



Busy Analytical Bee

NEWSLETTER May

Welcome to the May edition. This month I have reviewed the research into classroom management, the career of Dr. Greer and using puzzles in NET. There is also events, study tips, products and terminology to check out. Have a great month!

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APPLICATION OF BEHAVIOUR ANALYSIS IN THE CLASSROOM

I am sure we would all agree that being a teacher is a hard job! Keeping approximately 30 children engaged and on task and reaching their full potential is no mean feat. The teacher has many responsibilities, but managing classroom behaviour is an important, and difficult task. The difficulty, however, is that they do not receive extensive training in classroom management so “may be using incomplete information or partially accurate techniques, and cobbling together an ineffective hybrid of methods” (Krach et al, 2016). Utilising the principles of Applied Behaviour Analysis (ABA) could have a profound impact on children’s behaviour in the classroom, and also ensure that they are engaged with the curriculum and learning. Researchers have investigated using mindfulness (Kasson & Wilson, 2017), the Good Behaviour Game (GBG (Barrish et al, 1969; Harris & Sherman, 1973; Kellam et al, 2014)), Direct Instruction (Kozloff & Bessellieu, 2000), and Behaviour Management Charts (Krach et al, 2016).

The Good Behaviour Game (GBG) is well known intervention within the field which focuses on a group contingency. The intervention is an interdependent group



<https://flic.kr/p/ozbRG7>

contingency. The class is split into teams and each team will incur points every time a rule is broken. A rule could be any disruptive behaviour, decided by the teacher. The team with the least number of points and/or below a points maximum is the winner. Both teams could win if they have less than the maximum. Rewards for winning could be stickers, special activities or extra playtime. This has been shown to be an effective procedure, and Harris & Sherman (1973) manipulated the maximum points and the points incurred matched the maximum. This shows that the intervention directly impacted the behaviour of the children.

Common practise within schools are token boards and reward charts. Smiley faces and individual merits for students has been used for many years to encourage appropriate classroom behaviours (attending to the teacher or materials, hands up to speak, etc.). Krach et al (2016) stated that previous researchers found that when teachers offered rewards “they were not based on students doing the right thing (e.g., child raised their hand), but were instead reward when children did not do the wrong thing (e.g., they had no “Frowny faces” on the behaviour chart for the week). This typically would not reinforce (increase the future probability of) the desirable classroom behaviours. Recently, the [Class Dojo](#) system has become increasingly popular in schools as this allows teachers to give points for appropriate classroom behaviours (being on task, being kind to peers, etc.) and this can be shared with parents. Krach et al (2016) investigated the efficacy of the Class Dojo system versus other Behaviour Management Charts (BMC) and found that teachers gave double the number of positive notations. The authors also state that “findings from the current study indicate that teachers are using several different types of charting systems. Unfortunately, many of these BMCs failed to meet the guidelines needed to be empirically-supported”.

Direct Instruction (DI) was developed to support disadvantaged of children ages between 4-11 years old. Di-

rect Instruction was designed, by Siegfried Engelmann , to incorporate Applied Behaviour Analysis (ABA) principles with rule learning. DI uses high paced instruction and children's learning is assessed regularly and they group according by ability. In a DI class children are matched into small groups. These groups allow children to feel confident as all the children are working towards the same goals and are learning together as a "learning community". This would be another way to reduce challenging behaviours within the classroom, as all children can access the materials, the lesson is fast paced and there is choral responding (all children answer in unison) to ensure all children understand, and help the teacher identify children who need support.

There is also an interest in using mindfulness with school age children. Kasson & Wilson (2017) selected six children from a class of twenty-one third grade (year 4). The class engaged in a variety of activities including, structured breathing, present moment awareness and mindful eating. In addition the teacher was given skills training. The results showed that five of the six were observed to be on task more frequently following the mindfulness practise. This is socially significant because increasing children's attendance to materials should in turn increase learning opportunities.

Many of these interventions are founded in the principles of ABA and are supported by empirical evidence. Unfortunately, it seems there is some discrepancies between how these procedures are implemented and the intergraty has not been transferred. This may be due to the lack of direct training and support with implementation. Behaviour Skills training, including modelling and feedback may be essential to help teachers implement these procedures successfully.

Barrish, H. H., Saunders, M., & Wolf, M. M. 1969. Good Behavior Game: Effects of Individual contingencies for group consequences on disruptive behaviour in a classroom, *Journal of Applied Behavior Analysis*, **2**, 119-124.

Harris, V. W., & Sherman, J. A., 1973. Use and analysis of the "Good Behavior Game" to reduce disruptive classroom behaviour, *Journal*



<https://i1c.kr/p/7fEpna>

of Applied Behavior Analysis, **6**, 405-417.

Kasson, E. M. & Wilson, A. N. (2017) Preliminary Evidence on the efficacy of mindfulness combined with traditional class-room management strategies, *Behavior Analysis in Practice*, **10**, 242-251.

Kellam, S. G., Wang, W., Mackenzie, A. C. L., Brown, C. H., Ompad, D. C., Or, F., Ialongo, N. S. 2014. The Impact of the Good Behavior Game , a Universal Classroom-based preventative Intervention in First and second grades, on High Risk Sexual Behaviours and drug abuse and dependency disorders into young adulthood. *Prevention Science*, **15**(1), 6-18.

