

Chapter 1 : Exercise 7: Maintaining On-Task Behavior

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This article has been cited by other articles in PMC. Abstract A multiple baseline design across participants was used to determine how teacher greetings affected on-task behavior of 3 middle school students with problem behaviors. Momentary time sampling was used to measure on-task behavior during the first 10 min of class. To facilitate completion of these tasks, Emmer, Evertson, and Worsham suggested that teachers assign an activity for students to perform independently during the first 10 min of class. However, it can be challenging for teachers to achieve and maintain student on-task behavior while simultaneously completing administrative tasks. When this occurs, classroom contingencies are likely to promote off-task rather than on-task behavior. For example, McComas, Thompson, and Johnson decreased attention-maintained problem behavior displayed by elementary students by delivering attention as an antecedent. Relative to some consequence-based interventions e. Thus, additional studies that evaluate classroom-based antecedent interventions are warranted. The intervention implemented in the present study involved an easy-to-use antecedent manipulation designed to increase on-task behavior during the first 10 min of class; teachers were asked to greet target students as they entered the classroom. Method Participants Participants were 3 students enrolled in separate middle schools in an urban area in South Carolina. These students were nominated by their teachers based on a pattern of consistent difficulty remaining on task during the first 10 min of class. None of the participants received special education services. Tim was an eighth-grade boy of Hispanic-American descent who reportedly displayed frequent off-task e. Observations occurred from 8: Kay was a Caucasian seventh-grade girl who was described as easily distracted e. She was observed during second-period science class from 9: Jon was an African-American sixth-grade boy who engaged in disruptive e. Jon was observed during second-period reading class from Data Collection and Interobserver Agreement The occurrence or nonoccurrence of on-task behavior was recorded using momentary time sampling, with s intervals. A student was considered on task when he or she was a actively listening to teacher instructions, defined as being oriented toward the teacher or task and responding verbally e. When determining percentages of on-task behavior, data were summarized by tallying intervals coded as on task and dividing by the total number of intervals. Procedure A multiple baseline across participants design was used to evaluate the effectiveness of teacher greetings on on-task behavior. Students were unaware that they were being observed or were participating in a research study. Observers arrived in the classroom during the change of classes and were seated in an inconspicuous location within the classroom prior to the beginning of class. Participants were observed 2 days per week unless absent , for a total of 6 weeks. Baseline During baseline, teachers were asked to maintain their typical daily routine, which did not include greeting students at the door. Teachers were not informed of the planned intervention technique i. No specific scripts were given because of the need for this interaction to be perceived by students as sincere and consistent with the setting. Following the doorway greeting, teachers were instructed to continue their normal routine. Results and Discussion The percentage of intervals with on-task behavior for each participant is illustrated in Figure 1. Teacher greetings were associated with an increase in on-task behavior for all participants. The effects of the intervention are less clear with Jon because three points from baseline during which a movie was shown overlap with results obtained in the intervention condition.

Chapter 2 : Effects of Teacher Greetings on Student On-task Behavior

calendrierdelascience.com behavior description and characteristics for off-task disruptive and targeted and specific tier 1 positive interventions and supports. PBIS World A Complete Tier 1 Through Tier 3 Positive Behavior Interventions & Supports System.

