CALIFORNIA STATE UNIVERSITY SAN MARCOS

PROJECT SIGNATURE PAGE

PROJECT SUBMITTED IN PARTIAL FULLFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE

MASTER OF ARTS

IN

EDUCATION

PROJECT TITLE: CREATING AN EFFECTIVE PEER MONITORING BEHAVIOR MANAGEMENT SYSTEM

AUTHOR: DIANA M. FALLON

DATE OF SUCCESSFUL DEFENSE: AUGUST 5, 2013

THE PROJECT HAS BEEN ACCEPTED BY THE PROJECT COMMITTEE IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION.

Leslie P. Mauerman, MS. Ed.  
PROJECT COMMITTEE CHAIR  
SIGNATURE  
DATE  
8.5.13

Jana Hegg, MA  
PROJECT COMMITTEE MEMBER  
SIGNATURE  
DATE  
8.5-13

Jacqueline S. Thousand, Ph. D.  
SPED PROGRAM COORDINATOR  
SIGNATURE  
DATE  
8-5-13

Manuel P. Vargas, Ph. D.  
SOE GRADUATE PROGRAM DIRECTOR  
SIGNATURE  
DATE  
8.5.13
Creating an Effective Peer Monitoring Behavior Management System

Manual and Teacher Training

by

Diana M. Fallon

A Project Paper
Submitted in Partial Fulfillment of the
Requirements for the
Masters of Arts Degree
In
Education

California State University San Marcos
Summer, 2013
BEHAVIOR MANAGEMENT

Abstract

The purpose of the study was to examine existing research and programs regarding peer monitoring behavior management systems and to design a hybridized and effective manual for general education teachers, special education teachers and paraprofessionals. Research revealed the most effective systems to be Positive Peer Reporting (PPR) and Tootling as behavior management systems for reducing problem behaviors exhibited by students. In addition, the research indicated that the use of a group contingency program to strengthen the effectiveness of PPR and Tootling was most effective. From this research, the author designed a manual and training entitled, *Creating an Effective Peer Monitoring Behavior Management System*, for educators to use as a dual program approach to reduce off task behaviors of students within a classroom setting. To assist in the successful implementation of *Creating an Effective Peer Monitoring Behavior Management System*, the author also developed a teacher training, which is also incorporated into the manual.

The program was implemented as a pilot study of this project in a general education combination classroom consisting of fourth and fifth grade students. The students participated in an intensive intervention program for language arts, with the concurrent use of this system. The results of the hybrid dual approach proved effective for reducing occurrences of student off task behaviors when monitored by classroom peers in this setting. Additional studies could determine the effectiveness of the program across grade levels and educational settings, however, for the parameters of this study the goals were achieved and the approach proved successful.

**Keywords:** Peer Monitoring, Behavior Management, PPR, Tootling
Table of Contents

Abstract .................................................................................................................................. ii

Table of Contents .................................................................................................................. iii

Chapter 1 - Introduction ...........................................................................................................1

Chapter 2 - Literature Review ..............................................................................................8

Chapter 3 - Methodology ......................................................................................................20

Chapter 4 - Project ...............................................................................................................28

Chapter 5 - Project Recommendations ..............................................................................83

References & Resources ........................................................................................................85
Chapter 1 - Introduction

Introduction

Challenging student behaviors in the classroom are on the rise. According to Filcheck, McNeil, Greco and Bernard (2004), “the number of students with behavior problems” (p. 351) has increased over the years. This increase has risen from 2% to 17%, as noted by Lavigne, J.V., Gibbons, R.D., Christoffel, K.K., Arend, R. Rosenbaum, D., Binns, H., Dawson, N., Sobel, H., and Isaacs, C. (1998). Based upon this increase, the likelihood of teachers faced with behavior problems in any given classroom is high. Today, teachers are required to meet the challenges of managing classroom behaviors as well as providing effective and relevant instruction. Essentially, the goal of managing these behaviors is to reduce the amount of time spent by teachers on redirecting behaviors and reducing off task behaviors of students, so as to create a positive learning environment and then fostering learning through focused instructional techniques. Recent research has shown teachers implementing peer behavior management systems known as Positive Peer Reporting (PPR) and Tootling, the reporting of prosocial behaviors, to reduce unwanted behaviors (Morrison & Jones, 2007; Skinner, Cashwell & Skinner 2000). This research project utilized prominent components of both the PPR and Tootling programs to demonstrate the effectiveness of these behavior management systems used in tandem as an effective approach to reduce off task behaviors of all students in a general education combination classroom of fourth and fifth grade students.

Purpose of Study

The purpose of the study was twofold; (a) to understand and correlate the relationship between peer monitoring and its effect on off task behaviors within the subject classroom and
(b) to develop a viable manual for teachers which specifically addresses the behavioral challenges for students in inclusive settings. The researcher in this study and project combined components of PPR and Tootling with the use of a group contingency program into a peer based behavior management system, then collect resulting behavioral data to determine its effects upon reducing off task behaviors in the subject classroom. The resulting manual *Creating an Effective Peer Monitoring Behavior Management System* is designed from this study. Research currently available shows PPR and Tootling to be effective when used in conjunction with a classroom contingency program in a general education classroom. A contingency program is further defined below. This project is intended to extend that general education research to establish the efficacy of the dual system approach in a classroom focused upon all students in a general education setting.

This project and manual further builds upon the findings of Skinner, et al. (2000), Morrison and Jones (2007) and Gilberts, G. H., Agran, M., Hughes, C., & Wehmeyer, M. (2001) by providing an effective melding of Tootling and PPR systems together with a contingency program for students in an inclusive classroom.

*Definitions*

To provide a crisp understanding and to establish identifiable common language in relationship to current behavior management systems, the following terms will be defined: various contingency programs, tattling, Tootling, Positive Peer Reporting (PPR), off task behaviors, prosocial behaviors and self monitoring.

Group contingency programs are whole group rewards as developed by Litlow and Pumroy in their 1975 research. There are three types of group contingency programs: (a) independent, (b) interdependent and (c) dependent. Independent group contingency refers to
“each individual student having the opportunity to receive reinforcement” (Coogan, B., Kehle, T., Bray, M., & Chafouleas, S. 2007, P.541). Interdependent group contingency is another form of contingency reward which includes all students, sometimes placed in small groups, can receive reinforcement only if all students have earned a reward (Coogan et al., 2007). Finally, the dependent group contingency approach includes different set of behaviors to assess “the performance of a selected group member or members determines the rewards or consequences for the entire group” (Coogan et al. 2007, p.541).

A variety of group contingency programs have been used in conjunction with peer monitoring behavior management systems as in the study conducted by Skinner et al. (2000). This study and project does use a group contingency program to promote peer monitoring.

Tattling is a punishment-based reporting system. Tattling is essentially peer reporting of unacceptable behaviors, and has myriad negative effects commonly identified through generations of human interaction. It is pivotal for the professional to differentiate between tattling and Tootling. Tootling is a class-wide peer monitoring system for reporting prosocial classroom behaviors, in other words, a method to recognize and briefly celebrate positive behavior through ‘Tootling’ in a quick but significant manner. This study and manual utilizes the Tootling pedagogy as part of the methodology.

PPR is a peer-mediated social skills intervention program intended to target the needs of individuals who demonstrate antisocial behaviors (Skinner, C., Neddenriep, C., Robinson, S., Ervin, R., & Jones, K. (2002). An example of this in action might include the yelling instead of calming talking.

Off task behaviors are behaviors that interfere with the ability of a student to watch, listen or participate in class during instruction or independent work time. Examples of an off task
behaviors are shouting out, gazing or walking around the room. Prosocial behaviors are positive behaviors exhibited by students. Examples of prosocial behaviors include helping another student pick up a pencil and offering to help.

Finally, self monitoring occurs when students monitor their own behaviors. This approach has shown to be particularly effective for student in terms of raising their self-esteem and independence. This study and project used prominent features of PPR and Tootling as a peer monitoring behavior management system to reduce off task behaviors.

Preview Literature

Existing research establishes that a variety of behavioral management systems can positively affect challenging behavior problems for students and educators. The results of the study conducted by Skinner, Cashwell and Skinner (2000) suggest Tootling as an effective approach to reinforce appropriate behaviors when combined with group contingency programs. The behavioral management system, PPR, implemented by Ervin, R.A., Miller, P.M., & Friman, P.C. (1996) to improve social interactions of a single female student in a residential treatment setting, proved to be successful. The study reported PPR to be an effective behavioral management system that increased positive and decreased negative social behaviors of one classmate. The first study used to combine prominent features of both Tootling and PPR was conducted by Morrison and Jones in 2007. Their study used the PPR design for public reporting and the class-wide reporting from the Tootling intervention, then evaluated the “effects on class-wide measures of social and emotional behaviors” (Morrison & Jones, 2007, P. 114). Morrison and Jones (2007) used participants who were identified as “at risk” for developing a behavioral disorder. Their study reported the number of maladaptive behaviors such as stealing, self abuse
and suicidal thoughts after the intervention. The results indicated a reduction of maladaptive behaviors following introduction of the intervention (PPR and Tootling) in tandem.

This study and manual duplicates several components of the Morrison and Jones study by using prominent components of PPR and Tootling as a behavior management intervention system for reducing class wide incidents of off task behaviors such as shouting out during instruction, tapping pencils and getting out of chair during instruction, yelling and gazing.

*Preview Methodology*

The methodology for the project examines the effect of peer monitoring behavior systems upon reducing off task behaviors in the general education classroom. The findings lead to the creation of a manual for teachers on how to design an effective peer monitoring behavior management system in classroom settings. The manual titled *Creating an Effective Peer Monitoring Behavior Management System* is designed to be used and implemented by special education teachers, general education teachers or paraprofessionals. In this way, all personnel working in a general education setting with students can support the success of all students. The manual is divided into four parts and provides clear directions on implementing a peer monitoring behavior management system to reduce off task behaviors of students.

