*FUNCTIONAL ANALYSIS OF A PROGRAM FOR TRAINING
HIGH AND LOW PREFERENCE PEERS
TO MODIFY DISRUPTIVE CLASSROOM BEHAVIOR¹*

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Although considerable evidence has accumulated regarding the effectiveness of peers as behavior managers, little attention has been directed toward the analysis of components of training programs. Also, it is not known whether high and low preference peers have different reinforcing effects. In this study, a two-phase peer training program was introduced to five high preference and five low preference peer managers. The Managers were assigned one to each of 10 grade-four elementary pupils with high rates of disruptive behavior. Peer Training I was composed of instructions to monitor and reinforce target subject behavior on a time-sample schedule, to record this reinforcement, and to ignore inappropriate behavior in target subjects. Peer Training II introduced, in addition, backup reinforcement for the monitoring behavior of managers. Measures were taken of target subject behavior, antecedent and consequent attention from managers and other peers, monitoring behavior of managers, teacher behavior, and preference ratings of peer managers by target subjects. Significant improvements in target subject behavior occurred following Peer Training I and further improvements occurred following Peer Training II. These changes were paralleled by decreases in the frequency of antecedent and consequent manager attention to problem behaviors, and improvements in the number and accuracy of monitoring checks. Recorded reductions in teacher attention to individual children and to target subjects were not statistically significant. Posttest preference scores improved significantly over pretest scores for low preference managers, while remaining high for high preference managers.

DESCRIPTORS: disruptive behavior, instructions, training program, component analysis, peer reinforcement, peer training, sociometric status, elementary students

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