DOCUMENT RESUME

ED 058 691   EC 041 167

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TITLE   Behavioral Programming in the Re-Education School.
INSTITUTION   Tennessee State Dept. of Mental Health, Nashville.
SPONS AGENCY   National Inst. of Mental Health (DHEW), Bethesda,
                Md.
PUB DATE   Mar 71
NOTE   17p.

EDRS PRICE   MF-$0.65 HC-$3.29
DESCRIPTORS   *Behavior Change; *Behavior Problems; *Elementary
                School Students; *Emotionally Disturbed; *Exceptional
                Child Education; Operant Conditioning;
                Reinforcement

ABSTRACT
        Discussed briefly are techniques of behavior change
used in behavioral programing for emotionally disturbed elementary
school children with behavior problems. The author considers the
child's ecology as a significant influence on the child's behavior,
by which he means all the experiences and relationships that a child
encounters in his educational environment. Ten behavioral assessment
steps are described for use in attempting to extinguish already
established inappropriate behaviors. After receiving an educational
diagnosis, the child's academic and behavioral programs are mapped
out. Both short-term and long-term goals are established for the
child. Mentioned briefly are contingency contracting, the Premack
principle in which the reward is adapted to the child, group
activities, token economy, and time out. (For two related pamphlets,
see EC 041 166 and EC 041 168.) (CB)

MAR 7 1972

BEHAVIORAL PROGRAMMING

IN THE RE-EDUCATION SCHOOL

RE-EDUCATION PROGRAM

State of Tennessee

Department of Mental Health

BEHAVIORAL PROGRAMMING

IN THE RE-EDUCATION SCHOOL

Written by
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A PROJECT OF:

The Information-Dissemination Office
Tennessee Re-Education Program
Tennessee Department of Mental Health

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March, 1971

INTRODUCTION

The purpose of this paper is to discuss specific methodologies employed by the Tennessee Re-Education Program for effecting behavioral change in its student population. This aspect of the Program is referred to as behavioral programming. Implications relative to behavioral programming will also be mentioned for clarity and for purposes of justifying Re-Ed's rationale for viewing 'emotionally disturbed' children.

The educational and learning biases under which Re-Ed operates are diametrically different from more traditional psychoanalytic conceptualizations of 'disturbed behavior.' The latter attempts to explain the problems of 'emotionally disturbed' children in terms of intrapsychic processes which may have been precipitated during the early formative years of a child's life. The feelings generated by these early traumatic experiences are manifested through overt maladaptive behavior on the part of the child, resulting in the child's being labeled 'emotionally disturbed.' Treatment methodologies derived from this conceptualization attempt to deal with the feelings within the child, assuming these to be causing the overt maladaptive behaviors. Those who use the psychoanalytic construct hope that a process of 'working through' and gaining insight about these distressful feelings will make significant and lasting changes in the child's behavior.

The Re-Ed view of emotional disturbance is more a behaviorally oriented concept; Re-Ed does not, however, deny or ignore the possibility of dynamic, unconscious, or emotional phenomena. It is simply believed that time could be better spent in dealing with the problems at hand rather than trying to interpret the underlying variables of the problems. It is impossible to observe the feelings or emotions which are assumed to cause disturbed behaviors unless they are manifested in some overt way. On the other hand, are disturbed behaviors, in fact, caused by intrapsychic phenomena? Perhaps the answer to this question will be a long time in coming, and even a longer time may elapse before it is completely understood. In any event, the construct expounded by Re-Ed for understanding and dealing with disturbed behaviors has proven useful in dealing with the problem while we are waiting for more information.

One may start by observing the fact that everything children do is some form of behavior. Some of these behaviors are observable and subject to intervention. It is believed that most overt behaviors have been learned through interaction with significant individuals in the child's environment. This statement points to another construct very useful to Re-Ed known as the 'ecological' bias.

The term 'ecology' as used by Re-Ed does not denote the traditional biological usage. Rather, the term refers to all the experiences and relationships that a child encounters in his environment. A child's ecology for the most part consists of his home and his school. Other possible components of a child's ecology are his peer group, the church, the boy scouts, the gang, a boy's club, the local hangout, and the truancy officer. These are just a few examples of the many possible components of one child's ecology. Each individual child has a different ecology, and interactions in that ecology are different for each child.

It is Re-Ed's notion that the child's ecology exerts the most significant influence on his behavior. It is in the ecology that a child learns to respond in an appropriate or inappropriate, competent or incompetent manner. Appropriate behavior can be defined as behavior that meets the social expectations for the setting in which the child finds himself (home, school, restaurant, etc.). Inappropriate behavior is simply any behavior which falls short of the social expectations.

