

Intervention Strategies for Internalizing and Externalizing Behaviors at the Secondary and Tertiary Levels

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Intervention: Problem Solving

Definition:

Problem solving teaches students a sequential and deliberate process for handling negative situations.

Basic Elements of Problem-Solving:

1. Problem recognition
2. Problem definition and goal setting
3. Generation of possible solutions
4. Evaluation of solutions
5. Plan design and implementation
6. Plan evaluation

Problem Solving Procedures:

1. Provide a list of steps for problem solving.
2. Demonstrate or present a problem scenario.
3. Identify the problem in the scenario.
4. Ask questions to determine the goals of the problem behavior.
5. List a number of alternative solutions.
6. Evaluate the list by asking questions.
7. Choose the best solution.
8. Design a plan to achieve the solution.
9. Practice the plan.
10. Implement the plan.
11. Create a reinforcement and evaluation plan.

Intervention: Social Skills Training

Definition:

Social skills provide students skills that enable effective functioning when interacting with others.

Basic Elements of Social Skills Training:

1. Determination of social skill deficits
2. Demonstration of appropriate social skills via explanations and explicit modeling
3. Application of learned social skills in contrived scenarios
4. Administration of feedback and reinforcement for appropriate responses
5. Application of learned social skills in an actual situation

Social Skills Training:

1. Group children together that share the same social skill deficits.
2. Establish performance goals that are easy for children to achieve.
3. Set well-defined, clear boundaries for each goal.
4. Determine common social skills or social competency deficits
5. Focus on teaching only one skill per session.
6. Review skills previously taught.
7. Present the steps being taught.
8. Engage children in a discussion centered on events that required the use of the skill.
9. Encourage children to role-play the skill while others coach them.
10. Reinforce generalization of the skill by having the children record in a journal their experiences using the skill each day.
11. Distribute copies of the skill steps to the children's teachers and parents.
12. Hold periodic refresher sessions.

Intervention: Replacement Behavior Training

Definition:

Replacement behavior training focuses on replacing undesirable behaviors with new skills that focus on desirable behaviors.

Basic Elements of Replacement Behavior Training

1. Administration of the Functional Behavior Assessment
 - a. Create an operational definition of the aggressive behavior
 - b. Identify the settings, antecedents, and consequences contributing to or resulting from the aggressive behavior.
 - c. Identify the behavior's function
 - d. Select a replacement behavior
 - e. Select potential reinforcers
2. Evaluation of FBA data and implementation plan

Replacement Behavior Training:

1. Conduct a functional behavioral assessment using a team approach.
2. Review the problem behavior with the child.
3. Identify and teach the child several replacement behaviors.
4. Determine the appropriate use of the replacement behavior.
5. Model the replacement behavior.
6. Allow the child to demonstrate understanding of and ability to perform the new behavior.
7. Inform all adults working with the student of the behavior plan.
8. Gradually fade prompts being given by teachers or others.
9. Reinforce new behaviors using 1:1 ratio.

Intervention: Contingency Management

Definition:

Relies on the use of natural consequences and reinforcers for reducing anxieties associated with specific behaviors or events

Basic Elements of Contingency Management:

1. Shaping
2. Positive reinforcement
3. Extinction

Contingency Management Procedures:

1. Identify the specific anxiety-related behaviors that need to be addressed.
2. Ask the child to choose from an existing list of preferred reinforcers.
3. Determine a reinforcement schedule, and review it with the child. During the initial stages, use shaping techniques (i.e., reinforce successive approximations to engage in the desired behavior).
4. Determine appropriate consequences for maladaptive behaviors, and review them with the child (e.g., what will happen if the child responds to anxiety by throwing a tantrum, destroying property, or refusing to do something).
5. Replace tangible reinforcers with social reinforcers. This transition should be planned and should happen gradually.

Intervention: Modeling

Definition:

Demonstration of successful outcomes in anxiety-provoking situations

Basic Elements of Modeling:

1. Presenting an anxiety-provoking scenario
2. Demonstration of desirable and successful outcomes

Modeling Procedures:

1. Identify, describe, and discuss the anxiety problem and the concept of watching a video or modeling.
2. Reassure the child that nothing bad will happen to them during the demonstration.
3. Show the child an anxiety-provoking situation or even using the video or live models.
4. Discuss with the child the events in the demonstration, identifying the antecedents to the event, the event itself, and the consequences of the event.
5. Identify the responses and behaviors used by the models that the child would feel comfortable using. Ask the child to describe how he or she would engage in such responses or behaviors.
6. Practice the desired responses and behaviors with the child.

