

Warm Welcomes and Strong Finishes

Embracing Every Child through
Effective and Inclusive Classroom
Practices

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Here's the Plan

01

Effective Strategies

What strategies have been shown to support neurodiverse learners?

02

PGD

Positive Greetings at the Door to improve behavior

03

KerPlunk & Social Sprouts

KerPlunk to increase engagement

04

Application

What are some takeaways?



Objectives

1. Learn how to effectively implement positive greetings at the door.
2. Learn how to implement the KerPlunk and Social Sprouts games for improving behaviors.
3. Learn how to tailor these interventions for maximum success.



Introductions



Brittany Garza

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Student



Lourdes Rodriguez

School Psychology PhD
Student



Zachary LaBrot, PhD

Assistant Professor;
Licensed Psychologist

Rules of the Game

Let's Play KerPlunk

- To model the steps of this group contingency, we will play as a group during the presentation
- If we see the following... a stick might be pulled
- When all marbles fall, we will pass around some candy!

- Active notetaking
- Active listening
- Answering and asking questions





01

Effective Strategies

How do the components of these interventions support neurodiverse learners?



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Discussion Question



- What strategies have you found to be effective in the classroom for neurodiverse learners?

Setting Events



What happens before they enter your classroom that can affect behavior

- Previous problems during the day (e.g., bad morning or conflict or frustration in the previous class)
- Poor sleep the night before
- Frequently receive more negative feedback

Clear Instructions



- Post and review rules **regularly**
 - Easily provide precorrections
- **What to do** vs. What not to do
 - Reduces vagueness
 - Provides clear guide about what students are expected to do
- Break down tasks into smaller goals
 - Difficulty completing multi-step tasks
 - Helps understanding in how to achieve the bigger goal

(Brock et al., 2010; DuPaul & Stoner, 2003)

Prompting



- Verbal or gestural reminders to get back on task
 - Teacher makes eye contact with student and points to the assignment
 - "Turn to the next page if you are done with this page "
- Visual prompts
 - Pictures – reminder of what the expected behaviors look like
- KerPlunk tower could help students self-monitor
 - Sticks and marbles remaining serve as a visual reminder
 - Use this information to adjust their behavior to reach the goal (i.e., marbles falling and earning a reward)

Peer Modeling

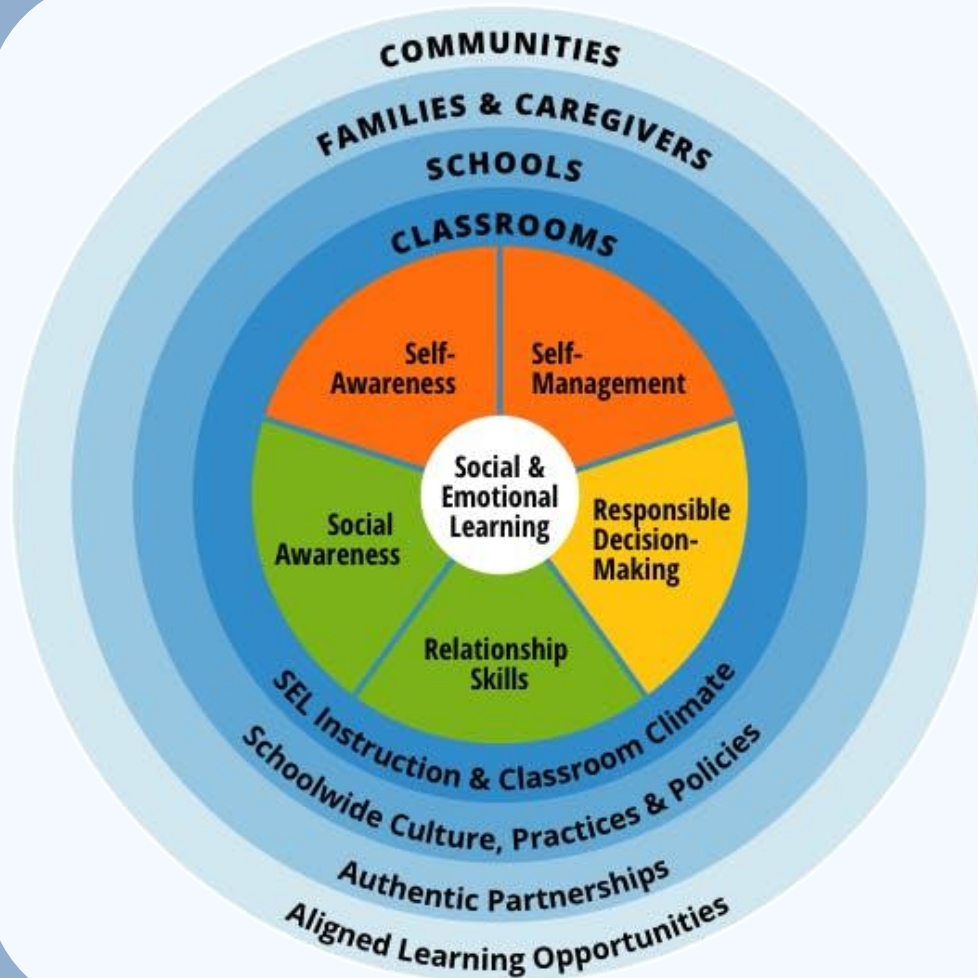
- Peers are natural teachers and peer modeling supports the development of social skills through observational learning
- Opportunities to observe the behavior of a peer model or intentional pairing of peers can result in the increase in positive behaviors



