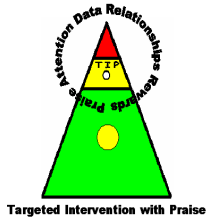


Changing Challenging Behaviors Through the Targeted Intervention with Praise

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Rationale



- Problem behaviors inter with Instructional time

Need for Secondary level interventions within tiered model that change how teachers and students interact



Intervention is indicated for:



- Secondary Level Students
- Students with E/BD or at risk for school failure
 - Screened for Attention and not Escape
- Problematic behavior interferes with learning

NOT FOR: *class-wide management problems, "internalizers", escape, or top 5% of students with problem behaviors

What Works?



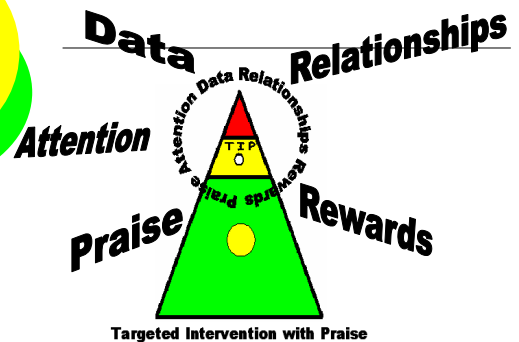
- School-wide Positive Behavior Supports
 - 3 Tiered approach
 - Proactive supports
- Check-in/Check-out (CI/CO)
 - Positive adult communication & attention
 - Increased reinforcement
- Self-monitoring
 - Increases on-task
 - Decreases disruptive behavior
- Contingent Teacher Praise
 - Reinforcing academic and social behavior

Targeted Intervention with Praise (TIP) Components




- SWPBS
 - Tier 2 Intervention
 - Teacher identified students (2/class)
- Check-in/Check-out (CI/CO)
 - Morning & noon: Noon & end of day
 - Office staff support
- Contingent Teacher Praise
 - Target students
 - Timer
- Self-Monitoring
 - Student records teacher praise

*Teacher collaboration



Procedures









- Participant Training
 1. Teachers
 2. Support personnel
 3. Students

Name: _____ Teacher: _____
 Date: _____
 PRAISE: _____


1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

I had a _____ day.


						
0	1	2	3	4	5	6

						
Need Great Improvement Severe or constant disruptions or problems All Students Did Better			Okay Some minor disruptions or problems			GREAT AS GOOD AS ANY STUDENT


Reinforcement System



- Using self-monitoring card
- Tokens earned & placed in
 - 1 daily
 - Check-in & return card
 - 2 daily (teacher agreement)
 - Total praise
 - Good day
- " " number of tokens
- Eligible for item from school store




TIP Teacher Feedback



Date	Target Students
Summary of Teacher Statements	
Praise	Reprimands
Target students	Target students
Other individual student	Other individual student
Group	Group


Comments:

Procedure



Participant training

- Teacher Cohort Training
 - Session 1
 - Intervention rationale
 - TIP strategy
 - Increasing contingent praise
 - Identification of target students
 - Role play
 - Practice with timers
 - Session 2
 - Sharing data
 - Discussion of challenges
 - TIP review
 - Reversal



Procedure



Participant Training

Office Personnel

- Training and procedural checklist
 - TIP strategy
 - CI/CO materials
 - Student self-monitoring cards
 - Individual student "safes"
 - Reinforcement tokens

Procedure



Participant training

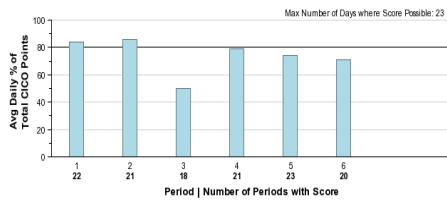
- **Student Training**
 - Nominated by classroom teacher
 - Individual parent permission to participate
 - Training session
 - 15-20 minute session
 - 1:1 with researcher
 - Role-play and practice
 - Identifying praise (compliments)
 - Self-monitoring cards
 - Banks and tokens
 - Practice Check-in/Check-out with office personnel
 - Training review as needed