Intervention: Presentation Strategies-Structuring

Definition:

The formation or development of the instructional content and the organization of its delivery

Common Methods of Structuring:

- 1) Scaffolding
 - a) Instructional support provided by teachers until the student is able to transition into independent thinking and learning.
 - b) Three components that influence scaffolding:
 - i) Student's present levels of performance and their future goals
 - ii) The curriculum and learning objectives that have to be incorporated
 - iii) Concerted effort should be made to provide instructional bridges between knowledge gaps and student's needs
 - c) Using scaffolding strategies allows for a learning process that will produce fewer student errors and greater focus on the content of the lesson. Examples: Science lesson and writing assignment
 - d) Scaffolding is appropriate for all ages and allows teachers to tailor the assignments to the amount of effort students should be making to complete tasks.
- 2) Procedural Prompts
 - a) Visual, verbal, or auditory prompts to help students organize and remember new material.
 - b) Ask questions that prompt the cognitive process:
How are ___ and ___ alike in the story?
 - c) Follow 2 steps:
 - i) Determine if the challenge is related to organization (memory) or application (thinking)
 - ii) Ask questions that create opportunities for chunking, linking, retrieval, or schema.
- 3) Instructional Sequencing and Scripted Lessons
 - a) Order in which information is presented to students as well how a student structures his or her learning.
 - b) Sequencing Steps:
 - i) Provide clear explicit expectations
 - ii) Present information using examples and nonexamples
 - iii) Link the information to previously learned information
 - iv) Give ample opportunities to respond to questions
 - v) Give reinforcement and shape incorrect information
 - vi) Review and practice
 - vii) Provide opportunities to demonstrate

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Intervention: Presentation Strategies - Responding

Definition:

Increasing opportunities for students to participate by answering questions, restating instruction, or asking questions.

Practical Ideas:

1. Increase number of oral questions.
2. Randomly call on students.
3. Use choral responding from all students.
4. Use white boards for students to write on and hold up answers.
5. Have students stand up or sit down in response to questions.
6. Write student names on popsicle sticks, pull sticks when asking questions.
7. Use yes/no cards.
8. Script lessons with self reminders to answer questions

Intervention: Peer Tutoring

Definition:

The process of students assisting in learning through teaching

Basic Elements of Peer Tutoring:

1. Teacher creates tutor pairs
2. Teacher establishes procedures through practice and explanation
3. Tutor presents the problem to the tutee
4. Tutee solves the problem with tutor assistance
5. Tutor gives tutee feedback
6. Teacher monitors peer tutoring
7. Teacher reinforces appropriate tutoring behavior

Peer Tutoring Procedures:

1. Set expectation guidelines for tutoring sessions.
2. Define the objective of the tutoring sessions in academic or social goals.
3. Choose the subject area in which peer-tutoring will occur
4. Notify parents that peer tutoring will be taking place in your classroom.
5. Write a lesson plan for the tutors.
6. Assign a tutor to one or two students for a specific amount of time.
7. Train the tutors.
8. Monitor the tutoring process.
9. Evaluate the peer-tutoring sessions to make sure objectives have been met.
10. Provide feedback to students and other interested persons.

Intervention: Self-Monitoring

Definition:

Improve skills needed for self-regulation of behavior by recording information about his or her personal performance on a task.

Basic Elements of Self-Monitoring:

1. Problem Identification
2. Replacement behavior identification
3. Behavioral monitoring and recording
4. Self-evaluation
5. Self-rewarding or reinforcing

Self-Monitoring Procedures:

1. Identify and define the behavior.
2. Collect baseline data.
3. Meet with the student to review the data in a nonthreatening manner.
4. Identify a replacement behavior with the student.
5. Select the type of information and how it will be recorded.
6. Choose an appropriate recording form or method.
7. Gradually fade the use of self-monitoring after the goal is mastered.

Intervention: Self-Instruction

Definition:

Students use verbal self-prompting to solve problems or complete tasks.

