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Positive Reinforcement Behavior Plans and the Effects on Student Behavior

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Positive Reinforcement Behavior Plans and the Effects on Student Behavior

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September 2013

A thesis submitted to the Department of Education and Human Development of the State
University of New York College at Brockport in partial
Fulfillment of the requirements for the degree of
Master of Science in Education

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Chapter 1: Introduction

Background:

"Even experienced teachers often have difficulty managing inappropriate behaviors" (Booher, J., Parker, Megan., & Skinner, C.). As educators, we need to create a safe and positive learning environment for every student that walks into our classroom, creating this environment by using basic strategies. These strategies include basic rules and expectations, addressing the students in a positive way, redirecting them, and encouraging and praising positive behavior. For the most part, these strategies seem to work with most students, but, there are a few students who may need more. As teachers, we need to figure out the best way to help each student succeed. In order to do this, we may need to work together with other colleagues to create a plan for that particular student or students. Behavioral intervention plans (BIP) are one of the most common plans utilized in today's classrooms, but its use is dependent on the situation of the student(s).

It all started with Individuals with the Disabilities Education Act (IDEA). The Individuals with Disabilities Act held a few requirements for Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP) in 1997, and continues to be in practice today (Zirkel, 2011). "Functional Behavioral Assessment (FBA) is an investigative process that examines the context of challenging behaviors in the classroom" (Bullock, L., & Moreno, G. 2011). According to Bullock and Moreno, as educators, we must conduct a FBA before the BIP. The reasoning behind an FBA is for the administrative/teaching team to find out why that particular student is behaving in such a challenging way. According to Zirkel, "Typically the process involves looking closely at a wide range of child-specific factors such as social, affective, and/or environmental. Knowing why a child misbehaves is directly helpful to the IEP

team in developing a behavior intervention plan that will reduce or eliminate the misbehavior" (Zirkel, P. 2011). The BIP is based on the FBA when the student or students are showing significant behavior problems or if his/her behavior is affecting their learning in the classroom as well as other students. According to the IDEA, there should be a lot of support from the administratione when creating a FBA and BIP, as the teachers should not be doing it alone. The school administration and teachers should be developing data-driven interventions for these challenging behaviors in the classroom before they escalate and become too severe (Bullock, M., & Moreno, G. 2011). During this assessment, there should always be an end goal for that student to conclude the process.

Research Questions:

The main focus of this study is to determine when it is appropriate to create and use a behavior intervention plan. It is important to choose the best behavior plan for that particular student or students. We also need to know how beneficial these interventions are and how they work.

1. What is the best behavior plan being used in schools today?
2. When is it appropriate to use behavior intervention plans?
3. To what extent does a positive individualized behavior plan improve student behavior?
4. In first and second grade how does the classroom behavior management plan which allows students to move up and down the "reinforcement scale" improve behaviors verse the current behavior plan that does not give any upward mobility?

Rationale/Significance of this Study:

The rationale of this study is to decide when it is appropriate to start a Functional Behavioral Assessment and how to create a Behavioral Intervention Plan on a student who is showing severe behavior problems. There are many different reasons why a child may be misbehaving, however it is the teacher's job to find out the nature and reasons behind the troubled behavior. This research will provide the positives, as well as the negatives, of these kinds of assessments and behavior plans. This action-based research study will also show the outcome of how individual students, the classroom as a whole, and the whole district, may benefit from positive behavior intervention plans.

Definitions:

1. "IDEA-Individuals with Disabilities Education Act is a United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities" (http://www.ldonline.org/_glossary)

2. "Functional Behavior Assessment is a comprehensive and individualized strategy to identify the purpose or function of a student's problem behavior(s); develop and implement a plan to modify variables that maintain the problem behavior; and teach appropriate replacement behaviors using positive" (http://www.ldonline.org/_glossary)

3. "Behavioral Intervention Plan is a plan that is based on a functional behavioral assessment (FBA) to promote positive behavior for a student whose behavior impedes his or her ability to learn or is disruptive to others" (http://www.ldonline.org/_glossary)

Study Approach:

This is an action-based research study that focuses on the different kinds of behavior plans that will work for a classroom as a whole. I plan to work with a first grade teacher and a second grade teacher, and their classroom with the goal of creating a behavior plan for the entire classroom. This plan will include and emphasize the importance of positive reinforcement throughout the day. I will be creating a "clip up, clip down" chart for the teachers to use with the goal of providing children with the chance to move forward if, or once, they have misbehaved in the classroom. Usually, what teachers are doing is having students turn their card to "red" once they have misbehaved. Once they are labeled "red", the student is at red the rest of the day, likely fomenting a sense of hopelessness. I feel that students today need a second chance with the ability and option to change their behavior, which the "clip up, clip down" chart does for them. They are able to continue to make up for what they did by the end of the day. I will also be interviewing the teachers to see how they feel the behavior plan is working and if they see a change in their students, especially the ones who are showing more severe behavior. It will be done throughout the day especially at specials. I will be discussing this plan with all the specials' teachers so they thoroughly understand the plan when it is appropriate to tell a child to "clip up or down" when they get back to the room. This study will be primarily qualitative, but also include some quantitative measures; because I will be collecting notes from past behavior management plans to current behavior plans. I will also be collecting some data and numbers to see how much progress the classroom as shown or whether students are regressing.

Chapter 2: Review of Literature

Functional Behavior Assessments:

There may be many different reasons   why students misbehave in the classroom. Some of these reasons likely include social and environmental factors, stated previously by Zirkel. However, there are likely other causes contributing to bad behavior that are more difficult to discover. The FBA (Functional Behavior Assessment) is a place to start when observing a child's behavior to see whether or not there should be a behavior plan set in place. A FBA is the process in which the educator begins to understand why and what is causing the challenging behavior.

According to the study, Technical Adequacy of the Functional Assessment Checklist: Teachers and Staff (FACTS) FBA interview Measure, there are many positives outcomes when conducting an FBA for both the student, as well as the teachers. "The primary outcomes of an FBA are (a) an operational definition of the problem behavior, (b) identification of the antecedent events that reliably predict the occurrence and nonoccurrence of the behavior, and (c) identification of a hypothesized consequence" (Anderson, C., Horner, R., Rodriguez, B., Tobin, T. 2008). It is great for teachers to find out the exact reason or reasons behind a behavior so they are able to alter the environment for that child so he or she can adequately learn . Once the team collects enough information on the student's behavior, they then create an individualized behavior support plan that is best suited and tailored to that particular student.

