ADDRESSING BEHAVIOR PROBLEMS IN THE CLASSROOM:
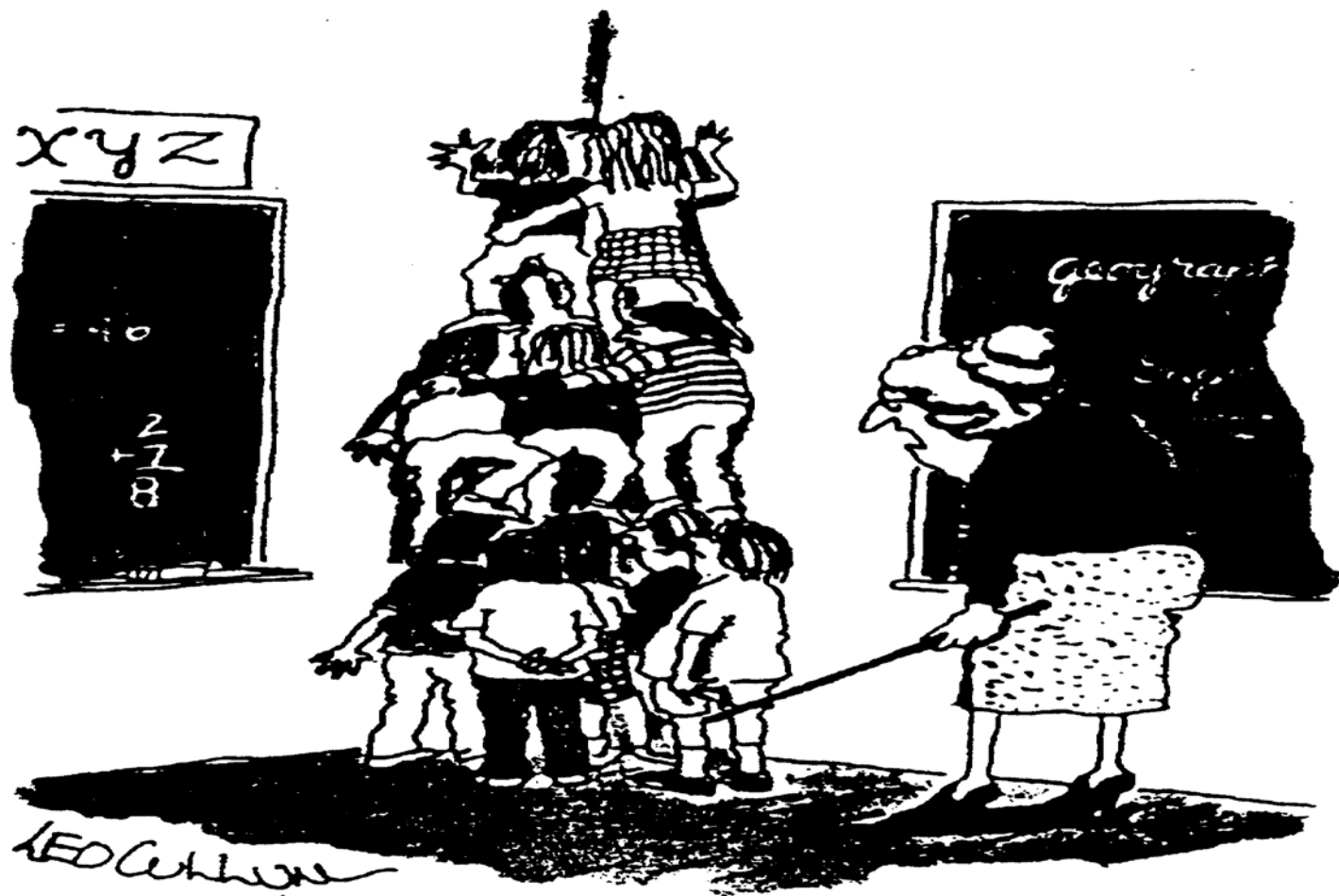# WHAT YOU DON'T KNOW CAN HURT YOU!

Lori Newcomer, Ph.D.

Missouri Prevention Center

University of Missouri

The Ninth Annual Redbank School Conference
March 25, 2011

First, do no harm.

"He doesn't listen to a thing we say, he's very noisy, and he's always getting into trouble. I think he's ready to start school."

"This is the worst class I've ever had."

"They've told me to stand outside until they feel like behaving themselves."

Teaching is tough and full of the unexpected!

