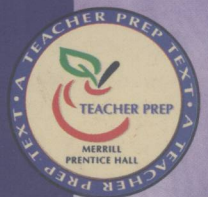


NINTH EDITION

Behavior Management

*A PRACTICAL APPROACH
FOR EDUCATORS*

JAMES E. WALKER
THOMAS M. SHEA
ANNE M. BAUER



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Ninth Edition

Behavior Management

A Practical Approach for Educators

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To

James E. Walker,

*Friend, Writing Partner, and Originator
of this book project in 1974*

Many Thanks

PREFACE

The primary purpose of the ninth edition of *Behavior Management: A Practical Approach for Educators* is the ethical, effective, and efficient management of behavior and learning problems for children and adolescents as they learn to explore, manipulate, and ultimately control their world for personal satisfaction and benefit and for the betterment of society. This edition has been revised to improve its usability and readability. As in previous editions, revisions are based on development in the field of behavior management reported in the literature since the previous edition and on comments and information from students, professionals, and reviewers. This has required that the text be reorganized with the addition of a new chapter (Chapter 4, Functional Behavioral Assessment) and several new sections.

During the past three decades, the proliferation of behavior management philosophies, techniques, and instructional technologies has increased the complexity of the educator's responsibilities and functions. New information is being published almost daily on the various perspectives of human behavior, including the behavioral, psychodynamic, biobehavioral, environmental, and systems perspectives that are discussed in this text.

The text is written to offer a practical guide to inservice and preservice teachers, families, and paraprofessionals for applying behavior management techniques in both general and special education settings, as well as in the home and community.

The text opens with a definition of behavior management and a discussion of the ethical application of behavior management interventions, including the principles of normalization, fairness, and respect; federal laws governing services for persons with disabilities, especially children; and techniques for the individualization of instruction and related services. In the second chapter, models for understanding human behavior, including the psychodynamic, environmental, biobehavioral, and behavioral, are explored. The chapter includes an integrative perspective applied to coordinate the four models into a manageable assessment-intervention model of human behavior. The chapter ends with a discussion of comprehensive interventions and keystone behaviors.

Chapter 3 focuses on the principles of behavior management, the consequences of behavior, and the schedules of reinforcement. Each of the five essential principles is discussed and exemplified. The consequences of behavior include positive reinforcement, extinction, negative reinforcement, and punishment. The chapter

concludes with a discussion of fixed and variable ratio and interval schedules of reinforcement.

In this edition we have added a new Chapter 4 on functional behavioral assessment. The chapter defines functional behavior assessment and its role in intervention design, describes how to conduct functional behavior assessment and the steps in that process, and discusses setting events and positive behavioral support. The chapter concludes with a discussion of how to evaluate the intervention plan.

Chapter 5 discusses the steps in the behavior change process. It reviews selecting behaviors to be changed, collecting and recording pre-intervention or baseline data, identifying reinforcers, implementing interventions, collecting and recording intervention data, and evaluating the effects of the behavior change process. The chapter includes methods for selecting potentially effective reinforcers, including child, parent, and teacher interviews and direct observation.

Chapters 6 and 7 describe behavior management methods and strategies. Chapter 6 presents, in detail, methods for increasing behavior: positive reinforcement, shaping, contingency contracting, self-management, token economy, and modeling. Chapter 7 provides an extensive discussion of methods for decreasing behavior, including differential reinforcement, extinction, reprimands, loss of privileges, time-out, punishment, and desensitization. The chapter includes a discussion of the use of aversives in the educational setting. The discussion of time-out includes an overview of the various forms of time-out as well as several variables that must be considered before time-out is implemented, such as characteristics of the child, consistency of application, the time-out area, the duration of time-out, and evaluation of its effectiveness.

Chapter 8 focuses on intervention derived from the psychodynamics perspective, including counseling techniques, the expressive media, and behavior influence techniques. The counseling techniques discussed are the life-space interview and classroom conferencing. Quality schools and the circle of courage are reviewed. The expressive media are presented extensively, including free play, puppetry, role playing, creative movement, dance and physical activities, music, the written word, the spoken word, bibliotherapy, art therapy, photography and videos, and per-facilitated therapy. The chapter includes a discussion of behavior influence techniques, such as planned ignoring, signal interference, proximity control, interest boosting, tension reduction through humor, hurdle helping, program restructuring, support from routine, direct appeal, removal of seductive objects, and physical restraint. The chapter concludes with an overview of social skills curriculum.