Another strategy to identify a student's behavior involves an indirect FBA measure, which includes interviews that are conducted with teachers, family members, and other behavioral consultants; there are many advantages when organizing interviews. Interviews

should be one of the first things you do when implementing an FBA and a BIP because it helps put the teachers, family members, and other consultants on the same page when working with a student. It also is very important to talk with the parents because they are their child's first teacher. The parents will be able to tell the teacher what goes on in the home and if these behaviors are occurring at home, or just in the classroom. If the educator is getting more information from family members and/or consultants, the teacher then may be able to change the environment and impact the potential triggers causing some of the misbehavior, and possibly resulting in the child not needing a specific FBA/BIP (Anderson, C., Horner, R., Rodriguez, B., Tobin, T. 2008).

8 Major Steps for an FBA

The steps of an FBA involve several techniques and strategies to define the reasons behind students' behavior problems in the classroom and developing ways to handle the behavior.

1. Verify the Seriousness of the Problem:

The first step is to decide what behavior is and whether it is severe enough to develop an FBA and a BIP. Before starting the functional behavioral assessment piece, the teacher needs to see if he or she can rectify the problem by just changing a few things in the classroom to identify and potentially remove the trigger(s) (Abrams, P., Brown, M., Walker-Bolton, I., Friedman, M., Gable, R., Ormond, H., Butler, C., & Yanek, K. 2009).

2. Define the Problem Behavior:

The second step in the process would include getting together with the IEP team and define the student's behavior problem and what part is measurable and observable. When the

teacher is discussing the student's behavior, they need to be extremely descriptive and provide

the team with multiple examples about the behavior. (Abrams, P., Brown, M., Walker-Bolton, I.,

Friedman, M., Gable, R., Ormond, H., Butler, C., & Yanek, K. 2009).

3. Collect Information on the Reasons behind the Problem:

This step consists of the IEP team to begin to observe the student in the classroom

environment and figure out the exact behavior. The team is consistently taking anecdotal notes

on specific times of when particular behavior occurs, what happens before the behavior, during,

and after (Abrams, P., Brown, M., Walker-Bolton, I., Friedman, M., Gable, R., Ormond, H.,

Butler, C., & Yanek, K. 2009).

4. Analyze Information Collected on the Problem Behavior:

Once the IEP team has gathered enough information to identify the problematic behavior,

they begin to review the information to look for any patterns that may be related to that particular

behavior. By finding different patterns that may be associated with the behavior, the teacher and

IEP team may find out when and how often the behavior will likely occur. They may also find

out the different triggers that is prompting particular behaviors (Abrams, P., Brown, M., Walker-

Bolton, I., Friedman, M., Gable, R., Ormond, H., Butler, C., & Yanek, K. 2009).

5. Develop a Hypothesis about the Function of the Problem Behavior:

The fifth step of the FBA process is very important because this includes the IEP team to

develop a hypothesis statement regarding the behaviors. This is beneficial because it is a "best

guess" as to why the student might be gaining from behaving inappropriately. "The hypothesis

can then be used to predict the social and/or academic environmental context under which the

behavior is most likely to occur and the possible reasons why the student engages in the

behavior" (Abrams, P., Brown, M., Walker-Bolton, I., Friedman, M., Gable, R., Ormond, H., Butler, C., & Yanek, K. 2009).

6. Verify the Hypothesis About the Function of the Problem Behavior:

At this time, it is a good idea to begin modifying classroom conditions. The educator should be changing the classrooms environment to try to eliminate students' triggers for misbehavior. It is possible that by modifying the room based on the child's behavior, it may change the fact that he or she may need a specific behavioral intervention plan. However, there are some instances that the behavior is too severe that it may not be appropriate to try changing the room and require the immediate implementation of a plan.

7. Develop and Implement a Behavioral Intervention Plan:

After gathering information to identify the student's behavior, the teacher along with the IEP team must create a behavioral intervention plan. If the student already has an existing plan they must modify it to help the student become successful inside and outside of the classroom. "The plan should include positive strategies, program modifications, and the supplementary aids and supports required to address the behavior, as well as any staff support or training that may be needed" (Abrams, P., Brown, M., Walker-Bolton, I., Friedman, M., Gable, R., Ormond, H., Butler, C., & Yanek, K. 2009).

8. Evaluate Fidelity in Implementing the Plan:

During step eight in creating a behavioral intervention plan, the IEP team should consistently meet with the teacher to see if the plan is benefiting the student, changing the students behavior in a positive way, whether or not it is working the way it was initially planned and what can be done better.

Behavioral Intervention Plan

   According to the New Mexico Public Education Department Technical Assistance

manual:

Addressing Student Behavior, "A BIP is strongly recommended for any student whose behavior

regularly inferences with their learning or the learning of others and preferably be done before

the behavior requires disciplinary actions" (pg. 35). While there has been plenty of research

done discussing when a behavior intervention plan should be conducted, I feel there needs to be

more information on when it is most appropriate to create a plan for a particular student.

According to Bullock and Moreno, "The IDEA, the stipulation requires educators to conduct a

FBA when a student who is demonstrating challenging behaviors is nearing the tenth cumulative

day of out-of-school suspension. Unfortunately, while there are advantages of conducting a FBA

at the initial onset of challenging behaviors and prior to out-of-school suspension, the

implementation of positive behavioral interventions are typically late reactions" (Bullock, L., &

Moreno, G. 2011). Is this too late to catch a behavior? According to credible research, the

reason behind a BIP is to change the behavior before it gets too severe. I feel there needs to be

more information available about the reasoning behind waiting till the child is out of school for

ten days to implement a plan.

