

## Possible Interventions for the Function of Escape/Avoidance/Delay

1. A Now/Then poster could be posted showing that a short break of a preferred activity would follow the lesson or seat work.
2. A timer could be used. The student will work until the timer goes off, than have a break for so may minutes. This could be done for the whole class.
3. **For young children exhibiting problem behavior every few minutes – see #4 under adult attention.**
4. Earn time to listen to IPODS etc while they are working or in a 5 minute break.
5. Students can be taught to ask for a short break when they feel the need. In documented cases, the students began by asking for many breaks, but this gradually decreased over time.
6. Perhaps the work is too difficult and the student needs to have a change in curriculum, if possible.
7. If the lack of work is due to the child being unmotivated, try to help him discover reasons for the assignment.
8. Teach the student to raise his hand for help whether he needs it or not. This can be arranged between the teacher and child. Not only will the child get a little break, but he will also get attention.
9. Provide tangible reinforcements.
10. Reward effort rather than outcome.
10. Easier tasks could be interspersed with difficult, less preferred tasks.
11. Pair with a well-behaved peer who could explain what is expected on the work (if the child truly has trouble with it).
12. Cut the work into parts, so the student only sees one portion at a time and doesn't get overwhelmed.
13. **Replacement behavior** – student could be taught to ask for assistance, a break, or another activity.
14. Give more illustrations or examples on how to complete a task.

15. Student will be allowed to ask for 30 second or one minute breaks from non-preferred activity as long as behavior is appropriate. This could also be the **replacement behavior** that he can be taught.
16. Drill and practice could be reduced.
17. An alpha-smart or computer could be used – see occupational therapist or assistive technology coordinator.
18. Student would use a tape recorder to complete some assignments – especially if this is an SLD student who may be acting out because of difficulty with writing.
19. Self-monitoring system – Student can keep track on a self-monitoring card (included in this book). Student can then earn a shorter assignment - (like every other problem) or be given more of the type of class work activity he prefers and less of the non-preferred class activity.
20. Give student a reward menu to determine what may entice him to do better.
21. Some students may just need a little time to think before they begin writing.
22. Avoid using OSS or ISS. Instead, a more restrictive placement may be appropriate.
23. Negative consequence – student is not allowed to escape work through poor behavior.
24. Avoid OSS if possible so student is not rewarded for poor behavior.
25. Use a token economy
26. Allow teenagers to listen to music from CD players or IPODS etc while they do work, or give them a 5 min break.
27. See the “Check In: Check Out” program under Attention Seeking interventions.
28. Give all the students in the class 30 problems (or more than you want them to do) and give them a choice of doing 15 (or the number you want them to do).
29. Give extra credit for doing more than required.
30. If the work is frustrating, the student can raise his hand for help. He can then count to 10, if no one has helped him, he can get out of his seat and go to the para for help.
31. Writing activities- Student will be given extra time to think before writing. He will be given a short break if he asks appropriately. He will be allowed to use a computer and this could also be used for some other students. For short writing assign, he will be allowed to brainstorm with a peer. The teacher will set a 2 min egg timer for this.

32. Provide verbal praise when student is engaging in work.
33. Verbal praise will be used often when others are doing their work – even more effective with a treat of some kind especially with younger students, but even works with older ones. Walking by with a skittle or animal cracker placed on desk and praise. Use for other students as well.
34. Use non-verbal cues to direct student back to work.
35. Direct student to continue working using a monotone voice and repeating the same words.
36. Do not remove student from the assignment/task.
37. **Replacement behavior when student has difficulty with an assignment.** Student is given an object to put on desk to indicate that she feels unable to do the assignment. She will then take out a word puzzle (or whatever the student enjoys doing) and work on this until the teacher can come to her desk to help her.
38. Due to **difficulty with reading**, student will be given visual cues on worksheets etc. More illustrations and examples of how to complete the task will be provided, some words highlighted and others underlined. Tasks will be shortened.
39. **Difficult work** – Student will be taught to ask for assistance. A contract will be used to help him be more motivated. He will complete a reward inventory to determine what would work as reinforcement. He will be taught and modeled examples of appropriate ways and inappropriate ways to ask for assistance
40. Minimal attention will be given to the problem behavior, but student will not be allowed to discontinue the task. Redirection will be used. The staff person will use a monotone voice and instruct student to continue working.
41. **Staying in assigned area** – staying in line etc. For a young student who tries to run etc – Every \_\_\_\_ seconds, the student should be praised – use of a tangible reinforcer such as a sticker or small treat could also be used. Every week, the interval between praise and reward should increase. So if you are starting with every 10 seconds, increase to 20 the next week, if successful.
42. Allow student to leave an unpleasant social interaction with an adult by teaching them to make an acceptable bid to leave (e.g., “I want to be by myself for awhile.”)
43. Allow student to make a verbal request to be excused for short periods of time during difficult math assignments – they must be taught how to request this and when it would be acceptable. A reward could be used to gradually spend more time at the undesirable task.