*Significance of Study*

This study and manual supports and enhances best practices in the field of education by demonstrating the positive effects of applied behavior management interventions. This study and manual further demonstrates a combination of PPR and Tootling as an effective class-wide intervention that can be easily implemented by educators for managing a variety of off task behaviors. This study and manual are different from Morrison & Jones’ 2007 study in that it focuses upon off task behaviors of all students, as opposed to only the maladaptive behaviors of
students with special needs. The study and manual has greater application and beneficial qualities because it examines a larger population of participants and specific off task behaviors as a part of the implementation process.

Limitations of Study

There are three potential limitations of the study. These limitations are both projected and stated in similar studies. The outcome limitations may be different following the pilot implementation of this project; these results are covered in chapter five. The first limitation lies with the professional disposition of the attitude of the teacher toward the intervention. Biases of the teacher toward the behavior intervention program could either positively or negatively affect the study. If the teacher is not excited or does not convey a firm acceptance of the efficacy of the behavior intervention, this could affect the probability of whether students will incorporate the intervention components seriously and report on behaviors in a positive way. This clearly requires much modeling and practice on the part of the teacher. The second limitation includes the uncontrollable variables like classroom distractions, such as classroom visitors. Visitors or other staff members walking through the classroom are distracting to students and may cause an increase in off task behaviors. The third and also uncontrollable limitation of the study includes student absences and the impact of this upon the implementation of the program as a whole.

Summary

This study, project and resulting manual explore the relationship between peer monitoring and its effects upon off task behaviors within the classroom. The study combines prominent components of PPR and Tootling into a peer monitoring behavior management system and provided data to determine its effects upon reducing off task behaviors in the classroom. Off task behaviors are determined by teachers after collecting baseline data in the classroom.
This research outcome and resulting manual builds upon the findings of Skinner et al., (2000), Morrison and Jones (2007) and Gilberts et al., (2001) which found PPR, Tootling and contingency programs to be highly effective approaches for reducing maladaptive and antisocial behaviors.

This study and manual focuses upon a combination of Tootling and PPR as a peer monitoring behavior management system and its effects upon student off task behaviors in the general education classroom with all students. The manual employs behavior management implementation by peers instead of teachers which results in less time taken away from teachers providing deliver and quality of instruction. Further chapters will explore literature, methodologies in the areas of peer monitor behavior management systems and their effects upon reducing various behaviors and explain the manual *Creating an Effective Peer Monitoring Behavior Management System.*
Chapter 2 – Literature Review

Introduction

Over the last decade, an increase has occurred in the “number of children with behavior problems” (Filcheck, et al., 2004 p. 351). According to research published by Lavigne et al. in 1998, children with behavioral problems have risen from 2% to 17% by the turn of the century. This late 20th century research established a trend which was expanded by the Filcheck group in 2004. The effective result, of this research, was the increase in the identification of the number of students with behavior problems in classrooms (Filcheck, et al.).

This data creates challenges for many classroom teachers when observed directly. One challenged observed was the attention of the educator was drawn away from providing effective instruction. Classroom teachers are faced with balancing their time between delivering uninterrupted quality instruction and redirecting problem behaviors. Historically, teachers have used several types of behavior management systems to address the behavioral needs of students in classrooms. Behavior management systems have included group contingency programs (independent, interdependent and dependent), and token economy systems (whole class or individual) as well as peer and self monitoring systems. Of these, group contingency programs have consistently proven beneficial in reducing behavior problems in the classroom environment (Theodore, Bray & Kehle, 2001).

Behavior management systems have traditionally been implemented and monitored by teachers. However, recent studies reveal that the most effective behavior management systems have shifted from teacher monitoring to peer and self monitoring (Christensen, Young & Marchant, 2004; Gilberts et al., 2001; Skinner, 2000). Although teachers are most qualified and well trained to provide positive feedback to students when they are “caught doing the right thing,” they often do not acknowledge this behavior (Skinner et al., 2000). Caught doing the
right thing can be defined as following teacher directions or completing a task independently. Teachers often spend more time addressing antisocial behaviors, and lose sight of exhibited prosocial behaviors. Further, teachers do not consistently “observe instances of prosocial behaviors” (Skinner et al., 2000, p. 265). Prosocial behaviors are defined as behaviors exhibited by students to assist peers without the expectation of a reward (Skinner, 2000). Examples of prosocial behavior are when a student: (a) opens the door (b) picks up a pencil and (c) provides supplies to another student. Additional examples include: (a) working independently, (b) raising hand and (c) using correct tone of voice. Teachers may identify highly specific behaviors according to individual student needs. For example, raising hand instead of shouting out during instruction. This study and the resulting manual proposes to equip students as peer monitors, instead of teachers, to recognize and monitor offtask behaviors and to report on prosocial behaviors of classmates.

Studies suggest “the use of peers in some cases maybe more advantageous than the use of teachers” (Carden Smith and Fowler, 1984 p. 213). Using peers for monitoring problem behaviors of classmates, allows more time for the teacher to focus on the delivery of instruction. As stated by Carden Smith and Fowler (1984), peers influence the behavior of their classmates. Research has shown peer monitoring both positively (Carden Smith and Fowler 1984) and negatively (Solomon, Robert, Wahler 1973) affects problem behaviors of classmates. Self monitoring has also been utilized to monitor target behaviors (Gilberts et al., 2001). A shift from teacher monitoring to self monitoring occurred in special education because it serves as a deterrent from performing the target behavior (Gilberts et al.).

The focus of this research review is to understand the differences and effectiveness of various behavior management systems using a dual approach to address problem behaviors
BEHAVIOR MANAGEMENT

within the classroom and develop a teacher manual. This chapter defines problem behaviors, contingency programs, and the use of Tootling and Positive Peer Response (PPR) as forms of peer monitoring in classrooms.

Problem Behaviors - Definition

In this study, problem behaviors are referred to as: (a) target behaviors, (b) inappropriate behaviors, (c) maladaptive behaviors, (d) undesirable behaviors, (e) antisocial, (f) unwanted and (g) disruptive. These definitions of behavior are relevant to the study since each researcher defines problem behaviors differently. In this study, these terms are used interchangeably. In some cases, problem behaviors are identified by the teacher as disruptive in nature. In other cases, specific guidelines, such as Walker and Sevenson’s 1992 Critical Events Index (CEI) have been utilized to identify problem behaviors. Morrison and Jones (2007) employed a modified version of the original CEI checklist to include only behaviors that could be observed in a school setting, expanding the usefulness of the CEI tool.

The observable behaviors in the CEI were comprised of a lengthy list, which included: (a) tantrums, (b) stealing, (c) physical assaults, (d) property damage, (e) crying, (f) suicidal thoughts, (g) ignoring teachers, (h) obscene language, (i) lack of interest in activities, (j) obsessive-compulsive behavior, (k) self-abusive behavior, (l) use of weapons, (m) exhibition of thought disorders, (n) avoidance by peers, (o) shyness, (p) appearance of sadness or depression, (r) inappropriate sexual behavior, (s) aggressiveness toward peers and (t) somatic complaints (Morrison and Jones, 2007). In the 1984 study conducted by Carden Smith and Fowler, disruptive behaviors were defined by teachers to include “non-compliance with teacher instructions, continued use of materials, verbal negatives, running, shouting, fighting, throwing or misuse of materials” (p.215). Negative behavior interactions were used and defined in the
BEHAVIOR MANAGEMENT

study by Fowler, S. A., Dougherty, B. S., Kirby, K. C., & Kohler, F. W. (1986). Negative behaviors were defined as “negative interactions with peers, rule infractions and negative behaviors from peers” (Fowler et al., 1986 p.438). These studies focused primarily on more severe classroom behaviors, whereas this study and resulting manual monitors the top three off task behaviors of students established by baseline data collected, by the teacher, where the project was conducted. Off task behaviors in this study and resulting manual are defined as: (a) pencil tapping, (b) gazing, (c) shouting out, (d) making noises, and (e) walking around the room.

The next section explores three types of contingency programs and the differences between them.

Group Contingency Programs - Definitions

Contingency programs have proven beneficial in classrooms to support the reduction of undesirable student behaviors. Research conducted by Litow and Pumroy (1975), and Coogan, et al. (2007) uses group contingency programs in classrooms as additional incentives for peer monitoring. Group contingency programs were defined by Litow and Pumroy in their 1975 article entitled A Brief Review of Classroom Group-Oriented Contingencies as whole group rewards.

In this study, there are three different types of group contingency programs: (a) independent, (b) interdependent and (c) dependent (Coogan et al., 2007). Independent group contingency refers to “each individual student having the opportunity to receive reinforcement” (Coogan et al., 2007, p. 541). Interdependent group contingency is defined as occurring when all students receive reinforcement only when all students have earned a reward (Coogan et al., 2007). The dependent group contingency refers to “the performance of a selected group member or members determines the rewards or consequences for the entire group” (Coogan et al., 2007,
All of the group contingency programs have “shown to be effective in reducing inappropriate classroom behavior” according to Coogan (2007, p. 541).

Monitoring of group contingency programs are traditionally managed by teachers. More recently, peer monitoring has been used with as much success. This research and resulting manual incorporates a group contingency program in conjunction with peer monitoring as a dual behavior management system for teachers to utilize to reduce off task behaviors of students. This research and resulting manual addresses a variety of peer monitoring models for behavior compliance: (a) tattling, (b) Tootling and (c) Positive Peer Response (PPR). The effectiveness of each of these behavior management systems for reducing problem behaviors in the classroom are detailed in the following sections.

_Tattling - Definition_

Tattling is one form of peer monitoring defined as the peer reporting of unacceptable behaviors of classmates. Tattling has been used in schools to publicly report problem or antisocial behavior of classmates (Morrison & Jones, 2007) based on established classroom and school norms. Tattling focuses on student reporting of peers who demonstrate unacceptable behaviors. The reporting of unacceptable behaviors leads to punishment. Tattling is a punishment-based system. According to Skinner et al., tattling can be considered a proactive approach to behavior management because teachers establish classroom rules at the beginning of each year (2000). This type of peer monitoring has been shown to “reduce the occurrence of future antisocial behaviors” (Skinner et al., 2000, p. 263). However, tattling, as a peer monitoring system, possesses negative and damaging side effects (Henington & Skinner 1998).