   A behavior intervention plan should be implemented to teach the student a more

appropriate way to behave, effectively replacing the inappropriate behavior. There are many

different kinds of problematic behavior that students might be showing in the classroom.   There

are several strategies in dealing with different behaviors; however, sometimes it may be hard to

decide what strategies to use for that particular behavior. The article written by New Mexico

Public Education Department provides certain strategies for dealing with specific behaviors.

Some behaviors that we as educators may see in the classroom are attention-seeking behaviors, escape-motivated behaviors, skill deficits and performance deficits. Some ways in dealing with attention-seeking behaviors include praising appropriate behaviors. Students who seek this kind of behavior are usually wanting to the teacher's attention; so whenever they are showing inappropriate behaviors, you should notice and praise them as much as possible. "Interventions for dealing with escape motivated behavior includes 1) placing some kind of demand on the student when facing a frustrating task or difficult situation, 2) using signal responses, and 3) making curricular accommodations or instructional modifications to boost student interest in and or ability to successfully complete the assignment" (pg. 39). Strategies for dealing with skill deficit behaviors are pretty simple in the fact that role playing would be most beneficial before behaviors get too severe. There are times when a student does not know what behaviors may be expected in the classroom. Role playing and by providing different scenariosallows the students see what he or she could do when they are in particular situations. "Sometimes, the team will find that the student knows the skills necessary to perform the behavior, but does not consistently use them. In that case, the intervention plan should include techniques, strategies, and a support structure designed to increase the student's use of the behavior" (pg. 41). This is a great way to support students who are dealing with performance deficit behaviors.

Case Study

In this case study, a 35 year old general education teacher requests consultation services to help address one of her students who is showing disruptive behavior. This teacher has been in the profession for fourteen years now and teaches first grade. They will be providing services to one of her male students whose six years old; his name is Ben. Ben has been showing high rates

of disruptive behaviors in the classroom. These behaviors consisted of shouting, leaving his seat, talking to peers without permission and not following teacher directions. He is not diagnosed with any emotional, behavioral, or learning disabilities. Ben's typical classroom activities consists of a morning routine that focuses on mathematics, spelling, vocabulary, language arts, and reading skills. The first graders do not switch classes or teachers unless it is time for a special such as physical education, music, art, or library.

The behavior management plan that the teacher is currently using in the classroom is group-oriented. She has an apple with each student's name on a wall in the classroom. In each apple there are three colored worms. If a student is misbehaving, they have to take a worm off of their apple. By the end of the day, the teacher would record how many worms each student had left on their apple. She had a few consequences if he or she lost worms on their apple which consisted of losing classroom privileges or recess time. However, if they had all their worms on their apple there was no reward given. There are many teachers today that use different behavior plans that involve whole groups and take things away from the students if they act inappropriately, but the teachers never are giving prizes for those who show good behavior. As an educator, I could understand how some young students believe there is less of an incentive to behavior appropriately if they are not receiving recognition for positive behavior.

The consultant, who was helping the teacher complete observations on Ben, completed three one-hour ABC charts, which stand for antecedent, behavior, and consequent. The antecedent piece is based on what happened right before the behavior started occurring, then the consultant would record the behavior the child was showing, and the consequent is based on what happened after the behavior occurred; what did the teacher do? What did the student do? The consultant teacher also completed three 45-90 minute direct observation sessions. The direct

observation sessions were based on how often Ben received individual teacher attention. "Defined as teacher approach and verbal interaction with Ben, when he was engaged in appropriate behavior and each time he received attention when he was engaged in inappropriate behavior" (Booher, J., Skinner, C., & Parker, M. 2004).

After the consultant teacher reviewed her ABC observation sheet, she realized that Ben never received attention when he was engaged in appropriate behavior; however, he was getting a lot of attention when he was engaged in inappropriate behavior. These observations show that the "negative" attention Ben was getting from his teacher was reinforcing his inappropriate behavior in the classroom. Even though this is one study out of many others, as an educator, I can understand how Ben would act this way when he is not getting attention for his appropriate behavior in the classroom. I feel that a lot of our students today are having behavior problems because of this particular reason. We need more positive reinforcement in the classroom and we need to slowly get rid of the negative piece, or at least try to replace it with complimenting the positive behavior. The BIP that the teacher and consultant came up with after reviewing the FBA data decided to increase teacher attention on Ben's appropriate behaviors that he showed inside and outside of the classroom. Throughout each day, the teacher would record each instance she gave Ben attention when he was giving desired behavior. "The first treatment phase lasted 11 consecutive school days. During this time, the teacher recorded a slash every time she provided attention to Ben when he was engaged in desired behavior. Again, this attention did not include verbal behavior that highlighted the connection between the attention and his behavior" (Booher, J., Skinner, C., & Parker, M. 2004). The teacher continued to use the worms and whenever a student was engaging in inappropriate behavior he or she would have to remove a worm from their apple.
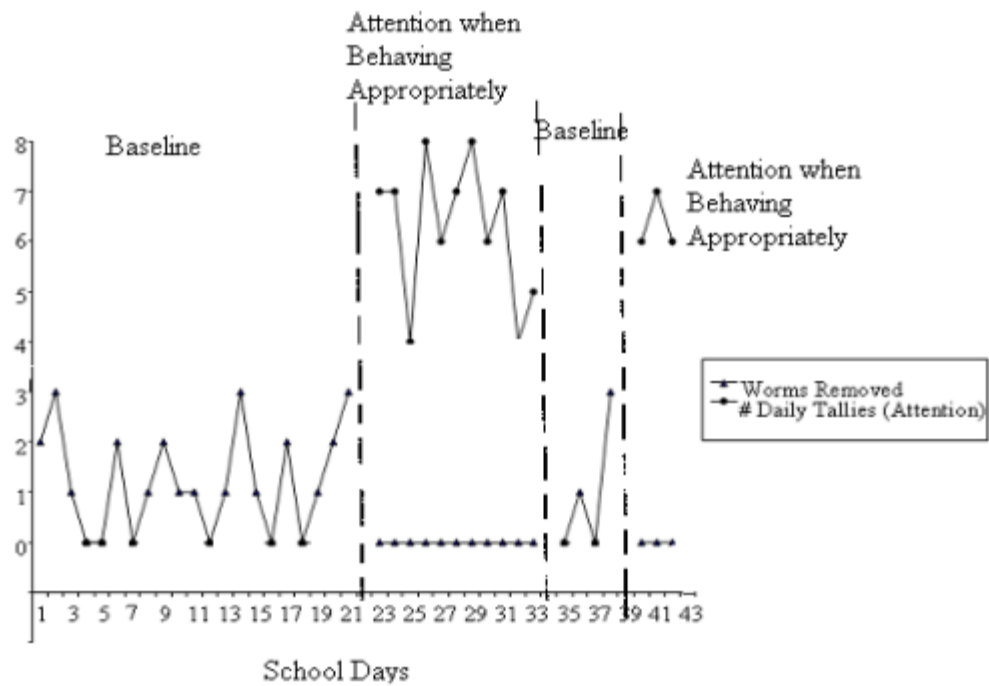
Figure 1. Worms lost across phases and teacher-recorded instances of attention delivered when Ben was behaving appropriately during treatment phases.