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I' is not necessarily that the behavior or behaviors are 'wrong' in themselves, but that they do not conform to the situation. For example, it is perfectly acceptable to yell and scream at a basketball game but not in a library. In one case the behavior is inappropriate and in another the same behavior is appropriate.

The competence - incompetence dimension refers to the child's ability to perform certain tasks. For example. if a child with second grade reading skills were asked to read sixth grade material, his efforts would surely prove incompetent. Likewise, if a shy child with poor communication skills were expected to frequently initiate conversation with teachers and peers, his efforts to do so would also prove incompetent. It is clear that two very important variables which determine whether or not a child's behavior is inappropriate or incompetent are: (1) the expectations that significant others in his ecology have for him, and (2) the structure of the tasks that he is expected to perform. A simplification then of Re-Ed's basic methodology is that while attention is mostly focused on the child within the residential center, much effort and time are devoted to the manipulation of the structure of tasks and expectations of significant others in the child's ecology. While this responsibility is shared by all the team members, it remains the primary responsibility of the Re-Ed liaison teacher-counselor (LTC) to work in the child's ecology.

How is it that maladaptive behaviors are learned in and supported by the child's ecology? It would be inaccurate to assume that significant others (teachers, peers, parents, etc.) consciously try to teach a child behaviors which are inappropriate or incompetent. There is evidence to show, however, that individuals in the child's ecology do, in fact, 'feed into' inappropriate behaviors and help to maintain them. For example, in the ecological unit of the peer group there are certain expectations concerning modes of dress and conduct, language, and interests. If a child's peer group is a childhood or teenage 'gang', then many of the behaviors needed to be accepted in the gang (e.g. cursing, making threats, lying, fighting, stealing, etc.) may prove incompatible and inappropriate in other parts of his ecology (e.g. home or school).

In a situation like the one just described, the LTC may locate a Boy Scout troop in the child's neighborhood, make arrangements for him to visit, and encourage him to be a member. This would still meet the child's needs for a peer group, but would be more likely to teach, support, and maintain appropriate behaviors.

If a child has been identified as a 'behavior problem' in school, perhaps it would be interesting to notice the kinds of interactions that go on between him and his teacher. What behavior is the child usually engaged in when he receives the attention of his teacher? A field study by Madsen, Becker, and Thomas (1968) demonstrated the effects of teacher behavior on the behavior of students. The experimenters taught elementary school teachers to systematically control the nature of their interaction with students. More specifically, the teachers were taught to ignore inappropriate behaviors and to show approval for appropriate behaviors. In other words, the teacher would no longer engage in behaviors such as saying 'Johnny, get back into your seat,' 'Sally, get your book opened and stop daydreaming,' or 'Hank, you know you should be doing your work instead of talking to Bruce.' Rather, the teacher would try to increase the frequency of saying phrases like 'Teresa, I'm happy to see you working so hard,' 'Tim, that's a nice job you're doing in writing,' or 'Bill, you're doing such a good job!' Approval responses can also fall into the category of gestures such as facial expressions (smiling or nodding the head) or contact responses (touching or patting the child on the back or shoulders). Madsen and his associates found that ignoring inappropriate behaviors and showing approval for appropriate behavior were extremely effective in maintaining better classroom behavior.

The results of the study by Madsen, et al., raises an important question: Are most teachers aware that the **systematic** and **contingent** use of teacher attention can be an effective means of classroom management? The teachers in Madsen's study were not skilled in the systematic use of teacher attention until they were trained and had used it for some time.

Another important question can be raised: What are the effects of contingent attention for inappropriate behaviors? Madsen noted that by reversing one's attention to 'off-task' and inappropriate behaviors, teachers can 'create' behavior problems in the classroom. Hall, Lund, and Jackson (1968) verify Madsen's findings in their experiment on the effects of teacher attention on study behavior. Again, the teachers in the Hall experiment were not skilled in the contingent use of attention and had to be oriented to behavioral techniques before post-baseline data could be taken.

It has been this writer's general experience from observing in both special and regular education classrooms and talking to a great number of teachers that the majority of teachers are not skilled in the systematic and contingent use of attention in controlling classroom behaviors. As a result, it also appears that many teachers unintentionally contribute to inappropriate behaviors by attending to them. A case in point would be a teacher who is confronted with many kinds of behavior problems in the classroom setting. In an attempt to keep order and to go about the business of teaching, the teacher must resort to defining misbehaviors when they occur. Typically, the teacher says phrases like 'Joe, get back into your seat,' 'Fred, stop tapping your pencil,' and 'Tom, I thought you were supposed to be doing your arithmetic.'