- Prevention
- Noncompliance
- De-Escalation

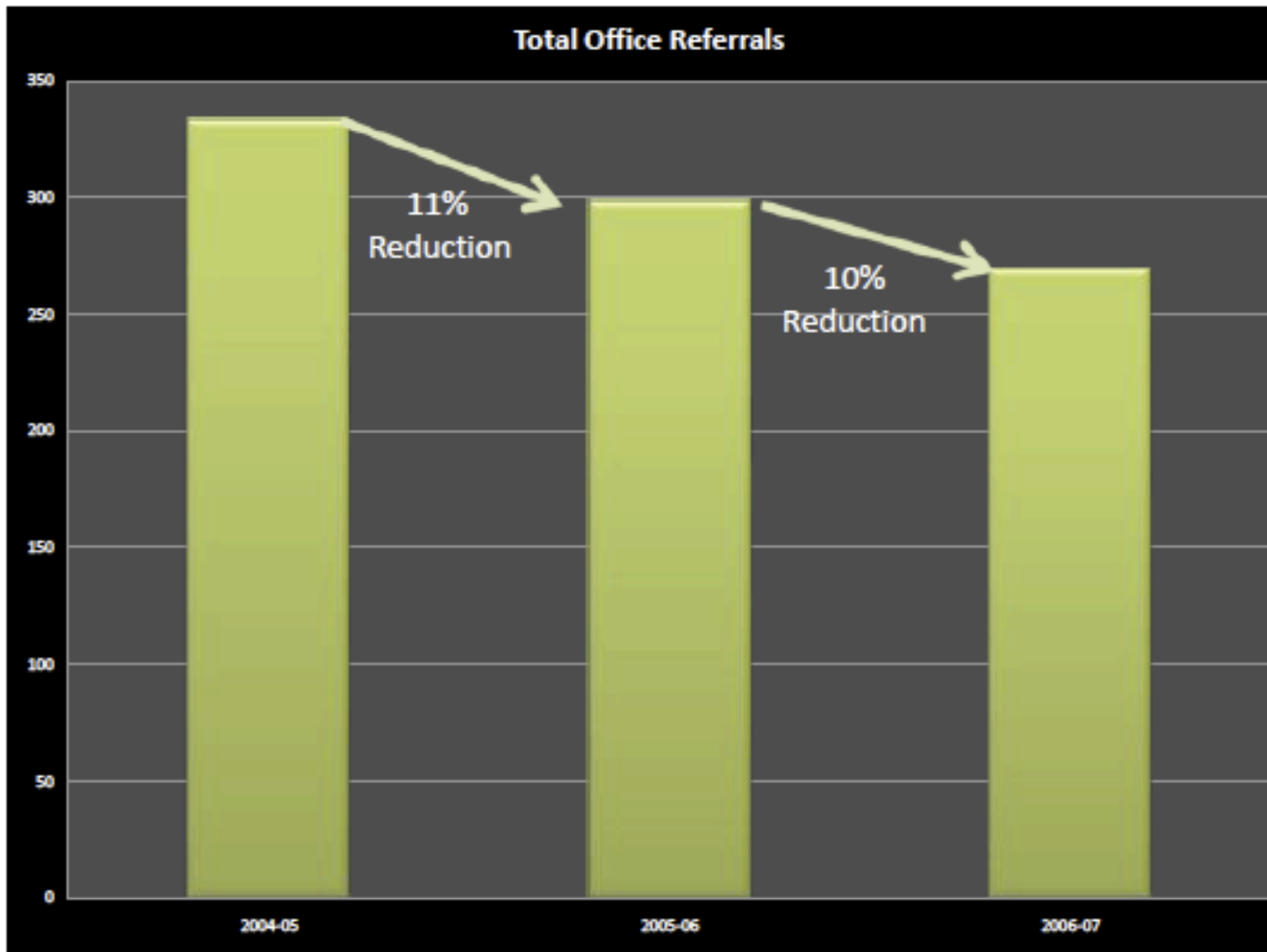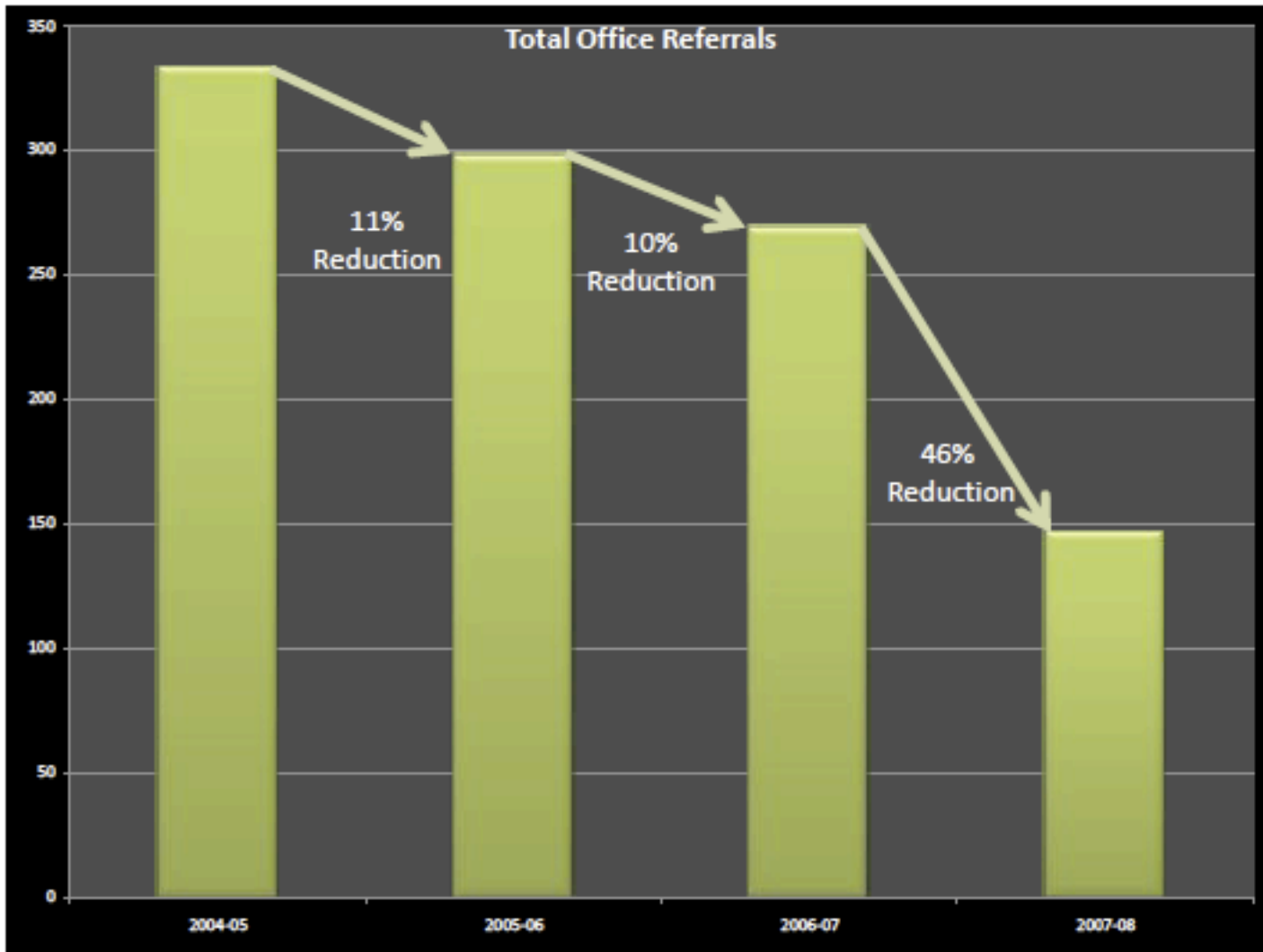# Positive Behavior Support in the Classroom

Effective Classroom Management
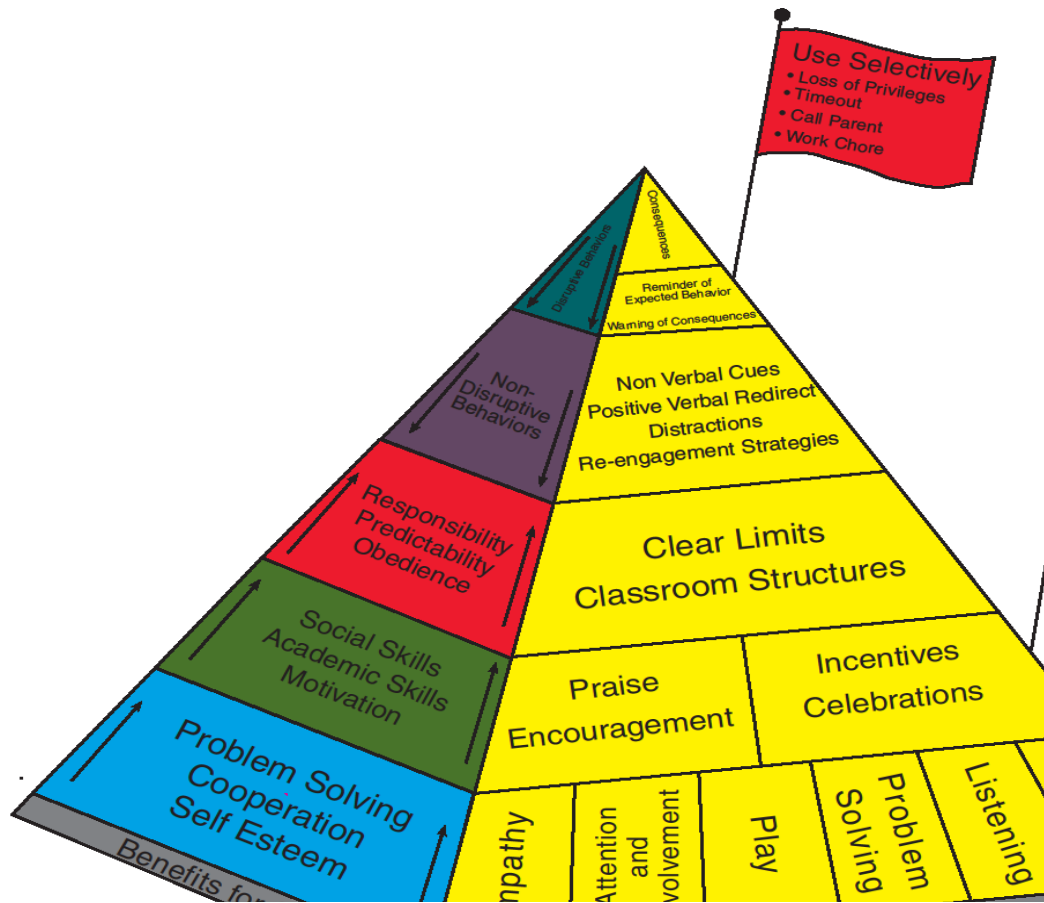
Evidence Based Effective Classroom Practices

