



The Way Forward

Efficient and Effective Teaching and Learning Across the Globe
Morningside and Active Schools, South Africa: P.E.E.R. Planning

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Association for Behavior Analysis May 2006



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Connection with Port Elizabeth

- Anti-apartheid community activists, members of Seattle church and *twin* school, college professor UW College of Education
- Fundraiser to bring principals to Seattle
- Visit to Morningside, a school using behavior analysis to design and deliver instruction
- A request for professional development after touring our lab school



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The new South Africa as of February, 2004

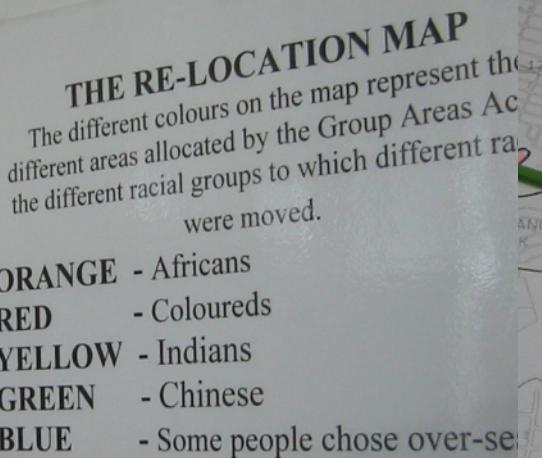
- The new South Africa, only ten years since the first democratic elections
- Long history of laws formalizing segregation
- The "Natives' Land Act" of 1913 set aside 7.3 per cent of South African territory as reservations for native African people and barred them from buying or renting land outside these areas

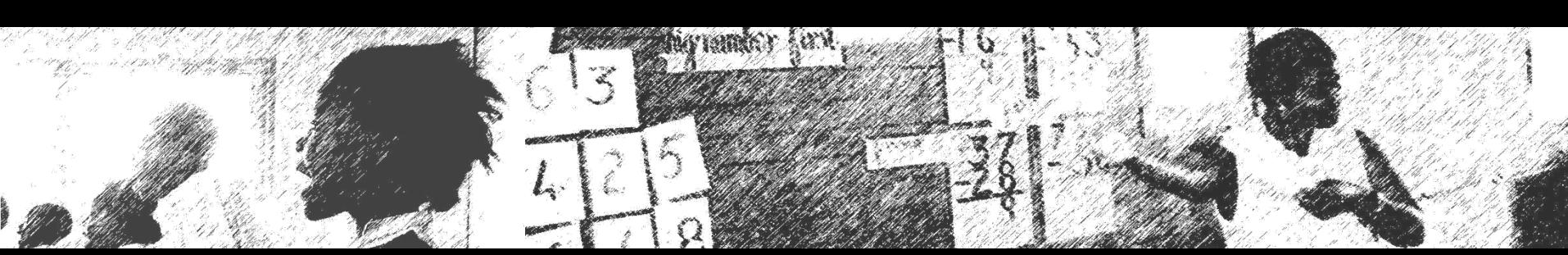


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Port Elizabeth: Group Areas Act





Eliminate problems versus Build repertoires

- As a psychologist, which approach do I take?
- The “prevalent approach to treatment focuses on eliminating, alleviating, or otherwise overcoming the distress” also referred to as a “pathological approach”
- Do we attempt to eliminate some of the stress or reduce the poverty by bringing in funds - a pathological approach, an eliminative approach?



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Where to turn when faced with a great challenge?

- Dr. Israel Goldiamond, one of our pioneers of behavior analysis, was among the first to bring applied behavioral principles to solve human problems
- “Toward a Constructional Approach to Social Problems: Ethical and Constitutional Issues Raised by Applied Behavior Analysis” (1974)
- At the time he authored this paper was a Professor of Psychology in the Departments of Psychiatry and Psychology at the University of Chicago, one of America’s most well-respected universities



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The Constructional Approach: The Constructional Interview

“Typically, a caseworker puts together the information collected and tries to draw a coherent picture of the client’s current situation, how things got that way, a diagnosis of the patient, and suggestions for disposition. Such descriptions are often long on pathology, but extremely short on treatment.

A constructional presentation may also be used to draw a coherent picture of the client’s current situation, and how things got that way. However, it is extremely long on treatment and short on pathology. This does not mean that history or diagnosis is minimized, but the history is instead a history of the client’s strengths.”



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“Teach the client the logic of the approach and ... teach him to be his own behavior analyst”

“The consultant and the client are engaged, not in the process of behavior change per se, but in the analysis of behavior within the context of contingency relationships.”

