The Effects of Peer-Mediated Positive Behavior Supports On anElementary School Student Exhibiting Internalizing Behavior
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ABSTRACT

The study explored the results of applying functional behavior assessment (FBA) information with Positive Behavior Support (PBS) plan implementation. The independent variable was a 15-week intervention study of three major components: 1) classroom management, 2) individual behavior plans, and 3) an individually tailored academic intervention (PAI). The PAI plan was a combination of self-monitoring, peer-to-peer modeled support, and positive reinforcement for teacher behaviors and educational tasks. Following pre-and postmeasurements, the PAI plan was implemented in a general education classroom. A 15-week peer-based intervention plan for the student's classroom was used to assess changes in target behavior. Student performance was monitored using digital video and audio recording. Changes observed included higher levels of social interaction, more positive social engagement, and an increase in the frequency of appropriate peer interactions. The results indicated that the PAI plan was effective in reducing the student's target behavior and improving social interaction with peers.

RESULTS

Socially Appropriate Behavior

Work Completion

SOCIAL VALIDITY

Social Comparison: Accomplished through direct observation data collected on a normative sample of peers.

Subjective Evaluation:

Subject: Found PBS plan to be highly acceptable and enjoyable.

Peer Partner: Participation was enjoyable and felt a sense of accomplishment at having helped his partner do better in class, would participate again without a reward.

Teacher: Found PBS process and PAI plan acceptable and worthwhile. The PBS strategies aligned with the FBA results and were an improvement on the student's academic work, self-confidence, and peer relationships.

REFERENCES


DEPENDENT VARIABLE

Socially Appropriate Classroom Behavior (Response Class)

- Attention
- Work Completion
- Getting the Teacher’s Attention Appropriately
- Making a Comment
- Asking Questions
- Following Teacher Instructions
- Other (i.e., following classroom rules)

INDEPENDENT VARIABLE

Comprehensive “package” of PBS strategies aligned with FBA results

EXPERIMENTAL DESIGN

Baseline Baseline PBS PBS PBS PBS

Note: (R)E represents the schedule of reinforcement for each condition and the systematic thinning of the schedule.

DISCUSSION

Strengths:

- Alignment of FBA with PBS treatment package
- Functional relationship between dependent variable and independent variables to increase socially appropriate classroom behavior
- While not a focus of the study, work completion increased though not directly reinforced
- Behavior change was dramatic and maintained over time
- Social comparison and subjective evaluation of social validity

Implications for Future Research:

- Independent variable used as “package” approach - component analysis needed
- Results indicate are effective in modifying change in general education settings - worthy of further exploration
- Additional research might investigate systematic implementation of use of peer throughout the entire school day.