Many studies have established the negative aspects of the tattling pedagogy. First, the student engaged in tattling may be threatened by the student demonstrating rule breaking
behaviors (Skinner et al., 2000). The result of aggressive threats could lead to fewer reports of rule breaking behaviors. In addition, teachers may not be conscious of threats made by students. Second, teachers may have to engage in investigating the incident if they did not witness the rule breaking behavior. This could take extensive class time away from academics. Teachers may need to play “judge and jury” (Skinner et al., 2000, p. 264). Teachers are placed in situations which require them to make decisions based on guilt or innocence (2000). In these situations, teachers have made mistakes and have inappropriately punished students. These mistakes have lead teachers, students and parents to have little faith in the tattling system. Therefore, a more balanced proactive approach should be used to reinforce prosocial behavior (Skinner et al., 2000). Due to the potential for negative effects of tattling, this research and resulting manual employs Tootling and PPR as a peer monitoring behavior management system. The following two sections discuss the proactive approaches to peer monitoring called Tootling and PPR.

Tootling - Definition

Tootling is a class wide peer monitoring system. It is different from tattling in that Tootling promotes the reporting of prosocial or compliant behaviors of classmates (Morrison & Jones, 2007). According to Skinner et al., (2002):

“The Tootling program is based on the assumption that peers spend so much time monitoring classmates’ socially inappropriate behavior that they may not be aware of, respond to (e.g., socially reinforce), or value incidental prosocial behavior. Thus, this program is designed to enhance classroom environments by increasing the probability that peers will engage in incidental student-helping-student behaviors and also increase their awareness of and appreciation for these behaviors. (p.195).”
The Tootling peer monitoring system is implemented class wide by the teacher. Class wide implementation is defined as all students being trained to report on the prosocial behaviors of their peers. The reporting of prosocial behaviors occurs privately as opposed to publicly. The private reporting occurs throughout the day, using index cards and then collecting them in a receptacle such as a “Tootling” box (2007). The purpose of collecting tootles is to calculate the number of tootles and collect data on the occurrences of prosocial behaviors. Tootling studies suggest teacher involvement during the intervention is minimal (Morrison & Jones, 2007) to redirect behaviors. Therefore, teachers are able to spend time focused on providing uninterrupted quality instruction.

Although the research indicates Tootling as a proactive system for peer monitoring of prosocial behaviors, it does not indicate an increase in prosocial behaviors when implemented alone. This limitation was addressed in several studies. As stated by Morrison and Jones (2007), “Tootling studies have demonstrated the effects of teacher reinforcement on the frequency of peer praise” (p.113). Cashwell, Skinner and Smith (2001) and more recently Cihak, Kirk and Boon (2009) showed the results of Tootling to initially increase the frequency of peer reporting. However, after a group-contingency system was introduced by the educator, an increase in Tootling was established and sustained (Cashwell et al., 2001 and Cihak et al., 2009).

Specifically, the study conducted by Cihak et al., used Tootling combined with a group contingency program to study “the effects on reducing disruptive classroom behaviors” (p.265). This project differs from the research conducted by Cihak et al., in that this study and resulting manual used the prominent features of Tootling and PPR with a group contingency program to impact the incidence of off task behaviors.
Positive Peer Reporting (PPR) - Definition

PPR is defined by Skinner et al., (2002) as a peer-mediated social skills intervention program which is proven to be effective in restructuring peer social network. Some examples of negative social behaviors reduced by PPR include: (a) excessive teasing, (b) bullying and (c) other coercive peer interactions. Subsequently, PPR is used in both schools and residential settings to improve interactions between peers and to boost peer perception of “socially neglected and rejected students” (2002, p.195). In the classroom, PPR is implemented differently than Tootling. PPR is designed to target individual students rather than all students, as Tootling is designed, making this implementation different. PPR is provided to targeted students identified as demonstrating antisocial skills. The desired effect of PPR is to positively affect social skills by decreasing antisocial behaviors. The reporting of prosocial behaviors, when utilizing PPR, is conducted publically rather than privately as in Tootling. Public reporting of PPR is done during “brief, planned sessions each day” (Morrison & Jones, 2007, p. 113). Studies have shown that PPR positively affects social interactions among students (2007). Specifically, the employ of PPR results in “increased positive and decreased negative social interactions with peers” (Skinner et al., 2002, p. 196). To date, PPR has focused upon antisocial behavior skills of students. Limited research has been conducted using PPR in classrooms to affect disruptive behaviors such as shouting, walking around the room, pencil tapping and non-participation. Next, self monitoring is examined as an effective means of behavior management.

Self Monitoring - Definition

While self monitoring is not a part of the resulting manual, it is relevant to the progression of creating student independence as an end result of behavior management. Self monitoring will be further addressed and expanded upon in chapter 5.
According to Agran, M. in 1997, a more “student directed approach” is occurring in special education (p. 25) as a whole. Students are becoming more involved in their own education by becoming a part of decision making, instructional strategies and planning for themselves. Teachers have realized that “if students are to be given a more active role in their education, efforts need to be made to more fully involve students in their own education” (Agran, 1997, p.xi). One way students are becoming more involved is through self monitoring. Students are taught how to self monitor their behaviors. Self monitoring teaches students to recognize the target or undesirable behavior and chart occurrences (Gilberts et al., 2001). Recognizing the target or undesirable behavior and charting its occurrences would ultimately be the preferred end result in behavior management and student independence. Tootling and PPR systems are the stepping stone to self monitoring. Like Tootling and PPR, self monitoring is completed by students and therefore allows the teacher to focus on instruction.

Agran’s research has shown “having students monitor their behavior may serve as a strong determinant of behavior change” (Gilberts et al., 2001, p.25). This is supported when students are reminded of the consequences associated with the behavior when charting occurrences of the behavior (2001). Self monitoring has mainly been employed in self-contained classrooms. Self monitoring has been successful in modifying “a range of skills” (2001, p.26). The study conducted by Gilberts et al., examined the effects of self monitoring of classroom survival skills (2001). Classroom survival skills identified in the study conducted by Gilberts et al., included behaviors such as: (a) being seated when bell rang, (b) greeting the teacher, (c) answering questions and (d) recording class work in planner (2001). In this study, “positive changes were reported for all students” (p.34) using self monitoring. The majority of
participants in the above referenced research were primarily students identified as having special needs. Therefore, general and special education populations are discussed in the next section.

**General and Special Education Populations**

General education teachers in the United States are required to address the needs of all their students in the classroom and specifically, in the area of behavior management support (“Individuals with disabilities,” 2004). For this reason, educators are faced with managing challenging behaviors of both general and special education students. Educators have provided support at a variety of levels to students in both populations. Preventing and reducing problem behaviors within the classroom and maintaining an environment conducive to learning has increased demands (2004). As mentioned above, group contingency programs, Tootling and PPR have been successfully paired in classrooms to reduce problem behaviors of students. Research completed by Coogan et al. (2007) and Skinner et al. (2000) showed positive effects for both populations of students. The research of Coogan et al. (2007) included participants housed in a general education classroom with both general and special education students. The results indicated that all students demonstrated a decrease in disruptive behaviors after interventions were implemented (Coogan et al., 2007). Research has also been conducted in general education classrooms with only general education students. As stated in the Skinner, Cashwell and Skinner (2000) research study, decreased negative behaviors were observed in the classroom with general education students when Tootling was implemented.

Further, the results demonstrated an increase in disruptive behaviors when the intervention was discontinued. Another study conducted by Fowler et al. (1986) noted similar findings, thus reinforcing the power of the 2000 study. In this study, three 7 year old boys with disruptive behaviors were asked to monitor their classmates’ disruptive behaviors during recess.
This role reversal study concluded that the subjects’ disruptive behavior initially decreased when they were peer monitors. However, the participants’ disruptive behaviors increased after they ended the intervention. This is relevant to the study and manual because this research and manual targets participants in a self contained general education classroom which includes students who live with a mild learning disability.

**Relevant Connections and Combinations**

The contributions in the field of student behaviors by researchers like Skinner et al., (2000) and Morrison and Jones (2007) have been extensive, as cited earlier in this chapter. Peer monitoring systems have been studied for decades. Peer monitoring in the form of tattling produced negative affects (Henington and Skinner, 1998). Skinner, Cashwell, and Skinner (2000) conducted and introduced peer monitoring known as Tootling. Tootling is the reporting of prosocial behaviors of peers instead of reporting negative or rule breaking behaviors. Tootling was implemented class wide for all students utilizing private reporting of positive behaviors. A strength of this approach is found in its positive effects upon increasing prosocial behaviors. Because Tootling is reported privately throughout the day, it lacks immediate re-enforcement of desired behaviors (Morrison & Jones, 2007). A benefit of PPR is the frequency of planned sessions of public reporting about behaviors (2007). This research equipped students to monitor peer positive behaviors within the classroom. The use of peers as monitors for student behavior was based upon the PPR approach. PPR has been researched by Skinner, Cashwell and Skinner (2000), demonstrating its positive effects upon the reduction of negative behaviors. Morrison and Jones (2007) conducted the first study combining the “most prominent features” of Tootling and PPR as a peer monitoring behavior management system. This study and manual reflects the relationship between PPR and Tootling and the resulting affects upon off
BEHAVIOR MANAGEMENT

task behaviors within a classroom. The study and manual combines components of PPR and Tootling with the use of a group contingency program to design the *Creating an Effective Peer Monitoring Behavior Management System* manual for teachers to utilize in a variety of classroom settings to reduce off task behaviors of students.