An analogy to this common teacher-student interaction in the classroom would be the activities of the sheepdog. If one has ever seen a sheepdog operate, one may have noticed that the dog will 'lie in wait' for sheep to step out of line at which time he will immediately run the sheep back in line. It would seem then that 'sheepdogging' would be an effective means to keep order in the classroom. However, research indicates that teachers would be much better off to notice and attend to children when they are behaving in an appropriate manner (e.g. working math problems, sitting quietly, reading) and ignore them when they are behaving in an inappropriate manner (e.g. out of seat without permission, talking out, making faces, not attending to work). The rule to ignore inappropriate behavior does not apply, however, in cases where a child is hurting himself or someone else. An appropriate punishment, such as withdrawing a reward, would perhaps be most effective in this case.

It is not only peers and teachers who unintentionally shape up and support inappropriate behaviors; other parts of a child's ecology may also contribute to behavior problems. The child's parents may unwillingly get into patterns of 'sheepdogging,' constantly asking the child why he does what he does, why he can't keep up in school, reminding him that he shouldn't talk back to adults, etc.

In most cases where there are problems in the child's ecology, the LTC can intervene in a number of ways. The LTC can consult with and assist a child's regular school teacher in methods of classroom management through use of approval and ignoring procedures. The LTC can be instrumental in involving the child's parents in conferences with the day teacher-counselor (DTC) and night teacher-counselor (NTC) who are working with their child in the residential center. This involvement might consist of the parents becoming members of a parent training group to help them gain insight into the nature of their child's problems and to assist them in acquiring the specific skills necessary to deal with problem behaviors at home.

There are several good books used by the staff at Re-Ed for training parents. One in particular is a programmed text by Gerald R. Patterson and Elizabeth Gullion called **Living With Children: New methods for parents and teachers.** The book outlines the fundamentals of behavioral theory and presents hypothetical situations for parents to apply what they have learned. It also briefly discusses monitoring methods (counting and measurement) that parents can adapt to their home situations. One manuscript highly recommended by this writer is **Parent Groups With A Focus On Precise Behavior Management** by Dr. Charles Calloway and Kay Calloway. The manuscript provides guidelines for establishing parent groups and for teaching the Precision Teaching monitoring system. There are also successful behavioral change projects presented in the manuscript complete with a daily pictorial analysis on the standardized behavior chart. Another useful text used by Re-Ed

staff is a book by Judith M. Smith and Donald E. Smith called **Child Management: A Program for Parents**, which mainly presents the necessity of defining rules to children and consistently enforcing and following through on them. These are only some of the ways that Re-Ed attempts to support and intervene in the child's ecology. The general notion is that the number of behavioral gains a child is able to maintain when he leaves Re-Ed is somewhat proportional to the number of ecological variables Re-Ed can affect in the child's ecology.

BEHAVIORAL ASSESSMENT

Within the residential re-education centers the core team (DTC, NTC, and LTC) is almost totally responsible for behavioral programming concerning the child. The team will review the referral information submitted to the center by the child's school, parents, and the referring agency. From this referral information, the team can get only a general idea of the presenting problems as seen by the child's ecology. Information of this sort can be valuable if the presenting problems are listed as specific behaviors on the part of the child. Most of the time this is not what happens. Consequently, an assessment period of a week or so is necessary for the team to form their impressions about the child's specific behavioral strengths, weaknesses, and deficiencies. This is done by the team's observing the child in the classroom, in the residential setting, in groups, and on trips out in the community.

Initial assessment in Re-Ed is a two-fold process. First, the child is seen by the diagnostician and given a number of educational diagnostic tests to determine the child's level of competence in the basic areas of reading, writing, and arithmetic. Other tests are given to determine which of the learning modalities (auditory, visual, tactual, kinesthetic) the child relies on most for processing information. The diagnostician communicates this information to the day and night teacher-counselors so that strong modalities can be utilized for academic instruction, and teaching materials pertaining to specific modalities can be chosen for the child's curriculum. Also, any significant behavioral observations are communicated (e.g. thumb sucking, opposition to tester, hyperactivity, etc.). Second, after the referral information, the diagnostician's report, and the initial observation period, the team meet to pull the information together and to map out the child's academic and behavioral programs.