Positive Reinforcement



- Group contingencies incorporate reinforcement into the classroom & can address multiple behaviors
- **Independent** – each child needs to meet an individual goal to earn the reward
- **Dependent** – one child or small group of children meet goal to earn the reward
- **Interdependent** – all children have to meet a goal collectively to earn the reward



Social-emotional learning

- Benefits school functioning
- Improves academic performance

Social skills

- Neurodiverse learners struggle to form peer relationships
- Neurodiverse learners especially benefit from explicit teaching

Effective Teaching - BST

- **Instructions** – clear description of how and why to use the skill
- **Modeling** – modeling of the skill action
- **Role-play** – practice the skill in a "contrived scenario"
- **Feedback** – provide immediate feedback
- BST delivered in the natural environment & context can improve generalization & maintenance of skills

Might not
have the
skills yet!

Takes as
little as 5
minutes

Can be
delivered
class-wide

Effective &
feasible

(Miltenberger, 2008; Hassan et al., 2018)

02

Positive Greetings at the Door (PGD)

Increasing structure, building relationships, and reinforcing routine to support all learners

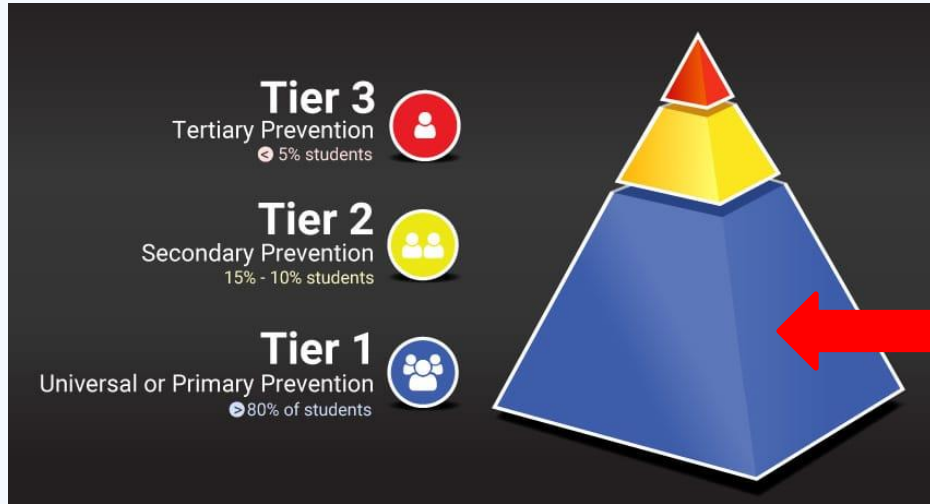


Discussion Question

What did you notice about your entrance into this room for the presentation?



Feasible Class-wide Practices: Do they exist?



You are responsible for this?!?!



Feasible Tier 1 Strategies

- Pre-corrections
 - "Remember to start your bell work once you sit down."
- Praise
 - "I love the way you starting your bell work when you sat down!"
- Clear and consistent expectations
- "Filling the bucket" with positivity



Positive Greetings at the Door

Stand near the door

Greet each student as they walk through the door

Provide a pre-correction of expectations

Provide encouragement

BSP for meeting the expectations



Why does this have so much potential?

- Starts student's day off positively
- Makes it clear what a student should be doing
- Offers positive acknowledgement
- Starts a cycle of positive interactions that may persist



03

KerPlunk & Social Sprouts

Taking group contingencies outside the box and
engaging learners through game play



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Group Contingences

Can be delivered class-wide and...

- Address multiple behaviors in one intervention
- Incorporate frequency of immediate reinforcement

But how can we modify or adapt them to more aptly suit the needs of neurodiverse learners...?