44. Relieves anxiety by avoiding a task he dislikes or finds frustrating – Replacement behavior: Verbalize frustration and/or need for modification or help with task.

Intervention:


- a. Student receives 2 points for every assignment he attempts (does at least  $\frac{1}{4}$  of the assigned task) and 5 points for every completed task. Points can be spent before lunch and before he goes home on items/activities on his reinforcement menu. (He must have input to what is on menu).
- b. Student is given 1 prompt to start assignment. After that, is ignored (any behavior disturbing others will be dealt with according to classroom rules and consequences and student earns a 0 on that assignment).
- c. Student will be given the option of completing an assignment in the resource room for full credit.

Educative: Student will receive instruction/guidance in how to express needs from the counselor. He will earn 5 points for appropriately expressing frustration and/or need for help/modification.

**45 Replacement behaviors** – Teach other ways to communicate a protest response.

45. Teach independent skills

46. Teach problem solving strategies



# Could be used for work escape/off task

## Good Behavior Game

The Good Behavior Game is an approach to the management of classrooms behaviors that rewards children for displaying appropriate on-task behaviors during instructional times. The class is divided into two teams and a point is given to a team for any inappropriate behavior displayed by one of its members. The team with the fewest number of points at the Game's conclusion each day wins a group reward. If both teams keep their points below a preset level, then both teams share in the reward. The program was first tested in 1969; several research articles have confirmed that the Game is an effective means of increasing the rate of on-task behaviors while reducing disruptions in the classroom (Barrish, Saunders, & Wolf, 1969; Harris & Sherman, 1973; Medland & Stachnik, 1972).

The process of introducing the Good Behavior Game into a classroom is a relatively simple procedure. There are five steps involved in putting the Game into practice.

### Steps in Implementing This Intervention:

**Step 1: Decide when to schedule the Game.** The teacher first decides during what period(s) of the school day the Game will be played. As a rule of thumb, instructors should pick those times when the entire class is expected to show appropriate academic behaviors. Blocks of time devoted to reading, math, content instruction, and independent seatwork would be most appropriate for putting the Game into effect./p>

**Step 2: Clearly define the negative behaviors that will be scored during the Game.** Teachers who have used the Good behavior Game typically define three types of negative behavior that will be scored whenever they appear during the Game. Those behaviors are:/p>

- leaving one's seat,
- talking out, and

- engaging in disruptive behavior.

Out-of-seat behavior is defined as any incident in which a student leaves his or her seat without first getting permission from the teacher. Related behaviors, such as "scootching" one's seat toward another desk are usually scored as out-of-seat. Instructors often build in certain exceptions to this rule. For example, in some classrooms, children can take a pass to the bathroom, approach the teacher's desk for additional help, or move from one work site to another in the room without permission as long as these movements are conducted quietly and are a part of the accepted classroom routine. Children who leave their seats intending to complete an allowed activity but find that they cannot (e.g., walking toward the teacher's desk and then noticing that another student is already there) are not scored as being out of their seat if they quickly and quietly return to their desk.

Talking-out behavior is defined as any incident of talking out loud without the permission of the instructor. Permission is gained by raising one's hand and first being recognized by the teacher before speaking. Any type of unauthorized vocalization within the hearing of the instructor is scored as talking out, including shouts, nonsense noises (e.g., growling, howling, whistling), whispers, and talking while one's hand is raised.

Disruptive behavior consists of any movement or act that is judged by the teacher to be disruptive of classroom instruction. For example, knocking on a table, looking around the room, tearing up paper, passing notes, or playing with toys at one's desk would all be scored as disruptive behaviors. A good rule of thumb would be to regard as disruptive behavior any action that does not fall under another category but is perceived by the teacher as annoying or distracting.