Challenging Students Students who have chronic difficulties paying attention in class face the risk of poor grades and even school failure. Inattention may be a symptom of an underlying condition such as Attention Deficit Hyperactivity Disorder. However, teachers should not overlook other possible explanations for student off-task behavior. It may be, for example, that a student who does not seem to be paying attention is actually mismatched to instruction the work is too hard or too easy or preoccupied by anxious thoughts. Teachers who focus on making their instruction orderly, predictable, and highly motivating find that they can generally hold the attention of most of their students most of the time. Here are some ideas to consider to boost rates of student attending and on-task behavior: When giving directions to an individual student, call the student by name and establish eye contact before providing the directions. Wait until all students are looking at you and ready to listen before giving directions. When you have finished giving directions to the entire class, privately approach any students who appear to need assistance. Quietly restate the directions to them and have them repeat the directions back to you as a check for understanding. Keep Students Guessing Heward, Students attend better during large-group presentations if they cannot predict when they will be required to actively participate. Randomly call on students, occasionally selecting the same student twice in a row or within a short time span. Department of Education, Students typically increase their attention to task and show improved compliance when the teacher is in close physical proximity. During whole-group activities, circulate around the room to keep students focused. Students will better understand directions when those directions are delivered in a clear manner, expressed in language the student understands, given at a pace that does not overwhelm the student, and posted for later review. When giving multi-step directions orally, write those directions on the board or give to students as a handout to consult as needed. State multi-step directions one direction at a time and confirm that the student is able to comply with each step before giving the next direction. Allowing students to exercise some degree of choice in their instructional activities can boost attention span and increase academic engagement. During independent seatwork, for example, you might routinely let students choose where they sit, allow them to work alone or in small groups, or give them 2 or 3 different choices of assignment selected to be roughly equivalent in difficulty and learning objectives. When students are appropriately matched to instruction, they are likely to show improved on-task behavior when they are taught at a brisk pace rather than a slow one. To achieve a brisk pace of instruction, make sure that you are fully prepared prior to the lesson and that you minimize the time spent on housekeeping items such as collecting homework or on transitions from one learning activity to another. Make the Activity Stimulating U. Students require less conscious effort to remain on-task when they are engaged in high-interest activities. Make instruction more interesting by choosing a specific lesson topic that you know will appeal to students e. Another tactic is to make your method of instruction more stimulating. Teachers who selectively give students praise and attention only when those students are on-task are likely to find that these students show improved attention in class as a result. When you have a student who is often off-task, make an effort to identify those infrequent times when the student is appropriately focused on the lesson and immediately give the student positive attention. Examples of teacher attention that students will probably find positive include verbal praise and encouragement, approaching the student to check on how he or she is doing on the assignment, and friendly eye contact. Provide a Quiet Work Area U. Distractible students benefit from a quiet place in the classroom where they can go when they have more difficult assignments to complete. A desk or study carrel in the corner of the room can serve as an appropriate workspace. When introducing these workspaces to students, stress that the quiet locations are intended to help students to concentrate. Contract with students to give them short breaks to engage in a preferred activity each time that they have finished a certain amount of work. For example, a student may be allowed to look at a favorite comic book for 2 minutes each time that he has

completed five problems on a math worksheet and checked his answers. Attention breaks can refresh the student and also make the learning task more reinforcing. For new material, trim assignments to the minimum length that you judge will ensure student understanding. When having students practice skills or review previously taught material, break that review into a series of short assignments rather than one long assignment to help to sustain interest and engagement. Many students with limited attention can focus better in the morning, when they are fresh. Schedule those subjects or tasks that the student finds most difficult early in the day. When students are actively engaged in an activity, they are more likely to be on-task. Avoid long stretches of instructional time in which students sit passively listening to a speaker. For example, you might first demonstrate a learning strategy to students and then divide the class into pairs and have students demonstrate the strategy to each other while you observe and evaluate. Train students to transition appropriately by demonstrating how they should prepare for common academic activities, such as group lecture and independent seatwork. Have them practice these transitions, praising the group for timely and correct performance. During daily instruction, verbally alert students several minutes before a transition to another activity is to occur. Use Advance Organizers U. One strategy to improve on-task behavior is to give students a quick overview of the activities planned for the instructional period or day. All students benefit when the teacher uses advance organizers. However inattentive students especially benefit from this overview of learning activities, as the advance organizer can prompt, mentally prepare, and focus these students on learning right when they most need it. Use Preferential Seating U. Seating the student near the teacher is one tried-and-true method to increase on-task behavior. Preferential seating simply means that you seat the student in a location where he or she is most likely to stay focused on what you are teaching. Of course, the ideal seating location for any particular student will vary, depending on the unique qualities of the target student and of your classroom. When selecting preferential seating, consider whether the student might be self-conscious about sitting right next to the teacher. Also, try to select a seat location that avoids other distractions. For example, you may want to avoid seating the student by a window or next to a talkative classmate.