Basic Elements of Self- Instruction:

1. Model and verbalize steps
2. Verbalize steps while student completes the task
3. Have the student verbalize the steps and complete the task
4. Have the student whisper the steps and complete the task
5. Have the student use silent self-talk and complete the task

Self-Instruction Procedures:

1. Model and verbalize necessary steps to complete the task
2. Ask the student to complete the task and verbalize the steps while the student completes the task
3. Ask the student to verbalize the steps and complete the task
4. Ask the student to whisper the steps and complete the task
5. Ask the student to use silent self-talk and complete the task.

Intervention: Reprocessing Strategies

Definition:

Students review material in a different way to help students review newly learned information to increase associations between new information and pre-existing knowledge.

Basic Elements of Reprocessing:

1. Summarization
2. Paraphrasing
3. CCC (cover, copy, and compare)
4. Self-questioning

Reprocessing Strategies Procedures:

1. Repeat exposure to the academic task through task completion.
2. Check for comprehension and correct errors.

Summarization: identify important details and discard less important details.

Paraphrasing: reorganization of knowledge using new words

CCC: looking at a instructional stimulus, removing it, and responding followed by immediate check for accuracy

Self-questioning: asking himself or herself questions about the information he or she is reading and predicting answers to the questions. Then finding and talking about the answers.

Intervention: Pre-Correction

Definition:

Pre-correction involves the provision of prompts for desired behavior in certain circumstances that are determined to be antecedents of problem behavior (De Pry & Sugai, 2002).

Basic Elements of Pre-Correction:

1. Identifying transitions that might lead to problems
2. Teaching expected transition behaviors
3. Using visual schedules

Procedures of Pre-Correction:

1. Identify situations that trigger problem behaviors.
2. Determine which pre-correction technique the child responds better to. (visual or verbal or both)
3. Review the daily schedule and transitions with the child.
 - a) make modifications to schedule to ensure high degree of structure and predictability
4. Provide verbal and/or visual pre-corrections.
 - a) Verbal pre-corrections
 - b) Visual pre-corrections
5. Introduce the expected transition behavior verbally and or visually.
 - a) verbal pre-correction
 - b) visual pre-correction
6. Model the expected behavior and engage the child in through role-play.
7. Communicate to the child, prior to a potentially problematic situation, a reward that he or she will receive for appropriate behavior.
8. Reinforce appropriate behavior
9. Teach or re-teach and practice the skill as necessary.

Intervention: Procedural Prompts

Definition:

Procedural prompts (visual or auditory cueing or signaling) increases adaptability by:

1. Providing information that cues the student to transition from one activity to another
2. Informing the student about changes to schedule or events (Dalrymple, 1995)

Basic Elements of Procedural Prompts:

1. Identifying the appropriate form of prompting.
2. Teaching the child to associate the prompt with the target behavior.

Procedures of Procedural Prompts:

1. Determine the minimum level of prompting that is the most effective type of prompting.
2. Teach the child to associate the prompt with its meaning. Model the correct response to the prompt to help guide the child.
3. Consistently provide reinforcement while teaching the prompt association. Gradually fade the reinforcement to lead to natural social reinforcement.

Intervention: Daily Behavior Report Cards

Definition:

Daily behavior report cards are used to record a child's behavior each day. They provide a reliable way to track behavioral goals and objectives.

Basic Elements of Daily Behavior Report Cards:

1. Define target behaviors.
2. Daily monitoring and recording of behaviors.
3. Communicating the results to both students and parents.

Daily Behavior Report Cards Procedures:

1. Identify the target behaviors for improving attention.
2. Ask the rater to assign a letter grade to the child's performance each day.
3. Give feedback using a daily check-in/check-out system, a home-note correspondence system, or a teacher conference with graphs and/or charts.
4. Reward the student for meeting goals.

Intervention: Token Economy

Definition:

Token systems allow children to earn points or tokens that can be later exchanged for positive reinforcements. Tokens may be taken away for inappropriate behavior.

Basic Elements of Token Economy System:

1. Create a chart of behaviors with values assigned.
2. Specify when the child will earn tokens.
3. Determine if the tokens will be concrete or written.
4. Create a chart of reinforcers with the value assigned.
5. Give access to the reinforcers when criteria is met.