Behavioral programming in Re-Ed involves:

1. Describing the problem behaviors. For example, Johnny gets out of his seat during work sessions in the classroom, he calls the other children names, he speaks out of turn, he breaks in line and always wants to be first, he interrupts conversations, he starts fights with his younger brothers when he goes home for the weekend, he walks away from his parents when they are trying to talk to him, etc.

2. Assessing the frequency with which problem behaviors occur. Any number of monitoring techniques can be used; however, one in particular that is being adopted by some teacher-counselors and one highly recommended by this writer is Precision Teaching (Lindsley, 1964). Teachers who use the precision teaching system can evaluate the effectiveness of their interventions by counting and charting the behavioral performance rates of their students on a daily basis. This provides a continual pictorial analysis in terms of acceleration of appropriate behaviors and deceleration of inappropriate behaviors. The data generated by precision teaching provides continual feedback to the teacher-counselors and to their students. The students can become involved in monitoring their own behavioral progress and seeing it represented on the behavior charts.

3. Determining the situations or settings in which the problem behaviors are most likely to occur (e.g. classroom, residential unit, on the playground, on trips away from school, etc.).

4. Determining how individuals respond to the behavior once it occurs. Do the peers laugh at the behavior? Do the child's parents make threats and rules which are not carried through consistently? The manipulation of these subsequent events are an extremely important aspect of bringing about behavioral change.

5. Specifying appropriate alternative behaviors which could possibly replace the pinpointed inappropriate behaviors. An attempt is made not just to extinguish inappropriate behaviors but to provide as many constructive alternatives to the child as there are possible. This is an attempt to give the child more freedom to respond.

6. Identifying situations that can be included in the student's daily program which will make one or more of the appropriate alternative behaviors likely to occur. This makes it possible for the child to have more opportunities to be rewarded for making appropriate choices.

7. Deciding what potential consequences are available or can be made available for use as subsequent events for the alternative behaviors when they occur. The team will try to use as many natural contingencies (smile, touch, praise) as possible, but may initially choose to use contrived contingencies such as points, tokens, free-time, or stars.

8. Deciding what procedures can be used to give the student immediate feedback concerning his behavior (e.g. social responses of staff and group members, allowing the child to keep a frequency count of his inappropriate and appropriate behaviors, charts and graphs which give the child a picture of his progress, etc.).

9. Determining how the student's group can encourage and support the student's appropriate behaviors. A more thorough discussion of how Re-Ed uses 'group process' to bring about behavior change will be presented later in this paper.

10. Determining what procedures can be used to insure that the alternative behaviors will occur and be rewarded in the child's home and community (e.g. LTC consultation with parents and teachers, parent training groups, contingency programs at home, etc.).

The above ten steps describe how the Re-Ed staff attempt to extinguish already established inappropriate behaviors. Another extremely important aspect of behavioral programming is to pinpoint specific behavioral deficits. These deficits are behaviors that the child has not yet acquired but must have in order to function appropriately. For example, children should acquire the ability to maintain 'eye contact' when a peer or adult is speaking to them. Some Re-Ed children have problems in making physical contact with teachers and peers. They want to express affection by touching and feeling but don't know how to go about it. Their attempts to do so are inappropriate and usually take the form of hitting people or jumping on them. More appropriate approach behaviors (e.g., shaking hands) must be defined to the child and situations arranged where the child can practice them and receive affection in return. The objective is for the child to be more gentle, spontaneous, and comfortable when engaging in approach behaviors involving physical contact.

Many behavioral deficits may be noted in the classroom setting. The child may lack the ability to express himself and make his feelings known to others. Consequently, in addition to programs designed to extinguish inappropriate behaviors, acquisition programs for building in behaviors absent from the child's repertoire are a must in planning a comprehensive behavioral program.

SETTING BEHAVIORAL GOALS

The team outlines 'long-term' behavioral goals for each child. The long-term goals help keep all programming efforts focused on specific objectives. A few examples of long-term goals are: 'to work the child back into the regular school setting,' 'for the child to be able to listen to other people until they are finished speaking,' 'to extinguish bed wetting at home and at the residential center,' and 'to increase the child's ability to stay on task for thirty minutes at a time in the classroom.'