- Expectations & Rules
- Procedures & Routines
- Continuum of Strategies to Acknowledge Appropriate Behavior
- Continuum of Strategies to Respond to Inappropriate Behavior
- Active Supervision
- Multiple Opportunities to Respond
- Activity Sequence & Offering Choice
- Academic Success & Task Difficulty

Newcomer, 2008

Newcomer, 2008

Use Selectively
- Loss of Privileges
- Timeout
- Call Parent
- Work Chore

Consequences

Disruptive Behaviors

Reminder of Expected Behavior

Warning of Consequences

Non-Disruptive Behaviors

Non Verbal Cues
Positive Verbal Redirect
Distractions
Re-engagement Strategies

Responsibility
Predictability
Obedience

Clear Limits
Classroom Structures

Social Skills
Academic Skills
Motivation

Praise
Encouragement

Incentives
Celebrations

Problem Solving
Cooperation
Self Esteem

Benefits for

Empathy

Attention and Involvement

Play

Problem Solving

Listening

CLASSROOM EXPECTATIONS & RULES

Mrs. Mutner liked to go over a few of her rules on the first day of school.

Why Focus on Classroom Rules?

- A dependable system of rules and procedures provides structure for students and helps them **be engaged with instructional tasks** (Brophy, 1998)

- Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time **increases student academic achievement and task engagement** (Evertson & Emer, 1982; Johnson, Stoner & Green, 1996)

- Clearly stating expectations and consistently supporting them **lends credibility to a teacher's authority** (Good & Brophy, 2000)

What are Expectations and Rules?

- Expectations are outcomes
- Rules are the specific criteria for meeting expectation outcomes
- Rules identify and define concepts of acceptable behavior
- Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards

Guidelines for Writing Classroom Rules

Consistent with schoolwide expectations/rules

1. Observable
2. Measureable
3. Positively stated
4. Understandable

Expectation vs. Rules

Expectation

- Expectation is: Students will be <u>safe</u>

Rule

- Keep hands and feet to self
- Use materials correctly

Be Respectful	Be Responsible	Be Cooperative
Raise your hand to speak.	Turn in completed assignments on time	Do what your teacher asks immediately
Keep hands, feet and objects to yourself	Sit in your seat unless you have permission to leave	
	Start work immediately, work during work times.	
	Bring paper, pencil, and books to class	

Talk/Movement Chart

	TALK	MOVEMENT
Level 1	No talk	In seat
Level 2	Quiet talk	In seat
Level 3	Conversational talk	Movement allowed

Arrow should be placed on clothespin and then
Placed on the chart and moved as
Talk/Movement
Levels change during the day

Schuermann & Hall, 2008

Which of These Follow the Guidelines?

- Keep hands and feet to yourself
- Turn in completed assignment
- Respect others
- Walk in the hallways
- Don't run
- Think before responding
- Come to class on time, prepared with all supplies and assignments
- Be responsible
- Be ready to learn
- Sit in your seat unless you have permission to leave it

- Keep hands and feet to yourself
- Turn in completed assignment
-
- Walk in the hallways
-
-
- Come to class on time, prepared with all supplies and assignments
-
-
- Sit in your seat unless you have permission to leave it

Good expectations, not effective rules

-
-
- Respect others
-
-
- Think before responding
-

- Be responsible
- Be ready to learn
-

Implementing Rules

- Explicit instruction
- Post big, bold & beautiful
- Practice
- Reinforce

Schedule for Teaching Classroom Rules

- First Grading Period

    - Teach rules for all areas of school, **_including individual classrooms_**, during first week of school

    - After first week, review rules 2 or 3 times / week

Schedule for Teaching Rules

- Through Second Grading Period

  - Review rules once per week

- Remainder of the Year

  - Review rules periodically as needed

PROCEDURES & ROUTINES

Procedures and Routines

- Effective teaching includes teaching functional routines and procedures to students at the beginning of the year and using these routines to efficiently move through the school day. (Leinhardt, Weidman, & Hammond, 1987)

- As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated

  (Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003)

What Are Procedures & Routines?

- Procedures explain the accepted process for carrying out a specific activity, such as walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the restroom.

- Classroom procedures are patterns for accomplishing classroom tasks.

- Procedures form routines that help students meet expectations stated in the rules

What Are Procedures & Routines?

- Procedures should be succinct, positively stated and in age-appropriate terms

- Keep "Who, what, when, where, why, and how" in mind

- Clear procedures, taught and consistently enforced are the most critical tool to create a functional and productive learning environment

Elementary Example

- Lining Up

  - Sit quietly when you hear the signal

  - Neatly place books and materials in your desk

  - Quietly stand when your name (or row) is called

  - Push your chair under your desk

  - Quietly walk to the line

  - Stand with your hands at your sides, facing forward, voices off

Elementary Example

- Learning Position

  - Sit with your bottom on your chair

  - Sit with your legs under your desk

  - Keep both feet on the floor

  - Look at the teacher when he or she talks to the class

  - Keep your materials on top of your desk

Elementary Example

- During Lessons
  - Sit in a learning position
  - Raise your hand for a turn to talk, if you have a question or if you need help
  - Wait for the teacher to come to you
  - Finish all of your work
  - Read your book if you finish your work early
  - Take restroom or water breaks during independent time

Secondary Example

- Class Discussion
  - Prepare for discussion by reading the required assignment in advance
  - Wait until the other person is finished speaking before you talk
  - Stay on topic
  - Respect other's opinions and contributions
  - Use appropriate expressions of disagreement

Secondary Example

- Entering the Classroom

  - Enter the classroom before the bell rings

  - Take your seat and get out the materials you need for class

  - Talk quietly until the bell rings

  - Stop talking and be ready to listen when the bell rings

Secondary Example

- Turning in Assignments
  - The last person in each row pass their paper to the person in front of them
  - The next person does the same until the papers reach the first person in each row
  - The first person in each row passes papers to the right
  - The first person in the last row places all papers in the basket on the teacher's desk

Teach Rules & Routines

- Introduction
  - State the rule or procedures
  - Explain the rationale for the rule or procedure
- Instruction
  - Describe examples
  - Describe non-examples
  - Elementary students: Demonstrate (act out) the rule or procedure
  - Ask for student feedback about the demonstration: Was this an appropriate example of following the rule? Did the student exhibit all the steps in the routine?