**Summary**

Students exhibiting disruptive behavior in classrooms are on the rise (Lavigne et al., 1998). Therefore, behavior management is a necessity in the classroom setting for managing negative behaviors of students. After review and analysis of literature on behavior management systems, it is evident that group contingency programs, tattling, Tootling and PPR have proven effective in reducing negative behaviors exhibited by students within the classroom. This study and manual are unique due to the combination of the prominent components of PPR and Tootling into a training module for general education teachers, special education teachers and paraprofessionals. The *Creating an Effective Peer Monitoring Behavior Management System* manual is designed to be implemented within the general education classroom to reduce off task behaviors identified as: (a) making noises, (b) pencil tapping, (c) shouting out, (d) walking around the room and (e) gazing or day dreaming. In addition, a power point presentation on *Creating an Effective Peer Monitoring Behavior Management System* is included in the manual.
Chapter 3 - Methodology

Introduction

The purpose of the research project was to create a peer monitoring behavior management system to reduce off task behaviors of students in classrooms. Behavior problems of students in the classroom have risen over the past decade (Filcheck et al., 2004), and this creates a challenge for educators to meet the growing needs of all their students in the general education classroom as outlined in the Individuals with Disabilities Improvement Act of 2004. Behavior problems are defined differently by researchers and include terms such as: (a) target behaviors, (b) inappropriate behaviors, (c) maladaptive behaviors, (d) undesirable behaviors, (e) antisocial behaviors, (f) unwanted behaviors and (g) disruptive behaviors.

As previously cited in the literature review, research suggests teachers, historically, used instructional time to address problem behaviors of students. This approach, known as tattling, interrupted instructional time and has been deemed ineffective and harmful (Henington & Skinner 1998). As a result, more effective and positive approaches to behavior management in the classroom were explored in this study. The thorough review of the literature revealed a shift in behavior management approaches from tattling to praising and rewarding student prosocial behaviors (Skinner et al., 2000). These new approaches, identified as PPR and Tootling in Chapter 1, have supported the proper use of instruction time by utilizing students as peer monitors of problem behaviors. More importantly, these approaches have been shown to be effective in reducing the incidence of problem behaviors in the classroom. This effectiveness increases when a group contingency plan is used in conjunction with Tootling and PPR.

This chapter describes the methodologies used to produce the Creating an Effective Peer Monitoring Behavior Management System manual, based upon the findings described above. The manual, produced as an integral part of this project, was created to expand upon the research
findings of Skinner et al., (2000), Morrison and Jones (2007) and Gilberts et al., (2007) in the field of peer behavior management. The *Creating an Effective Peer Monitoring Behavior Management System* manual was designed to be used by general and special education teachers, as well as paraprofessionals, to reduce student off task behaviors in a classroom environment. The *Creating an Effective Peer Monitoring Behavior Management System* manual focuses on off task behaviors, as seen in individual classrooms where baseline data was collected by the teacher. Off task behaviors can be defined as: (a) talking out of turn or shouting out, (b) walking around the room during instruction, (c) pencil tapping, (d) noise making and (e) staring into space or gazing. The *Creating an Effective Peer Monitoring Behavior Management System* manual incorporates modified research based behavior management strategies know as Tootling and Positive Peer Response (PPR).

*Creating an Effective Peer Monitoring Behavior Management System* manual is addressed in the following sections: (a) Project Design, (b) Targeted Audience and Setting, (c) Instruments Utilized, (d) Procedures and (e) Evaluation.

*Project Design*

*Creating an Effective Peer Monitoring Behavior Management System* is a manual designed to support teachers in providing uninterrupted quality instruction and to provide a specific dual-approach strategy to reduce the frequency of off task behaviors by students through employing classroom peers to monitor and to report on prosocial behaviors. The need for teachers to meet the increased behavioral needs of all students in their classrooms has become increasing challenging over the past decade. The *Creating an Effective Peer Monitoring Behavior Management System* manual is a comprehensive guidebook for teachers. This manual is divided into four modules. Module one is a teacher training with steps for implementation.
about data collection, consisting of three sections. The four sections are as follows: (a) data collection, instruction, (b) identify prevalent off task behaviors, and (c) choose target behaviors. Module two is a seven step process, which focuses on the training of students and the implementation process on how to create an effective peer monitoring behavior management system. The seven steps are: (a) define a peer monitoring behavior management system, (b) describe and model behaviors, (c) introduce positive peer reporting check list, (d) train students on how to peer monitor and report on behaviors, (e) introduce group contingency and baseline data (f) implement peer monitoring behavior management system and (g) collect results, evaluate and cycle.

*Creating an Effective Peer Monitoring Behavior Management System* includes a teacher training power point presentation, in module three, and a document template section, in module four, containing the forms used to create the peer monitoring behavior management system as described in the manual. The template forms provided in this sections are: (a) the off task data collection form, (b) compilation and prevalence sheet, (c) off task and prosocial reference sheet and (d) the positive reporting peer checklist.

*Targeted Audience and Setting*

The *Creating an Effective Peer Monitoring Behavior Management System* manual has been created to be used by general education teachers, special education teachers and paraprofessionals to positively manage off task behaviors of students in classrooms. The manual is designed to be utilized in the elementary and secondary settings and was based on the most effective techniques identified in previous research. One fourth/fifth grade general education teacher in a self-contained intensive intervention classroom for Language Arts allowed access to her classroom for developing the manual. The students in the classroom who participated in the
peer monitoring behavior management system were students classified as general education students and special education students in an inclusive setting. Special education students in the study each had Individual Education Programs (IEPs), having been previously identified as eligible for services through a mild to moderate learning disability. All students attend a Title I elementary school in Southern California. The demographics of the school population indicate a population consisting of 93% Hispanic and socioeconomically disadvantaged students. The setting and participants are important to this study due to all participants receiving positive feedback from their peers as opposed to specific students as conducted in previous research studies.

Instruments Utilized

Prior to designing the *Creating an Effective Peer Monitoring Behavior Management System* manual, the author extensively reviewed existing instruments in the field of peer monitoring. From this review, the author determined which instruments were effective and ineffective. The author then created necessary and useful documents to support the implemented process of a peer monitoring behavior management system for teachers. The following instruments were created by the author to facilitate baseline data collection, identify off task behaviors to be peer monitored, and reporting: (a) off task data collection form, (b) compilation and prevalence sheet, (c) off task and prosocial behaviors reference sheet and (d) positive peer reporting checklist. The off task data collection form is designed to support teachers in recording the observable off task behaviors of students within the classroom for a period of 2 weeks. From this information, the compilation and prevalence sheet is utilized to analyze the data to determine the most prevalent off task behaviors of students to be peer monitored within the classroom. The off task and prosocial behaviors reference sheet assists the teacher in determining which
prosocial behaviors are to be reported. Finally, the positive peer reporting checklist is developed for students to use when reporting the prosocial behaviors of their peers.

In addition, a power point presentation for use in teacher training was developed to assist teachers in creating an effective peer monitoring systems with the appropriate forms. The system outlined in the *Creating an Effective Peer Monitoring Behavior Management System* manual is a good tool for this study due to its incorporation of the prominent features of both Tootling and PPR. Previous studies have shown the effectiveness of both techniques in reducing maladaptive behaviors within the classroom (Morrison & Jones, 2007), and the number of Tootles reported based on contingency plans (Skinner, Cashwell & Skinner, 2000).

*Procedures*

The author took several additional steps before assembling the manual “Creating an Effective Peer Monitoring Behavior Management System.” First, the researcher reviewed current studies in the field of peer monitoring behavior interventions for monitoring students exhibiting problem behaviors and supporting teacher instruction. Next, the researcher analyzed each peer monitoring intervention to determine its effectiveness in reducing problem behaviors in the classroom. Then, the author investigated studies using a group contingency program in addition to peer monitoring systems to determine whether the contingency program increased the effectiveness of the peer monitoring system. The researcher concluded from the analysis that the most effective peer monitoring intervention consists of utilizing the prominent components of Tootling and PPR in conjunction with a group contingency program. Therefore, the *Creating an Effective Peer Monitoring Behavior Management System* manual was developed to include the key elements of these programs in order to support educators in managing and reducing off task behaviors in the classroom. In addition, the *Creating an Effective Peer Monitoring Behavior*
Management System manual includes instruction on the proper training of students on the task of monitoring and reporting of off-task behaviors exhibited by their peers.

The procedure for developing the Creating an Effective Peer Monitoring Behavior Management System manual was completed in four modules. As mentioned in the Project Design section, module one trained teachers on how to collect baseline data on off-task behaviors over a two-week period. Data collection was divided in three sections. The three sections were: (a) data collection, (b) identify trend behaviors, and (c) choose target behaviors. The author created forms to assist teachers in collecting and analyzing data over the two-week period.

Module two of the manual was then created to include a seven-step process designed to address student training and implementation on how to effectively monitor and report on the off-task behaviors of peers in a classroom. The seven steps created were: (a) define a peer monitoring behavior management system, (b) describe and model behaviors, (c) introduce positive peer reporting check list, (d) train students on how to peer monitor and report on behaviors, (e) introduce group contingency and baseline data, (f) implement peer monitoring behavior management system and (g) collect results, evaluate and cycle.

The author began the second module of the manual by defining peer monitoring behavior management systems and their purpose. Off-task behaviors identified in the data collection stage were then introduced, in detail, and modeled by the teacher. Next, the author created a list of off-task and prosocial behaviors for teachers to use when training students how to properly identify behaviors for monitoring. A video was included to be used as a guided practice aid for students in the classroom. Then, an easy-to-use positive peer reporting checklist document was designed for use by students when reporting behaviors. The group contingency program was then developed and addressed to encourage and reward students for the reduction of off-task
BEHAVIOR MANAGEMENT

behaviors. Finally, the implementation of the peer monitoring behavior management system began.

Module three includes template forms used in the manual to create and implement an effective peer monitoring behavior management system. Last, module four is a power point presentation which was created to accompany the Creating an Effective Peer Monitoring Behavior Management System manual. The power point presentation compliments the manual and was used as an additional resource for educators.