According to this graph, Ben lost an average of 1.15 worms each day before the behavior intervention plan was created; this is shown in the baseline phase. Once the behavior plan was implemented he instantly started to show appropriate behaviors in the classroom and he was much more engaged in his academics. Because of this Ben stopped losing worms off his apple each day. "In fact, during the first intervention phase (11 consecutive school days) Ben did not lose any worms. During the next phase (maintenance and/ or withdrawal phase), Ben began to lose worms at a level similar to baseline. As soon as the treatment was reinstated, Ben stopped losing worms (3 consecutive school days of no worms lost)" (Booher, J., Parker, M., & Skinner, C. 2004). This is a great example of how positive reinforcement is a wonderful behavior plan. When the teacher was ignoring the inappropriate behaviors that Ben was showing he began to

stop and whenever he was showing desired behaviors, the teacher praised him for that which made him continue those behaviors. There are obviously times when this may not always work, however, if you do not try something as simple as this you will never know if it will work for your students.

Positive Intervention Behavioral Support (PBIS)

Despite the investment of positive learning and teaching environments, the existence of problem behaviors is still widespread. The students that display problem behaviors require personalized and focused interventions. With this knowledge, the prevalence of problem behaviors can be lowered. One way to minimize these behaviors is to implement a positive behavioral intervention support system throughout the classroom and district. These support systems are based on the information collected through FBA's. "In fact, the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) require schools to consider function-based positive behavior intervention plans for students with disabilities who engage in the most disruptive behaviors.) (Ingram, K., Palmer, T., & sugai, G. 2005)

Positive behavioral intervention support (PBIS) plans have three general features. "They (a) operate from a person-centered perspective, (b) work to individualize supports to meet student need, and (c) achieve meaningful outcomes for people receiving support (Ingram, K., Palmer, T., & Sugai, G. 2005). There are also core components of school-wide PBIS. Those components are as listed: the statement of purpose, school wide expectations, procedures for teaching school wide expectations, a continuum of procedures for encouraging school wide expectations, a continuum of procedures for discouraging problem behaviors, and procedures for using data to monitor the impact of school wide PBIS implementation (Coffey, J., & Horner, R. 2012). By using these components the teachers will feel a responsibility for the student they

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teach. Adopting the preventative model of behavioral support can more accurately diagnose students who need more intensive supports.

PBIS Study

This study was conducted in a suburban middle school, grades 6-8. "To be nominated, students had to meet the following criteria: (a) they were not receiving special education services, (b) they were engaging in challenging behaviors that were affecting their grades, and (c) the school wide behavior support team had not yet conducted an FBA on them" (Ingram, K., Palmer,T., & Sugai, G. 2005). Two sixth graders, Carter and Bryce were chosen for the study because they met all the criteria. Direct observation data on the boys had led to their selection. A high rate of problematic behavior was found in their respective classrooms by the teacher as well as the IEP team. During the study on Carter, all observation sessions took place during math lessons. Math was found to be a difficult subject for Carter, which in turn led his teacher to believe he would display problem behavior. Carter's target behavioral issue was known as *not-engaged.* Non- engaged students will look away from the teacher and materials for more than 3 seconds at a time and also play with class-related objects and non-class-related objects" (Ingram, K., Palmer,T., & Sugai, G. 2005). Bryce on the other hand had behavioral issues in science class. Bryce's target problem behavior is known as *off-task. Off task* is defined as looking away from the teacher or the learning materials for more than three seconds at a time as well as talking to peers when not told to do so.

After choosing the two boys for this study there were two types of interviews that were held for both students; *Teacher-directed Functional Assessment and the Student-Directed Functional Assessment.* According to Ingram, Palmer, and Sugai, "These interviews were

conducted to identify (a) times during the day that problem behaviors were most and least likely to occur, (b) antecedents that triggered occurrences of problem behavior, (c) consequences that maintained occurrences of problem behavior (function), (d) setting events associated with worsening occurrences of the problem behavior, (e) response classes, and (f) intervention recommendations" (Ingram, K., Palmer, T., & Sugai, G. 2005).

During the direct observations the general education teacher was observing the two students in their classroom during times when they were using inappropriate behaviors (math) and when they were using appropriate behaviors (nonacademic times). Although math was one of Carter's struggles, when he was using manipulatives, tables, or graphs he was able to stay on task. These observations lasted about ten minutes per session and occurred once a day (same time each day).

The design that was conducted after completing the FBA interviews and observations was "a visual analyses of the data to determine change in level, trend, overlap, and variability in problem behavior within and between phases" (Ingram, K., Palmer, T., & Sugai, G. 2005). These percentages relating to problem behaviors were graphed daily to verify hypothesis statements.

There were two behavior intervention plans done for both students. "(A) function-based intervention strategies and (b) non-function based intervention strategies. BIP's included intervention manipulatives related to all four components of the hypothesis statement (setting, events, antecedents, behavior teaching, and consequences)" (Ingram, K., Palmer, T., & Sugai, G. 2005).