Teach Rules & Procedures

- Practice
  - Elementary students: Have each student role-play the rule or procedure (can be done in small group activities).

- Feedback
  - Use formal and informal feedback
  - Reinforce/Acknowledge compliance

Schedule for Teaching Classroom Procedures

- First Grading Period

  - Teach rules and procedures for all areas of school, including individual classrooms, during first week of school

    - Provide opportunities for review and practice
    - Provide frequent reinforcement/acknowledgement

  - After first week, review rules and procedures 2 or 3 times per week

    - Rapid pace, oral review during first or last few minutes of class
    - Surprise quizzes about procedures for extra credit points
    - Divide into teams, ask questions about rules and procedures, award points

Schedule for Teaching Classroom Procedures

- Second Grading Period

  - Review rules and procedures once per week

- Remainder of the Year

  - Review rules and procedures periodically as needed

ACKNOWLEDGE APPROPRIATE BEHAVIOR

Although intended to boost the team's morale, coach Finkley's reward system for making a basket actually had the reverse effect.

Positive Acknowledgement

- Used to recognize and increase the frequency of appropriate behavior

- Recognize on an intermittent (unpredictable, ever-changing) schedule that students are following rules and procedures.

- Can be used to develop self-managed behavior.

- Effective when they target a specific behavior and are applied *immediately*, with *eye contact* and *genuine enthusiasm*

Positive Consequences

- Level 1 - free and frequent

  - used everyday in the classroom; e.g praise, stickers, points, charts... easy things the teachers normally deliver.

- Level 2 – intermittent =

  - more powerful and intermittent e.g. student of the week, student of the month, free time

- Level 3 - strong and long term

  - Monthly, quarterly or year-long recognition e.g. a special trip, working in the office, serving as a peer assistant,

Positive Consequences

Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise Smile Stickers Rubber Stamps Thumbs up Home notes	Phone calls Special Privileges Extra Computer Time Special Seat	Field trips Special Projects Recognition to the Principal Student of the Week Honor Roll

Effective Acknowledgement

- Can increase
  - on-task behavior,
  - correct responses, work productivity and accuracy,
  - attention and compliance
  - cooperative play
- Foster intrinsic motivation to learn which comes from mastering tasks

Examples

Examples…

- Verbal praise
- Thumbs up, high five
- Token economy
- Notes/phone calls home or to principal
- Student of the hour/day/week
- Special privileges earned through group contingency

Acknowledging Appropriate Behavior

Effective strategies are ….

- Clear and specific

- Contingent on desired behavior

- Applied immediately

- Teacher initiated

- Focus on improvement and effort

Acknowledging Appropriate Behavior
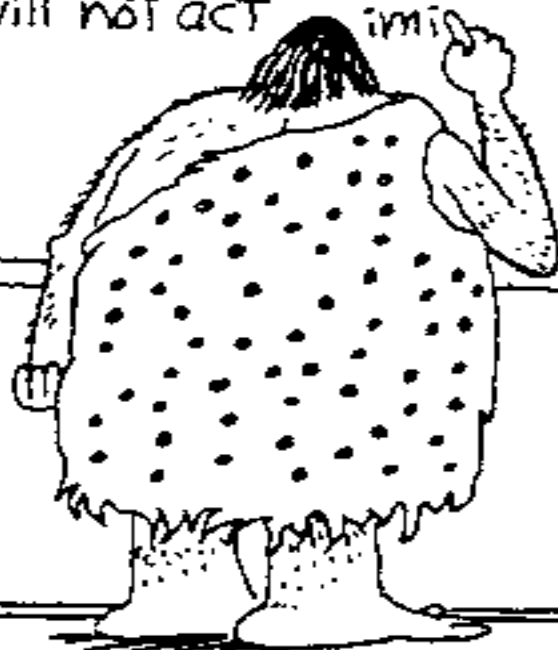
Effective strategies ….

- Provided frequently during acquisition

- Fade as skill develops

- Avoid comparison/competition across children

- Sincere and appropriate for student's age
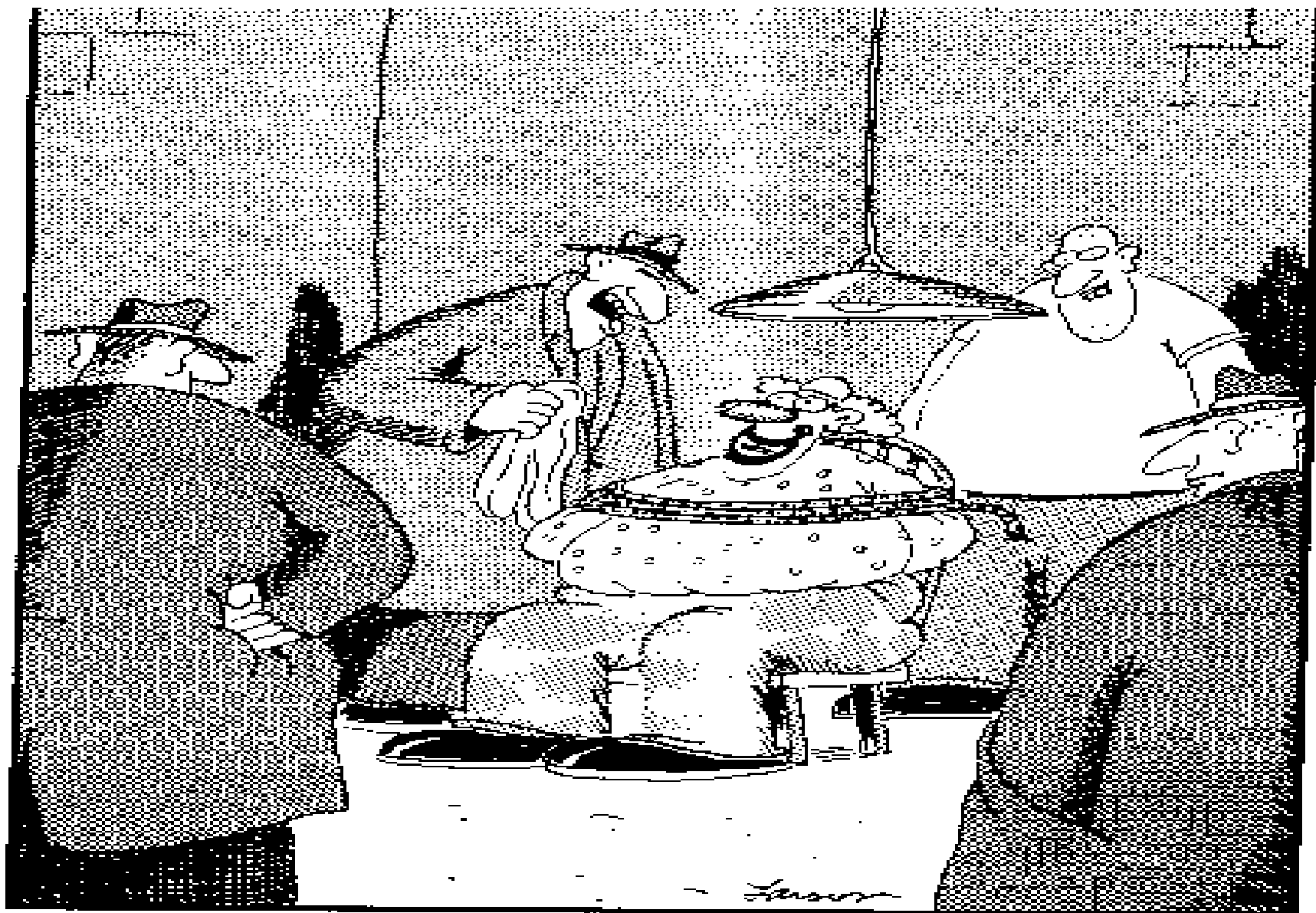
- Includes hierarchy of alternatives