Evaluation

The author developed a data collection system which was used to analyze the effectiveness of Creating an Effective Peer Monitoring System. The data collection system assisted in analyzing off task behaviors exhibited by students during the implementation of the peer monitoring behavior management system to determine the effectiveness of the peer monitoring on reducing off task behaviors of students. The two data collection forms developed were: (a) Implementation Data Collection Form and (b) Compilation and Prevalence Comparison Sheet

Collecting, compiling and tracking the data sheets was pivotal in the study. The data gleaned from the tracking sheets provided not only individual data, but classroom trends in the implementation process. The data was collected during the baseline and after the fourth week of implementation. The data was then analyzed and proved effective in reducing the occurrences of off task behaviors.

In addition, the author created a training for educators on Creating an Effective Peer Monitoring Behavior Management System. This educator training included an evaluation form for teachers to use for refining the process as the training is disseminated and implemented on an
ongoing basis. The evaluation form was utilized to analyze and then refine the effectiveness of the training session.

Summary

The methodology for Creating an Effective Peer Monitoring Behavior Management System arose from extensive review of current literature in the fields of classroom behavior management systems and student behaviors. The research review of the literature found that the number of students with behavior problems are on the rise, making it challenging for teachers to balance both behavior management and instruction. In addition, the literature review revealed the combination of dual behavior management systems with the use of a group contingency program to be beneficial in reducing problem behaviors exhibited by students. Therefore, determining the need for an effective behavior management manual.

Creating an Effective Peer Monitoring Behavior Management System was developed into four modules: (a) steps to targeting off task behaviors, (b) steps to implement peer monitoring behavior management system, (c) template forms and (d) training for educators. The Creating an Effective Peer Monitoring Behavior Management System was implemented in a fourth and fifth grade general education combination classroom providing intensive intervention instruction for language arts located at a school in Southern California.
This chapter contains the *Creating an Effective Peer Monitoring Behavior Management System* Manual. The manual has four modules. The modules are:

Module 1: Steps to Targeting Off Task Behaviors

Module 2: Steps to Implement Peer Monitoring Behavior Management System

Module 3: Template Forms

Module 4: Training for Educators to use *Creating an Effective Peer Monitoring Behavior Management System*
Creating an Effective Peer Monitoring Behavior Management System Manual

A Peer Monitoring Behavior System to Reduce Off Task Behaviors for all Students in General Education Classrooms

by

Diana M. Fallon
California State University San Marcos
Creating an Effective Peer Monitoring Behavior Management System Manual

Dedication

This manual is dedicated to my husband Joe, children Brendan and Connor, friends and colleagues for all their love and support over the past four years. Thank you for your encouragement. It has made this journey possible.
Table of Contents

I. Introduction & Definitions
II. Purpose & Goal
III. Module 1: Steps to Targeting Off Task Behaviors
   a. Data Collection: Instructional Steps
   b. Identify Prevalent or Trend Off Task Behaviors
   c. Choose Targeted Off Task Behaviors
IV. Module 2: Steps to Implement Peer Monitoring Behavior Management System
   a. Step 1: Define Peer Monitoring Behavior Management System
   b. Step 2: Describe and Model Behaviors
   c. Step 3: Introduce Positive Peer Reporting Checklist & Script
   d. Step 4: Train Students How to Peer Monitor and Report
   e. Step 5: Introduce Group Contingency and Baseline Data
   f. Step 6: Implementation of Peer Monitoring Behavior Management System
   d. Step 7: Collect Results, Evaluate and Cycle
V. Module 3: Template Forms
   a. Off Task Data Collection Form
   b. Compilation and Prevalence Sheet
   c. Off Task and Prosocial Behavior Reference Sheet
   d. Positive Peer Reporting Checklist and Script
   e. Implementation Data Collection Form
   f. Compilation and Prevalence Comparison Sheet
   g. Training Evaluation Form
VI. Module 4: Training for Educators to use Creating an Effective Peer Monitoring Behavior Management System
VII. References & Resources
I. Introduction & Definitions

Based upon significant research detailed in a MA thesis by the author, many classroom teachers are facing student increased behaviors which impede the student learning process. Techniques traditionally used to manage these behaviors and to meet these needs have been shown to be either less adequate or less efficient when implemented alone. Teachers who are tasked with managing challenging student behaviors while providing effective delivery of instruction in the classroom have discovered that several approaches used in concert can prove to be more effective. This manual has been designed to do just that: utilize a combination of management systems to manage as well as reduce off task behaviors of students.

Two methods have been paired, which used in tandem, appear to be most effective in the large percentage of elementary settings to meet the goal of student based motivation and behavior management. Positive Peer Response (PPR) and Tootling behavior management systems have been combined and used with a group contingency program to reduce the occurrences of off task behaviors. Current research conducted by Cihak, Kirk, and Boon (2009), Morrison and Jones (2007) and Skinner, Cashwell and Skinner (2000) show positive results for reducing maladaptive and antisocial behaviors when PPR and Tootling are used as behavior management systems. This manual is the result of an in-depth exploration and successful pilot of this dual approach.

PPR is the peer based monitoring intervention program intended to target the needs of specific individuals in a classroom who demonstrate antisocial behaviors (Skinner, Cashwell & Skinner 2000). Antisocial behaviors are aggressive in nature. Examples of antisocial behaviors are: (a) hitting, (b) name calling and (c) stealing (Skinner et al., 2000). PPR was designed to improve interactions between peers and to boost peer perception of “socially neglected and
rejected students” (Skinner et al., 2000, p.195). PPR is used to publically report about specific individuals antisocial behaviors. Public reporting is conducted by classroom peers during “brief planned sessions each day” (Morrison & Jones, 2007, p. 113).

Tootling is a peer monitoring behavior management system which differs from PPR. Tootling is the peer reporting for all students who demonstrate prosocial behaviors. Prosocial behaviors are defined as behaviors exhibited by students to assist peers without the expectation of a reward (Skinner et al., 2000). Examples of prosocial behavior are when a student: (a) opens the door (b) picks up a pencil and (c) provides supplies to another student. Additional examples include: (a) working independently, (b) raising hand and (c) using correct tone of voice. This management system involves students praising prosocial behaviors observed in peers. This effective system creates an environment in which students work to be noticed for performance, compliance and prosocial behaviors.

The Creating an Effective Peer Monitoring Behavior Management System manual has been created by using prominent features of PPR and Tootling in conjunction with a group contingency program to support teachers and reduce off task behaviors of students in classrooms, and has proven successful in a pilot classroom during the Spring of 2013. Creating an Effective Peer Monitoring Behavior Management System supported teacher instruction by reducing student off task behaviors throughout the peer monitoring intervention.
II. Purpose and Goal

The *Creating an Effective Peer Monitoring Behavior Management System* manual is designed to provide general educators, special educators and paraprofessionals with a peer monitoring behavior management tool for reducing off task behaviors which allows teachers to spend more time providing instruction.

The *Creating an Effective Peer Monitoring Management Behavior System* manual is an easy, four step process for identifying and managing off task behaviors. Module one of the manual demonstrates how to collect and identify baseline behaviors, specifically, the off task behaviors to be targeted. Module two is the implementation process for the modeling and reporting of off task behaviors. Module three includes the template forms used in *Creating an Effective Peer Management Behavior System*. Module four is the educator training and visual presentation regarding the specific means to implement the *Creating an Effective Peer Monitoring Behavior Management System*. 
III. Module 1: Steps to Targeting Off Task Behaviors

This section describes how the classroom teacher will collect off task behavioral data from students. This data collection determines the specific off task behaviors to be monitored by peers in the classroom.

a. Data Collection: Instructional Steps

Use the Off Task Behavior Data Collection Form, found on the next page, to record the off task behaviors of students for a period of two weeks. Note the sample forms, also below, to model the use of the form for a two week period.

Use one Off Task Behavior Data Collection Form for each week. Write the students name and off task behavior observed in the appropriate boxes. Monitor and record the behaviors throughout the day for frequency. Record a tally mark in each box every time an off task occurrence is observed. See Off Task Behavior Data Collection Form below.
<table>
<thead>
<tr>
<th></th>
<th>Sandy</th>
<th>Joe</th>
<th>Mark</th>
<th>Maria</th>
<th>Prevalence of Behaviors (total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes noises</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Shouts out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Walks around</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Gazing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Pencil tapping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Week: 1 or 2 (circle)
## Off Task Behavior Data Collection Form

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Makes noises</th>
<th>Shouts out</th>
<th>Walks around room</th>
<th>Gazing</th>
<th>Pencil tapping</th>
<th>Prevalence of Behaviors (totals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Joe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Mark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Maria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Week: 1 or 2 (circle)
b. Identify Prevalent or Trend Off Task Behaviors

After collecting data for two weeks, use the Compilation and Prevalence Sheet to compile the off task behavior data. The compilation and Prevalence Sheet will assist in identifying the three most prevalent off task behaviors in the classroom. The three most prevalent off task behaviors will become the targeted behaviors for the teacher to address in seeking to reduce off task behaviors for the peer monitoring behavior management intervention.

See Compilation and Prevalence Sheet on the next page.
### Compilation and Prevalence Sheet

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Making Noises</th>
<th>Shouting Out</th>
<th>Walking Around Room</th>
<th>Gazing</th>
<th>Pencil Tapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Totals</td>
<td>17</td>
<td>4</td>
<td>16</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Week 2 Totals</td>
<td>27</td>
<td>8</td>
<td>23</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Prevalence of Behaviors for Weeks 1 &amp; 2</td>
<td>44</td>
<td>12</td>
<td>39</td>
<td>24</td>
<td>13</td>
</tr>
</tbody>
</table>

c. Choose Targeted Off Task Behaviors

In this step, review the Compilation and Prevalence Sheet to determine which behaviors to target for peer monitoring and reducing. Choose from one to three off task behaviors that are most prevalent in the classroom. These behaviors are the target behaviors for implementation of the *Creating an Effective Peer Monitoring Behavior Management System*. These targeted off task behaviors are the behaviors teachers can expect to reduce using the peer monitoring system as described in section IV.