### **Step 3: Decide upon suitable daily and (perhaps) weekly rewards for teams winning the Game.**

Teachers will need to choose rewards that they feel will effectively motivate students to take part in the Game. Most often, instructors use free time as a daily reward, since children often find it motivating. To cite a single example, one teacher's reward system included giving her daily 4th-grade Game winners the privilege of wearing a "victory tag," putting a star next to their names on a "Winner's Chart," lining up first for lunch, and getting 30 minutes of time at the end of the day to work on fun, educationally related topics.

When choosing rewards, instructors are advised to consider using reinforcers that fit naturally into the context and mission of a classroom. For example, allowing winners to play quietly together at the end of the school day may help to promote social skills, but dispensing material rewards (e.g., comic books) to winners would probably be less likely to contribute directly to educational and social goals. Of course, if both teams win on a given day or a given week, the members of those teams all receive the same rewards.

### **Step 4: Introduce the Game to the class**

Once behaviors have been selected and clearly defined by the teacher, the next step is to introduce the Game to the class. Ideally, time should be set aside for an initial group discussion. The teacher mentions that the class will be playing a game and presents a schedule clearly setting forth the instructional times during which the game will be in effect.

The teacher next divides the classroom into two teams. For ease of recording, it is usually recommended that the instructor divide the class down the center of the room into roughly equal halves. Some teachers have used three teams successfully as well. To build a sense of team spirit, students may be encouraged to name their groups.

The children are informed that certain types of behavior (i.e., leaving one's seat or talking without permission, and engaging in disruptive behaviors) will earn points for the team to which they belong. Students are also told that both teams can win if they earn no more than a certain number of points (e.g., 4 points maximum per day). If both teams happen to exceed 4 points, then the team with the lowest total at the end of the day is the winner. In case of a tie, both teams earn the reward. The instructor is the final judge of whether a behavior is to be scored. (As an option, students can also be told that the team with the fewest number of points at the end of the week will win an additional reward.)

It is a good idea when introducing the Game to students to clearly review examples of acceptable and unacceptable behaviors. After all, it is important that all children know the rules before the Game begins. To more effectively illustrate those rules, children may be recruited to demonstrate acceptable and unacceptable behaviors, or the teacher may describe a number of behaviors and ask the class to decide with a show of hands whether such behaviors are to be scored or not.

#### **Step 5: Put the Game into effect.**

The instructor is now ready to start the Game. During those times that the game is in effect in the classroom, the teacher continues to carry out his or her usual instructional practices. The only alteration in the routine is that the instructor is also noting and publicly recording any negative points incurred by either team. Instructors might want to post scores on the blackboard or on a large piece of paper visible to everyone in the room. If working with children in a small group, the instructor can record negative behaviors on a small note pad and later transfer them to the blackboard. Teachers can also choose to publicly announce when another point has been earned as a reminder to the class about acceptable behavior. It is helpful to keep a weekly tally of points for each team, especially if teams are competing for weekly as well as daily rewards.

Care should be taken to be as consistent as possible in scoring negative behaviors. Winning teams should be praised as well as rewarded for their efforts, with that praise tied when possible to specifically observed behaviors. Instructors may want to alter the Game somewhat as necessary (e.g., changing rewards or more carefully defining acceptable

and unacceptable behaviors with students). Obviously, any alteration of the Game, no matter how small, should be shared with the classroom before being put into effect.

## **Troubleshooting: How to Deal With Common Problems in Using the 'Good Behavior Game'**

Q: What should I do if a small number of students try to sabotage the game for other children by deliberately acting out and earning penalty points for their team?

If a small number of students are earning a large number of points during the Game, consider forming them into a separate team. While not the norm, occasionally a single student or small group of children may be tempted to undermine the Game by deliberately incurring a large number of penalty points for their teams. (Such children may find the resulting negative social attention of other members of their team to be its own reward!) A simple remedy for this problem is to modify the Game by making those disruptive students into a separate team. The Game will continue unchanged, except that your room will now have three teams rather than two competing for rewards.

Q: I have used the Good Behavior Game for a while and have found it to be effective. But lately it doesn't seem to have the same impact on my students. What do you recommend?

If the Good Behavior Game appears to be losing effectiveness over time, be sure that you are consistently noting and assigning team points for inappropriate behaviors and that you are avoiding verbal arguments with students. It is very important that points be assigned consistently when you witness inappropriate behavior; otherwise, the Game may not bring about the expected behavioral improvement among your students. Teachers using the Game sometimes find it helpful to have another adult familiar with the Good Behavior Game observe them and offer feedback about their consistency in assigning points and success in avoiding negative verbal exchanges with students.