In Chapter 9, attention is focused on environmental and bio-behavioral interventions. The discussion begins with an overview of naturalistic and environmental interventions. We review group composition, group process, and class meetings, including open meetings, problem-solving meetings, and decision-making meetings. The antecedents of effective management are presented in some detail, including space, materials and equipment; walls, ceilings, and bulletin boards; floor space; storage space; procedures; cuing; transitions; and schedules. Bio-behavioral interventions discussed in the chapter are diet and medication. The use, effects, and possible side effects of central nervous system stimulants (antianxiety and antipsychotic), anticonvulsants, and antihistamines are reviewed. The chapter concludes with a section on the educator's role

in biobehavioral interventions, including referral, collaborating with medical professionals, modifying classroom structures and curriculum, obtaining permission to administer medication, and administering and safeguarding medication in the classroom and school, and safeguarding medication.

Chapter 10 focuses on working with parents. The integrative perspective is reviewed as it applies to working with parents in home and school and the benefits of parent involvement for the children and adolescents, parents, and teachers. Strategies for assessing parents' readiness and need for parent participation are presented. The chapter concludes with suggestions for implementing parent and family collaboration.

We end the text with discussions of issues that influence the application of behavior management strategies in contemporary society: inclusion, prereferral interventions, positive behavioral support, homework, and aggression and resistance in school. Also reviewed are the issues of diversity and students at risk for behavioral problems. The chapter concludes with a continua of behavior management interventions and a discussion of their ethical applications.

As aids to readers, chapter objectives and key terms are presented at the beginning of each chapter, and skill-building performance activities are found at the end of each chapter. In addition, Web resources are provided in each chapter. The text includes a glossary and name and subject indexes. An instructor's manual with a test bank of true-false, multiple-choice, and short-answer questions supports the information in the text. Sample worksheets and forms that can be used to assess, monitor, and replace undesirable behaviors are also found here.

Perhaps the greatest strength of the text are the many examples and vignettes taken from classrooms, homes, and the authors' experiences. As in past editions, every effort has been made to write in readable, nontechnical language for a broad audience of students, parents, professionals, and paraprofessionals concerned with the education and management of children and adolescents.

Acknowledgments

Co-authors Thomas M. Shea and Anne M. Bauer wish to express their appreciation to Dr. James E. Walker, who has been co-author for the previous editions of this text. In 1974 Dr. Walker suggested the writing of a simple text in behavior modification. It was published in 1976 and has since evolved into the present comprehensive text.

We wish to thank the reviewers of this and previous editions for their time and constructive suggestions. The reviewers for this ninth edition were Barry W. Birnbaum, Northeastern Illinois University; Harry L. Fullwood, Texas A&M University; Alec Peck, Boston College; Rebecca B. Peters, Aquinas College; Melinda Prague, Miami Dade College; Tim Roberts, Texas A&M University; and Philip Swicegood, Sam Houston State University. We also wish to acknowledge the assistance and support of our many colleagues, friends, and students who have been exposed to and have responded to the materials in the text in its various editions. We have profited greatly from their comments and suggestions.

Finally, we wish to thank our families for all their help and assistance: Riley, Demian, Tarie, CJ, Sarah, Mick, and Dylan.

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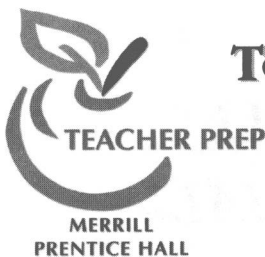
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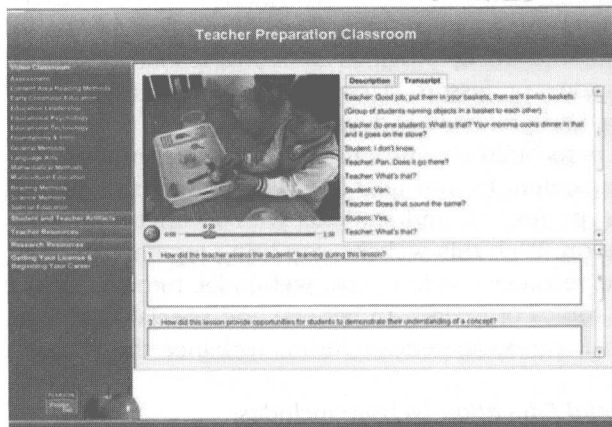
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BRIEF CONTENTS