Multi-sensory

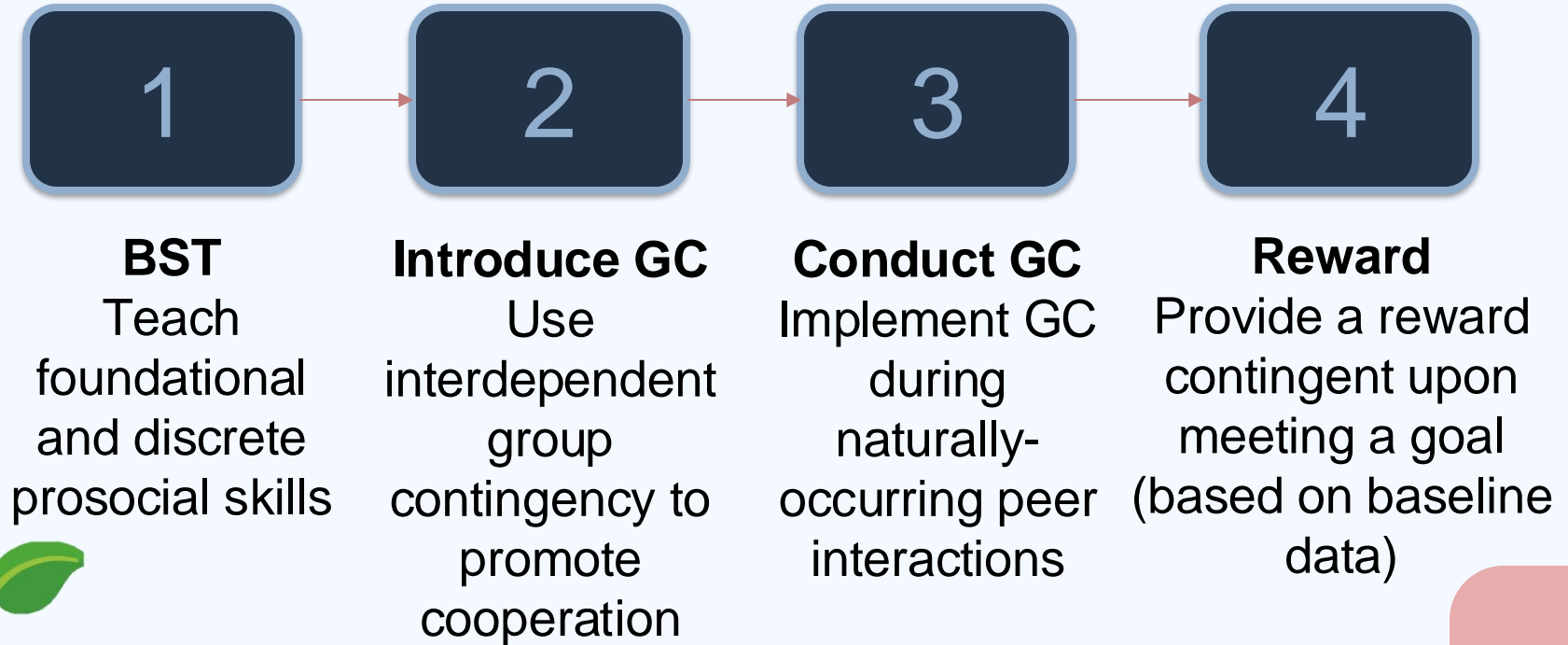
Incorporate novelty

Direct teaching

Peer modeling



Social Sprouts



KerPlunk

Interdependent Group Contingency

Review rules & expectations

Introduce game

Pull sticks and provide behavior specific praise

When marbles fall, an immediate reinforcer is delivered



04

Application

How can you take these strategies into the setting you work in?



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Expectations

Be specific

- Tailor expectations to the child or classroom's needs
- Tailor skills taught to be specific to potential skill deficits
- When identifying skills to be taught, focus on discrete skills that could potentially decrease several disruptive behaviors

Repetition & Consistency

- When trying out these strategies, keep in mind that all children, and especially children with neurodevelopmental disabilities, require repetition
- Be patient and consistent as they learn the skill and the intervention
- Keep it simple!
 - Choose a strategy that is a feasible fit to the classroom culture
 - Focus on a couple skills at a time rather than overarching skill set
- Don't be afraid to adjust expectations
 - For example, if the children are becoming overly excited with the marbles fall, teach those expectations before playing the game
 - Limit attention to challenging behavior on focus on acknowledging those skills you seek to increase



Thank you!
Any questions?



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