
On the Spot Behavior Intervention Techniques Applied to Common Behavior Problems Manifested by Children with Special Needs

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Background of the Study

The first use of the term behavior modification appears in Edward Thorndike's article. Provision laws of acquired behavior or learning makes frequent use of the term "modifying behavior" (1911). Researchers in the 1940s and the 1950s used the same term to refer mainly to techniques for increasing adaptive behavior through reinforcement and decreasing maladaptive behavior through punishment. Since techniques derived from behavioral psychology tend to be the most effective in altering behavior, most practitioners consider behavior modification along with behavior therapy and applied behavior analysis to be founded in behaviorism. While behavior modification encompasses applied behavior analysis and typically uses interventions based on the same behavioral principles, many behavior modifiers who are not applied behavior analysts tend to use packages of interventions and do not conduct functional assessment before intervening.

Pear and Martin (2007) indicate that there are seven characteristics to behavior modification:

- There is a strong emphasis on defining problems in terms of behavior that can be measured in some way.

- The treatment techniques are ways of altering an individual's current environment to help that individual function more fully.
- The methods and rationales can be described precisely.
- The techniques are often applied in everyday life.
- The techniques are based largely on principles of learning - specifically operant conditioning and respondent conditioning.
- There is a strong emphasis on scientific demonstration that a particular technique was responsible for a particular behavior change.
- There is a strong emphasis on accountability for everyone involved in a behavior modification program.

The present study attempted to conduct a survey of on the spot behavior intervention techniques employed by practicum students to children with special needs.

The practicum students of the Philippine Normal University are usually assigned to public and private schools in Metro Manila. Many of these urban schools have children who come from the middle to lower income group of society. Many of these children live in community conditions that have adverse impact on their readiness for school. Such obtaining conditions include low income or no stable income source of the family, illegal drugs abuse or its substitutes, single-parenthood, poor housing conditions, if any, children of overseas contract workers, or children raised by grandparents, among others.

Children subjected to these living conditions belong to the “urban poor” and are aptly “at-risk” for academic disabilities with a greater tendency to exhibit inappropriate

behavior in the classroom. Problem behavior occurs when children are not able to communicate their needs and desires effectively (Dunbar, C 2004). Seen as a communicative function, a challenging behavior seeks to obtain or acquire something or to avoid something.

Controlling the behaviors of young children who spend long hours in the preschool setting may be a disheartening task for the typically uncertified and minimally educated teacher. Inappropriate behavior can significantly disrupt learning, and may adversely affect social acceptance and opportunities to be included in the society. Extremes in inappropriate behavior can be violent, dangerous and life-threatening. Researchers say these behaviors may stem from low self-esteem, by joining deviant groups, by showing delinquency or truancy or by engaging in drug abuse. They may also have problems in getting along with others, in making appropriate choices, even choices of friends, in working in groups, in understanding the viewpoints of others, or in dealing with stressful situations.

Review of Related Literature

The direct application of the principles of behavior modification into everyday situations and settings is what *applied behavior modification* is all about. The use of behavior modification techniques and principles started in late 1950s (Kauffman, 1989) and applied to persons living in institutional settings, including severely mentally retarded, autistic, psychotic and emotionally disturbed. The same techniques were later used in persons with mild disabilities and those who are not disabled (Zirpoli T and K Melloy, 1993).

Bandura's Social Learning Theory states that personal and environmental factors operate as interlocking determinants of each other. This means the behavior of a person determines how the environment reacts and what happens in the environment determines the behavior of a person in a reciprocal fashion.

Behavior modification uses several techniques to increase appropriate behavior, decrease inappropriate behavior or to teach new behavior. It involves observation, measurement and evaluation of certain behaviors as well as identifies antecedents and consequences in the environment that may be maintaining these behaviors (Zirpol, Z and K Melloy, 1993).

The basic concepts of applied behavior modification are as follows. Though the term behavior covers both covert (emotions) or overt (tantrums), it is the latter that concern everyone. Some behaviors are unconditioned (eye blinking), while other behaviors are conditioned or learned (avoiding a hot pan). Some behaviors are a result of modeling or imitating others. Antecedents are events that are happening before specific behavior. Studying the antecedents provides the opportunity to modify a behavior before it occurs. Consequences are events or changes in the environment that happen after the occurrence of a target behavior. A stimulus refers to an event or activity within the environment that can affect behavior, either as antecedent or consequence. A response is a behavior that can be observed or measured (like getting up in the morning when an alarm clock rings). Reinforcement is a kind of stimulus that serves as a consequence for a certain behavior (response). This is a powerful tool used to teach new behaviors or change present behaviors. Punishment is also a type of stimulus that can serve as consequence for behavior. However, punishment usually has undesirable side-effects. It is, therefore, more desirable to use reinforcements instead. The terms *prompts* and *cues* can be used synonymously. Prompts are antecedent stimuli that supplement a given instructional stimuli so as to produce a specific target behavior, it can be natural, verbal, gestural, modeling or physical.

Natural prompts are environmental stimuli that occur naturally before a target behavior. Unnatural prompts should be replaced by natural prompts when possible (Zirpol, Z. and K Melloy, 1993). For example, if one wants a child to sit up

straight before story time starts, a verbal prompt can be “Are you sitting up straight now?” To reinforce this behavior, one can say, “Thank you for sitting up straight”. Verbal prompts include giving instructions or directions, (“It’s time to wash hands”), specific prompts (“Wash your hands”), and asking questions, (What should we do now?). Verbal prompts are usually paired initially with gestural, modeling and physical prompts until the latter prompts are diminished. Gestural prompts are simple gestures that point or visually directs a person to a certain direction (teacher pointing to child’s seat and saying (“go to your seat”). Modeling prompts demonstrates part or all of the desired behavior to a student. The student will repeat or imitate the action immediately. For example, for story time, a teacher can model where and how to sit. Then this can be accompanied by a verbal prompt, “Children, it’s time for a story”. Later on, the verbal prompt will be enough to solicit a proper sitting behavior. This may be an intrusive form of prompt, and must be phased out as soon as possible (Zirpol, Z and K Melloy, 1993).

Behaviorists believe that most behaviors can be learned. They also believe that behavior is stimulus-specific, and that behavior can be taught and modified.