Table 2. Hypothesis Statement and Elements of Function-Based and Non–Function-Based Behavior Intervention Plans (BIPs) for Carter's *Not Engaged* Behavior

BIP	Setting event: Tired	Antecedent: Difficult math work	Consequences for problem behavior (not engaged)	Consequences for replacement behavior (raise hand for help)
Function-based	If tired, then allow 10-min breaks	Provide tutoring for difficult math work, such as multiplication tables	Provide redirection and prompt replacement behavior when off-task	Provide academic support when Carter raises his hand and asks for help
	Nothing	Precorrect for appropriate behavior, self-management plan, what to do while waiting for teacher help, what Carter is earning		Assess on-task behavior every 5 min with Carter Provide choice of reinforcers
Non–function-based		Precorrect and prompt appropriate behavior, remind Carter that he can earn time with a peer, and remind Carter to raise hand if he needs help with difficult work	If not looking at teacher or work and not completing problems, teacher will ignore problem behavior	Praise Carter for a raised hand Allow time to visit with peers and give teacher praise for meeting expectations on self-management

Table two shows what the teacher did for Carter when implementing a function-based behavioral intervention plan and a non-function-based behavior intervention plan. I believe this chart beneficial because it is a great way to complete a FBA before you start creating a behavior plan that you are going to use each day. This is a great way to start observing and taking anecdotal notes.
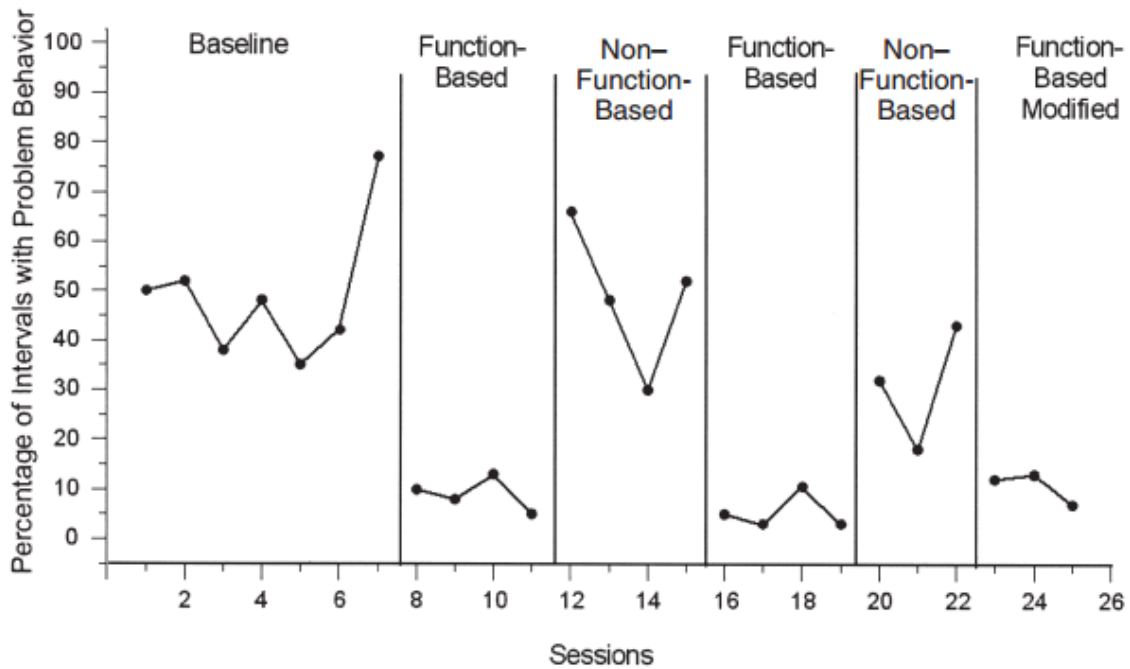
Figure 1. Function-based and non–function-based Behavior Intervention Plans for Carter (Student 1).

Figure one is a graph showing that the function-based behavior intervention plan was working much better for Carter than the non-function-based behavior intervention plan. According to the Journal of Positive Behavior Intervention Plan, "Data patters were consistently more stable during the baseline and non-function-based phases" (Ingram, K., Palmer, T., & Sugai, G. 2005).

Chapter 3: What Are Teachers Doing Today?

There are so many different classroom management plans that teachers are using today. The questions are which strategy should we be using and which one works best? For the past year I have been a substitute teacher in many different districts in upstate New York. Even though I am ready for my own room, it is interesting to see the different classroom management plans teachers are using. I have learned what management plans worked effectively and what strategies do not work effectively.   I find that behavior/classroom management plans are one of the most important pieces when setting up your classroom in the beginning of the school year. Your children need to know what is expected of them as soon as they walk through that door on the first day of school.

While subbing and experiencing a variety of different classrooms, I have noticed many teachers using the "turn your card" approach for their classroom management plans. According to the Behavior Management Pull- A-Card System "green, indicating that the student demonstrates appropriate behavior, follows class rules, and is ready to learn!" However, the color of their card can change throughout the day based on each child's behavioral choices. Students who show exceptional behavior are recognized for making good decisions and are asked to flip their card to purple. For those students who are having a difficult time following directions, their card will be changed to yellow and, if necessary, red" (2014).   In other classrooms I have been involved in, I saw the "move your stick" approach. This is very similar to "turning your card". Personally, I do not see this as a positive approach for the students and interpret it as a dead end for kids. Once they turn their card in, it is pretty much over for them for the day and provides little incentive to behave appropriately. In the mindsets of the students,

there is no way for them to earn back their privileges so why not continue to do wrong

throughout the day? Why bother making good choices the rest of the day? The way I see it is

there needs to be a more positive approach when dealing with classroom management plans.

　　　　When I subbed at Alexander Elementary school I loved the school administration's whole

behavior management policy. Walking in there I could tell that the whole school was on board

with the same approach, which turned out to be the "clip up clip down" chart. Every classroom

had that plan and when students went to specials, such as music, art and/ or library, those

teachers would also be using the same plan. When each teacher started this plan they sent home

the guidelines to the parents to read so they were on board as well and on the same page. Having

everyone on the same page makes this approach work that much better because every teacher has

the same expectations and the students know what is expected of them. As a substitute teacher, I

can clearly tell walking into Alexander Elementary School that they work together to create a

safe and positive environment for their students.