"The *first* thing I'm gonna do is wipe that smile off your face!"

Helpful hint:

- If you have trouble keeping a 4:1 ratio of acknowledging appropriate behavior to making behavior corrections, use minor misbehaviors you do notice to cue yourself to find several students who are engaging in constructive alternatives and reinforce those behaviors.

Stop, then redirect inappropriate behavior

- The single most commonly used but least effective method for stopping consequential behavior is to verbally scold and berate the student.

The teacher who yells or berates is, in effect, saying to the students this is how an adult reacts and copes with undesirable behaviors in an environment (Alberto & Troutman, 2006)

Response Strategies & Error Correction

Should be….

- Calm

- Consistent

- Brief

- Immediate

- Respectful

Infrequent Errors

Respond proactively to infrequent social behavior errors

- Proximal praise

- Signal

- State rule and expected behavior

- Ask student to state/show expected behavior

- Give positive feedback

Chronic Errors

Precorrect: prompt for desired behavior in problem context

- Go to problem setting/situation

- Get attention of student(s)

- Give reminder or opportunity to practice skills

- Watch student for demonstration of skill

- Acknowledge demonstration

- Provide positive feedback

Error Correction Strategies

- Prompt = visual or verbal cue

- Redirect = restate matrix behavior

- Re-teach = tell, show, practice, acknowledge

- Provide Choice = range of alternates

- Conference with Student

Corrective Teaching Procedure

1) • Say something positive, in private, using quiet voice

2) • Briefly describe the problem behavior

3) • Describe the desired alternative

4) • State reason why alternative behavior is more desirable

5) • Practice the desired behavior

6) • Provide positive feedback

Corrective Teaching Procedure: Example

1)
- Max, I know you were upset that the group didn't include you.

2)
- But you responded by calling them names and trying to argue

3)
- A better way to handle it would be to walk away and talk to someone else

4)
- By walking away and not raising your voice, you won't get into trouble. Your yelling won't change the behavior of the other students

5)
- Max, the next time someone tells you that you can't join their group, how do you think you'll handle it.

6)
- That's great, Max. Even though it might be hard, it will be easier for you in the long run.

Surface Management Strategies

- A necessary prerequisite to the application of negative consequences

- Help a teacher maintain the surface behavior of students during some difficult transitions or short periods of time

- <u>Not</u> a substitute or fix for a well-designed, consistently implemented behavior management system.

- The advantages of these strategies are that they do not embarrass or identify the student and may be carried out during instruction.

Surface Management Strategies

(Long & Newman, 1980)

- Planned Ignoring
  - Used for minor behavior that is not disruptive and will not "spread" to others
- Signal Interference
  - A variety of signals to cue student that they are engaged in an inappropriate behavior.
  - Works best at first signs of misbehavior
- Proximity Control
  - Physical contact or reduced distance between misbehaving student and teacher
  - Reduces student impulses, may be viewed as source of protection or strength for student

Surface Management Strategies

(Long & Newman, 1980)

- Interest boosting:
  - Showing genuine interest in a child's work or interests (e.g., auto racing, art project) builds a relationship and rapport with student
  - May increase student motivation to continue working
  - Useful when student interest is waning or student is becoming restless

- Hurdle help
  - Provide assistance to frustrated, overwhelmed, or unmotivated student to get him/her started and invested in task

- Support from routine
  - Provide structure and predictability to allay anxiety and maintain order

Surface Management Strategies

(Long & Newman, 1980)

- Remove the seductive object
  - Direct student to put away distracting object and/or remove items from classroom that may be too distracting
- Antiseptic bouncing
  - Temporarily remove a student from the setting (e.g., to get drink, deliver message, etc.) to permit student time to regain composure and control of his/her behavior/
  - Intent is to temporarily remove student to protect and help student

Differential Reinforcement Procedures

- DRL (differential reinforcement of low rates of behavior)
- DRD (differential reinforcement of diminishing rates of behavior
- DRO (differential reinforcement of the nonoccurrence of a behavior)

Did you know you can use reinforcement to REDUCE behavior?
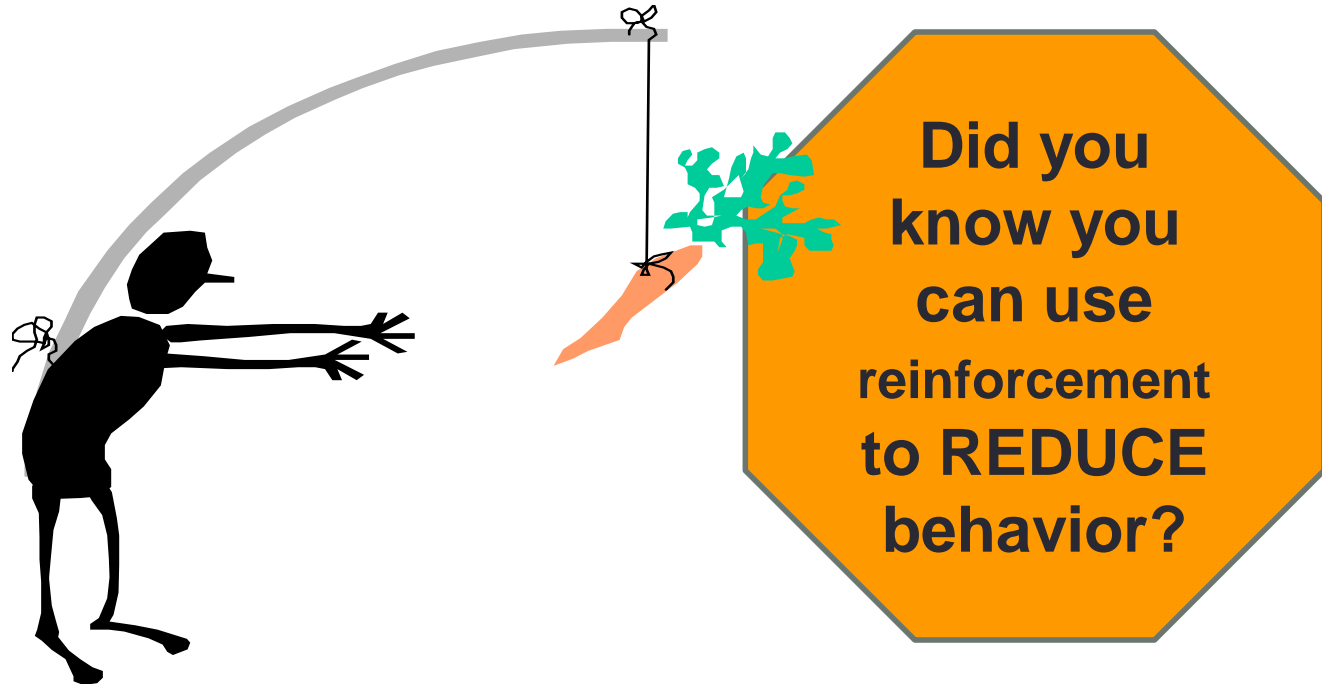
Negative Consequences