According to Gallagher (1998), simply focusing on developing standards and raising expectations is not sufficient. “There is a need to face the unpleasant reality that education by itself is a weak treatment”. A study conducted by the Department of Education of the United States indicated several factors of poverty that have an adverse impact on student behavior. These include: large class sizes; common behavior problems like absenteeism, lack of classroom discipline; and student pregnancy. These students, according to the study feel less safe in school and spend less time with homework. Young adults who graduate from these schools have higher unemployment rates later in life.

Studies reveal that there are certain strategies that could help or address problem behaviors in the classroom. One is a good classroom seating arrangement. Students should be seated to pay attention to the teacher, taking into consideration their visual and hearing capacity and their attention span. The classroom arrangement should also be flexible for a variety of teaching activities.

Another effective strategy according to the study is by preventing disruptions. Prevention of classroom disruptions from occurring is easier to manage, says SH Kounin (1970). This helps keeping children focused on the lesson and reduces classroom disruption. A well-planned lesson with smooth transitions and interesting and challenging activities, but not too difficult to cause struggling to give up and cause disruption, or too boring to disrupt activities, helps in classroom management.

Students should realize there are consequences for their actions that work far better than mere punishment. The teacher should hold and communicate high behavioral expectations, establish clear rules and expectations and show consistency in enforcing the consequences. Moreover, the teacher should make use of cooperative learning, humor, and remove distracting materials.

Notably, children behave inappropriately for a reason. It has been said that when a child throws a tantrum, one can ignore the behavior, but not the need. Lack of sleep, tiredness, hunger or the presence of physical, mental or emotional problems can even complicate matters. Teachers should seek to understand why some children behave inappropriately. They should ask if the child is hungry, bored or tired. They must figure out what the child is seeking to obtain, to gain or to avoid by exhibiting this behavior. If a child's behavior is exhibited at a certain time of the day, at a particular place, time, subject or with a particular person, the teacher should figure out why.

Dunbar (2004) holds that in trying to help a child from inappropriate to appropriate behavior, the teacher should examine the child's likes and dislikes, what the child does when he feels upset, when, where and how often does it occur; what activities or expectations and with whom does it occur; if the behavior is harmful to the child or to others, or merely distracting; what are the strengths and weaknesses and needs of the child; along with what the child values. Knowing these factors could help in deciding the positive and negative reinforcements that could modify or diminish inappropriate behavior.

The purpose of the study (de Luccia's) was to examine the effectiveness of the token economy based on an individual contingency reward system within a typical, full-time preschool setting. This study concluded that a token economy can statistically alter the behaviors of preschool children during its active phase. Notably, the disruptive behavior of the children only increased for a 5-day period after the removal of the reward system. The implementation and then removal of the system did not cause any permanent changes in behavior, when post data were compared to baseline using a dependent t-test. Therefore, in order to maintain classroom cohesion the token economy system needs to be in place consistently. Further studies that employ a token economy system for a longer period of time would provide greater insight on the possibility of permanently modifying behaviors. A system which the delivery of the reward, while molding children to self-gratify, may be another possible study to further examine the effects of the token reward system in preschoolers.

The effectiveness of reward in elementary through high school aged students had been acknowledged through ample research; however, more research on using the system for typically developed preschool students is needed. Findings have shown that children's behavioral competence can be crucial for optimal functioning in the preschool setting (Winsler, 2002). In addition, since research has shown that

behavioral problems in early childhood will persist into the school age setting (Campell, 1995), one might conclude logically that effective treatment of behaviors at a young age may also decrease later childhood behavioral problems.

According to the theories and studies mentioned above, behavior can be affected before, during and after it happens. Antecedent factors like modifying the environment, establishing clear rules of conduct, using cooperative learning, having a good seating arrangement, well planned lesson and pacing of activities, and so on, could help prevent inappropriate classroom behaviors.

When a disrupting behavior occurs, a teacher can employ several strategies to stop or modify the behavior like removing a distracting material that causes the misbehavior, providing a simple tap on the shoulder, or other pre-agreed upon signal, using humor, or providing a distraction, etc.

What happens after an inappropriate behavior can determine whether the behavior will reoccur or not. The reaction of the teacher or of the classmates can possibly suppress, stop or reinforce certain inappropriate behaviors. To illustrate, if the classmates always laugh at a class clown, most likely the child will always do things that would elicit the same response and satisfy his need for attention by disrupting class activities. Ways of dealing with this problem include active planning and negotiating of classroom rules, punishment, consequences, behavior contracts, and positive and negative reinforcement among others.

Statement of the Problem

Specifically, this study attempted to:

1. identify the common problem behaviors manifested by the children with special needs in the classroom.;

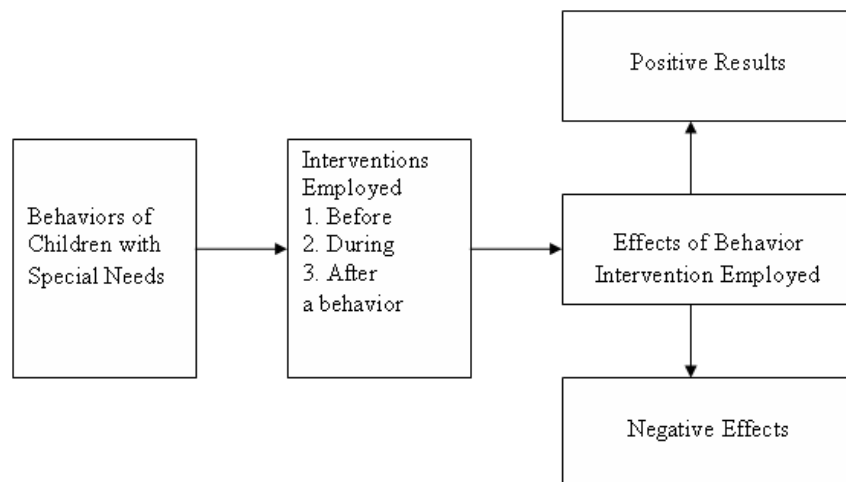
2. describe the interventions employed by the practicum students;
3. classify the interventions employed into:
 - a. before the behavior (antecedents)
 - b. during the behavior
 - c. after the behavior (consequences)
4. assess the effectiveness of the behavior interventions employed by the practicum students in modifying behaviors of children with special needs in a classroom setting.

Significance of the Study

This study sought to find patterns in teaching strategies used by the practicum students in the graduate course and for behavior modification of certain behaviors. It intended to come up with a list of effective behavior interventions that can help other teachers in handling certain behaviors and help in classroom management.