Short-term goals are approximations the child needs to make in order to reach the desired long-term goal. For example, an approximation of staying on task for thirty minutes would be to stay on task for one minute. Once the child can stay on task for one minute, a new short-term goal can be established, perhaps to stay on task for two minutes, then five minutes, and so on. It would be unrealistic for one to expect the child to try to make a long-term goal all at once. Breaking long-term goals down into sequential successive approximations is a must if the child is ever to move toward terminal objectives. Other examples of short-term goals are: 'to make replies other than 'I don't care,' 'I don't want to,' 'I don't have to;' 'to respond to a question or decision with either yes or no;' and 'to say at least one good thing about a classmate each morning and evening.'

In the Re-Ed residential setting, all groups have evaluation meetings. Evaluation meetings are referred to by the children as 'pow-wows.' In the pow-wow the children establish daily or weekly goals that they feel are important. These goals are almost always personal and short-term in nature. The general purpose of the pow-wow is for the children to evaluate whether or not individuals have made their goal, and to talk about ways the individuals or the group can assist all group members in making their personal goals.

When it is deemed necessary, long- and short-term goals are outlined for certain elements of the child's ecology. Examples of long-term goals for the home would be: 'to help the father and mother encourage the child to deal with his own problems,' and 'for the child to become involved more frequently in activities on the weekend with his father.' A short-term goal related to the child's community may be 'for the child to make use of the neighborhood community center.' A long-term goal for the community may be 'to have the child become a member of his community YMCA on a regular basis,' or 'to become a member in good standing of a local Boy Scout troop.' It is absolutely necessary that the child's ecology become involved in outlining long- and short-term goals. Again, the LTC becomes a unique and important person in the total behavioral programming for the child in residence.

METHODOLOGIES FOR BEHAVIOR CHANGE

The remainder of this paper will be devoted to describing specific methodologies used in the Re-Ed residential centers to bring about behavioral change in the student population. Some methods and techniques described here are not necessarily original to Re-Ed but are borrowed and modified for use in the residential setting. These techniques are implemented as they are needed in all parts of the Re-Ed experience - the classroom, the residential unit, the playground, the community when the children are on field trips, in the home, and in the child's regular school.

One must keep in mind that before behavioral change procedures are attempted, the child's inappropriate behaviors have been pinpointed and described in operational terms. Also, appropriate alternative behaviors have been pinpointed and described in operational terms. Potentially re-warding subsequent events have been chosen to follow the emission of one or more of the pre-viously defined alternative behaviors. The Re-Ed team will then begin a process of structuring reinforcement contingencies to initiate or maintain appropriate behaviors. The value of such 'contingency structuring' has been demonstrated in a number of studies (Krasner and Ullmann, 1965; O'Leary and Becker, 1967; Cantrell, et al., 1969).

Contingency Contracting

One of the most frequently used methods of contingency structuring is referred to as contingency contracting (Homme, 1969). Teacher-counselors using this procedure establish a written contract with the child, specifying the behaviors the child must have in order to receive the contrived re-wards. The rewards are usually tokens or points that can be spent later for toys, models, candy, cokes, and trips. Contingency contracts are structured in such a way that a reward is made con-tingent upon the occurrence of one or more of the specified alternative behaviors which is incom-patible with the pinpointed problem behaviors. For example, take a child who has a problem con-trolling his temper in settings involving competitive activities (e.g. sports, card games, educational games, etc.). When he is losing or the game is not going exactly his way, he has a tendency to curse, hit and push the other children, and walk away from the activity mumbling about 'fairness.' A contingency contract could be set up as follows: The teacher-counselor discusses with the child exactly what behaviors are causing him trouble. The teacher may say, 'Billy, I've noticed that you have a problem controlling your temper when you are playing games. Sometimes you hit and curse the other group members when you are losing. I'm sure this makes you unhappy because everyone gets angry at you and you cry, and I know it's no fun if you never get to finish a game. I've thought of something that may help you with this problem. From now on, each time you lose a move or a game, instead of hitting or cursing why don't you say 'Well, you got me that time, but maybe I'll win the next one.' To help you do this, we will let you earn three tokens each time you control your temper in this way.'

All children in Re-Ed are involved in auxiliary programming in arts and crafts and physical education. The children meet in their respective groups with specialty teacher-counselors in these areas. Some children may not like one or the other of these activities. For example, one child resisted going to his regularly scheduled arts and crafts sessions by having tantrums, crying, and sitting on the floor. To encourage the child to attend class, a much more detailed contingency con-tract than the one previously mentioned was needed. A contract that could provide the child with a reward for making successive approximations necessary for reaching the desired terminal behavior (remaining in arts and crafts classes and participating until the sessions are over) was more feasi-ble. The terminal behavior, or long-term goal was broken down into eight steps. The child could

receive a certain number of points for completing each step in the contract. The contract read as follows:

1. Come together with the group when it is time for arts and crafts classes (3 points).
2. Walk to the arts and crafts classroom (7 points).
3. Collect the appropriate materials and begin work (10 points).
4. Stay in the arts and crafts classroom for at least one-half the session (10 points).
5. Stay in the arts and crafts classroom for the whole session (15 points).
6. You may earn 10 extra points for not complaining during the arts and crafts session.
7. You may earn 10 extra points for not crying during the arts and crafts session.
8. If you earn all 70 points you will receive a bonus of 20 points.

