Applying Tootling to a Special Education Classroom

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Introduction

- Emotional and Behavioral Disorders (EBD)
- Inappropriate behaviors and social rejection
- Positive Peer Reporting (PPR)
- Students provide praise statements to a target student → class earns a reward
- Research supports PPR’s effectiveness

Introduction

- “Tattling” + “tooting your own horn” = tootling
- Students taught to spot peers engaging in prosocial behaviors and privately report them
- Teacher trains students how to tootle
- Interdependent group contingency
  - Class works together to earn a group reward
  - Daily progress towards class goal is posted
  - Class earns reward

Purpose of present study

- Six published tootling studies, all implemented in general education classrooms
- Promising findings: increases in prosocial and on-task behaviors, decreases in disruptive
- Examine the effects of a tootling intervention on students’ on-task, disruptive, and prosocial behaviors in a special education classroom

Method

- Setting and participants
  - Program provides academic instruction, individual and group therapy, social skills development, positive behavioral supports
  - Teacher: 10+ years teaching experience, 7 years in current program
  - Students: 5th and 6th grade; EBD, ASD with additional medical diagnoses

Method

- Materials
  - Tootling container
  - Tootle slips
  - Dry erase thermometer
  - Rewards

- Design
  - A-B-A-B
  - On-task (momentary time sampling), disruptive and prosocial (partial-interval)
Method

- Procedures
  - Baseline ("business as usual")
  - Introduction and training
    - Two 15-minute training sessions
    - Day 1: introduce procedures, examples
    - Day 2: define tootling, remind students of procedures, write examples of tootles, collect and provide praise/feedback, explain tootling container, goal thermometer, and rewards

Method

- Procedures continued
  - Tootling
    - Previous day’s tootles read aloud, praise and corrective feedback provided, updated progress towards class goal
    - Observed on-task, disruptive, prosocial
  - Baseline
    - Students told they would not be tootling
    - Observed on-task, disruptive, prosocial

Method

- Interobserver agreement
  - On-task 93%
  - Disruptive 96%
  - Prosocial 99%

- Procedural integrity
  - Student training 100%
  - Teacher implementation 90%

Results

Limitations & Future Research

- Limitations
  - Confounding variables (goal thermometer)
  - Small, inconsistent sample size

- Future research
  - Replicate for validity
  - Tootling in special education with various ages
  - Analyze tootling components

References