Conceptual Framework

The conceptual framework of the study is as follows:



The disruptive behavior of different children with special needs were observed. Teacher interventions and their effects on the behavior of the child will have either positive or negative effect on the child. Since raising children is complex, teachers can use some help and better, newer ideas on how to get through daily problems and issues concerning their students. Teachers need handy and practical solutions to make their teaching easier. Every child is different just as every teacher is also different; hence, no standard solutions work for everyone. Because of this, a number of possible behavior interventions for each kind of behavior exist to solve, modify or suit the nature of the student.

Scope and Delimitation

This current study was limited to the practicum students of school-year 2007-2008, first semester.

Methodology

Practicum students were asked to record certain child behaviors or misconduct, the behavior intervention(s) used and the reaction of the pupils to the intervention.

Participants

The Ss of the study are the students enrolled in SPED 507-Practicum for the first semester, SY 2007-2008 in the Department of Special Education at PNU.

Instrument

The instrument used was a rubric for behavior observations, interventions and reactions of the children to the intervention.

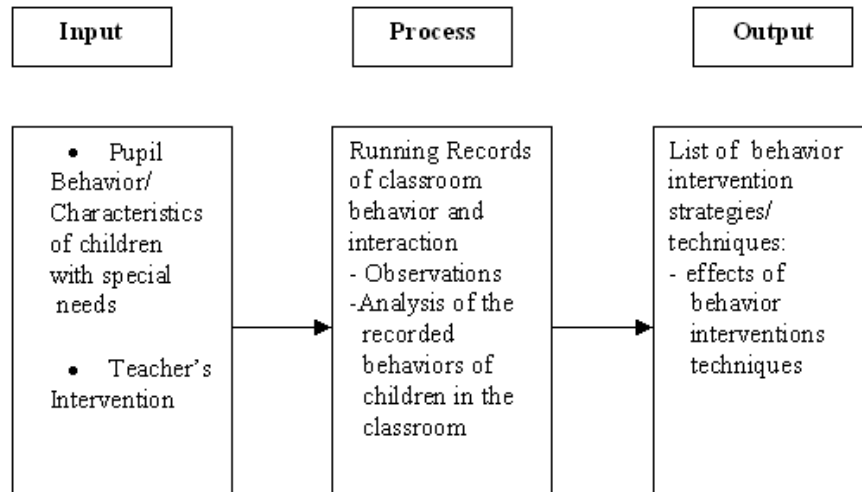
Data Analysis: Descriptive

Research Problem	Data Gathering Procedure	Instruments Needed	Responsible Researcher	Target Date of Completion
<ol style="list-style-type: none"> 1. Common behaviors manifested by the children with special needs in the classroom. 2. Interventions employed by the practicum students 3. Classification of interventions 4. Assessment of the effectiveness of the behavior intervention employed by the students in Special Education. 	Classroom observations	Chart for behavior observations, teacher intervention and child's reaction(s) to the intervention	<p>Dr. Ester P. Mercado</p> <p>Dr. Teresita G. de Mesa</p>	October, 2008 – 1 st semester, school-year 2007-2008

Research Procedure

Practicum students were asked to list down and describe various problematic classroom behaviors manifested by their special students, let alone identify teacher intervention techniques. Those who participated and contributed in this study were twenty-two females and three males who gathered data on the inappropriate behaviors of students they have encountered during the first semester of SY 2007-2008. These practicum students were deployed to the following cooperating schools in Metro Manila: Legarda Elementary School, Sta. Ana Elementary School, Padre Gomez Elementary School, Cecilio Apostol Elementary School, Padre Gomez Elementary School, M. Hizon Elementary School and Alabang Elementary School.

Research Paradigm



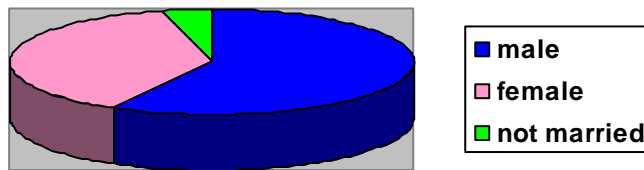
The study explored the different behaviors that special children manifested while in a classroom setting. It enlisted various teacher intervention techniques employed by the practicum teachers which have been found to be effective in behavior modification. Ultimately, the goal sought to come up with a list of behavior intervention techniques/strategies that could help teachers in classroom management and promote learning for all students.

VII. Findings

The following is the profile of students whose behavior was mentioned in this study.

Profile of Children with Special Needs (CSN) in this study

Most of the students in this study mentioned by the Practicumers were male, thirty-eight (38) out of sixty-five children (58%), twenty-five (25) female (38%), with two entries that did not specify the gender.



The children whose behavior was mentioned in this study were with most about seven (7) to ten (10) years of age (26.15%), followed by children ages 3-6 years (21.5%). However, many Practicumers did not mention the ages of the children they presented (23%).

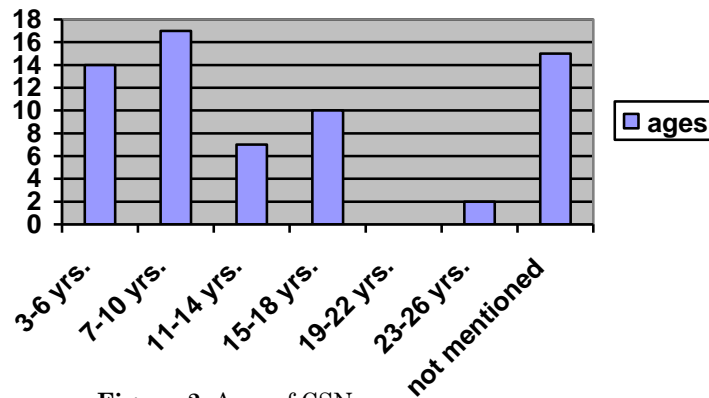


Figure 2. Ages of CSN

Disabilities of the Sample

The figure below shows the disabilities that the children with special needs have in this study. There may be more than one disability seen in one child, thus the term used is multiple disability. This accounts for the difference in the actual number of students in the sample and the number of students classified according to disabilities.