See Compilation and Prevalence Sheet on the next page.
### Compilation and Prevalence Sheet

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Making Noises</th>
<th>Shouting Out</th>
<th>Walking Around Room</th>
<th>Gazing</th>
<th>Pencil Tapping</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 Totals</strong></td>
<td>17</td>
<td>4</td>
<td>16</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td><strong>Week 2 Totals</strong></td>
<td>27</td>
<td>8</td>
<td>23</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td><strong>Prevalence of Behaviors for Weeks 1 &amp; 2</strong></td>
<td>44</td>
<td>12</td>
<td>39</td>
<td>24</td>
<td>13</td>
</tr>
</tbody>
</table>

**Most Prevalent Off Task Behaviors:**
1. Making Noises
2. Walking around
3. Gazing

*Pick 1, 2, or 3 behaviors*
IV. Module 2: Implementation of the Creating an Effective Peer Monitoring Behavior Management System

After you have collected and identified the targeted off task behaviors to be reduced, it is time to introduce the Peer Monitoring Behavior Management System to students and implement the seven step process.

Step 1: Explain Peer Monitoring Behavior Management System

Begin instruction by explaining to students that they will all participate and play an important role in supporting the behaviors of their peers in the classroom. Then, define and describe peer monitoring as a behavior management system that is useful for every person in the world. The Creating an Effective Peer Monitoring Behavior Management System is a class wide peer monitoring behavior management program. It allows all students to participate in providing daily feedback to classmates about their prosocial behaviors. Prosocial can be defined as “doing the right thing” or the opposite of the off task behavior. See listing of off task and prosocial behaviors reference sheet for further modeling to students. The goal of the Creating an Effective Peer Monitoring Behavior Management System is to decrease student off task behaviors and enable the teacher to focus on providing quality instruction for optimal achievement.

The final step of instruction is to inform students that to ensure accountability and reliability, they will be randomly assigned a new student each week to monitor and report on twice a day for four weeks.
### Off Task and Prosocial Behaviors Reference Sheet

<table>
<thead>
<tr>
<th>Off Task Behavior</th>
<th>Prosocial Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>walking around the classroom during instruction</td>
<td>sitting in chair</td>
</tr>
<tr>
<td>gazing or staring into space</td>
<td>looking at teacher</td>
</tr>
<tr>
<td>pencil tapping</td>
<td>still or quiet pencil</td>
</tr>
<tr>
<td>making noises</td>
<td>working or listening quietly</td>
</tr>
<tr>
<td>talking out of turn or “shouting out”</td>
<td>raising hand</td>
</tr>
</tbody>
</table>
BEHAVIOR MANAGEMENT

Step 2: Describe and Model Off Task Behaviors

Begin by describing and modeling each of the targeted off task behaviors. Modeling is best demonstrated by the teacher while encouraging student participation. This step will ensure the students understand what to look for and how to label the behavior when monitoring their peers.

Examples of modeling include a role play by the teacher of both the target behavior and the off task behavior. This step is important for clarity and mutual understanding of the specific actions desired and undesired. Often, a misunderstanding of what an off task behavior looks like and sounds like can lead to the undermining of the process through misunderstanding. Clear understanding of target and off task behaviors, student buy in and mutual understanding is pivotal to the success of this step in the process.
Step 3: Introduce Positive Peer Reporting Checklist and Script

Present and distribute a sample of the Positive Peer Reporting Checklist and Script to each student in the class. Explain to students that they will be provided with ten Positive Peer Reporting Checklist and Scripts, cut into small cards, in an envelope at the beginning of each week. The Positive Peer Reporting Checklist and Script will be prepared with the name of the student to be monitored for that week along with a list of the prosocial behaviors to be observed. Review that the students are only seeking to note the prosocial behaviors as the teacher has indicated. Share with the students which behaviors will be monitored and observed so that there is no feeling of inequity in the process. Reinforce that this is a positive way to develop self-control and to learn how to be in charge of their own behaviors.

See Positive Peer Reporting Checklist and Script template on following page.
### Positive Peer Reporting Checklist & Script

<table>
<thead>
<tr>
<th>Student: Frank</th>
<th>Working quietly</th>
<th>Sitting in chair</th>
<th>Looking at teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;__________ did a good job...&quot;</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student: Frank</th>
<th>Working quietly</th>
<th>Sitting in chair</th>
<th>Looking at teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;__________ did a good job...&quot;</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student: Frank</th>
<th>Working quietly</th>
<th>Sitting in chair</th>
<th>Looking at teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;__________ did a good job...&quot;</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student: Frank</th>
<th>Working quietly</th>
<th>Sitting in chair</th>
<th>Looking at teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;__________ did a good job...&quot;</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Step 4: Train Students How to Peer Monitor and Report

The research study conducted by Skinner, Cashwell, and Skinner (2000), suggested student training was a factor in increasing the number of positive peer reports. Therefore, this section reviews how teachers are to teach students how to monitor the targeted behaviors of their peers within the classroom.

First, model how to monitor prosocial behaviors and complete the Positive Peer Reporting Checklist and Script by watching the video Scenario: Off task Student Grade: Kindergarten (2012).

Then, using a document camera, demonstrate how to record observed prosocial behaviors using the Positive Peer Reporting Checklist and Script. Next, model how to publicly report on the prosocial behavior of the student by using the script provided on the Positive Peer Reporting Checklist and Script.

Provide students with a Positive Peer Reporting Checklist and Script. Explain that they will watch a short video that shows two actors in a classroom who are playing the roles of kindergarten students. This video was produced by Capsteachered titled Scenario: Off task
Student Grade: Kindergarten (2012). Describe their task, which is to monitor and record the prosocial behavior of the male student in the video on the Positive Peer Reporting Checklist and Script. After watching the video for the first time, discuss and review with students what prosocial behaviors they monitored and recorded for the male student.

Watch the video a second time and guide the students to monitor the female student. Following the second viewing of the video, discuss the prosocial behaviors that they observed by the female student. Respond to discussion clarifications and answer any questions the students may have about how to monitor and record prosocial behaviors. Check for understanding and accuracy by reviewing the individual sample task checklists and script completed by each student.

Finally, describe to students how they will monitor their assigned peer throughout the day to observe any of the three prosocial behaviors identified on the Positive Peer Reporting Checklist and Script. Students will be provided with two predetermined times (before lunch and at the end of the school day) to complete the Positive Peer Reporting Checklist and Script and publically report on behaviors. Reinforce to students that this activity is not intended to take time away from each of their own learning or productivity, which is why there are a specified times for completing the Positive Peer Reporting Checklist and Script.
Step 5: Introduce Group Contingency and Baseline Data

As reviewed in the research by the author, a group contingency program has been shown to be effective in increasing peer reporting as demonstrated in the research conducted by Skinner, Cashwell and Skinner (2000).

In this instructional step, explain to students that all class members will be rewarded for reporting about the specific prosocial behaviors of their peers if and when the off task behaviors decrease. Share the data collected during the two week baseline on the Compilation and Prevalence Sheet with students. Refer to the Compilation and Prevalence Sheet on the following page.

Inform students of the plan: If the off task behaviors decrease during the implementation of the Peer Monitoring Behavior Management System, the entire class will receive a reward. The actual class reward must be discussed as a group and decided upon before the implementation of the Creating an Effective Peer Monitoring Behavior Management System.

Examples of class wide rewards are: (a) a pizza party, (b) extra recess, computer or reading time and (c) special activity with the teacher. Last, explain to students that the teacher(s) are also participating by tracking only the off task behaviors of all students. For teachers, the off task behaviors can be collected by using the Off Task Data Collection Form for four weeks running, thus lowering the impact of negative data collection for other than further instruction. Use the Compilation and Prevalence Sheet for totaling off task behaviors as found below.
### Compilation and Prevalence Sheet

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Making Noises</th>
<th>Shouting Out</th>
<th>Walking Around Room</th>
<th>Gazing</th>
<th>Pencil Tapping</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 Totals</strong></td>
<td>17</td>
<td>4</td>
<td>16</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td><strong>Week 2 Totals</strong></td>
<td>27</td>
<td>8</td>
<td>23</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td><strong>Prevalence of Behaviors for Weeks 1 &amp; 2</strong></td>
<td>44</td>
<td>12</td>
<td>39</td>
<td>24</td>
<td>13</td>
</tr>
</tbody>
</table>

**Most Prevalent Off Task Behaviors:**

1. Making Noises
2. Walking around
3. Gazing
Step 6: Implementation of Peer Monitoring Behavior Management System

The implementation process consists of one week of implementation without data collection for the purposes fidelity and additional training for students and four weeks of implementation with data collection of targeted off task behaviors.

First, summarize and review steps one through four for student understanding. Clarify and answer any questions. Then, present each student with their weekly envelope. The envelope contains ten Positive Peer Reporting Checklist and Script forms. Remind students to complete the Positive Peer Reporting Checklist and Script before lunch and at the end of the school day. Begin implementation on a Monday and run the Peer Monitoring Behavior Management System for a period of four weeks.

After four weeks, the teacher will compile the results of the targeted off task behaviors onto a Compilation and Prevalence Sheet and present the data to the class for review. Initiate a discussion with the class about the intervention to include successes and new goals. Set a date with students for the group contingency reward.
Step 7: Collect Results, Evaluate and Cycle

The purpose of this section is to collect data on off task behaviors exhibited by students during the implementation of the peer monitoring behavior management system to determine the effectiveness of the intervention on reducing off task behaviors of students.

Collecting, compiling and tracking the data sheets is a pivotal aspect of the program implementation. The data gleaned from the tracking sheets provides the instructor with not only individual data, but also classroom trends in the implementation process. Often, as with any new program, the implementation phase lacks rich and thorough data or a sense of authenticity as students learn how to implement and experience the cycle of behavior-data-reward through to the end of the first week. With further instruction and guided practice, students will then be able to move into a genuine and more effective use of the dual contingency system, and teachers can expect the result of positive behavior to increase.