## **References**

### **47. For a young child who has been physically aggressive to escape work.**

- a. Check In-Check Out (Described under Attention #14).
- b. Bean-Bag Therapy (see next page – good for autism)
- c. Label any appropriate behavior with a lilt in your voice
- d. Use token economy.
- e. Replacement – Give the child three “I need a break” cards that can be used any time throughout the day (however, when they are gone they are gone). Teach the child how to use the cards. Model using up all the cards early in the day and how you are sad because you don't have



any for the afternoon. . This could also be done with a social story where you draw/write a little story about the child using his cards.

### *Bean Bag Chair Procedure*

*This was for a child with autism, intellectual disabilities, and he was labeled non-verbal. He previously had four hour tantrums per day (at a previous location) and then bit adults near him. They were restraining him using a basket hold. At this point the school was sending him home every day. The mother was a single mother and she lost her job because she got called so often.*

*We brought him into a clinical setting and worked on his behaviors by training his teacher, paraprofessional, parents, and daycare providers to teach a replacement behavior when he wasn't upset. We all praised this behavior when he was practicing and when he began to implement it on his own. We did not restrain him; however, we did block him from self-injurious behaviors and we padded ourselves so we did not respond if he bit, scratched or hit. Once he figured out that we did not react, he immediately stopped biting, hitting, and scratching. He had learned from his previous setting that these behaviors served as adult attention reinforcers. We gave him tons of attention for appropriate behavior and this became what he sought on a daily basis. We also never let him go home early.*

- It's very important to note that we did not teach Josh this replacement behavior when he was "drunk" on emotion and we did not restrain him
- We used the PowerPoint Relationship Narrative (see PPT on tools page) of what we wanted him to do when things were going well. He watched it at home before he came to school. He watched it as soon as he got to school. He watched it at noon and again at the end of the school day. He watched it again at the daycare center. He watched again that evening at home.
  - We had 3 bean bags (all the same) in each location. After he watched the PowerPoint we went and practiced the behavior and praised him for doing so. This made it so much easier to direct him when he was drunk on emotion. He knew what he was supposed to do:
    - When Josh begins to show signs of beginning a tantrum instruct Josh to go to his beanbag chair to calm down.
    - Use a calm voice – just above a whisper
    - Show him the PECS picture of a mad person
    - Identify that Josh is feeling mad
    - Praise Josh for sitting in his bean bag to calm down when he is mad
    - Keep pointing out that he is mad and that he is calming down in his bean bag
    - If Josh gets up from the bean bag before he has calmed down he will be asked to sit back down until he is calm
    - If Josh does not sit back down give him a touch cue (soft hand on shoulder) to remind him to sit down (never with force)- we later faded this to the sign language sign for sit once he understood that sign.
    - Keep praising Josh for calming down while sitting on his beanbag chair.
    - Once he is calm, hand him his communication notebook so he can show you what he is upset about.
      - We introduced PEC using boardmaker pictures as these were appropriate for his level.

- Josh can use his beanbag chair anytime during the day or night. It is not meant to be a punishment, but rather a comfortable place to sit and think.
- Anytime Josh goes to the bean bag when he appears to be upset about the loss of a privilege, item, or food he should be praised for choosing to go there on his own to calm down.
- When it appears that Josh has calmed down, tell him in a calm voice that he can come back to the previous area when he feels like he's ready.

In the event that Josh still has aggressive behavior from the beanbag chair:

- Block Josh's aggressive behavior from himself or others but keep him in the bean bag without forcing him – (This is an important point- I actually have seen people almost lay on a child to keep them somewhere and we are not condoning this. We used our body as moving blockades if he tried to leave the area- without ever putting our hands on him. If he went left- we went left. If he went right- we went right. He got tired of going back and forth.)
- Keep talking to Josh in a calm voice
- Identify to Josh that he is mad. If someone else is near, have them show Josh the picture of the mad person from the PECS system
- As soon as Josh's body relaxes, tell him you are going to move away and that he needs to stay in his bean bag until he is calm- We would make the perimeter of us standing near him further away once his body relaxed.
- Be sure to praise him for relaxing his body and for staying in his bean bag to calm down
- When Josh is completely calm and has come back to the previous area compliment him for calming down by sitting in his bean bag chair (no matter how long it took him to calm down)

Josh was able to imitate this behavior in a discount store when he got upset. He sat down on the floor, rocked back and forth a few times and then reached up for his communication notebook to show us why he was upset.