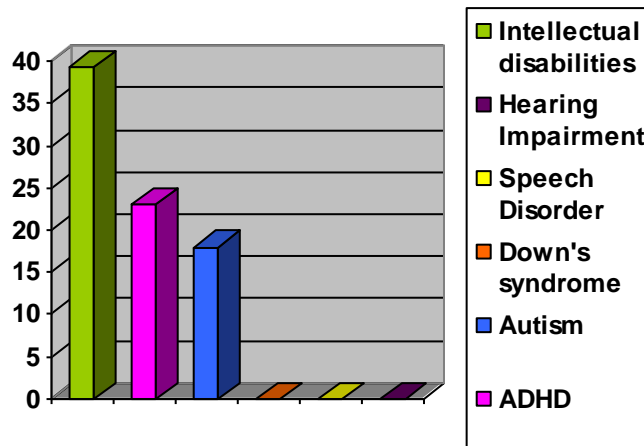


Figure 3. Disabilities of CSN

Most disabilities encountered by the practicum students were on Intellectual Disabilities, twenty-six (26) children (39.39%), followed by Attention Deficit Hyperactivity Disorder (ADHD) fifteen (15) children (23%) and Mild Autism twelve (12) children (18%). Others have Speech Defect and Down Syndrome (both .04%) and Hearing Impairment (.03%).

Common Behavior Problems

The following are the common behaviors manifested by children with special needs encountered by the Special Education practicum students this first semester. The

reactions of the teachers may be different or similar, but there may be different underlying reasons.

The most common behaviors observed consisted of some violent behaviors like throwing things, biting, fighting or kicking (17%). The next most common unacceptable behavior was a child's refusal to participate in class activities, to follow instructions or to do class work (15%). Another very common behavior problem is throwing tantrums (14%). This is followed by undesirable behavior of children who continuously loiter, walk or run around the classroom, while classes are going on (12%) and a host of so many other behaviors that disrupt a class. The four most common misbehaviors are plotted in a chart, followed by a detailed listing of all the different behaviors observed and reported by the practicum students:

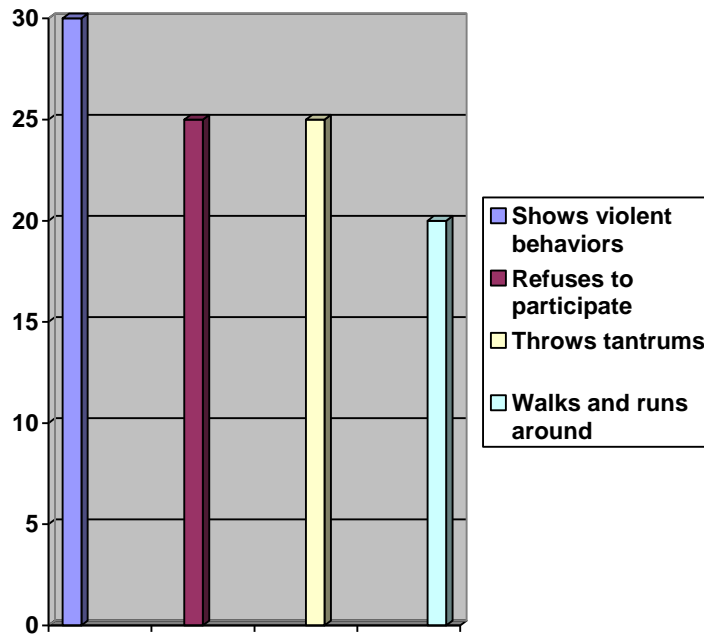


Table 4. Most Common Misbehaviors of CSN in the Classroom

Detailed List of All Different Behaviors	No. of children
<ul style="list-style-type: none"> • Some violent behaviors 	(18)
<ul style="list-style-type: none"> ○ Bullying. Intimidates smaller classmates ○ Picks a fight with his classmates ○ Bites and hurts others ○ Child throws all objects he could hold ○ Child throws mono block chairs on the floor in the hallway and attempts to jump off from the 2nd floor window ○ Child talks to a particular electric fan in school at around 3:00 o'clock every afternoon, hits it, strangles it. ○ Childs pushes a teacher who is preventing him from doing what he wants with a particular electric fan ○ Child who blurts out wrong answers to a question is laughed at by classmates, so the child starts kicking them, sits on the floor and cries. ○ Child almost hits teacher because she erased what he was copying on the blackboard. A classmate prevented him from hitting the teacher. ○ Child insists on asking for the answer to an exercise. He wanted to finish first. When not given the answer, child pushed his chair forward, crumpled his paper and did not write anymore. ○ Head banging 	<p>4</p> <p>3</p> <p>3</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
<ul style="list-style-type: none"> • Refuses to participate in class or follow instructions/do class work 	(15)
<ul style="list-style-type: none"> ○ Child refuses to clean place mat and to help in sweeping after recess ○ Child refuses to sit properly ○ Child talks to himself, does not interact with classmates, cries, does not want to fall in line with classmates, slaps classmates in line ○ Childs refuses to participate ○ Child says "teacher, galit ako"; "hindi tama", in tears and anger ○ Child doesn't want to be tutored 	<p>1</p> <p>1</p> <p>1</p> <p>10</p> <p>1</p> <p>1</p>
<ul style="list-style-type: none"> • Throws tantrums • Walks, runs around the classroom; out of seat behavior • Noisy, talkative • Seeks attention • Cries when mother leaves school • Nags classmates • Goes out of the classroom • Gets jealous • Wants to be called first • Utters inappropriate, profane language 	<p>4</p> <p>12</p> <p>6</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p>

• Shouts at teacher for erasing boardwork to be copied	1
• Screams when not called to answer a questions he knows; removes his polo uniform, throws his shoes and cries, disturbing the class	1 1
• Never stops writing	1
• Vandalizes his classmate's polo, writing on it with crayons	1 1
• Hums a sound, while covering his left ear	1
• Utters sounds and words in a childish voice	1
• Screams when classmates disturb her work	1
• Screams when bored	1
• Screams when tired of doing activities	1
• Cries aloud when he doesn't get what he wants	1
• "Cry baby", hates to be disturbed, hates noise	1
• Keeps teasing his classmates	1
• Interrupts classmates	1
• Taps aloud on anything he gets his hands on	1
• Easily distracted by noise as in cassette	1
• Easily distracted by attractive pictures; shouts if not given the picture	1 1
• Always removes shoes	1
• Child talks to electric fan very afternoon and shouts, "O, sakay na, sakay	1 1
• Na, Divisoria, Monumento... aandar na eeeennngggg."	1
• Shows hyperactivity, short attention span	1
• Raises hand, but does not give answer in recitation	1
• Shouts the lyrics of a song during singing time	1
• Gets food of classmates	1
• Gets things he does not own	1
• Does things when the teacher is presenting a lesson	1
• Child tells a story	1
• Child constantly asks colors of objects	1
• Child erases what is written on the blackboard	1
• Keeps on saying he wants to leave the classroom	1
• Tinkers with CD players of teacher	1

The following are the common interventions given to the children in this study. There were interventions done to prevent a behavior from occurring (before), interventions when a behavior problem was occurring (during) and interventions after the teacher learns about the child's behavior, so as to prevent it from happening again. For the reader to know the result of such intervention, he/she is encouraged to read on and find out if the strategies gave positive or negative reaction to stop, modify, diminish or prevent a misbehavior from occurring again.