Effects of two teacher presentation rates on off-task behavior, answering correctly, and participation. *Journal of Applied Behavior Analysis*, 9, Linking assessment to intervention design. *Behavior Therapy*, 27, The sequential introduction of compliance training components with elementary-aged children in general education classroom settings. *School Psychology Quarterly*, 16, Methods of proactive classroom management. *School Psychology Review*, 17, Best practices in increasing academic learning time. Volume I 4th ed. National Association of School Psychologists. Focus on measurably superior instruction pp. A behavioral analysis of effective teaching. *School Psychology Quarterly*, 8, The application of behavioral principles to educational settings. Effects of choosing academic assignments on a student with attention deficit hyperactivity disorder. *Journal of Applied Behavior Analysis*, 30, Department of Education Teaching children with attention deficit hyperactivity disorder: Instructional strategies and practices. Retrieved August 20, , from <http://> This handout addresses frequently asked questions about the inattentive type of ADHD. Published by the U. Department of Education, this page booklet has great ideas to manage the academic and behavioral needs of children with attention problems.

Chapter 3 : On-Task Behavior | Behavior & SEL IEP Goal - Goalbook Toolkit

Classroom activities and off-task behavior in elementary school children Karrie E. Godwin (kegodwin@calendrierdelascience.com) Carnegie Mellon University, Department of Psychology, Forbes Avenue, Pittsburgh, PA USA.

Social Security disability hearings can be confusing – the Administrative Law Judge ALJ , your attorney , and the experts use a lot of jargon that may make it sound like they are speaking a completely new language. The basic issue that all of these people are discussing is whether you can perform the duties of a full-time job. The judge must specifically address all the different physical and mental limitations you have. The elements of your physical residual functional capacity – your ability to sit, stand, walk, lift, reach, stoop, etc. The judge must assess how much of an eight-hour work day you are able to do each of these things. However, as you probably know well, your medical conditions cause problems in many more areas than just your ability to do physical activities. If you have pain, mental health diagnoses, or medication side effects, you likely have difficulty with mental tasks as well. Your skills in concentrating, solving problems, and interacting with others are just as vital to your ability to keep a job as your physical capabilities are. Unfortunately, though, it can be difficult to describe how mental limitations affect your ability to work. Here are some ways you may notice that your mental limitations affect your daily life: You have difficulty sitting through an entire TV show or reading a whole magazine article because your back pain bothers you so much. You start lots of projects, but you never finish them because you have symptoms of attention deficit hyperactivity disorder ADHD. You have trouble getting out of bed in the morning because of your symptoms of depression. Some days, you are able to do typical daily activities, but a migraine headache will keep you in bed for one or two days straight. Since you had a stroke , you have a lot of trouble remembering how to do things that used to be easy for you. You can perform easy tasks like making a sandwich or writing a note, but it takes a much longer time than it used to. In your Social Security disability claim, the ALJ must decide how those problems translate into difficulties in a work setting. In a workplace, you must be able to complete the work you are assigned to do in a reasonable amount of time. Sometimes, you must meet production quotas. You are expected to come to work every day, show up on time, and take only the breaks built into your schedule by your employer. The quality of your work must meet certain standards. In production jobs, on the other hand, an employee is expected to spend the majority of the day performing specific tasks in a particular manner. Additionally, all jobs have attendance requirements regarding how often you can be absent and how much time you must spend in the workplace. All cases are different and may require different arguments to achieve a favorable result. Many of my clients tell me it is impossible for them to endure the requirements of full time employment.

Chapter 4 : School-Wide Strategies for Managing OFF-TASK / INATTENTION | Intervention Central

However, teachers should not overlook other possible explanations for student off-task behavior. It may be, for example, that a student who does not seem to be paying attention is actually mismatched to instruction (the work is too hard or too easy) or preoccupied by anxious thoughts.

