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Applying Tootling to a Special Education Classroom

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Big ideas. Real-world thinking.

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
(e.g., Moroz & Jones, 2002; Lyons, 2004)

Landrum, Tankersley, & Kauffman, 2003; Skinner, Cashwell, & Skinner, 2000; Skinner, Neddenrieg, Robinson, Ervin, & Jones, 2002

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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

Skinner, et al., 2000; Cihak, Kirk, & Boon, 2009; Morrison & Jones, 2006; Cashwell, Skinner, & Smith, 2001

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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

Skinner, et al., 2000; Cashwell et al., 2001; Morrison & Jones, 2006; Cihak et al., 2009; Lambert, Tingstrom, Sterling, Dufrene, & Lynne, 2015; Lum, Tingstrom, Dufrene, Radley, & Lynne, 2017

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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

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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)

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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

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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
 - Tootling

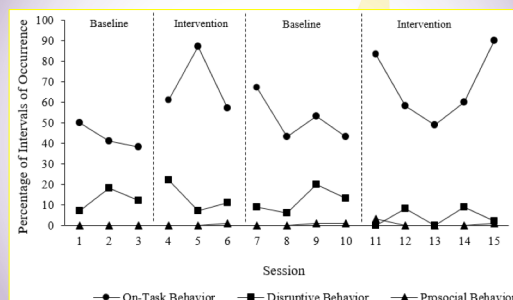
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Method

- Interobserver agreement
 - On-task 93%
 - Disruptive 96%
 - Prosocial 99%
- Procedural integrity
 - Student training 100%
 - Teacher implementation 90%

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Results



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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

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