The listing of teacher interventions here, when indicated by a number, for example (3), means this is an intervention used by three different teachers to three different children in three different occasions and schools.

Student Teacher behavior strategies BEFORE, a behavior problem and the child's reaction:

Child's Problem Behavior	Intervention Strategies	Child's Reaction
1. Wants to be called first always	Makes and present classroom standards Example: "Wait for your turn".	Child waits for her turn and actively participated in the activity.
2. Moves around the classroom and plays while teacher is conducting a lesson	Sets learning activities that make children move around and play before class starts. Then, sets standards to be followed during the formal lesson.	Child who has ADHD participates in class activities
3. Keeps on picking a fight with classmates	Provides Cooperative Learning opportunities or group work, to let a child who keeps on picking a fight learn how to work with others. This is done with matching rewards for the group when all participate in accomplishing their task.. According to the teacher, this helps teach socialization. She calls it "shaping" behavior.	Child works and socializes with his group.

Student Teacher behavior intervention DURING a behavior problem and the child’s reaction:

Child’s Problem Behavior	Intervention Strategies	Child’s Reaction
1. Does not participate in classroom activities. Keeps quiet on her seat.	Gives direct verbal prompting or giving instructions to the child with minimum assistance.	Child follows instruction with verbal prompting.
2. Makes unnecessary noise that disturbs the class.	Reminds or tells child to refrain from making unnecessary noise (for three different children) who stop when told, but have to be reminded frequently.	Child stops making unnecessary noise.
3. Keeps on loitering around the classroom.	Calls the child’s name when he keeps on roaming around.	Child does not listen, but later on feels tired and stops loitering.
4. Blurts out wrong answers, is laughed at by classmates and starts kicking them	Gives warning and tells the child to apologize to his classmates. Tells the class not to laugh at the child when he recites.	Child stops from kicking and crying, but also stops from participating in recitation all together. The behavior of kicking classmates who laugh at her is repeated three times in different occasions when she gives wrong answers to questions.
5. Does not actively participate in class activities. (9 children and 9 teachers)	Uses verbal prompts/encourages uncooperative child to participate in class activity – nine different children and nine different teachers. One teacher not only encourages the child but also helps the child through the activity.	Child complies. Child who does not enjoy participating in class forces himself to participate in class activity.

Child's Problem Behavior	Intervention Strategies	Child's Reaction
6. Keeps hitting /talking to electric fan.	Scolds and asks the child to go back to his chair and holds the child's arm and leads him back to his seat.	Child does not listen to verbal instructions, but follows when the teacher holds him and leads him back to his chair. After a few weeks, the child talks less often to the electric fan.
7. Refuses to sit properly	Tells child to sit properly and shows/models the proper sitting position	Child who refuses to sit properly, and even lays down on the floor. Two more classmates imitate his position. He earlier had an argument with a classmate who wanted his toy. After the intervention the child did not cooperate, stood up and left the group
8. Always picks a fight with classmates	Constantly reminds the child by prompting the child to behave.	Child behaves when given prompts.
9. Throws a tantrum after not being called to answer a question he knows.	Shouts at the child and asks to leave the room. Forcibly drags him outside the classroom where he cries, but eventually	Child insists on asking for the answer to an exercise as he wants to finish first. He pushes his chair forward, crumples his paper and stops writing. Stops crying and waits outside.
10. Keeps on standing up and goes around the room.	Asks the child to go back to his seat, or teacher picks him up and guides him to go to his seat.	Child follows teacher's instruction.
11. Bullies his classmates, if not allowed to stay in front of the line. (the tall, fat child stays at the back of the line)	Reminds child not to bully his classmates because it's "bad", then warns that he will be sent to isolation room until dismissal time	Child stops bullying. After the incident, the classmates allow him to stay in front of the line. But this will only reinforce his behavior in the future.

Child's Problem Behavior	Intervention Strategies	Child's Reaction
12. Taps table/pencil unceasingly, creating noise that disturb the class.	Says the "(name of the child)"! No tapping!"	The child echoes teacher's command "no tapping" to his classmates, then he later on stops by himself. Child loves to tap. Some of his classmates imitate what he is doing. This could reinforce his behavior.
13. Gets food of classmates to stay in his station and	Tells child to stay in his station and not to stand until he is finished with his work.	Child goes back and stays in his station. Child grabs the food of his classmates when teacher is not looking. His "success" in doing this act reinforces his misbehavior
14. Always goes out of the room during class hours.	Tells child to stop from going out of the room and stay in his seat.	Child obeys, but tinkers with teacher's CD player instead.
15. Shouts at the teacher for erasing the blackboard and picks a fight with his classmate.	Reprimands and scolds the child.	Child is about to hit the teacher. A classmates prevents him from hitting the teacher. Child says, "sorry po, ma"am. Pagod na pagod lamang po ako".
16. Roams around the classroom.	Calls the attention of the child and tells him to go back to his seat	Child 1 pays attention for a short time, then loiters again. He goes back to his seat after a long time. Child 2 and 3 go back to their seats.
17. Bites classmates	Tells child to say "sorry" to the child he bits or hurts. Teacher calls the attention of the child's parents regarding this behavior. He tells the child that the behavior is "bad" and not to do it again.	Child complies. (Parent scolds the child with his inappropriate behavior and cooperates with the teacher's classroom discipline for the child).