This article has been cited by other articles in PMC. Abstract Evidence to validate the use of fixed-time FT reinforcer delivery i. In those studies that have provided validation, reinforcer delivery schedules appeared to be prohibitively dense for sustained implementation of procedures. This study demonstrated the efficacy of using FT reinforcer delivery to reduce off-task behavior of 2 typically developing third graders using a teacher-selected schedule FT 4 min. Immediate reductions in off-task behavior were observed for both children. Challenges in identifying the operative mechanism of FT schedules in natural settings are discussed. Further, they showed that the procedure could be implemented by the dentist with very little training. However, both studies employed relatively dense schedules of reinforcement delivery to s fixed-time [FT] schedules , which may be prohibitive for teachers in regular classrooms. Therefore, the purpose of the present study was to assess the effectiveness of teacher-selected FT schedules. Method Participants and Setting Andrew and David were third-grade boys 9 and 8 years old, respectively who had been identified by their teacher as displaying frequent off-task behavior, including calling out, getting out of their seats, and disturbing other students. Data were collected during language arts, which included both individual and group reading and writing activities. Andrew had been identified as having a specific learning disability and received min of resource specialist program services weekly for reading. David was classified as a general education student and was not receiving any special education services. Response Measurement and Interobserver Agreement Off-task behavior was defined as calling out or engaging in one of the following behaviors for more than 3 s: Direct observation of off-task behavior was conducted by trained undergraduate students using a s partial-interval recording procedure. Each observation session lasted 40 min. Observers rotated observations between children minute by minute so that each child was observed for a total of 20 min. To provide a more stringent measure of interobserver agreement, calculations for occurrences and nonoccurrences of off-task behavior also were made. During baseline A , the teacher interacted with the boys in her usual manner. Next, a series of naturalistic functional analysis conditions were implemented to test the hypothesis. In the contingent attention condition, the teacher was asked to attend to the boys when they were off task by providing a brief redirection. In the contingent escape condition, the boys were told that they could take a s break from work each time they were off task. For both boys, percentage of intervals scored during the attention conditions were higher than in the escape condition. Baseline During this phase, the teacher was asked to respond to the students in her usual manner, which typically included brief reprimands or redirections for inappropriate behavior. The teacher then was asked to provide an indication of how often she believed she could provide attention to the boys without causing a disruption to her teaching schedule or ongoing classroom activities. The teacher decided that a 4-min FT schedule would be reasonable for her to implement. The teacher was asked to alternate between the 2 boys with regard to which one received attention first and to ignore appropriate and inappropriate behaviors that occurred in the interim between scheduled attention delivery. No explanation of the change in contingencies was provided to the children. David was observed in the same classroom, but with a different peer group and academic subject mathematics toward the end of the second NCR phase. Andrew was observed in a different classroom with a different teacher, who also was trained in the NCR procedure. Results and Discussion Figure 1 displays the results for Andrew and David.

Chapter 5 : Teaching Strategies to Redirect Off-Task Students

Decreasing Off-Task Behavior 3 observes and records examples of off-task behaviors first that include the date, context, specific behavior, student response to the teacher's actions, and impact on the student and class.

A few teaching strategies to help your students think like optimists. Teachers do this for a reason, and most of the time it works. All you have to do if you notice any classroom disruptions is to stop talking mid-sentence for only a few seconds and stare at the off-task students. Usually, the on-task students will notice that the room went silent, and the off-task students will soon realize too, especially when they see you staring at them. Ask the Right Questions If you want to promote self-correction in a student, you must ask the right questions. Instead of giving the student a direction, ask them a question. When you start to change your teacher-directed commands, and change them into student-centered questions, you will see that they child will self-correct their behavior usually without any problems. Involve Off-Task Students in the Lesson Most of the time, off-task students are lured to something else because they are not engaged in the lesson that is currently taking place. The best way to keep them on task is to get them involved in what you are doing. That is why cooperative learning activities are so great to incorporate into your lessons. They allow for the students to continually be a part of the learning. Shaming them is not the answer. Be Persistent Sometimes you can do all of the suggestions mentioned above, but the student still seems to get off-task. For these students you really need to be persistent. This can be for ten minutes or the entire lesson, whatever will drive the point home. You should also get them involved in the lesson using one of the suggestions above, and also position yourself right next to them so they know you mean business. How do you redirect students who are off-task? Do you have any different suggestions than the ones listed above? Please share your ideas in the comment section below, we would love to hear what you have to say. Janelle Cox is an education writer who uses her experience and knowledge to provide creative and original writing in the field of education.

Chapter 6 : Fixed-Time Teacher Attention to Decrease Off-Task Behaviors of Typically Developing Third G

rates of off-task behavior is an important goal given the challenges that off-task behavior causes for classroom management as well as the potential implications of off-task behavior on academic achievement.