A contract broken down into successive steps is more likely not to overwhelm the child and cause him to feel that it is hopeless even to try. The child can at least feel good about making it to step 3 if that is all he can do at first. Usually the child will begin to enjoy the activity to which the contract prompts him to attend, and will ask that the contract be terminated when he no longer needs it. This is a help to the teacher-counselors who are eventually faced with the problem of fading a child away from contrived rewards.

Contingency contracts are flexible in that they can be sent home on the weekends and the parents can award their child points for doing chores, helping with smaller siblings, or meeting whatever home goals have been established for the weekend. The contracts should be posted where the child can frequently see them and tabulate how many points he has earned. The contracts can also be sent to the child's school and the referring agency to foster continuing interest and facilitate more effective communication.

Premacking

There are times when it is difficult to find tangible rewards for use in structuring a contingency program. Some children are not interested in points or tokens. The problem is confounded further when these same children refuse to respond to social rewards (praise, smile, touching, approval of the group, etc.). One technique used by Re-Ed to remedy this problem is called the Premack Principle (Premack, 1965). The general notion is that anyone, over a period of time, will have certain behaviors that he will spend more time doing than others. These behaviors Premack refers to as 'high probability behaviors.' Behaviors that do not occur as frequently, Premack calls 'low probability behaviors.' Any behavior that one will spend much of his time doing is assumed to have some rewarding properties. If these high probability behaviors could be made contingent upon the occurrence of the appropriate alternative behaviors, then perhaps the problem of finding an effective reward for children who do not respond to social or tangible rewards would be solved.

A child's behavior can be observed in any related setting and a record made of his high probability behaviors. For example, a teacher-counselor may observe that for each hour a child spends in the classroom, forty minutes of it are spent drawing pictures and designs on notebook paper. Drawing pictures, then, would be a high probability behavior. Low probability behaviors in the classroom for some children are such things as 'working arithmetic problems,' 'reading assignments,' 'answering comprehension questions,' and 'working in workbooks.' Once the high and low probability behaviors have been pinpointed, the high probability behaviors can be made contingent upon the occurrence of the low probability behaviors.

A teacher-counselor may define the situation to a child in the following manner:
'Ralph, I see that you spend most of your time drawing pictures during classwork time.
I think it's fine that you like to draw pictures, but you should also do your classwork.

Maybe we could work out something where you could do both your classwork and your drawings. Let's try something. For each arithmetic problem you work correctly (low probability behavior) you may have thirty seconds to draw your pictures in class (high probability behavior). You see, that way if you work ten problems correctly, you will have five minutes to draw your pictures. The more problems you work correctly, the more time you may draw. Also, for each page you complete in your workbooks, you may have one minute to draw your pictures. I think you can still earn plenty of time to draw and also do your classwork. You must remember, however, that you may not draw unless you have earned the time.'

The Premack Principle is extremely flexible. A teacher can let a child who likes to read earn extra reading time by doing writing assignments in a workbook. It is particularly useful in finding reinforcers for children who have rejected everything else. The range of uses for the Premack Principle is limited only by the competence and creativity of the individual teacher-counselor.

Group Process

It has already been mentioned that the child's peer group is an important part of his total ecology. A child's peers have much influence upon his behavior since there are always specific expectations the group has for any child; certain behaviors are rewarded and accepted while other behaviors are ignored and rejected. The use of group living for emotionally disturbed children and adolescents has been a central concept in Re-Ed from the outset. Initially, group living was used because it seemed the most sensible and utilitarian means through which to provide for a student population in residence. However, after Re-Ed had been in existence for a short while, the processes and dynamics which resulted from group living were felt to have a good deal of efficacy in achieving the long- and short-term objectives of the residential centers. Within this group structure, the teacher-counselors have borrowed, created, structured, and refined techniques, procedures and methodologies utilizing group processes and dynamics to bring about behavior change.

