and Procedures: in a positive manner classroom rules should be few in number, clearly defined, written or illustrated by pictures (if appropriate), and posted for quick referral. Consequences, both positive and negative, should be used consistently when rules are followed or broken.

Social Praise: a reinforcing stimulus mediated by another individual within a social context (e.g., "You thought about the consequence of your actions before you acted - that's great.")

Systematic Reinforcement: arranging for the presentation of the reinforcing event or the removal of an aversive event to follow as a consequence of a behavior.

Modeling Pro-Social Behavior: demonstration by same or cross-age peers of behaviors that show respect and caring for others.

Verbal Instruction: a procedure involving an immediate verbal prompt for the cessation of a behavior.

Role Playing: this technique involves the presentation of a series of specific scenes described to the student to which they make a response. The response is observed for the presence or absence of various behaviors related to the problem at hand.

Classroom Discussions: a process by which meaningful verbal interactions take place between teacher and students and also between students themselves.

Decision - Making Activities: activities which require problem solving skills to decide the most appropriate solution(s) to social and behavioral situations.

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Alternative Thinking: develop various solutions to situations encountered in a student's everyday life, focusing on the most appropriate outcomes.

Means-End Thinking: involves providing the beginning and ending of stories and asking students to report how they arrived at the ending.

Self-Instruction Training: a technique which begins by verbalizing problem solving steps followed by student modeling of the steps. The student is then able to sub-vocalize the steps on their own.

Values Clarification Training: a process in which students are taught to prize, choose, and act on their beliefs and behaviors. The teacher's role is to provide structure in the classroom and to help students see if their actions match their values.

Active Listening: the receiver tries to understand what it is the sender is feeling and the meaning of the message. He/She then puts his/her understanding into his/her own words and feeds it back for the sender's verification (e.g., SENDER: "Guess what dad? I made the basketball team." RECEIVER: "You're really feeling great about that." SENDER: "I sure am.")

Communication Skills Training: students are taught various ways to express and interpret both verbal and nonverbal forms of communication. Development of testing skills should be a main focus of this training.

LEVEL II

Direct Instruction: a highly planned, structured, and delivered teaching model designed to help all students be successful.

Reinforcement Techniques: reinforcement is typically defined as any event that serves to increase the likelihood that a given behavior will occur. Three most common reinforcement techniques include material reinforcement, social reinforcement, and self-reinforcement.

Verbal Prompts: using verbal techniques or reminders to facilitate a behavioral change (i.e., to de-escalate a crisis situation).

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Cueing: verbal cues are short phrases which accompany the task and assist in procuring the correct response. Voice inflections and verbalization (modeling) of the correct response with the child are two common ways to use this technique.

Redirection: a process involving the interruption of an ongoing maladaptive behavior and attempts to have the student willingly engage in socially acceptable behavior as a substitute for the maladaptive behavior he/she is displaying.

Time Out: a procedure in which the means of access to the sources of various forms of reinforcement are removed for a particular time period contingent upon the emission of a response. The opportunity to receive reinforcement is contingently removed for a specific time. Either the individual is contingently removed from the reinforcing environment or the reinforcing environment is contingently removed for some stipulated duration.

Behavioral Contracting: negotiation in which the individual takes part in the development of a contract between the individual and staff which specifies the target behavior, the behavioral goal, and the rewards for goal attainment.

Environmental Restructuring: the students' environment is examined to determine its role in either contributing to, or eliminating challenging behaviors. Bothersome aspects of the students' environment are eliminated or minimized with the hope that this will reduce the rate of challenging behavior.

Manipulation of Antecedents and Consequences: observing the events preceding and following a behavior and subsequently changing these events in an attempt to change or minimize the behavior.

Modeling and Rehearsal: utilizing same-age or cross-age peers to demonstrate and practice appropriate behavior.

Coaching: a procedure utilizing a peer to provide cues and prompts to the student as well as reinforcement for the purpose of eliciting the appropriate behaviors.

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Parent Training in Behavior Modification/Management: in order to provide as much consistency in the student's environment as possible, parents and other primary care-givers should be trained by school personnel in areas such as:

- contingency
- behavioral shaping
- contracting

Self-Monitoring: a procedure requiring an individual to first self-observe and then systematically self-record the occurrences of behavior.

Self-Evaluation: students are taught to evaluate their own performance based upon pre-established criteria.

Self-Reinforcement: students are taught to "say something and do something nice for yourself" if they perform a new skill or behavior appropriately.

Clear, Concise Communication: the teacher must decide on the goal behavior and tell the student in very specific, clear, and concrete terms exactly what he/she wants him to do, when he/she wants him to do it, and to what degree of accuracy he/she wants the task completed.

Family Involvement: based upon Valentine's Model of Effective Interaction Patterns, this includes structuring parent-student-teacher conferences as well as family therapy.

LEVEL III

Physical Restraint: a procedure in which a student is prevented from moving his/her limbs and/or body.

Mechanical Restraint (prescribed by physician): a procedure in which devices such as straps or helmets are applied to a student to prevent moving of limbs and/or body.

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