Child's Problem Behavior	Intervention Strategies	Child's Reaction
18. Insists on asking his teacher to give him the correct answer so that he is the first one to finish the exercise.	Shouts and asks child to leave the room, and not to come back anymore.	Child pushes his chair forward, crumples his paper and stops writing.. Child grabs his bag but stays at the doorstep until the end of the class. There seems to be no specific change or effect on the child's behavior.
19. Always removes his shoes while in the classroom.	Explains the importance of wearing shoes to the child.	Child still keeps on removing shoes when the teacher is not around.
20. Does not help in cleaning the classroom	Explains that if child does not help in cleaning after recess, the classroom will be dirty and the children might get sick if she didn't help in cleaning up the room.	Child immediately gets the broom and starts cleaning and sweeping the floor.
21. Throws tantrums when mother leaves her in the classroom.	Explains that the child has to let her mother leave her in school.	Child with tantrums stops crying
22. Keeps on shouting for a picture/items he wants to have.	Teaches child to delay gratification: Teacher tells child that IF he behaves, THEN he will be given time LATER to play with the picture/item he is shouting for.	Child listens to teacher.
23. Wants to tell a story while teacher is conducting a lesson.	Makes a compromise with the child that she can tell her story after class, not while teacher is presenting a lesson.	Child agrees to the condition and listens to the teacher during the lesson.
24. Plays with his preferred activity (making puzzles) during class hour.	Talks to the child that IF he participates in current activity (counting marbles) THEN he will be allowed to do his preferred activity (puzzles) later.	Child refuses to do current activity and says "Inaaway mo ako palagi. Uuwi na lang ako sa bahay ko." He stands up, returns to his seat and refuses to join the activity. He runs around the classroom and touches toys, as before. His classmates simply ignore him.

Child's Problem Behavior	Intervention Strategies	Child's Reaction
25. Cries when mother leaves her in the school.	Gives IF ____, THEN ____, immediate gratifications / reinforcements: Gets a doll and tells the child that she can play with it, IF she stops crying (after her mother left her in school) – this can also be classified as a distraction.	Child stops crying and plays with her doll.
26. Keeps on hitting the electric fan.	Tells the child IF he stops hitting the electric fan, THEN he will be given a reward	Child stops hitting the fan and gets his reward.
27. Head banging and having tantrums.	Gives plenty of activities to keep the child busy. Gives reward, encourages the child to work on his seatwork.	Child stops head banging and tries to finish the activities on time.
28. Nags or interrupts classmates by name	Calls and reprimands the child and gives him praise IF he will behave. Gives punishment to stop him from nagging his classmates.	Childs does not stop from nagging and interrupting and calling his classmates by names. Child stops nagging his classmates.
29. Does not participate in class discussion, prefers to work on his own preferred activity	Deprives child from what he wants / is currently enjoying activity if he does not behave.	Child behaves and participates in class activity.
30. Talks so much while working on his puzzle.	Tells child to stop talking while working on his puzzle for two consecutive times. Gets his puzzles.	Child does not stop talking. Child refuses to participate in succeeding class activities.

Child's Problem Behavior	Intervention Strategies	Child's Reaction
31. Insists on what he wants to do and does not listen to teacher. Shows tantrums when reprimanded.	Gets mad or ignores a child who is having tantrums after teacher gets what the child is holding. Gives in to the child's whims.	Child insists on what she wants and does not listen to teacher. She stops only when teacher gives in
32. Teases his classmates and makes so much noise in the classroom.	Gives a warning / behavior contract" / IF ____ THEN ____ warnings: Tells/warns child that he will be sent back to the school where he came from.	Child keeps silent and stops teasing for a few minutes, then starts making noise again.
33. Does not like to join the line in going to the classroom and slaps classmates when laughed at.	Warns the child of suspension if he does join the line and stops slapping a classmate.	Child says "sorry" and promises not to do it again.
34. Bullies her classmates.	Warns child that IF she bullies her classmates, THEN she will be separated from them, isolated; or else, must stay on one side of the room, or will be sent out of the room if she misbehaves	She stops immediately, but sometimes forgets that a warning has been given, so she misbehaves again. She disturbs her classmates.
35. Does not participate in classroom activities and makes noise.	Talks to child regarding his behavior contract and makes him aware of this progress.	Child complies.
36. Keeps on saying he wants to leave the classroom because she is angry at teacher.	Tells a child who "Ok, if you're angry with me then I'll leave" Teacher actually leaves the classroom.	Child says, "teacher, look I'm no longer angry. Please don't leave."
37. Roams around the classroom and makes noise.	Tells child, IF she keeps roaming around , THEN she will be asked to stay outside the classroom. Locks up the child outside the classroom when she	Child follows teacher, but with stumping feet. Child yells asking to open the door for her. She begs to let her

	does stop loitering around	inside the classroom. She then participates, but later doesn't do anything.
38. Keeps on going near and talking/calling out for jeepney passengers and asks "O saan ba ang byahe ngayon?" and then he hits it. (electric fan)	Physically prevents the child from coming near the electric fan	Child retaliates by aggressively pushing the teacher.
39. Keeps oneself isolated and does not participate in class activity. Keeps quiet in his seat.	Uses humor: Tickles the child ➤ Talks to the child (#39)	Child looks at teacher and keeps quiet.
40. Child cries and laughs alternately.	Uses humor Teases the child and calls her "artista"	Childs stops crying.
41. Child throws tantrums/utters inappropriate words/uses profane language.	Uses distractions: ➤ Says the child is the prettiest girl in school ➤ Sings /plays music to a child saying, "galit ako", "hindi tama". ➤ Plays favorite music then, stops the music when child shouts during singing time; later resumes activity when the children are ready ➤ Tells the child not to get angry. Allows the child to dance to his favorite song. ➤ Gets the doll and tells the child she can play with it IF she stops crying (after her mother left).	Child smiles and participate in class activity. Children dance and comply. Child learns to say only good words. Child participates in class discussions and dances to his favorite dance song. Child stops shouting then shows that he is ready to sing again. Child stops crying. Child does not stop crying until he gets

	<ul style="list-style-type: none"> ➤ Does not give what child wants when he is throwing tantrums/directs his attention to something else. 	<p>what he wants. Sometimes he stops crying.</p>
42. Child sits quietly and misbehaves.	<p>Stares at child who is misbehaving, without saying a word. Keeps quiet in a corner, because she almost laughs at what the child is doing.</p>	<p>Child thinks it is a game. He moves and notices the teacher's gaze following him whenever he goes.</p>
43. Child cries.	<p>Sits beside a crying child and asks what's wrong and tells the class to keep quiet (child hates noise).</p> <ul style="list-style-type: none"> ➤ In a calm voice, asks why the child is throwing chairs and attempts to jump off the window. ➤ Gives more attention and affection to a jealous child who is seeking her attention 	<p>Child stops crying.</p> <p>Child reluctantly talks, but he later tells the reasons of his behavior.</p> <p>Child becomes less jealous and doesn't insist on what she wants.</p>
44. Child does not answer when called even when prompted to raise his hand.	<p>Ignores the child.</p> <p>Teacher checks on her every now and then, and asks if she wants to join the class activity.</p>	<p>Child mumbles, pouts and stares at the teacher but then later on, the child recites when called</p>
45. Child throws objects on the floor. Does not pick them up.	<p>Asks child to pick up the objects himself.</p>	<p>Child keeps quiet.</p> <p>Child looks at teacher.</p> <p>Child picks up the objects and stops throwing objects on the floor again.</p> <p>Child participates in class activity.</p>

