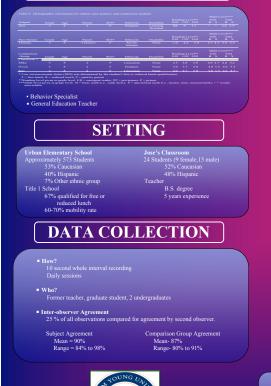
The Effects of Peer-Mediated Positive Behavior Supports On an Elementary School Student Exhibiting Internalizing Behavior

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ABSTRACT

This study explored the results of aligning functional behavioral assessment (FBA) information with a Positive Behavior Support plan (PBS plan). The independent variable was an intervention package made up of three major components including: assessment and planning (FBA), training (teacher, student, and peer), and an individualized student intervention (PBS plan). The PBS plan included a combination of self-monitoring, peer-teacher mediated support, and positive reinforcement including praise and a token economy and took place in a general education classroom. A same-age peer from the students' classroom was used as a change agent to mediate the PBS plan educed for the Hispanic third grade student, identified with internalizing behavior and at-risk for social and academic failure. Intervention effects completion. The at-risk student showed immediate, marked improvement in gains maintained as reinforcement was thinned. Social validity was measured by social comparison with a normative sample of same-aged students and subjectively by the teacher, student and peer who participated.

PARTICIPANTS/SETTING





DEPENDENT VARIABLE Reading Aloud Answering Questions
Following Teacher Instructions Other (i.e., following classroom rules) **INDEPENDENT VARIABLE** Aligning FBA Infor tegies for Jose nation to PBS St FBA Data/identified Problem lem behavior: If lask and disrupting leacher - Watching around the classroom - Watching other students vs. doing ow usilive alternative behaviors/s - Working independently - Following beacher instruction - Celling the teacher's attents appropriately Stockal Shill: "How to ask for I Inappro ying with n ndent work expected elf-monitoring: Refrawarmess Sef question: "How am Likeing?" Do Lneed help?" Rating card Peer & leacher reinh Correlated to high rate of off-task behavior (i.e., not making making needs for assistance known, discupling the teacher, not discussed of peer mediator: Use of MotivAlder to signal time Teacher involved in reading groups, little tim Intervals teinforcement & Peer * Tokens & praise Peedback Target student & peer jointly award themselves points on n einforcers (from peer & leache - Praise, tokens, & points - Eschange with Behavior Cor * Back-up reinforcers rate of reinforcement for approximation;
 Reinforcement survey to ide potential reinforcers **EXPERIMENTAL DESIGN** (RS1) (RS2) (RS3) (RS4) (RS5) Note (RS) represents the schedule of reinforcement for each condition and the systematic thinning of the schedule **DISCUSSION** Implications for Future Research · Independent variable was a "package" approach - component analysis needed worthy of further exploration the entire school day 4 "Walk the peaceable walk" T

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