

ABSTRACT

SELF-MODELING AS A TREATMENT FOR DECREASING DISRUPTIVE CLASSROOM BEHAVIOR IN A 12-YEAR-OLD MALE STUDENT

The present study investigated the effectiveness of self-modeling in reducing disruptive classroom behavior. A self-modeling intervention was implemented on a 12-year-old elementary school male student who was displaying disruptive classroom behavior. The self-modeling intervention lasted a total of 8 weeks, with a 1-week break for spring vacation between weeks 6 and 7. Overall, the present study found the self-modeling intervention to be effective in reducing the participant's disruptive classroom behavior. The participant's overall off-task behavior decreased by 14.8% when comparing baseline data to the intervention data. In examining the participant's off-task behavior in detail, the participant's off-task motor behavior decreased by 15.7%, the participant's off-task passive behavior decreased by 12.5%, and surprisingly the participant's off-task verbal behavior increased by 13.9%. The present study found the self-modeling intervention to be an effective tool that school psychologists can use within the educational setting in dealing with children with disruptive classroom behavior.

Keri Machado
August 2004