- used to decrease problem behavior

- functional

- applied in an educative rather than vindictive fashion

- presented in a hierarchy ranging from lesser to greater intensity

- **best applied in combination with positive consequences**

- important to ensure that they are logical and preserve a student's dignity
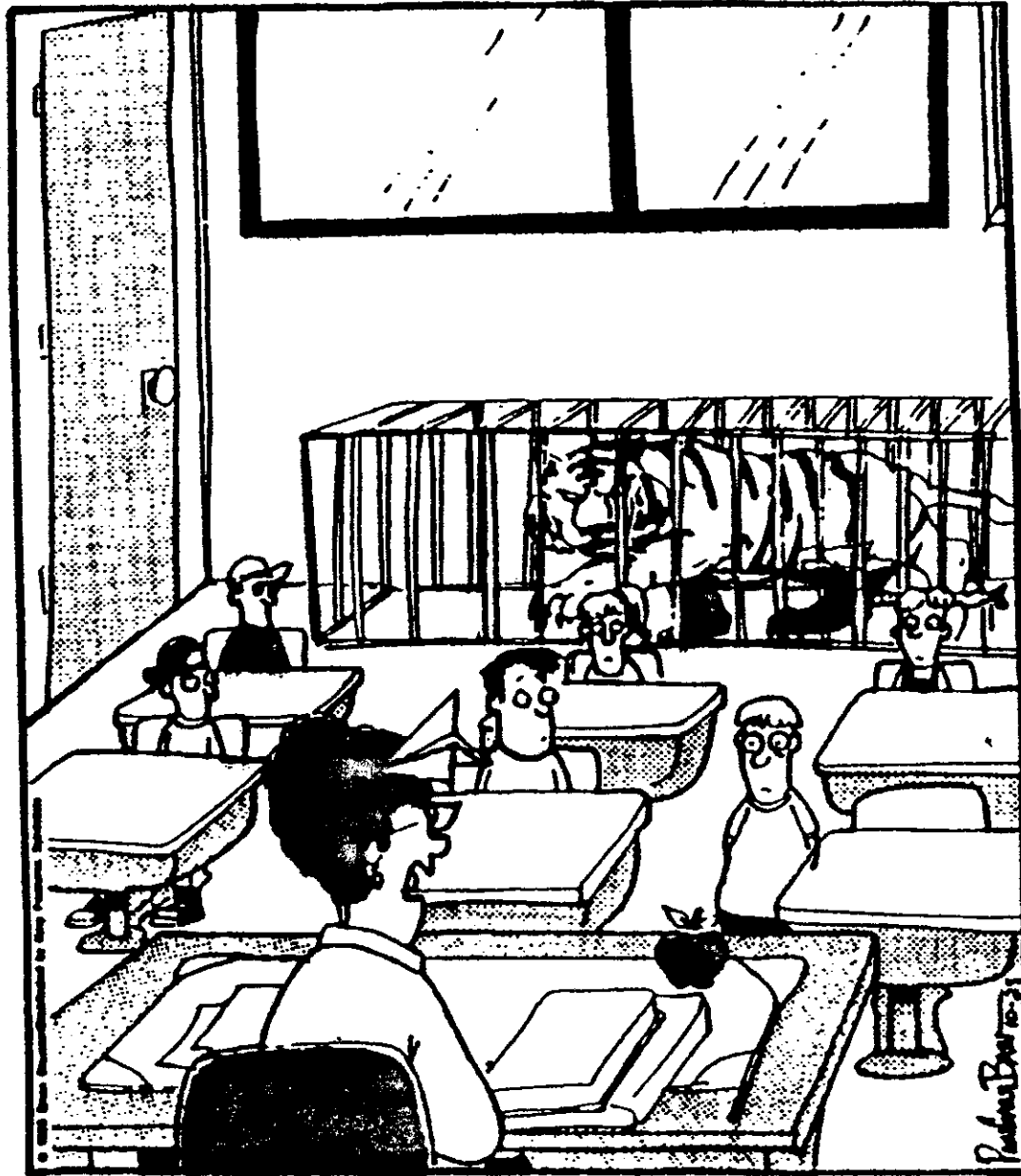
"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."

Strategies to reduce problem behavior

- Verbal reprimand

- Planned ignoring

- Redirection – Corrective teaching procedure

- Phone call home

- Response-cost

- Overcorrection

- Time-out from positive reinforcement

Sample Hierarchies of Negative Consequences

- **Elementary School**
- Level 1: Class rule reminder
Level 2: Individual rule reminder
Level 3: Modification (e.g., change seat)
Level 4: Time away in another class
Level 5: Parent contact
Level 6: After-school detention
Level 7: Office referral

- **Middle School**
- Level 1: General reminder
Level 2: Individual reminder
Level 3: Second individual reminder or "see me"
Level 4: Lunch detention
Level 5: Time out I (goes to in-class time-out area and completes think sheet)
Level 6: Time out II (goes to alternative room to complete think sheet)
Level 7: Parent Contact
Level 8: Referral

Behavior Reduction Strategies

- Apply consistently
- Use the power of proximity
- Make direct eye contact
- Use a soft voice
- Be firm and anger-free
- Link the consequence to the expected behaviors
- Never accept excuses, bargaining, or whining
- Be educative, not vindictive

Effective Requests

- Use a direct statement rather than a question format.
- Use body basics
- Build behavioral momentum
- Give only one or two requests at a time
- Allow enough time to respond (5-10 seconds)
- Requests should be given only two times.
- Recognize effort with verbal praise, smiles or other positive reinforcement

Group Contingencies

- Three types:
  - *"**One for all**"* (Dependent Group Contingency)

  - *"**All for one**"* (Interdependent Group-Oriented Contingency)

  - *"**To each his/her own**"* (Independent Group Contingency)

Avoiding The Negative Trap

Unless what you are about to say or do has a high probability for making things better, don't say it and don't do it.

Latham, 1998

- Criticism
- Arguing
- Ridicule
- Questioning
- Sarcasm
- Despair and pleading
- Threats
- Physical force

- Never question a student about their behavior.

- You don't want an answer,

- You want compliance

Other useless statements (*that can be very reinforcing to students*)

- How many times am I going to have to tell you students to work quietly?
- Karl, didn't I just tell you to get your work done?
- Tamia, why are you talking when I'm talking?
- Do you want me to send you to the office?
- What's going to happen if I call your mother?
- What do you think you're doing?
- Don't you think you should be using your time better?