Child's Problem Behavior	Intervention Strategies	Child's Reaction
<p>46. Constantly roams around the classroom while she is presenting a lesson. (Teacher accidentally bumps the child when she stands up. The child accidentally hits his right side to a cabinet.</p>	<p>Tells the child to go back to his seat and continue working on his activity sheet. Checks child's body and massages him</p> <p>Tells the child to stop loitering and just stay quietly on his seat</p>	<p>Child stops walking around, sits down, but does not cry. When the teacher leaves, he plays again.</p>
<p>47. Hums noisily while class is going on.</p>	<p>Taps his shoulder.</p>	<p>Child looks at the teacher and keeps quiet. Child stops humming for a while, then hums again. Sometimes child stops humming completely. Sometimes child is calm, but wants to go home and seems irritated</p>
<p>48. Blurts out answers to questions without waiting for his turn</p>	<p>Answers child's question (what is the color of an object) only once and ignores further questions.</p> <p>Allows child shouting for attractive picture and lets him touch the picture or any attractive materials he wants to touch. (Teacher prompts the child to point to picture without shouting.)</p> <p>Gives paper to a child to color instead of writing/coloring on his classmate's polo uniform.</p>	<p>Child is satisfied and does not ask questions again.</p> <p>Child is happy and points to picture he wants to touch instead of shouting.</p> <p>Child says "thank you" and writes on the paper.</p>

Child's Problem Behavior	Intervention Strategies	Child's Reaction
49. Throws tantrums and does not participate in class discussion.	Gives enrichment activities after the child is done with the regular classroom activities.	Child does not throw tantrums and gets busy with more activities after finishing regular activities/seatwork.
50. Keeps on standing up, walks around when he is done with his work.	Prepares more activities/ gives more work/assigns responsibilities: Gives extra work to a child who keeps on standing when he does not have tasks to do. Assigns a chain of activities to a child, who wants to move around, like erasing the blackboard after each lesson, preparing the basin for washing their hands, distributing placemats during snack time	Child actively works on his tasks until he gets tired. He sits quietly and listens to teacher, then stands up again when he is not given work to do. Child is busy doing the tasks assigned to him. Child enjoys doing the activities assigned to him.
51. Keeps on raising hands to pray.	Assigns the child to lead the class prayers.	Child participates even after leading the prayers.
52. Throws tantrums, bites and hurts others when he is not allowed to work on what he wants.	Gives extra activities to the child. Assists the child in his activity. Shows her maximum authority	Child insists on what he wants and his tantrums become uncontrollable

Student Teacher behavior interventions AFTER a behavior problem occurs and the child’s reaction.

After learning about a child’s behavior, a teacher can plan strategies to reinforce desired, behavior and diminish or extinguish undesirable behavior by controlling conditions or events. In this study, the teachers used the following techniques:

Child’s Problem Behavior	Intervention Strategies	Child’s Reaction
1. Does not participate in class activities.	Teaches a child a lesson on 1-1 instruction	Child refuses to work with classmates and gets mad when she sees unfamiliar faces inside the classroom.
2. Does pay attention to classroom activities as he likes to tinker with the CD player.	Teaches one-on-one lessons to a ADHD child who cannot pay attention to classroom activities: Removes the source of the misbehavior: <ul style="list-style-type: none"> ➤ Hides the CD player which the child keeps on tinkering as he loves music and knows how to operate the CD player. ➤ Plays music the child loves. ➤ Plays music the child does not like. ➤ Pays attention to seating arrangement: ➤ Seats a child within her view all the time (4 different children, 4 different teachers 	Child pays attention to the lesson. Child listens to music. Child stops listening and actively work on the tasks assigned to him. Child pays attention to the lesson and activities. Child participates in class discussion as he is not distracted by the cassette recorder.

Child's Problem Behavior	Intervention Strategies	Child's Reaction
3. Keeps on raising his hands and calling teacher's name to be the first one to be called during recitation.	<p>Calls the child who always wants to be called first.</p> <p>Keeps the cassette recorder away from the child's eyes.</p>	Child raises hand quietly, waits for his name to be called and participates in classroom activities
4. Vandalizes his classmate's polo, writing on it with crayons	Immediately gets the child's pencil right after he writes his name on paper (as the child does not stop from writing when he is holding a pencil)	Child keeps quiet for a moment, then grabs the pencil of his classmate and continues writing on his paper

VIII. Summary, Analysis and Conclusion

These are the common teacher interventions done by the Special Education practicum teachers in this study. Teacher behavior strategies used BEFORE, the behavior problems include: (1) making and presenting the classroom behavior standards; (2) providing learning activities that require the children to move around and play; (3) giving opportunities for cooperative learning or group work. These strategies that created a well-prepared environment have been successful in preventing unacceptable behavior to happen or at least to keep them to a minimum.

Repetition is usually needed by these children with special needs (CSN) in learning academic skills and equally expected in learning and modifying or extinguishing target behaviors of these children.

Specifically, it means a child's behavior depends on the specific situation, the persons present, time of day, etc. Other assumptions of behaviorists include that behaviors that can be taught and modified. Children with special needs have basic behaviors that may disrupt a class, their disability shows

significant limitations not just in intellectual functioning but also in adaptive behavior. However, basic assumptions of behavior modification still apply. One is that (1) most behaviors are learned, meaning children exhibit behaviors that are reinforced and avoid behaviors that are not reinforced or those that are extinguished through negative reinforcements. Behaviorists also believe that (2) behavior change interventions must be individualized; (3) emphasis on intervention is on the present, here and now; (4) etiology must focus on the child's environment; and (5) behavior change goals are specific and clearly defined (Zirpoli, T. and K Melloy, 1993).

This belief could be in line with one assumption essential to the application of how intellectual disabilities is defined, that with appropriate personalized supports over a sustained period, the life functioning of the person with mental disabilities generally will improve.