1	An Introduction to Behavior Management	2
2	Models of Human Behavior	30
3	Principles of Behavior Management	56
4	Functional Behavioral Assessment	82
5	Steps in the Behavior Change Process	100
6	Methods of Increasing Behavior	134
7	Methods of Decreasing Behavior	172
8	Psychodynamic Behavior Management	206
9	Environmental and Biobehavioral Behavior Management	244
10	Working with Parents and Families	286
11	Issues and Concerns in Behavior Management	310
	Glossary	340
	Name Index	344
	Subject Index	349

CONTENTS

1 An Introduction to Behavior Management

2

Key Terms	3
Chapter Objectives	3
Vignette	4
Definition of Behavior Management	7
Ethics of Behavior Management	8
<i>The Question of Ethics</i>	8 • <i>Ethical Perspective</i> 10 • <i>The Rights of Children</i> 13
Public Law and Persons with Disabilities	15
<i>Public Law and Behavior Management</i>	16
Individualized Programs	19
Summary Points	27
Projects	27
Web Resources	28
References	28

2 Models of Human Behavior

30

Key Terms	31
Chapter Objectives	31
Vignette	32
Models of Human Behavior	33
<i>Ideas, Actions, and Outcomes</i>	33 • <i>Psychodynamic</i> 35 • <i>Biobehavioral</i> 37 • <i>Environmental</i> 39 • <i>Behavioral</i> 42
Integrative Framework	44
<i>Comprehensive Interventions and Keystone Behaviors</i>	48
Teacher Effectiveness Guidelines	49
Summary Points	51
Projects	51
Web Resources	51
References	52

3 Principles of Behavior Management

56

Key Terms 57

Chapter Objectives 57

Vignette 58

Principles of Reinforcement 60

Principle 1: Reinforcement Is Dependent on the Exhibition of the Target Behavior 60 • *Principle 2: The Target Behavior Is to Be Reinforced Immediately After It Is Exhibited* 61 • *Principle 3: During the Initial Stages of the Behavior Change Process, the Target Behavior Is Reinforced Each Time It Is Exhibited* 61 • *Principle 4: When the Target Behavior Reaches a Satisfactory Level, It Is Reinforced Intermittently* 62 • *Principle 5: If Tangible Reinforcers Are Applied, Social Reinforcers Are Always Applied with Them* 63

Consequences of Behavior 64

Positive Reinforcement 65 • *Extinction* 66 • *Negative Reinforcement* 68 • *Punishment* 70 • *Effects of Consequences* 71 • *Generalization* 71 • *Discrimination* 73

Schedules of Reinforcement 74

Continuous Schedules 74 • *Fixed and Variable Schedules* 75

Summary Points 78

Projects 78

Web Resources 79

References 79

4 Functional Behavioral Assessment

82

Key Terms 83

Chapter Objectives 83

Vignette 84

Defining Functional Behavioral Assessment 84

The Role of Functional Behavioral Assessment in
Intervention Design 85

Conducting a Functional Behavioral Assessment 87

The Steps of Functional Behavioral Assessment 87

Step One: Describing the Behavior 87 • *Step Two: Collecting Information on When the Behavior Occurs and Does Not Occur* 88 • *Step Three: Observation* 89 • *Step Four: Developing Hypotheses* 91 • *Step Five: Testing Hypotheses* 92

Setting Events and Interventions 92

Functional Behavioral Assessment and Positive
Behavioral Support 93

Evaluating the Intervention Plan	95
Summary Points	97
Projects	97
Web Resources	97
References	98