Israel Goldiamond



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The Program Contract

.... “program contract as the term is used in programmed instruction. The fulfillment of such contracts requires specifications of

- (1) targets, or explicitly stated outcomes
- (2) current repertoire which is **relevant** to the outcome
- (3) the steps which will mediate between current repertoire and target repertoire (which can be developed)
- (4) a system of consequences explicitly contingent on advancement through the required progressions, and which maintain such behavior”

(Goldiamond, 1974)



The Constructional Interview: Target or Outcomes

I am first going to ask you a group of questions to help us decide exactly what our goals should be. You are here because you want certain changes to occur—you want to be healthier, to feel better, to live longer, or something else

Question 1 a. Assuming we were successful, and you got everything out of this program that you came for, what would the outcome be for you? In other words, what exactly do you want from this program?

(Of the four schools to be interviewed, only two of the four principals had visited Morningside - what do they want from this program making this a difficult question)



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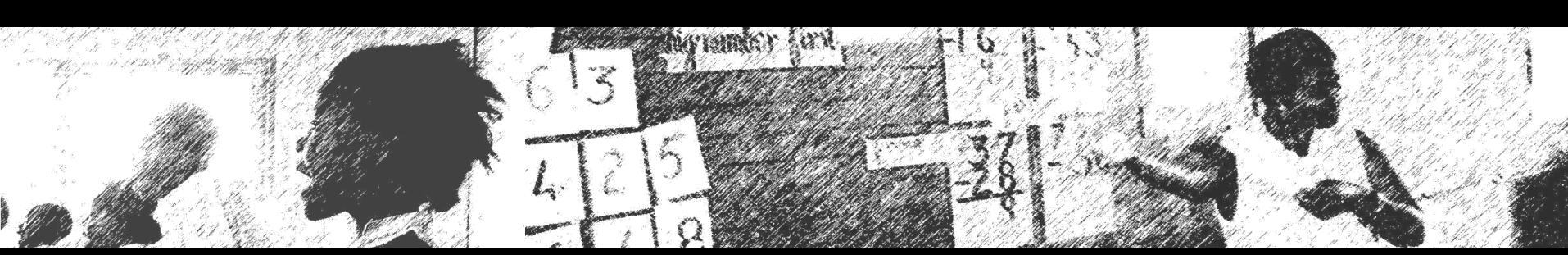
Observable Outcomes

“Now this may sound silly, but suppose one of these flying saucers we keep hearing about is real. It lands and 2,000 little Martians pour out. One of them is assigned to observe you -- your name was chosen on some random basis. He lands some time after L-Day – Liberation Day from your problems – and Martian follows you around invisibly. He records his observations of you and *enters them on his computer when he gets home each night.* Their computer will decide on the basis of the sample of 2,000 Earthlings they have what their disposition of Earth should be. What does he observe?”



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Vision of Our PEER Partners

- Competitions with Model C's in reading, Essay Writing, Debates, Mathematics
- Beating the socks off in a debating society
- "People will come by cab to see the best primary school in the area."
- They'll see remedial teaching
- There will be functions with other schools: a festival atmosphere with Reading, Poetry,etc.
- Happy children busy playing, sharing
- A nice hall for meetings
- Parents applying their trade



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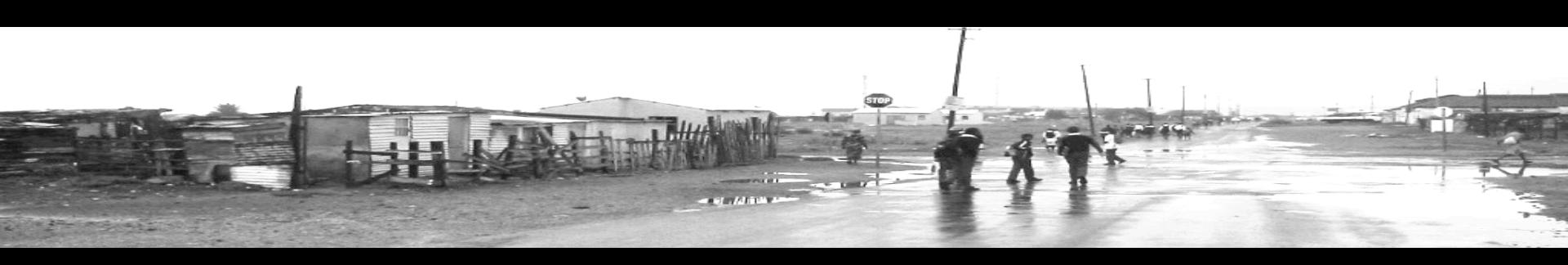
Vision of Our PEER Partners