First, data is collected, by the teacher, utilizing the implementation data collection form. The teacher collects data during weeks one, two, three and four. After week four, the teacher compiles the data using the compilation and prevalence comparison sheet and compares it to the baseline data collected in module one. The purpose of the form is to monitor the prevalence of student off task behaviors in the classroom during the implementation of the peer monitoring behavior management system.

Next, the teacher evaluates the data to determine the effectiveness of the intervention after four weeks. Evaluating the data determines whether the peer monitoring of prosocial behaviors had an effect on the prevalence of off task behaviors. After evaluating the data, show
and explain data to students. If the data shows a decrease in off task behaviors, then reward students, with the group contingency, as identified in module two, step five.

Finally, based on the results, the teacher decides whether to continue with the existing peer monitoring behavior management program or modifies the targeted off task behaviors based on the data collected.
# BEHAVIOR MANAGEMENT

## Implementation Data Collection Form

(Identify off task behaviors in boxes)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Makes noises</th>
<th>Shouts out</th>
<th>Walks around room</th>
<th>Gazing</th>
<th>Pencil tapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Prevalence of Behaviors (totals) | 8 | 3 | 6 | 5 | 1 |

---

## Implementation Data Collection Form

(Identify off task behaviors in boxes)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Makes noises</th>
<th>Shouts out</th>
<th>Walks around room</th>
<th>Gazing</th>
<th>Pencil tapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Prevalence of Behaviors (totals) | 5 | 2 | 7 | 4 | 4 |
### Compilation and Prevalence Comparison Sheet

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Making Noises</th>
<th>Shouting Out</th>
<th>Walking Around Room</th>
<th>Gazing</th>
<th>Pencil Tapping</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 Totals</strong></td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td><strong>Week 2 Totals</strong></td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Prevalence of Behaviors for Weeks 1 &amp; 2 after implementation</strong></td>
<td>13</td>
<td>5</td>
<td>13</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td><strong>Prevalence of Behaviors for prior to implementation</strong></td>
<td>44</td>
<td>12</td>
<td>39</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td><strong>Prevalence of Behaviors</strong></td>
<td>-31</td>
<td>-7</td>
<td>-26</td>
<td>-15</td>
<td>-8</td>
</tr>
</tbody>
</table>
Module 3: Template Forms for Creating an Effective Peer Monitoring Behavior Management System

The attached forms are provided to aid in the implementation of the Creating an Effective Peer Monitoring Behavior Management System. While these forms proved useful and efficient for the researcher, they may be modified to meet the specific needs of any classroom implementation.
<table>
<thead>
<tr>
<th>Week 1 or 2 (circle)</th>
<th>Student Name</th>
<th>Prevalence of Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Compilation and Prevalence Sheet

<table>
<thead>
<tr>
<th>Behaviors</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2 Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prevalence of Behaviors for Weeks 1 &amp; 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most Prevalent Off Task Behaviors:
1. _______________________
2. _______________________
3. _______________________

BEHAVIOR MANAGEMENT
# Off Task and Prosocial Behaviors Reference Sheet

<table>
<thead>
<tr>
<th>Off Task Behavior</th>
<th>Prosocial Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>walking around the classroom during instruction</td>
<td>sitting in chair</td>
</tr>
<tr>
<td>gazing or staring into space</td>
<td>looking at teacher</td>
</tr>
<tr>
<td>pencil tapping</td>
<td>still or quiet pencil</td>
</tr>
<tr>
<td>making noises</td>
<td>working or listening quietly</td>
</tr>
<tr>
<td>talking out of turn or “shouting out”</td>
<td>raising hand</td>
</tr>
</tbody>
</table>
### Positive Peer Reporting Checklist & Script

**Student:**

```
"__________ did a good job..."
```

- List prosocial behavior
- List prosocial behavior
- List prosocial behavior

**Student:**

```
"__________ did a good job..."
```

- List prosocial behavior
- List prosocial behavior
- List prosocial behavior

**Student:**

```
"__________ did a good job..."
```

- List prosocial behavior
- List prosocial behavior
- List prosocial behavior

**Student:**

```
"__________ did a good job..."
```

- List prosocial behavior
- List prosocial behavior
- List prosocial behavior
### Implementation/Data Collection Form

(Identify off-task behaviors in boxes)

<table>
<thead>
<tr>
<th>Week</th>
<th>Student Name</th>
<th>Prevalence of Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 (circle)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviors</td>
<td>Week 1 Totals</td>
<td>Week 2 Totals</td>
</tr>
</tbody>
</table>
Training Evaluation Form
For
Creating an Effective Peer Monitoring Behavior Management System

Purpose: The purpose of the training evaluation form is to gain feedback on the training for future needs.

1. Before the training, my ability to create an effective peer monitoring behavior management system was:
   - Excellent
   - Good
   - Average
   - Poor
   - Very poor
   ○ ○ ○ ○ ○

2. Was the purpose of the training clearly stated? Y or N

3. Was the training easy to follow and understand? Y or N

4. Was the material useful? Y or N

5. Was the presenter knowledgeable and able to answer questions? Y or N

6. Did the training meet or exceed your expectations? Y or N

7. After the training, my ability to create an effective peer monitoring behavior management system is:
   - Excellent
   - Good
   - Average
   - Poor
   - Very poor
   ○ ○ ○ ○ ○

Please provide any additional comments about today’s training on Creating an Effective Peer Monitoring Management System:
VI. Module 4: Training Presentation about Creating an Effective Peer Monitoring Behavior Management System
Creating an Effective Peer Monitoring Behavior Management System

By:
Diana M. Fallon
CSUSM

Contents
• History of Behavior Management Systems
• Purpose of Training
• Design
• Modules
• Training Evaluation
• References
History of Behavior Management Systems

- A brief history of students with behavior problems and behavior management systems

History of Behavior Management Systems and Focus Strategies

- Significant research shows an increase in the number of students with behavioral concerns within the classroom (Finch, G. A., & Hulley, C. D. Owen, L. A., & Beaudin, D. E., 2010).
- General Education teachers faced with managing challenging student behaviors while providing effective delivery of instruction.
- Techniques traditionally used to meet these needs have proven to be either less adequate or less efficient when implemented alone.

Behavior Management Techniques

* Positive Peer Monitoring (PPM)
* Imitating
* Group Contingencies
* Token Economics
* Token Economy

1
**An Effective Dual Approach**

**PPR**
- poor based monitoring intervention program
- reporting on specific individuals demonstrating antisocial behaviors
- publicly report
- reporting is conducted by classroom peers during "brief planned sessions each day" (Kember & Little, 2007, p. 18)

**Tootling**
- poor based monitoring intervention program
- reporting for all students who demonstrate prosocial behaviors
- private reporting
- reporting is done throughout the day and submitted into a collection box (Kember & Little, 2007)

---

**Group Contingency Programs**

**Program Utilizes:**
- Interdependent
- Group Contingency Program

**Reward System**

**Three types**
- Independent (individual student earns reward - individual student earns)
- Interdependent (students earn rewards - group student earns)
- Dependent (students earn rewards - agency student earns)

"Yahaa! I love rewards!"

(Kember, S., Little, T., Day, M. & O'Donovan, D., 2007)
Purpose of Training

- To provide general educators, special educators and paraprofessionals with a peer monitoring behavior management tool for reducing off task behavior which allows teachers to spend more time providing instruction.

Creating an Effective Peer Monitoring Behavior Management System - Design

Four Modules

Module 1 - Steps to Targeting Off Task Behaviors

Module 2 - Steps to Implementation: Peer Monitoring Behavior Management System

Module 3 - Template Forms

Module 4 - Power Point Training Presentation
Module 1: Steps to Targeting Off Task Behaviors

Three part process on collecting student off task behavioral data in the classroom
- Part A: Data Collection: Instruction
- Part B: Identify Prevalent or Trend Off Task Behaviors
- Part C: Choose Off Task Behaviors

Data collected determines the specific off task behaviors to be monitored by peers in the classroom.

Part A: Data Collection: Instruction

Use the off task behavior data collection form to identify and record off task behaviors occurring in your classroom.

Collect data for two weeks.
Part B: Identify Prevalent or Trend Off Task Behaviors

Transfer off task behavior totals from weeks one and two onto the compilation and prevalence sheet.

The compilation and prevalence sheet will assist in identifying the three most prevalent off task behaviors in the classroom.

Part C: Choose Target Behaviors

1. Review the compilation and prevalence sheet to determine which off task behaviors are most prevalent in the classroom.

2. Choose from one to three.

3. These targeted off task behaviors are the behaviors to reduce using the peer monitoring system.
Module 2: Steps to Implementation: Peer Monitoring Behavior Management System

A Seven Step Implementation Process

- Step 1: Define Peer Monitoring Behavior Management System
- Step 2: Describe and Model Behaviors
- Step 3: Introduce Positive Peer Reporting Checklist
- Step 4: Train Students How to Peer Monitor and Report
- Step 5: Introduce Group Contingency and Baseline Data
- Step 6: Implementation Peer Monitoring Behavior Management System
- Step 7: Collect Results, Evaluate and Cycle

Step 1: Overview: Peer Monitoring Behavior Management System

- A class wide behavior management system, implemented by students, to monitor and report on the prosocial behaviors of their peers.
- Prosocial can be defined as “doing the right thing” or the opposite of the off task behavior
- Purpose – to reduce off task behaviors of students in the classroom and maintain effective teacher instruction
Step 1: Continued

• Provide examples of off task and prosocial behaviors by explaining the off task and prosocial behaviors reference sheet

• Inform students they will be randomly assigned a new student each week to monitor and report on twice a day for four weeks.

Step 2: Describe and Model Desired Behaviors

• Teacher describes and models each of the targeted off task and desired behaviors

• Encouraging student participation - this will ensure students understand of behaviors

EXAMPLES
Shouting out vs. Raise hand
Walking around vs. Sit quietly
Pencil tapping vs. A still pencil
Step 3: Introduce Positive Peer Reporting Checklist and Script

- Present students with the Positive Peer Reporting Checklist and Script
- Explain they will be provided with ten Positive Peer Reporting Checklist and Scripts in an envelope at the beginning of each week.
- The name of the student to be monitored will be on each Positive Peer Reporting Checklist and Script

Step 4: Train Students How to Peer Monitor and Report

Research conducted by Skinner, C., Cashwell, T., & Skinner, A. (2000), suggested student training was a factor in increasing the number of positive peer reports.