www.swis.org demo CICO



Student: Chris Black

CICO Individual Student Period Report January 21 - February 20, 2009



Setting and Participants

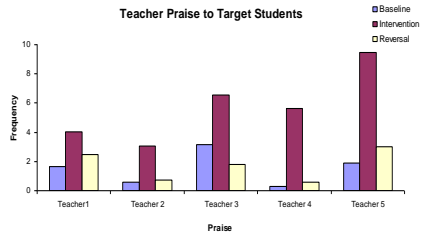


- **Urban elementary school**
 - 265 Students
 - K-5
 - Class size - 17-22
 - Diverse student population
- **Teacher volunteers**
 - 5 teachers (K-1; 2nd-1; 3rd-1; 4th-2)
 - Experience averages 7 years
- **Office Personnel**
 - 2 Support staff
- **Students**
 - 10 total (2 nominated per teacher)
 - Highest ranked problem behavior
 - 2 IEP; 8 General education
 - 9 Male; 1 Female
 - 6-10 Years old

Teacher Praise



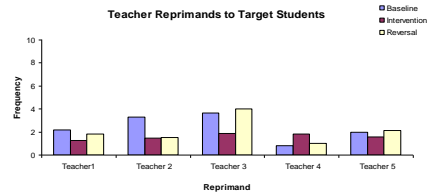
Teacher Praise to Target Students

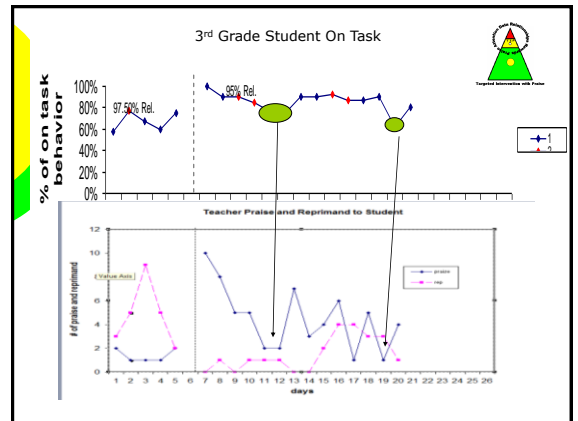
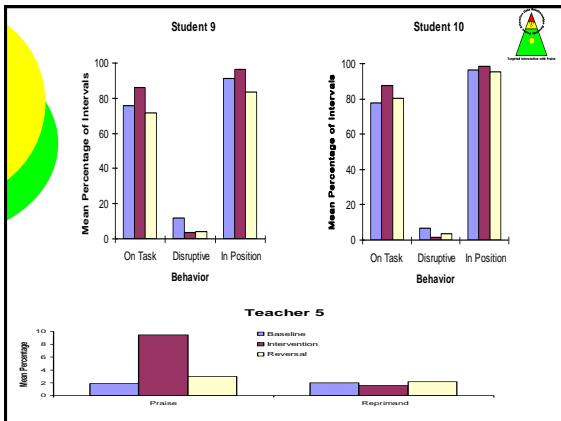
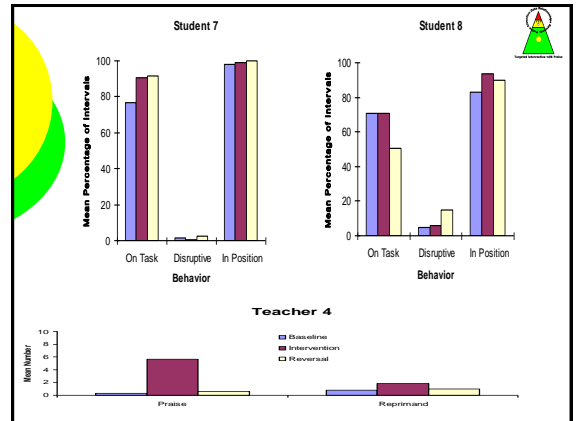
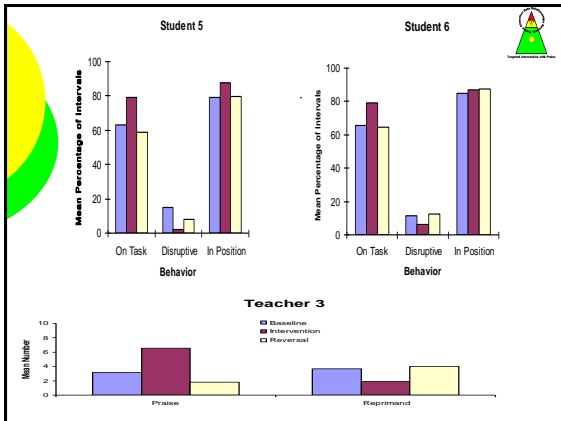
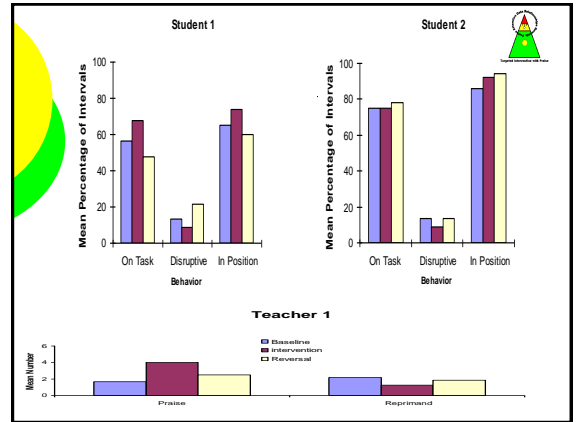
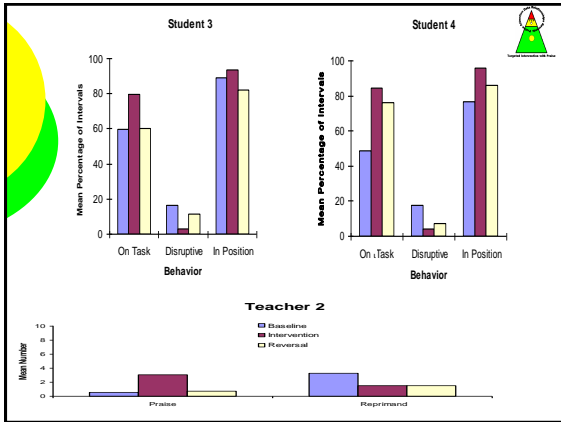