5 Steps in the Behavior Change Process

100

Key Terms	101
Chapter Objectives	101
Vignette	102
Selecting a Target Behavior	103
Collecting and Recording Baseline Data	110
<i>Observer Reliability</i>	122
Identifying Reinforcers	123
<i>Interview with Child</i>	124
• <i>Interview with Parent or Teacher</i>	125
• <i>Direct Observation</i>	125
Phasing Out Reinforcers	127
Prompting	128
Evaluating the Effects of Intervention	129
Summary Points	131
Projects	131
Web Resources	132
References	132

6 Methods of Increasing Behavior

134

Key Terms	135
Chapter Objectives	135
Vignette	136
Positive Reinforcement	137
Shaping	139
Contingency Contracting	145
Self Management	154
Token Economy	156
Modeling	165
Summary Points	167
Projects	168
Web Resources	168
References	169

7 Methods of Decreasing Behavior

172

Key Terms 173

Chapter Objectives 173

Vignette 174

Aversives in the Educational Setting 174

Differential Reinforcement 176

Extinction 179

Reprimands 181

Loss of Privileges 182

Time-Out 184

Characteristics of the Child 186 • *Consistency of Application* 187 •
Child's Understanding of the Rules 188 • *Characteristics of the Time-Out*
Area 189 • *Duration of Time-Out* 190 • *Evaluation of*
Effectiveness 190

Punishment 192

Desensitization 196

Summary Points 200

Projects 200

Web Resources 201

References 201

8 Psychodynamic Behavior Management

206

Key Terms 207

Chapter Objectives 207

Vignette 208

Life-Space Interviews and Classroom Conferencing 209

Life-Space Interview 209 • *Classroom Conferencing* 213

School Structures: Quality Schools and the Circle of Courage 213

Expressive Media 215

Free Play 216 • *Puppetry* 217 • *Role Playing* 218 • *Creative*
Movement, Dance, and Physical Activities 220 • *Music* 221 •
The Written Word 223 • *The Spoken Word* 224 • *Bibliotherapy* 224 •
Art Therapy 226 • *Photography and Video Taping* 227 •
Pet-Facilitated Therapy 228

Behavior Influence Techniques 229

Planned Ignoring 230 • *Signal Interference* 230 • *Proximity*
Control 231 • *Interest Boosting* 231 • *Tension Reduction Through*
Humor 231 • *Hurdle Helping* 232 • *Program Restructuring* 232 •
Support from Routine 232 • *Direct Appeal* 232 • *Removal of Seductive*
Objects 233 • *Antiseptic Bouncing* 233 • *Physical Restraint* 233

11 Issues and Concerns in Behavior Management

310

Key Terms	311
Chapter Objectives	311
Vignette	312
Integrative Framework and Behavior Management	313
Educational Issues that Impact On Behavior Management	314
<i>Inclusion</i>	314 • <i>Prereferral Interventions</i> 315 • <i>Homework</i> 316
Aggression and Resistance in School	317
Diversity and Behavior Management	320
<i>Cultural Issues, Teacher Behavior, and School Structures</i>	322 • <i>Learning Styles and Diversity</i> 323
Students at Risk for Behavior Problems	325
Continua of Behavior Management Interventions	329
Behavior Management as Prevention	332
Summary Points	333
Projects	334
Web Resources	335
References	335

Glossary

340

Name Index

344

Subject Index

349

Note: Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change.

1

An Introduction to Behavior Management



■ KEY TERMS

Aversives
Behavior management interventions
Ethics
Formalism
Individualized Education Program
Individuals with Disabilities Education
Improvement Act of 2004
Principle of fairness
Principle of normalization
Principle of respect
Public Law 103-382
Public Law 107-110
Section 504
Self-discipline
Transition plan
Transition services
Utilitarianism

■ CHAPTER OBJECTIVES

After completing this chapter, you will be able to do the following:

1. Define behavior management and explain its purposes.
2. Discuss ethical issues with regard to the use of behavior management interventions.
3. Describe various perspectives of the ethics of behavior management.
4. Discuss ethical and professional guidelines for the application of behavior management interventions.
5. Explain the principles of normalization, fairness, and respect.
6. Explain selected laws governing education and services for persons with disabilities.
7. Describe procedures for the individualization of the education of learners with disabilities.