First, watch the video and demonstrate how to observe and monitor off-task behaviors

http://www.youtube.com/watch?v=FNqPS_Ckw93

Then, use the Positive Peer Reporting Checklist and Script to demonstrate how to report on behaviors

Scenario: Off-task Student Grade: Kindergarten
Step 4: Continued

Then, use the Positive Peer Reporting Checklist and Script to demonstrate how to check the appropriate prosocial behaviors and use the script.

"Frank did a good job
working quietly this morning”

Step 4: Continued

Now it’s the students turn to practice!

1. Watch video
2. Complete a Positive Peer Reporting Checklist and Script
3. Share out
4. Answer questions

“Frank did a good job
working quietly this morning”
Step 5: Introduce Group Contingency and Baseline Data

In this step, explain to students that all class members will be rewarded for reporting on prosocial behaviors of their peers if the prevalence of off task behaviors decreases.

With Students:
Share the data collected during the two week baseline on the Compilation and Prevalence Sheet.

Step 5: Continued

Off task behaviors decrease with peer monitoring = class reward for all students

Examples of Classroom Rewards:
* a pizza party
* extra recess
* special activity

Solicit ideas from your students and agree on a classroom reward!
Step 6: Implementation of Peer Monitoring Behavior Management System

- First, implement the peer monitoring behavior management system for one week without data collection for the purposes of ensuring student understanding of how to monitor, record and report on behaviors.
- Second, provide students with envelopes containing ten positive peer reporting checklist and scripts identifying the individual to be monitored for the week.
- Third, remind students that they will be given time before recess and at the end of the day to complete their script and one at a time verbally report on prosocial behaviors.
- For the next four weeks:
  - Run the intervention. Teacher collects off task data during this time using Compilation and Prevalence Sheet.

Step 7: Collect Results, Evaluate and Cycle

The purpose of this section is to collect data on off task behaviors exhibited by students during the implementation of the peer monitoring behavior management system to determine the effectiveness of the intervention on reducing off task behaviors of students.

Collect Results

1. Compile data on off task behaviors by using the compilation and prevalence comparison sheet
2. Compare it to the baseline data collected in module one
   a. Calculate a four week average
Step 7: Continued

Evaluate data and determine if off task behaviors:

- Decrease or minimal change

Then:

- Present to class
- Schedule group contingency reward

Then:

- Present to class
- Determine next steps: additional training or target new behaviors

Training Evaluation Form

For

Creating an Effective Peer Monitoring Behavior Management System

Purpose: The purpose of the training evaluation form is to gain feedback on the training for future needs.

1. Before the training, my ability to create an effective peer monitoring behavior management system was:
   - Excellent
   - Good
   - Average
   - Poor
   - Very poor

2. Was the purpose of the training clearly stated? Y or N

3. Was the training easy to follow and understand? Y or N

4. Was the material useful? Y or N

5. Was the presenter knowledgeable and able to explain concepts? Y or N

6. Did the training meet or exceed your expectations? Y or N

7. After the training, my ability to create an effective peer monitoring behavior management system is:
   - Excellent
   - Good
   - Average
   - Poor
   - Very poor

Please provide any additional comments about today's training on Creating an Effective Peer Monitoring Management System.
References


VII. References & Resources


Chapter 5 – Project Recommendations

Introduction

The purpose of the project was to produce the manual *Creating an Effective Peer Monitoring Behavior Management System* as a tool for general educators, special educators and paraprofessionals. The manual was designed to be implemented in classrooms to reduce off task behaviors of students and minimize instructional interruptions. *Creating an Effective Peer Monitoring Behavior Management System* provides an overview of behavior management systems and maladaptive student behaviors. The resulting research demonstrated that use of behavior management systems, such as PPR and Tootling, in conjunction with a group contingency program was effective in reducing off task behaviors exhibited by students in the classroom. The manual was written and designed to utilize PPR and Tootling with a group contingency program. *Creating an Effective Peer Monitoring Behavior Management System* also incorporated an educator training component as well as provided template forms necessary to implement the program and collect data.

Results

Data collected during the implementation of the system described in *Creating an Effective Peer Monitoring Management System* demonstrated a clear reduction in off task behaviors by students in the classroom. The three off task student behaviors targeted during implementation of the system described in *Creating an Effective Monitoring Management System* were: (a) making noises, (b) walking around room and (c) gazing or staring into space. The data suggests that behavior management, when peers are utilized, can be an effective approach to reducing the off task behaviors of classmates when the system described in the manual is implemented with fidelity. Results observed during weeks three and four following
initial implementation appeared increasing favorable. One cause for these results could be that the students became more comfortable with the intervention as time progressed. By the end of the trial, the incidence of observed off task behaviors declined sufficiently to allow reduction in the daily reporting times for off task behaviors from twice a day to once a day. This indicates the behaviors improved enough in that positive reporting only needed to occur once a day in order to maintain reasonable occurrences of off task behaviors in the classroom. It may also indicate the intervention increased student self-awareness of their behaviors. Implementing the peer monitoring intervention and group contingency class wide, rather than targeting off task behaviors of individual students, appeared to have a broader effect based on the participation of all students within the classroom as opposed to targeted individuals. The widespread implementation allowing all students to become increasing aware of their own behaviors.

*Creating an Effective Peer Monitoring Behavior Management System* manual appeared useful to the implementing classroom teacher by gaining knowledge, and skills of the program based on teacher feedback on the evaluation form. The teacher learned about PPR, Tootling and group contingency programs and their effectiveness in the classroom on managing problem behaviors. The available forms were designed to be easy to utilize as a guide in the implementation process.

*Limitations*

The project exhibited three limitations: (a) length of implementation, (b) measurable factors and (c) limited setting. First, the project baseline period and the implementation data collection stages totaled seven weeks. This limitation was unable to show sustained effectiveness of *Creating an Effective Peer Monitoring Behavior Management System* beyond seven week implementation. Second, the project did not include data about interrupted
BEHAVIOR MANAGEMENT

instructional time as a measureable factor. Due to the lack of data collected regarding the number of instructional interruptions during baseline and implementation phases, it is unclear whether the intervention had an effect on reducing instructional interruptions. The third limitation of the project was the implementation of the intervention in a single classroom. This limitation does not allow for a demonstration of the effectiveness of *Creating an Effective Peer Monitoring Behavior Management System* across multiple settings and grade levels.

**Implications**

The system described in *Creating an Effective Peer Monitoring Behavior Management System*, when implemented with fidelity, is an effective tool for general education teachers, special education teachers, and paraprofessionals in the school environment on reducing off task behaviors of students within the classroom. In addition, educators can gain valuable knowledge about effective peer monitoring behavior management systems, strategies and managing behaviors within a classroom. This knowledge better equips professionals to handle problems behaviors of students by employ students to monitor peer behaviors. One could conclude that the successful implementation of the project allowed for an increase in uninterrupted instruction to students in classrooms, due to the reduction of off task behaviors exhibited by students. The ultimate purpose of the project was to provide an effective peer monitoring behavior management tool for educators across the country in reducing off task behaviors of students and providing uninterrupted instruction, and to empower students to monitor their own behaviors.

**Future Research and Recommendations**

Although extensive research has been conducted in the field of behavior management and peer monitoring in the classroom, further research and development is needed in the following areas: (a) instructional time, (b) character development, (c) behavior modeling unit, (d) length of
implementation and (e) expanded settings. Expanding the research into these areas could strengthen the validity of the project and prove effective across multiple settings.

First, the need to address instructional interruptions is crucial. Studies are needed to include research on the number of instructional interruptions due to behavior problems before and after the implementation of *Creating an Effective Peer Monitoring Behavior Management System*. Data collected on the number of instructional interrupts during the baseline and implementation phases could show a correlation between the effectiveness of the peer monitoring behavior management system on reducing instructional interruptions. This correlation could impact the delivery of instruction to students.

Second, future studies need to investigate the use of character development units as part of the intervention. A character development unit, included with the system in *Creating an Effective Peer Monitoring Behavior Management System*, could show enhanced effectiveness for reducing problem behaviors within the classroom.

Third, further studies might include the use of a detailed behavior modeling unit. The behavior modeling unit could expand on the types of behaviors targeted in the classroom. For example, further studies could explore the effectiveness of the system described in *Creating an Effective Peer Monitoring Behavior Management System* to include reducing maladaptive or anti-social behavior.

Fourth, lengthening the implementation phase beyond six weeks could provide further results to support the sustained effectiveness of the system described in *Creating an Effective Peer Monitoring Behavior Management System*. Last, expanding the system described in *Creating an Effective Peer Monitoring Behavior Management System* to a variety of classrooms,
BEHAVIOR MANAGEMENT

educational settings, schools and geographic locations may support the effectiveness of the program in those areas which could increase the reliability of the project.

Instructional time, character development, behavior modeling, length of implementation and multiple settings are all areas in which the research conducted by the author could be expanded.

Summary

Creating an Effective Peer Monitoring Behavior Management System was produced by the author following extensive research and review on the subject of peer monitoring and behavior management. The manual was designed to be a tool for general education, special education and paraprofessionals to assist in managing and implementing a peer monitoring behavior management system to reduce off-task behaviors in the classroom. The program itself was implemented in a single fourth and fifth grade combination classroom for intensive intervention instruction in language arts. This pilot implementation period was successful and demonstrated positive effects for reducing off-task behaviors within the classroom. The use of the manual through educator training effectively equipped general education, special education and paraprofessionals with knowledge and skills in order to develop a peer monitoring behavior management system to manage challenging student behaviors within the classroom. This combined, dual program approach established strong evidence for successful results, for further implementation in a broader arena, and met this researcher goal of supporting students to manage their own behaviors.
References & Resources