Teacher Reprimands



Teacher Reprimands to Target Students





Discussion

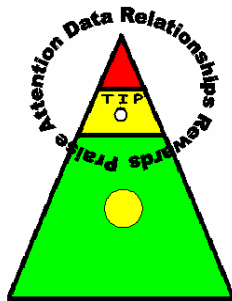


- Students' In-position
- Students' On-task performance
 - 8 increased; 2 maintained baseline levels
 - Reversal – 3 increased further, 6 decreased, 1 decreased to baseline
- Students' Rates of disruptive behavior
 - 9 decreased; 1 increased
 - Reversal – 6 improved, 1 returned to baseline, 3 increased frequency
- Praise/Reprimand rates to target students
 - All praise ratios increased
 - 10 students - - large *d*
 - Individual reprimand – decreased for 7, increased for 3 students

Generalization



- Praise/Reprimand to Target Students
 - All ratios improved during intervention
 - Baseline mean 1:1.67
 - Intervention 2.47:1
- Praise/Reprimand to Other Students
 - Inconsistent findings
 - 4 Teachers increased praise to others, 1 Teacher maintained baseline rate
 - 2 Teachers decreased reprimands to others, 2 teachers increased reprimands to others, 1 teacher maintained baseline rate
- Praise/Reprimand to Group
 - Inconsistent findings
 - 3 Teachers increased praise to group, 1 teacher decreased praise to group, 1 teacher maintained baseline rate
 - 3 Teachers decreased reprimands to group, 2 teachers increased reprimands to group, 1 teacher maintained baseline rate



Targeted Intervention with Praise