INSTRUCTIONAL MANAGEMENT

Available Time

Allocated Time

Engaged Time

Academic Learn
Time

Available
Opportunity
To Learn
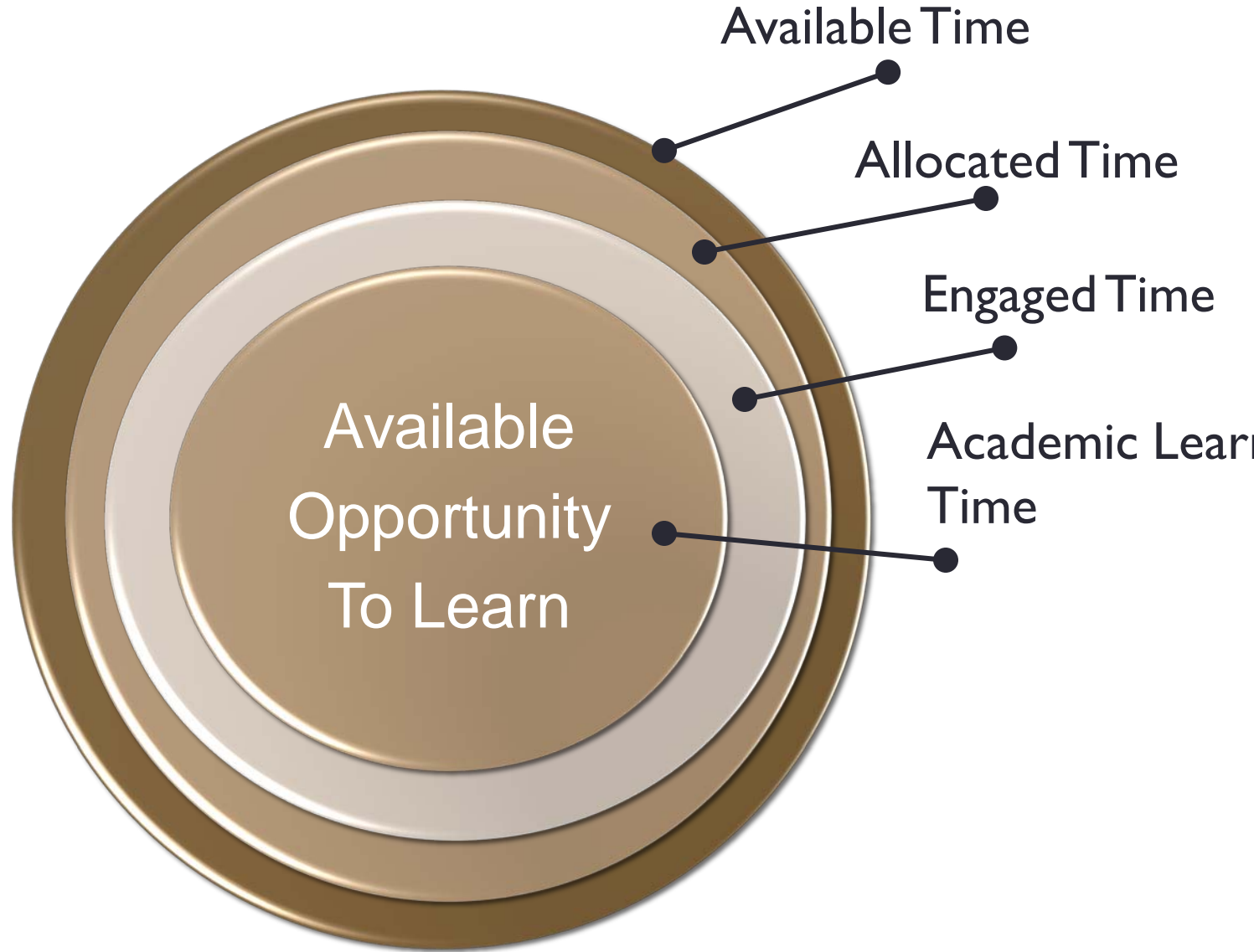
Allocated Time

- The amount of time a teacher delegates for each instructional activity.
- A good schedule has short breaks throughout the day
- Core curricular areas (language arts and math) are scheduled early in the day.
- Student achievement relates to opportunity to learn or exposure to instructional content.
- Down Time leads to behavior disruptions!!

Elementary Schedule with High Levels of Allocated Time

8:00-9:00	Reading
9:00-9:05	Break
9:05-10:05	Math
10:05-10:10	Break
10:10-11:00	Reading/LA
11:00-11:50	Social Studies
11:50-12:20	Peer Tutoring or projects
12:20-12:40	Lunch
12:40-12:50	Recess
12:50-1:35	Specials
2:10-2:25	Reinforcement activities
2:25-2:30	Prep to go home
2:30	Home

- Total available time: 390 minutes
- Time allocated for academic instruction and practice activities: 290 minutes (74% of day)
- Reading/language arts: 110 minutes (28%)
- Math: 60 minutes (15%)
- Social Studies: 45 minutes (12%)
- Science: 45 minutes (12%)
- Breaks/recess: 25 minutes (6%)
- Reinforcement activities: 15 minutes (3%)

Engaged Time
Academic Engaged Time (AET)

- Percentage of allocated time students actively participate in instructional activities (e.g. listening to instruction, answering questions, asking questions, writing, working in groups)

- High levels of engaged time critical for student learning & appropraite behavior (Berliner, 1978; Brophy & Everston, Hofmeister & Lubke, 1990).

- Low rates of engaged time and down time leads to an increase in problem behavior (Martella, Nelson, & Marchand-Martella, 2003)

Academic Learning Time
Successful Engaged Time

- Amount of time students are **successfully** engaged in learning
- Academically engaged $\geq$ 75% at $\geq$ 80% accuracy.

Quality Instruction

- Instruction may be the most critical antecedent for appropriate behavior
- There is a well-established relationship between instruction and behavior.
- Everything related to instruction should be carefully and systematically planned – every decision with regard to instruction is critical
- Diverse learners benefit from an instructional environment that shares similar characteristics with classroom management: **structured, clear and focused on student success.**

Quality Instruction

- Opportunities to Respond (OTR): any time the teacher provides an instrucitonal stimulus (oral question, flas card, passage to be read, problem to be solved, etc).

- During acquistion stage of learning, each student should be provided with a minimum of 4 to 6 OTR per minute, and students should respond with at least 80% accuracy (Gunter, Coutinho & Cade, 2002; Gunter & Denny, 1998).

- Correct academic responses are more likely to result in teacher praise than correct behavioral responses (Lewis et al., 2004; Van Acker et al., 1996).

