Integrating Evidence-Based Practices & ABA Principles in the Early Childhood Classroom: Classroom Management

AUTISM PROGRAMS
UNIVERSITY OF NEW MEXICO
CENTER FOR DEVELOPMENT AND DISABILITY

A Message from NMPED

"*Evidence-based interventions for individuals with ASD are not universal. Although these are evidenced based interventions, they should be individualized for that particular student. In the education setting, the IEP team will develop the plan for that student. The IEP team shall review an IEP at least on an annual basis.*"

Want More Info?

Visit the CDD Autism Portal

https://cdd.health.unm.edu/autismportal/

Visit the Region 9 Education Cooperative

https://www.rec9nm.org/New-Mexico-Autism-Project-Through-PED

Objectives

Participants will:

1. Become familiar with the basics of classroom management.
2. Become familiar with various classroom management strategies.

Classroom Management

Classroom management consists of the process and procedures necessary to establish and maintain an environment in which instruction and learning can occur.

It is about:
- Organization
- Promoting increased learning time
- Promoting active student engagement
- Maintaining predictability

Classroom Management

Classroom management refers to all of the things a teacher does to organize:

- Students
- Space
- Time
- Materials

…so that learning can take place.

Positive Classroom Environment

A positive classroom environment must:

- Focus on the positive.
- Incorporate student interests.
- Establish motivation for students to learn and participate.
- Create consistency early.

Let's Talk Behavior…

- Behavior is learned.
- Behavior is a form of communication.
- Behavior has a function.

In order to manage behavior, we first need to understand it.

Considerations

- Is the student continuously engaging in the behavior?
- How do others respond to the behavior?

If a student engages in the same behavior over time, the behavior is likely being reinforced.

Classroom Management Practices

1 Structure — Maximize structure and predictability

2 Expectations — Post, teach, review, monitor and reinforce

3 Student Engagement — Actively engage students in observable ways

4 Appropriate Behavior — Strategies for responding to appropriate behavior

5 Inappropriate behavior — Strategies for responding to inappropriate behavior
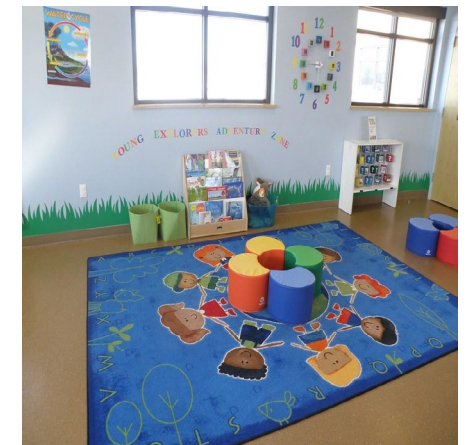
(Simonsen et al., 2008)

1. Structure and Predictability

Within the learning environment:

- Teacher directed activities
  - Whole group
  - Small group
- Independent student activities
  - Free choice / self selection time
- Procedures and routines
- Physical arrangement
  - Minimize distractions and unwanted behaviors
  - Maximize engagement and desired behaviors

Visual Supports for Predictability

- Visual Schedules
    Build routines.
    Review daily, and modify to meet
    student needs

- Visual Boundaries

- Visual Cues
    Labels
    Task/activity directions
    Clocks/timers

2. Classroom Expectations and Rules

Should be:
- Observable and measurable
- Positively stated
- Simple, clear and specific
- Limited in number
- Align with school-wide expectations and rules

Post → Teach → Review → Monitor → Reinforce

Examples of Expectations/Rules

Clear and positive:
- Ask before taking.
- Raise your hand if you need help.
- Listen when others are talking.
- Walk in the hall.
- Closed mouth and quiet in the hall.
- Keep hands, feet, and other body parts to ourselves.

Confusing and vague:
- Show respect.
- Be nice to our friends.
- Try your best.
- Keep a clean space.
- Catch a bubble.
- Make smart choices.

3. Active Student Engagement

Ways to actively engage children in learning:
- Incorporate student interests and experiences
- Hands-on activities
- Active listening
- Opportunities to participate
- Opportunities to make choices