Token Economy System Procedures:

1. Describe the targeted behavior and a replacement behavior in concrete, observable terms.
2. Determine the list of reinforcers to use.
3. Create a visual aid or chart.
4. Determine the method for removing reinforcers.
5. Explain the system to the child.
6. Model the behaviors that will earn or cost tokens or points.
7. Have the children practice the appropriate behavior.
8. Provide visual cues to the children to keep track of points lost.
9. Add points or tokens when the replacement behavior occurs.
10. Remove points or tokens when the targeted behavior occurs.
11. Provide predetermined time to exchange points or tokens for reinforcers.
12. Fade out the response-cost with the extinction of the targeted behavior.

Intervention: Interdependent Group-Oriented Contingency Management

Definition:

Group management systems that reinforce cumulative behavior of a whole group

Basic Elements of Interdependent Group-Oriented Contingency Management:

1. Create a visual chart of behaviors that will earn points and violations that will cause students to lose points.
2. Divide children into teams.
3. Create a scoreboard.
4. Determine reinforcers.
5. Give the team with the most points access to the reinforcers.

Interdependent Group-Oriented Contingency Management Procedures:

1. Divide the class into teams.
2. Model the appropriate behaviors for the targeted behavior.
3. Determine the reinforcer.
4. Create a graph to tally the points earned or lost on an intermittent reinforcement schedule.
5. Reinforce the winning team at designated intervals.

Intervention: Anger Management Skills Training

Definition:

Anger management skills training is a skill building approach to reducing socially inappropriate responses to anger.

Basic Elements of Anger Management Skills Training:

1. Recognize events or triggers that cause anger.
2. Recognize the reactions to anger.
3. Select anger management techniques the person is willing to try.
4. Evaluate the effectiveness and appropriate techniques.
5. Modify the techniques as needed.

Anger Management Skills Training Procedures:

1. Introduce the components of anger such as triggers, physiological signs, and cues.
2. Have the children create a list of things that make them angry (triggers).
3. Discuss the cues the children experiences.
4. Model the triggers and ask the children to identify cues that cause anger.
5. Explain the pro-social anger management methods used to avoid anger.
6. Introduce pro-social techniques.
7. Give students visual cues explaining the pro-social method.
8. Allow the children to role-play the triggers and cues.
9. Instruct the children to keep a log of incidents.
10. Practice the skills in real-life situations by setting up unexpected situations for students.
11. Reinforce participation and completion of the course in a social situation.

Intervention: Relaxation Training

Definition:

Teach children to begin to relax by monitoring muscle tension created by stressful situations and events.

Basic Elements of Relaxation Training:

1. Identify emotional triggers and physical symptoms
2. Engage in an activity designed to reduce the negative emotions
3. Recognize when emotions and feelings start to improve

Implementation of Relaxation Training:

1. Identify a specific symptom of the child's depression along with the effect it has on the child.
2. Teach the child how to perform a relaxation technique.
3. Ask the child to imagine a situation that causes the undesired symptoms.
4. Practice the technique with the child until he or she is able to perform the steps by himself or herself.
5. Check in with the child periodically to determine if the relaxation technique is being practiced correctly and at the appropriate times.

Intervention: Functional Communication Training

Definition:

Functional communication training (FCT) is the process of teaching a student to communicate effectively to satisfy his or her needs and wants.

Basic Elements of Functional Communication Training:

1. Completing a functional analysis of behavior
2. Teaching functionally equivalent replacement behavior(s)

Behavioral Intervention Training:

1. Complete a functional analysis of the aberrant behavior.
2. Choose replacement communicative response with stakeholders.
3. Teach the child the replacement response.
4. Implement the replacement response.
5. Reinforce the replacement response.

Intervention: Picture Exchange Communication System

Definition:

The Picture Exchange Communication System (PECS) can be used to teach communication skills to primarily nonverbal children with developmental delays.

Basic Elements the Picture Exchange Communication System

1. Creating picture symbols
2. Providing positive reinforcement
3. Backward chaining

Stage 1: Assessment Preferences, Preparing Materials, and Training

1. Assess the child's preference for objects and activities
2. Prepare the materials
3. Train the communication partners

Stage 2: Implementation

Phase 1: Communicating a Basic Need or Want

1. Choose a preferred object and place it within the child's view.
2. Block the child if he or she reaches for the object and physically guide the child to pick up the picture of the object.
3. Guide the child's hand with the picture card to the hand of the communication partner.