Chapter 4 Project Application Design

I have created a blog to help teachers communicate with one another about different behavior management plans they have used in their classrooms. This is also a great way for parents to get different ideas to implement at home if they are dealing with different types of behaviors.

I anticipate that the different strategies will be helpful to those teachers who are new or teaching in a classroom with students expressing different types of behavior, including students who express troubled behavior. This could give teachers new ideas on options and what plans to implement next. This blog is also a great way for teachers to post what works and what does not work in their own classroom. It is a great way to communicate how to change or slightly alter different strategies to make them more positive and fun for the students.

The blog I have created has five main pages so far. My first blog post was a general post about my elementary experience with behavior plans that were implemented in the classroom. My second and third blog post discussed the clip up, clip down chart. Fourth, discussed the marble jar approach and fifth was all about the coin strategy.

Website Information

  I was really excited to start this blog for many reasons. In today's world, technology is a huge piece for teachers as well as students. Everyone is learning more and more about technology. While I have started my teaching career I have looked online for many ideas about what I can do in the classroom with my students dealing with lessons, games, structure of the classroom and classroom management ideas. I believe a blog is a great way for teachers all over the world to communicate and send ideas out to one another. I found that a blog is fun and exciting to use! It is also user-friendly. I went to wordpress.com to create it. This was my first blog I have ever created and I had a blast making it. I am excited to continue to use it!

This page was the first page that I created in my blog and it is all about my elementary experiences. It starts explaining what the blog is going to be about. It is also important because it shows how different and creative our classrooms are today. As educators we need to become more positive and expect more from our students if we want more.

Figure 1. Positive Behavior Management Plans
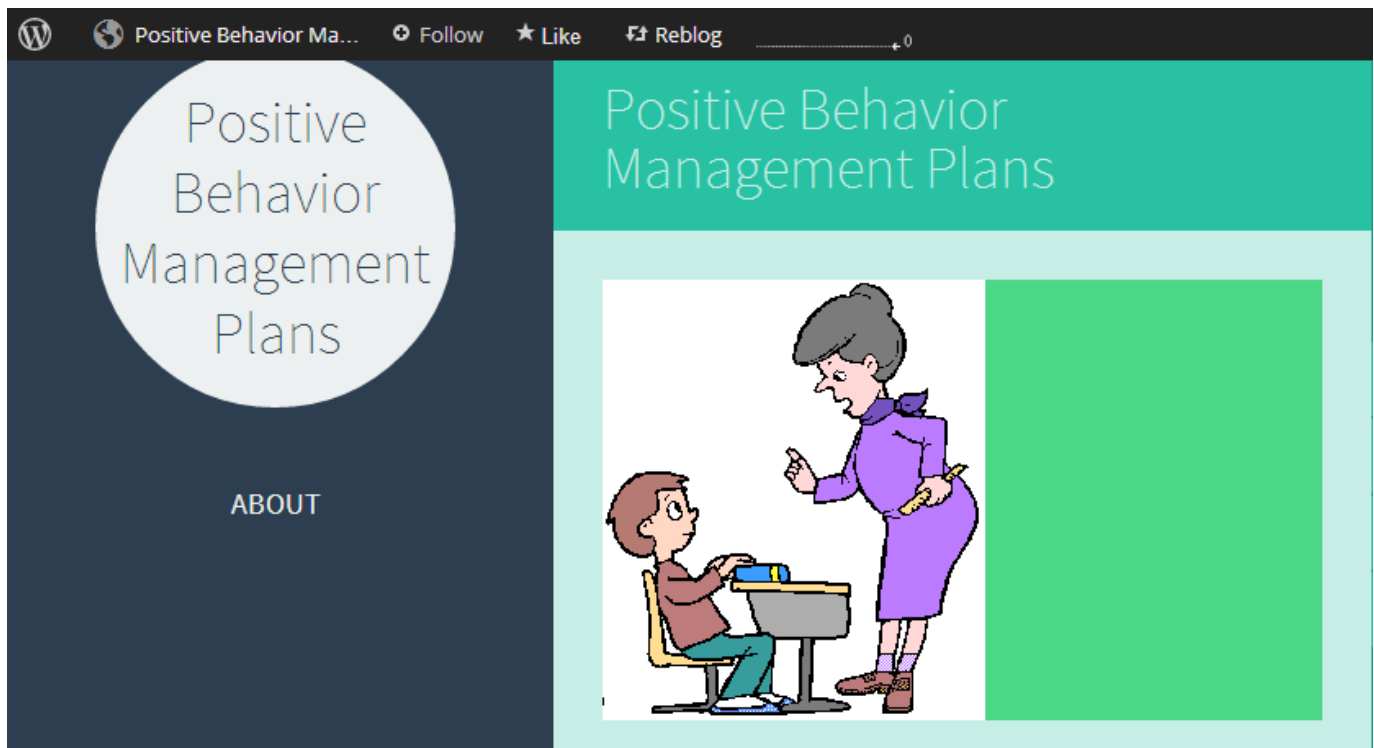
This is one of my favorite blog posts because it is my favorite approach when it comes to behavior plans. I have discussed the positives about this chart and how it is used in the classroom. I also provided a link for teachers and parents to go for more information on the clip up, clip down chart.
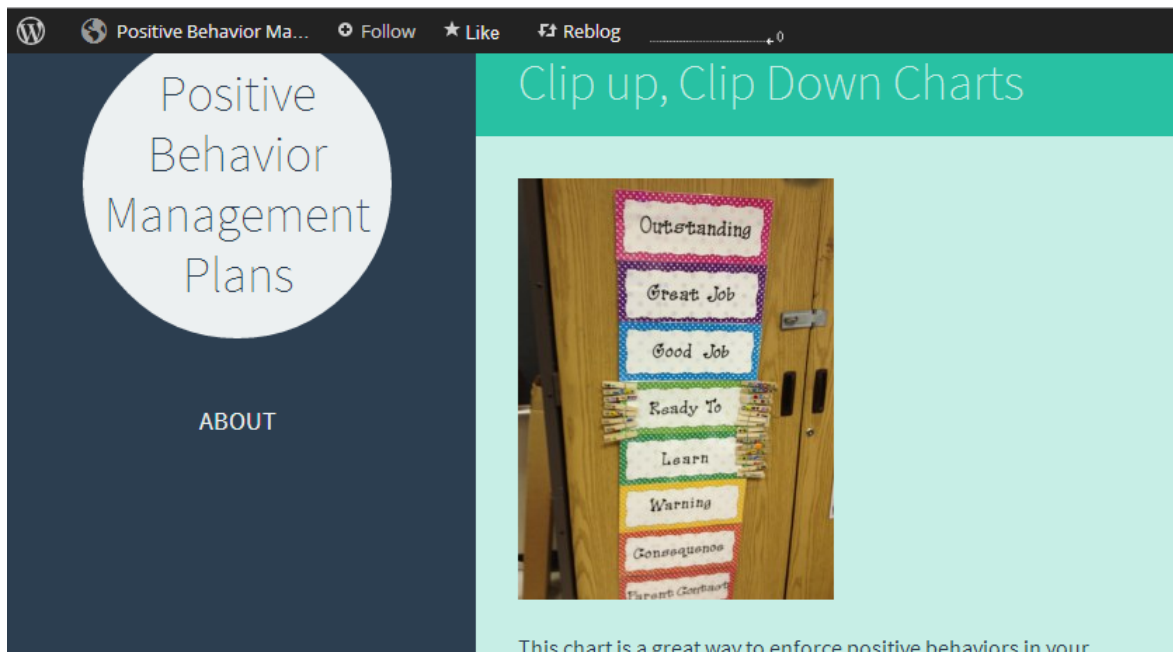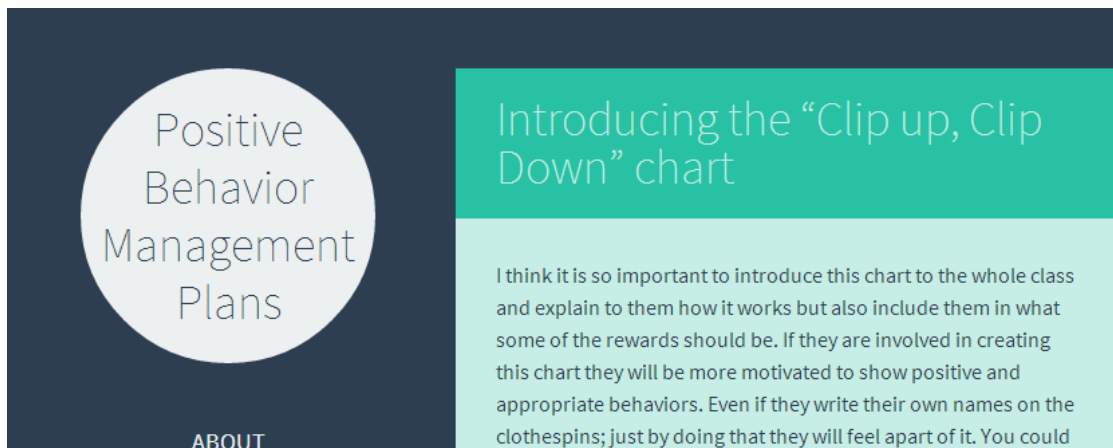
Firgure 2 Clip Up, Clip Down Chart