Interventions During Misbehaviors

Most of the practicum teacher interventions observed in this study focused on what the teacher does when a misbehavior occurs. The more successful teacher interventions during the manifestation of a behavior include:

1. giving direct specific instructions (verbal prompts);
2. explaining the reason why certain things have to happen (like why a mother has to leave a child in school for a few hours;
3. making a deal with a child saying he/she will immediately be allowed to have or do something if he/she stops misbehaving;
4. teaching a child to delay gratification of having or doing something he/she wants (telling them they can have/do it later after the lesson);
5. giving a verbal warning to a child or making a "behavior contract" starting the consequences for repeated misbehavior like "isolation" or "suspension";

6. using humor or different sorts of distractions;
7. showing signs of caring or affection;
8. asking why a child is exhibiting such behavior and trying to cater to his needs;
9. ignoring misbehaviors; and
10. preparing more activities, giving more work or assigning responsibilities to CSN who are disrupting the class.

There were some strategies however, used by some of the teachers during a behavior problem which did not yield the desired results. These include:

1. physically preventing a child from doing what he wants without providing any verbal instructions, distractions, favorable consequences or threatening warnings;
2. staring at a misbehaving child without saying a word (These CSN have to be informed what behavior is expected of them and why the people around him/her are angry, or to be told that their behavior is not appropriate nor desirable).

Interventions After Misbehaviors

Teacher interventions after an undesirable behavior has occurred, include the following:

1. a one - on - one instruction for the child with a unacceptable behavior for him/her to learn the lessons taught during the day
2. teacher removing the source of the misbehavior (for example, she removes the CD player that one child kept on touching);
3. teacher paying attention to the seating arrangement (A child who could potentially disrupt a class should not be seated with another child who has the same tendency to interrupt classroom activities);

4. placing a child who could disrupt the class between behaved children, beside the teacher, or in a place where the teacher can constantly keep an eye on that child.

Music has a way with children. In handling behavior problems, sometimes dance music can distract children or motivate them.

Many of the practicum students are quite surprised to see their students relatively well-behaved during their grand demonstration teaching more than any other time during the semester. They do not know if it is because of a change in the situation or in the environment since there are several strangers watching the teacher during the demo, or the fact that the teacher has given extra effort to prepare a well-planned lesson, with all activities to make the lesson more interesting, more interactive and attractive to the students. One of the overlooked factors in preventing misbehavior in a classroom is to be creative in designing a lesson plan and prepare the classroom environment so that the teacher hooks and maintain their attention throughout the class period.

The teacher should know the child well, his likes and dislikes; his fears and desires so as to use this information to an advantage in trying to give reinforcements, rewards, warnings, distractions or actual consequences for different behaviors.

Verbal prompts to stop a behavior could catch a child's attention. It could make a mild misbehavior stop immediately for the moment, but does not assure the teacher that the child will not misbehave again. It could make a child aware that he is misbehaving, but some children do not respond to simple verbal prompts. Some interventions must be explained to the child, some to be held and guided to do other activities or go to a designated area to rest and relax, some need to verbalize why they are doing such behavior.

Sometimes children have an automatic response to stimuli in their environment, without really paying attention to what they are doing. There are certain behaviors that a child can exhibit with certain activities or even at certain times of the day, like writing on any surface every time he/she sees a pencil, eating every time he sees food to the point of grabbing other classmate's food, talking to an electric fan at a particular time of the day, or throwing tantrums until his whims are met. After repeating certain behaviors successfully and feeling satisfied with what he/she is doing, the child's brain thinks "this is how things are done". If a response to a stimulus is rewarded continuously, that response becomes connected to that particular stimulus.

It is sometimes difficult for the practicum teacher to simply say "stop doing it", when a certain stimulus is present in the environment, because this makes the child cling to give a particular response he has been taught to say when reprimanded like "sorry", as he has always done in the past. To break an undesirable habit, the child must have the intention to break the habit. Children would, therefore, change if they want to change. The teacher can then appeal to a child's desire, not just to please her/his teacher, but to feel satisfied that they are praised. A series of certain behaviors is much like a chain: to break the undesirable habit, one must break the link that associates certain behaviors and certain stimuli with.

It is not enough to know the common ways of handling behavior problems. The teacher should look into what caused a good/undesirable behavior to happen that triggered such behavior, and find out the consequence after the behavior so that appropriate interventions can be given.

Teaching a child to substitute a good response to a certain stimuli for an undesirable behavior lessens the impact of the verbal reprimand like "stop doing it". The child may substitute a consequence for his/her inappropriate behavior, by

tapping his/her arm gently instead of tapping his/her hands noisily on the table. The change in responding to a stimulus must not be too complicated so that the child does not feel uncomfortable. The child, therefore, feeling comfortable doing this, is most likely do it again.

Recommendations

The practicum teachers in this study regularly utilized the routine of establishing expected behaviors by discussing the behavior standards for the day. They also employed positive reinforcements by giving away stickers, stars, tokens and gestural prompts for good behavior by making use of special claps (Let's Go Clap, Angel Clap etc.) and praising the children for every correct answer given to cognitive questions. However, not all of them used positive reinforcements for good behavior. Sometimes, in a practicum student's desire to successfully teach the lesson for the day, she forgets to emphasize behavior modification or classroom management. For children with special needs, gestural prompts, modeling prompts or even physical prompts are usually necessary, and these should be accompanied by verbal prompts to facilitate fading out of artificial stimuli. Many teachers in this study used verbal prompts alone. Although it can be assumed that appropriate behavior has already been taught to these children before, so that only a verbal prompt is needed to remind them to behave properly. It is also possible that teachers assume that the children can already follow instruction/ work on assigned task using verbal prompts alone, but has neglected the fact that many of them still need gestural, physical or even modeling prompts. Teachers should have all the patience and understanding that many of these children have a short attention span, so they easily forget that a warning to follow the behavior of standards has already been discussed earlier.

The most ideal is for children with special needs (CSN) to learn to respond to natural prompts like waking up when an alarm clock rings, or keeping quiet to listen when a teacher

starts to speak in front of a class. All artificial prompts like gestural, physical, or modeling prompts, when used with verbal prompts, should be phased out as soon as possible. This also implies that verbal prompts need to be taken out so that natural prompts would automatically act as environmental stimuli for appropriate behavior. Then it behooves teachers to use the tried and tested strategies like those listed earlier to achieve the goal, but these are only examples or suggestions that might work. Each child is unique, and he/she behaves differently in different situations. More importantly, the teacher should know the child's strengths and weaknesses, even his likes and dislikes to successfully individualize a behavior modification program for a particular child with special needs (CSN).

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