Children are grouped in the residential centers according to age, sex, and level of emotional maturity. Groups range in size from eight to twelve children with the core Re-Ed team (DTC, NTC, and LTC) accepting major programming responsibilities. There are three dominant means by which group process is structured for each group in a residential center. The implementation of group process is most often characterized by: (1) the group evaluation meeting, (2) the problem solving meeting, and (3) the planning meeting. The formats for conducting each of these may differ from one group to another. The formats presented here are examples of how group meetings are conducted in Re-Ed settings.

Perhaps the most important of these three types of meetings is the group evaluation meeting. The evaluation meeting, referred to by the children as the 'pow-wow,' is a meeting in which the group has an opportunity to evaluate the activities of the day. Also, individual group members evaluate whether or not they have made their daily goals. The format for conducting the meeting is designed so that the children receive maximum feedback concerning their behavior from the other group members. This is a crucial aspect of group process for Re-Ed children. It is usually difficult for them to equate the unhappy consequences of their inappropriate behaviors with the actual behaviors. They have not been able to frequently and consistently receive positive feedback when they have behaved in appropriate ways.

The group evaluation meeting is usually conducted at the end of the day with the children

seated around a table or on the floor in a circle. Once the children are seated, one of them volunteers to begin the meeting. The format usually demands that the child who starts the meeting must say at least one positive thing about himself or his day. Starting on his left, every other child in the group must say at least one good thing about him. This gives the child the opportunity to receive positive feedback from his peers about his daily behavior, and encourages all of the children to accentuate the positive. Then the child next to him goes through the same process (stating a positive about himself or his day and receiving positive feedback from individual members) The next step in the format is personal goal evaluation. One child will start this part of the meeting by stating his goal (e.g., ' to participate in all group activities') and stating whether or not he feels he made it. Then the rest of the group has the opportunity to agree or disagree with him. If the group consensus is that the child has made his goal, he may then set another goal for himself. If for some reason the group feels that he did not make his goal, the format is immediately shifted to the problem-solving format.

The first step in the problem-solving format is to identify the problem (e.g., Billy has a problem staying with the group during all group activities). The second step is to explore the ways that Billy can make his goal the next day and ways the total group can help him make his goal. An experimental solution is agreed upon and all members strive to solve the problem. This makes all problems not just individual in nature but group problems. When the group can reach the point that it takes responsibility for the behavior of its members, group process has begun to work and group pressure can begin to affect the behavior of individual members.

The group process in Re-Ed takes much of the 'trouble shooting' responsibility away from the teacher-counselors and places it on the group. This frees the teacher-counselor to teach and relate to the children in a more positive way. He is not looked upon by his students as an authoritarian but receives respect and authority because he is a positive and rewarding individual and because the children really care for him.

Group problem-solving meetings can be called any time one or more group members feels there is a problem. For example, a group rule might state that one may start eating when all group members have washed their hands and are seated around the dinner table. The group is angry at Chris because he has been causing them to have to eat cold food by playing in the bathroom and being late for meals. One of the group members may then decide to call a problem-solving meeting. The problem would be identified and group members would make suggestions as to how the problem should be solved. Chris could also make suggestions and come up with an experimental solution. The group may decide that they will wait for Chris for one minute after they all get to the table. If Chris is not at the table and ready to eat after one minute, then he will have to miss a meal.

The objective of the problem-solving meeting is to let the group achieve some autonomy in monitoring its own affairs. When a child's inappropriate behavior interferes with the smooth functioning of the total group, the group will almost always call a problem-solving meeting on their own and arrive at some solution. The teacher-counselor may become involved in the decision-making process, but he will not attempt to make actual decisions for the group. The function of the teacher-counselor is one of clarifying group decisions and feeding them back to the group members so that there is no misunderstanding concerning what the group has decided. The teacher-counselor will monitor the actions of the group when it seems that a child is being 'ganged up on' or if there is a possibility that a child would be hurt by a group decision.

The third meeting characterizing group process at Re-Ed is the planning meeting. The purpose of this meeting is for the group to plan their daily or weekly activities (trips, study projects, parties, campus activities, etc.). The group members are encouraged to participate as much as

possible. The teacher-counselor will give direction to the group or will make suggestions, but he will not attempt to dominate their decisions. Frequently, the teacher-counselor will set a limit that a certain amount of time must be spent in the classroom or in a study session during the evening, but as many specifics as possible are decided by the group.