- Parents paying their school fee
- Picking up the papers, litter
- Beautiful grounds, flowers
- Equipment on the fields
- Strong leadership will report and resolve disputes
- All teachers present – no absences
- Relaxed principal
- Each classroom with a computer, a t.v.
- Teachers who participate in extramural activities
- A school bus that transports the kids
- A stable environment – the number of kids stable from year to year
- Former/older students who are doctors and lawyers coming back to visit



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Vision of Our PEER Partners

- Weight problems gone
- Even when the teacher isn't there, when finished with work, students would know what to do. – when students finished with work, students would go and do something
- News corner
- Math corner, activity corner with a carpet on the hard floor
- Teachers will stay after work and do homework
- Students will play sports
- Extra activities will include music, dance



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Designing the Program

Instead of asking, “Why is the man an alcoholic?” One might ask, “Why isn’t everyone an alcoholic?” The difference may be in the conditions under which drunkenness and sobriety are reinforced. Instead of “curing” the alcoholic, a worker might try to replicate the situation in which people are **not** alcoholics.

Azrin (Hunt and Azrin, 1973)



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The Constructional Interview: Summary of Questions

Question 2: Areas to be changed and unchanged by the program

Question 3: History of Changes

Question 4: Assets

Stimulus control: Are there times or places when the present problem is not a problem or at least a little less troublesome

Question 5: Consequences - Symptom reinforcers (positive and negative); Costs, Current reinforcers, Social Reinforcers

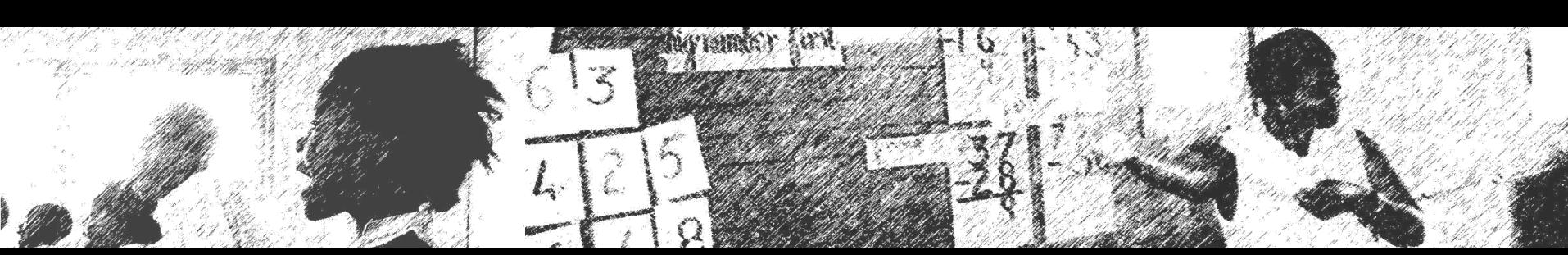
Question 6: Completion

Question 7: Turnabout



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Current Relevant Repertoire

- Prior to our workshops: group responding, positive feedback
- Ability grouping is accepted
- History of success: Funimfundo won a music competition
- Adventurous: Sapphire Road built security house
“without a cent in their pocket”
- *Lynne Damons and Antoinette Humans- psychologists willing to volunteer*
- Willingness to change:
 - *“It’s always time. I cannot say tomorrow.”*
 - *“There’s nothing like the present.”*



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The Constructional Interview: Program Steps

- Assessment: no standardized testing available yet
 - Woodcock Johnson (nRiverside Press) permitted tests to be duplicated for reduced fee
- Identified pilot teachers of grade 3 learners in three schools and one control school; pretested and posttested February 2005/November 2005; February 2006
- Teaching tools: Amy Weisenburgh's Reading and Language Fluency Program
- Wall charts
- Teacher and Student manual of DIBELS for each pilot classroom



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The Constructional Interview: Program Steps

- Data collection system moved to email spreadsheet from narrative and digital photos - recording Phonics fluency from Weisenburgh's program, math facts, 0-9 rates, DIBELS
- Raffle prize - gift certificate for collecting data
- Principal to teach emailing class
- Principals to step in to class & relieve teachers- Free time
- Contract to be rewritten-keep pace with South African PEER partners



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Tools and Resources: Timers!





Tools and Resources

- Teaching tools: Amy Weisenburgh's Language and Fluency Program
- Timers!
- Morningside Math Facts with answer key for paired see/say
- Wall charts
- Teacher and Student manual of DIBELS for each pilot classroom
- Free online passages with word counts added by volunteers
- Overhead projectors
- Digital pictures to send data and wall charts
- Internet: email, Skype, Webcams, Headsprout



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