**Figure 3. Introducing the Clip up, Clip Down Chart**

This is a great plan to use in the classroom because it can be used as a whole group or individually. There are also a lot of different ways this can be done and it is interesting to see how many teachers use this and how they may implement it in their classroom.

Figure 4. Make the most of your marble jar
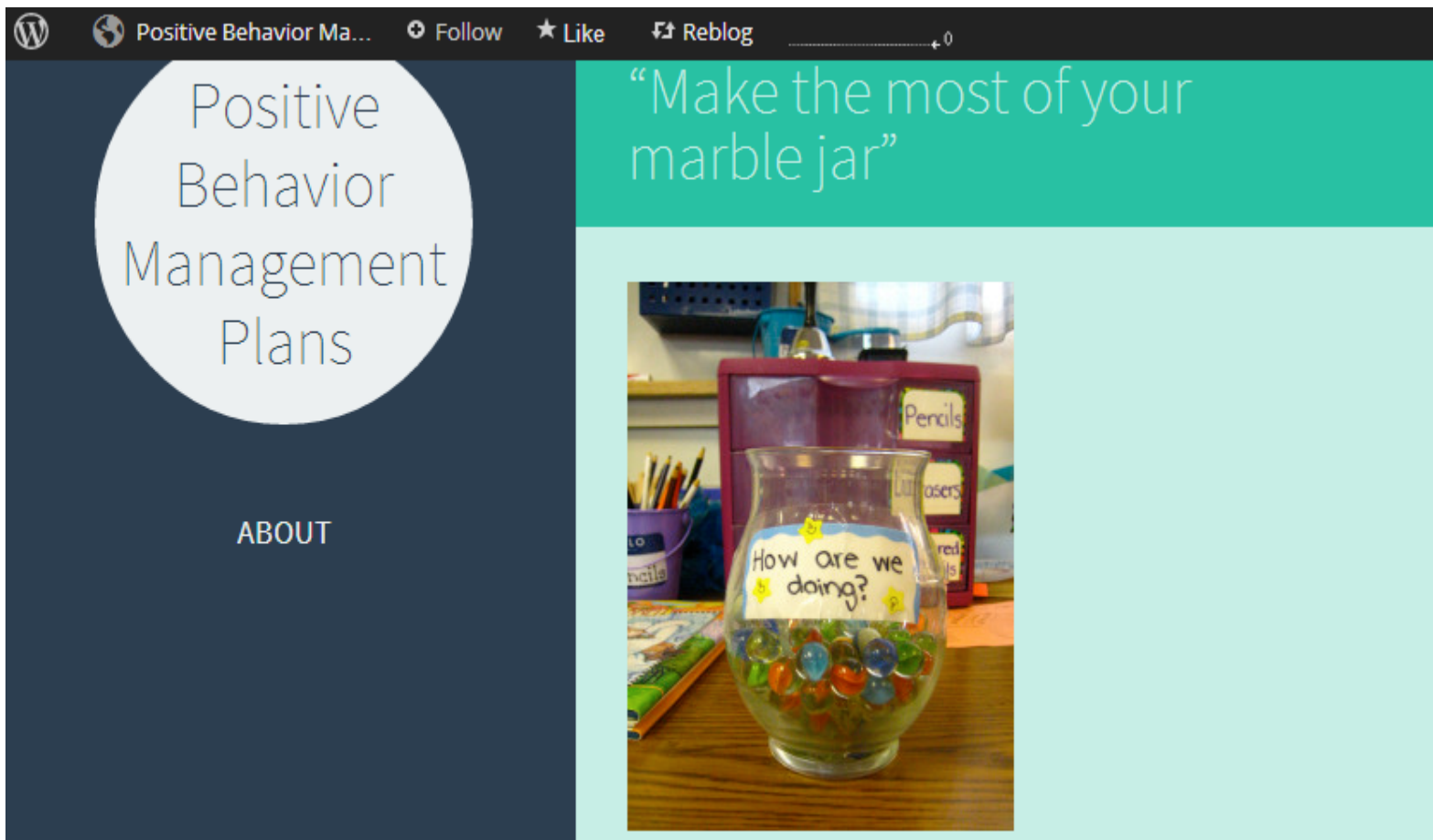
I have only seen this approach once while subbing. I was curious to post about it in my blog because I would like to see what other teachers think about it. There are a few ways you could use this in your classroom and I hope to hear more about it from other educators!