Phase 2: Communicating a Basic Need or Want

1. Direct the communication partner to accept the picture card, state the objects name, and give it to the student.
2. Allow the student to engage with the object for a few seconds.
3. Repeat the steps needed for additional objects.

Phase 3: Increasing Spontaneity of Communication

1. Move the picture card of a preferred object and the communication partner away from the student.
2. Place the preferred object within the child's reach.
3. Model how to approach the communication partner and gain their attention.
4. Prompt the child to pick up the picture card.
5. When the child touches the communication partner, immediate eye contact is made and communication partner opens his or her hand to receive the picture card from the child.

Phase 4: Discriminating Among Pictures or Symbols

1. Add a picture of a non-preferred object to the communication board.
2. Place a preferred and non-preferred object picture card within the child's reach.
3. Wait for the child to select a picture card and place it in the communication partner's hand.

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4. Give the child the object represented by the selected picture card, and allow the child to engage with it for a few seconds.
5. If the child selects the non-preferred object and shows displeasure, follow the error correction steps.
6. Once the child has mastered selecting the picture card of the preferred object, repeat the process but substitute handling the object to the child with saying “take it”.
7. If the child takes the preferred object, then he or she is discriminating between objects.
8. Gradually add more picture cards to the communication book/board, repeating these steps with multiple communication partners in multiple settings.

Phase 5: Using Phrases

1. Add a two-picture sentence card representing the words “I want” to the communication book/board.
2. Model placing a picture card of the preferred object (or activity) after “I want” and receiving the object.
3. When the child places a picture card of a desired object after the picture representation of “I want”, direct the communication partner to say, “I want (name of desired object)”.

Phase 5: Using Phrases

1. Direct the communication partner to give the desired object to the child.
2. Allow the child to engage with the object.
3. Repeat these steps with multiple desired objects and communication partners in different settings.

Phase 6: Answering a Direct Question

1. Ask the child, “What do you want?”
2. Place a sentence strip for the words “I want” on a communication book/board.
3. When the child places the picture card of a desired object (or activity) in the sentence, allow the child to have it.
4. Gradually delay placing the sentence strip on the communication book/board after asking the question until the child begins to independently place the strip and picture card of the desired item/activity on the communication book/board, making a statement about his or her preference in response to a question.

Phase 7: Commenting Words

1. Place a new sentence strip representing commenting words on the communication book/board.
2. Place pictures of interesting objects that can be seen or heard in that setting, or choose a picture of something the child is holding.
3. Ask the correspondence question, and point to the appropriate sentence strip.
4. Model placing the corresponding picture card after the sentence strip and saying the complete phrase or sentence.
5. Ask the question again, point to the sentence strip, and wait for the child to place a picture card to complete the sentence.
6. Provide social praise with comments.
7. Increase the amount of time between asking the question and placing the sentence strip on the communication book/board until the child does it independently.

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Intervention: Video Modeling

Definition:

Video modeling is the use of video technology to help students see the accurate performance of a target behavior.

Basic Elements of Video Modeling

1. Implementation
2. Determining the Communicative Needs of the Child
3. Writing and Recording the Script
4. Watching the Video
5. Generalizing the Learned Behavior

Stage 1: Planning, Video Preparation, and Production

1. Decide the most appropriate video models.
2. Select the individual video models if someone other than the child will be included.
3. Determine the content of the video.
4. Find a natural setting for the video.
5. Determine how many segments or scenarios to include.
6. Use a preference assessment, observation, and interview with others to select child-preferred activities or objects.
7. Write a script for each video segment.
8. Record the models performing the targeted communication behavior.
9. Edit the video to include only competent performance of the targeted skill and remove any adult prompts or questions that are not part of the script.

Stage 2: Video Observation

1. Tell and model for the child appropriate video watching behavior.
2. Sit beside the child and prompt him or her to maintain attention.
3. Play the video for the child on two separate occasions.
4. Repeat the video watching session if the child does not master the content after two separate viewings.
5. Role-play the video content with the child.

Stage 3: Generalization

1. Train peers and/or significant adults to prompt the child to use skill modeled in the video, in different environments.
2. Guide the significant adults to fade prompts and allow the child to use the skill in common instances.
3. It is optional to include a self-management phase.

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