4. Response to Appropriate Behavior

1. Behavior-specific positive praise

2. Group contingencies

3. Token economies

4. Differential reinforcement

Behavior Specific Positive Praise

4:1 Rule
- Provide positive attention or praise at least four times more frequently than you reprimand.
- Give students attention as often as possible when they engage in desired behaviors.
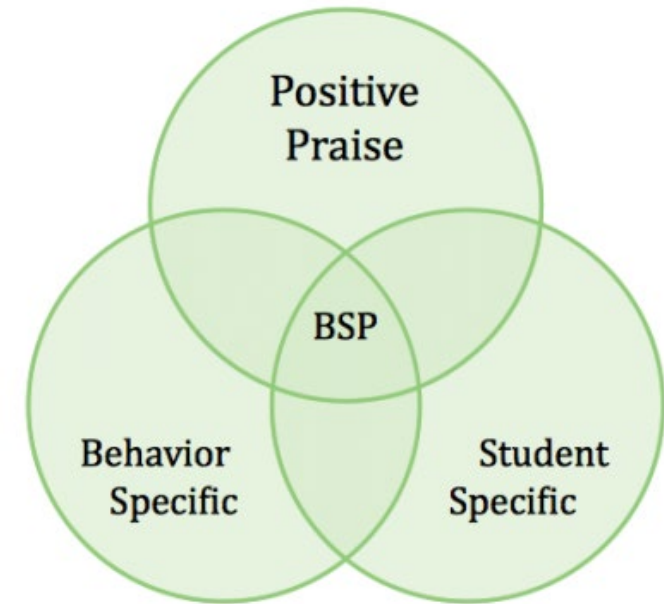
Group Contingencies

Independent:
- Each student earns reward based on their own behavior.
- Each student has access to rewards under exactly the same terms.

Interdependent:
- Reinforcement of the group is contingent on the whole group.

Token Economy

1. Identify:
   - Desired behavior(s)
   - Number of tokens needed to earn reinforcement
   - Reinforcer to be earned

2. Give tokens for desired behavior(s).
3. Exchange tokens for chosen reinforcer.

MY TOKEN ECONOMY BOARD
TOKENS I HAVE EARNED:
I WANT TO EARN: iPad
MY CHOICES: Candy | Playdough | Free Draw | Blocks

Differential Reinforcement

We want to provide more reinforcement to the behaviors we want to promote, and less/none to behaviors we don't want to promote.
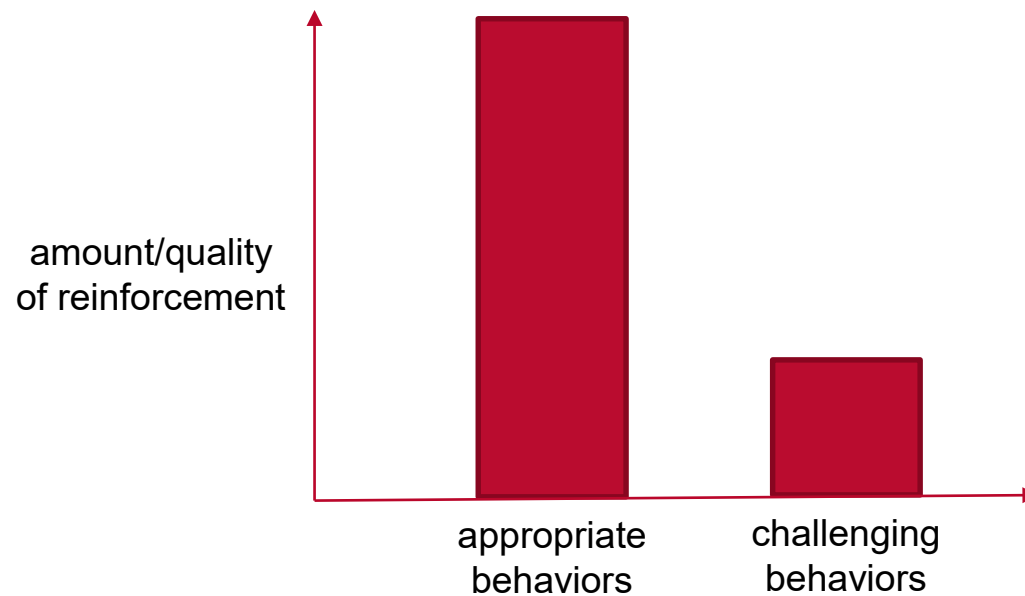
5. Response to Inappropriate Behavior

1. Error correction

2. Performance feedback

Error Correction

- Error correction should be contingent, specific, and brief.
- Deliver consistently.
- Include performance feedback.

Oops!

Performance Feedback

Information provided to the student about a behavior after it occurs:
- Stated positively
- Descriptive
- Clear and specific
- Delivered immediately and consistently

Corrective vs. Informative

Resources

- UNM CDD Online Training Resources
  - https://cdd.health.unm.edu/autismportal/online-training/
- Tools for Challenging Behavior
  - https://cdd.health.unm.edu/autismportal/2021/03/04/tools-for-challenging-behavior/
- Evidence-Based Practices in Classrooms
  - https://cdd.health.unm.edu/autismportal/2021/04/14/evidenced-based-practices-in-classrooms/
- PBIS World
  - https://www.pbisworld.com/tier-1/teach-social-skills/
- Autism Classroom
  - www.autismclassroomresources.com

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Center for Development and Disability:
[UNM CDD](UNM CDD)

CDD Library:
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CDD Information Network:
Information Network |Other Disability Resources | Center for Development & Disability | UNM Health System | Albuquerque, New Mexico   505-272-8549

CDD Autism Portal: CDD Autism Portal

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