The group process in Re-Ed is an effort to teach children how to make decisions and interact more effectively in real life. All people must live in groups and arrive at group decisions through communication with other people. One of the primary objectives for groups in Re-Ed is that they become self-directed. They make their own plans, they solve their own problems, and they evaluate the positive and negative aspects of each day. They strive to find ways that each individual member can fulfill his goals and ways the total group can enhance the quality and productivity of each day.

Token Economy

Re-Ed utilizes several techniques in combination with those already mentioned. One such technique is token economy - ideal for use in residential school settings and classrooms. The efficacy of structuring contingencies around a token reinforcement economy is exemplified in a number of behavior studies (Birnfrauer, Wolf, and Kidder, 1965; O'Leary and Becker, 1967; Kuypers, Becker, and O'Leary, 1968; O'Leary, Becker, Evans, and Saudargas, 1969).

Token economies make use of a generalized reward (token) that can be traded for toys, candy, models, and books at a later time. For example, a contingency contract may be set up in such a way that a child is allowed to trade them. Tokens are extremely convenient in that they can be carried by the teacher-counselors and given out immediately when appropriate behavior is observed. For instance, tokens used in the classroom are an extremely effective means of maintaining 'on task' behavior.

Currently, the general consensus in Re-Ed is that token economies are useful and functional with the younger groups of children; however, where token systems have been tried with adolescents, their use has been discontinued in favor of using a comprehensive group process methodology.

Time Out

One procedure used for the modification of deviant behaviors is called 'time out' (Wolf, Risley, and Mees, 1964; Bostow and Baily, 1969). Time out involves the temporary disruption of the child's activities by the group, the teacher-counselor, or the teacher's aide. For example, a teacher-counselor may ask a child to go to his room if his behavior is such that it interferes with the smooth functioning of the total group. Some Re-Ed classrooms have small rooms adjoining them for use as time out areas. Children who engage in disruptive behaviors incompatible with classroom activities are asked to separate themselves from the group. Quite often, the group may have stated their own expectations and consequences involving time out. Some groups in the children's centers have a standing rule that anyone interfering with a group activity to the extent that the group cannot function must spend a specified amount of time in the time out area. In such cases, the time out procedure is imposed by the group - not by the teacher-counselor.

There are several ways to determine how long a child should stay in the time out area. An arbitrary amount of time (usually of short duration) can be specified by the group or teacher-counselor and previously stated so that the whole group will understand. It is preferable that a child not be placed in time out unless he has already been told that certain behaviors will result

in his going to the time out area. The child is less likely to regard the group or teacher-counselor as the 'bad guy' if time out contingencies are previously defined. A child who has tantrums may be told that he must stay in time out until he is through having his tantrums or until he feels ready to rejoin the group.

Re-Ed also uses 'self-imposed' time out procedures. Sometimes a child can feel when he is about to become upset or lose his temper. At that time, the child can impose a time out on himself and separate himself from the group until he regains his composure. This simple ritual has been used very effectively in Re-Ed to help children who have problems controlling their tempers and fighting. The self-imposed intervention is a more natural contingency and helps the child develop responsibility for his own behavior. The child will usually know when he is ready to rejoin his group.

Regardless of the methods one uses, they must be communicated to the child in a way that is understandable to him. It is at this point that many knowledgeable teachers may begin to have problems implementing specific techniques described in this paper. It is important for one to understand the concept of programming successive approximations or systematic teacher attention, but the ability of a teacher-counselor to state expectations and consequences in terms the child can understand is equally important. By explaining limits, expectations, alternatives, and consequences to the child beforehand, the teacher provides structure and predictability. This is extremely important for the Re-Ed child who typically has not experienced consistency or predictability on the part of adults.

It is not only necessary to explain behavioral alternatives to children, but to provide as many appropriate alternatives as there are available. For example, a child who fights may have several alternatives to fighting, all of which are appropriate to a greater or lesser degree. If a child finds himself in a situation where he feels he is likely to fight, he may (1) raise his hand and count to ten, (2) choose to remove himself from the situation (self-imposed time out), or (3) call a problem-solving meeting. Any of these behaviors is incompatible with fighting if they occur, and should be specifically defined to the child as possible alternatives.

The objective of a child's stay at a Re-Ed center is not simply a child conditioned to make all of the appropriate responses in the right situations. Although behavioral techniques are used, they are used only as a means to reach an objective: a child who is cheerful, expressive, self-directing and self-motivating, possessing a broad repertoire of behavioral skills enabling him to cope in diverse situations; a child with a sincere concern for the feelings of others and able to find pleasure in growing and discovering.

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