Kozloff, M. A, & Bessellieu, F. B., (2000). Direct Instruction is Developmentally Appropriate, Retrieved July 2015 from http://special.edschool.virginia.edu/resources/papers.html/MK_DI_DAP.pdf

Krach, S. K., McCreery, M. P. & Rimel, H. (2016). Examining teachers behavioural management charts: a comparison of Class Dojo and Paper pencil methods. *Contemporary School psychology*,

Twyman, J. S. & Heward, W. L. (2018). How to improve student learning in every classroom now. *International Journal of Educational Research*, **87**, 78-90.

EVENTS

Daisy Chain Educational Services Ltd are holding a variety of training courses in Whiteley, Hampshire. The course, Promoting communication for non-vocal students is on the 3rd August 2019. The courses cost £150 each, per person. [Email Daisy Chain](#) directly to book your place, or call 07813932363.

Acorn ABA are offering two 2-day workshops for tutors. A beginners course 6th and 7th June and an intermediate course 1st and 2nd of July in Milton Keynes. Each course costs £135 per person, to book a place email info@acornaba@gmail.com.

Contextual Consulting offer a variety of online webinars and workshops on their [website](#). 'Enhancing your ACT practice with Relational Frame Theory (RFT) - a Master class', will be hosted on the 10th and 11th of October in London presented by Yvonne Barnes-Holmes. There is also, 'ACT for Young People—the Thriving Adolescent' will be on the 14th and 15th of November in London, presented by Dr Louise Hayes.

Beyond Autism are offering a four day workshop entitled 'Introduction to Applied Behaviour Analysis and Verbal Behaviour (ABA/VB)'. The dates are split across 4 weeks and will happen on the 21st and 28th June, and the 5th and 12th July. Go to the [website](#) to download a booking form.

NATURAL ENVIRONMENT TEACHING (NET) IDEA

Puzzles are great fun and promote motor skills and hand-eye co-ordination (VP-MTS*: 6d, 7a, 11a). There are many puzzles you can purchase, although it's easy to make your own! All you need to do is print a large (A5/A4) picture of a reinforcing item and cut into randomly shaped pieces. You can laminate the pieces to reuse or you could use them in an Art and craft activity (IP+: 13a. VP-MTS*: 11c). Tailoring it to your clients interest is a great way to increase independent play (IP+: 6b, 9b). You could contrive motivation for the puzzle pieces, or depending on adaptation, other mands e.g., clue/map (if you hidden the pieces in a treasure hunt), or glue (Mand: 1-6M, 8-10M). You could also use the opportunity to tact the picture of the puzzle or hide other targets with each puzzle piece with a paperclip (tact:1-7M). Puzzles are always a good way to naturally generalise intraverbals, for instance "what do you put together? - puzzle" or an intraverbal (IV) around the reinforcing item, for example cake "what do you eat? - Cake" (IV: 6M, 8-10M).

Preceding skills reference to the VB-MAPP Assessment tool:

Sundberg, M. L. (2008) Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP. Concord, CA: AVB Press.

*VP-MTS: Visual Performance Match-to-Sample. †IP: Independent Play



From <https://flic.kr/p/2zRk6C>

TERMINOLOGY

Functional Assessments: This includes a variety of approaches that will help assess the function of challenging/target behaviour/s. This includes narrative data, ABC (Antecedent Behaviour Consequence), interviews and Functional Analysis. Functional Analysis (FA) involves manipulating the environment and various functions, under different conditions (alone, attention, escape from demands, for example). Recording the frequency under each condition will give insight to possible functions that are maintaining the behaviour. The FA was developed by Brian Iwata and his team in 1982.

Iwata, B. A, Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1982). Toward a Functional Analysis of Self Injury. *Analysis and Intervention in Developmental Disabilities*, 2, 3-20

STUDY TIPS

[Behavior Webinars](#) is a great way to collect CEU's at home, or extend your knowledge (if you don't need to collect CEUs). There are a variety of courses, ranging from \$7-50 (excluding the 8 hour Supervisory course), which is approximately £5.40-38.30 (google conversion).

PEOPLE WHO INSPIRE US

This month we are celebrating the career of Dr. R. Douglas Greer. Greer received his Bachelors and Masters degrees from Florida State University and his Ph.D. from University of Michigan. He is on the creator of [CABAS](#) (Comprehensive Application of Behaviour Analysis to Schooling), which is a method he adapted based on the principles of Behaviour Analysis and the ideas of his mentor, B. F. Skinner. He currently is the professor of Psychology and Education in Columbia University, where he heads the Masters and Ph.D. programme in Behaviour Analysis there. In addition he has published 14 books and over 200 research and theoretical articles. He has also served on the editorial boards of 10 journals. He has been recognised for his contributions to the field and was awarded the 'Fred S. Keller Award for Distinguished Contributions to Education', 'Fellow of the Association for Behavior Analysis International', and the 'Jack Michael Award for Contributions to Verbal Behavior'. Learn more on the [ABAI webpage](#).

PRODUCTS

Check out this [wish list](#) that contains great summer toys! As the weather gets warmer is a great opportunity to get outside and generalise all your skills to new activities and environments.

Next month we're looking at *Phobias and includes an interview from an exciting Behaviour Analyst*, so be sure to subscribe so you receive this exciting edition.

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