Figure 5. Give a coin, take a coin
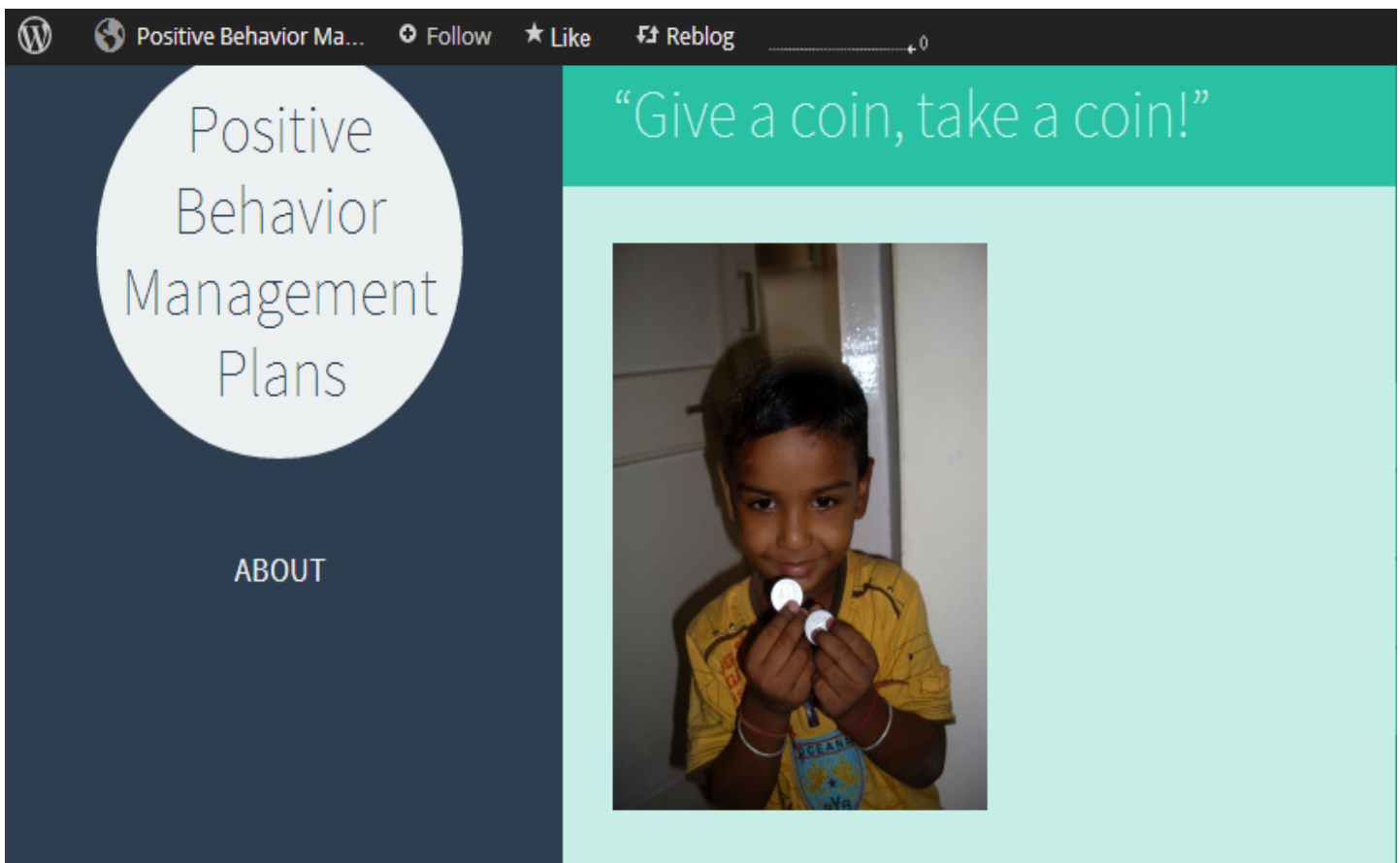
Conclusion

Although there are many positives and benefits that come out of utilizing functional behavioral assessments and behavior intervention plans, these plans do take a lot of time to create and implement properly. They also require a variety of resources and support from the administration and other colleagues. Unfortunately, there are some teachers that may not have the resources, support from the school administration, or the time to conduct this type of plan for their classroom or for particular students. This is why I believe we need to continue to communicate with other teachers, consultants, parents, and most importantly, the school administration. It is important for us as educators to create an environment for each and every one of our students so they can be as successful as they can be.

This blog that I have created is definitely a working progress. I am excited to continue to add different ideas that I have seen while subbing or have created myself. I am also hoping to see comments from other teachers about their own experiences.

My Blog Website

http://wordpress.com/my-blogs/

http://behaviormanagementplans.wordpress.com/

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