Ways to Increase OTR

- Choral/unison response
- Response cards
- Brisk pace
- Think-Pair-Share
- Turn to your partner
- Clickers

Choices

- Allowing students to make choices during academic tasks has been demonstrated to increase student engagement, reduce disruptive behavior and improve response accuracy (Cosden, Gannon & Haring, 1995; Dunlap et al., 1994; Jolivette, Wehby, Canale, & Massey, 2001)

- Examples:
  - When to do task
  - Where to do task
  - How long to work before break
  - Order in which to complete multiple tasks
  - Manner in which task will be completed

ENVIRONMENTAL MANAGEMENT
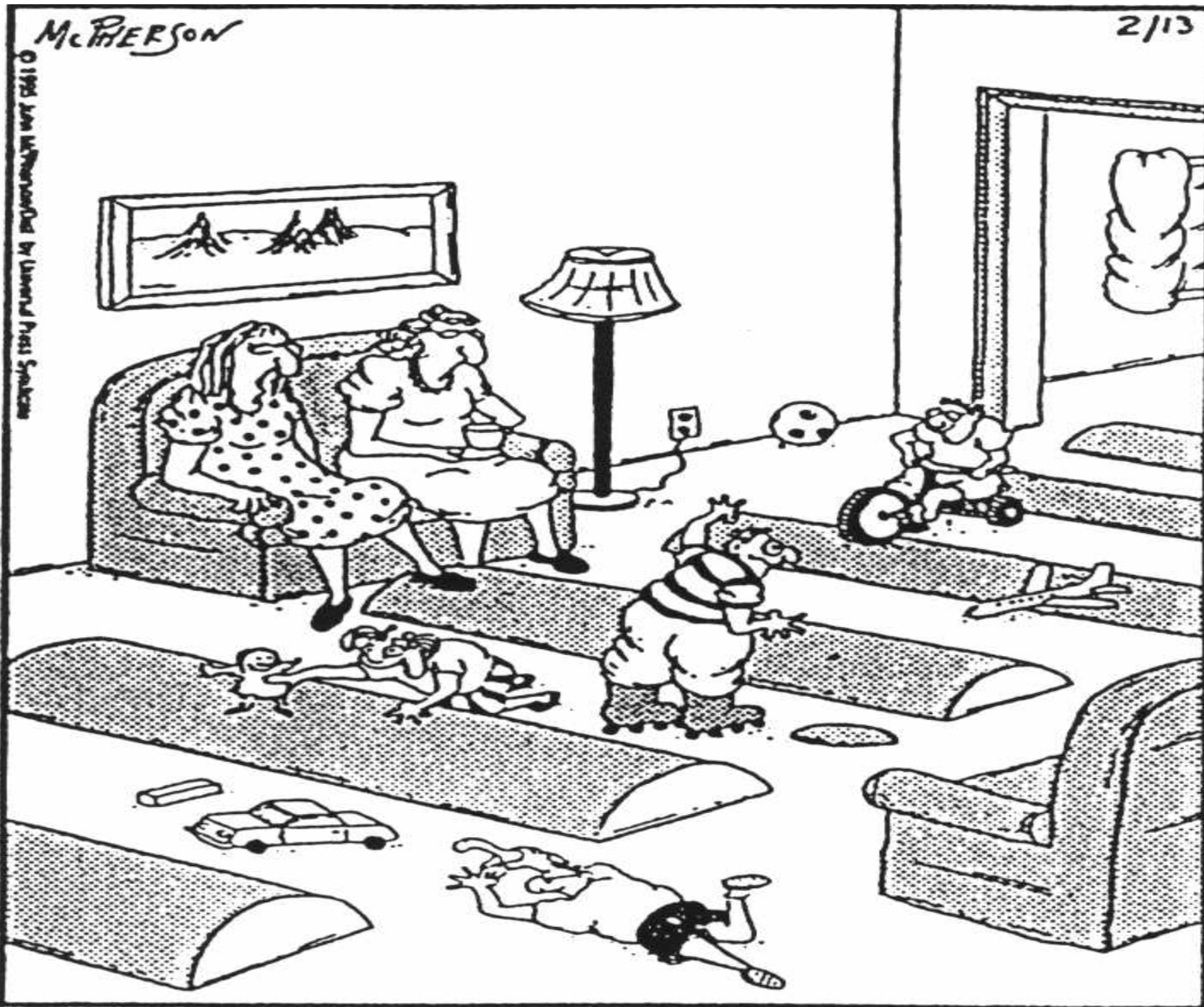
"We finally got smart and had speed bumps installed."

Environmental Management

- Clear view of all areas of class
- Efficient grouping of tables
- Room for movement to actively supervise
- Materials stored, labeled and accessible
- Neat and orderly

Active Supervision

Moving Effectively

- Constant
  - Make presence known and obvious
  - Proximity to all students
  - More frequent proximity to noncompliant students
- Randomized
- Targets Problem Areas

Active Supervision

Scanning Effectively

- All students observed on a regular basis

- Make eye contact with students in more distant locations of the room

- Look and listen for signs of a problem

Active Supervision

Interacting Frequently

- Positive contacts
  - Friendly, helpful, open demeanor
  - Proactive, noncontingent
  - High rate of delivery

- Positive reinforcement
  - Immediate and contingent on behavior
  - Delivered at high rates and consistently

Active Supervision

Interacting Frequently

- Corrective response
  - Nonargumentative, noncritical
  - Specific to behavior
  - Systematic = correct, model, practice, reinforce
- Deliver consequence
  - Neutral, businesslike demeanor
  - Fair, nonarbitrary

Classroom PBS Plan

- Classroom Self-Assessment
- Classroom Organization & Management Planning Guide
- Classroom Procedure Template
- Classroom PBS Plan
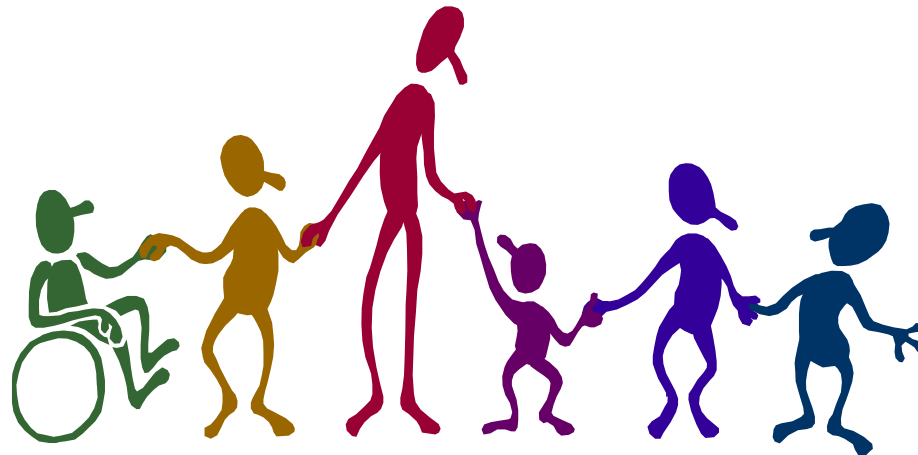
DEALING WITH NONCOMPLAINCE

JIMMY, SIXTH-GENERATION PAIN IN THE ASS

What is noncompliance?

- Two critical conditions:
  - A request is presented to the student(s)
  - Student(s) fulfills request or does not fulfill success.
- Compliance = student(s) fulfills request successfully
- Noncompliance = request is not successfully fulfilled

The power of words

- Defiance
- Insubordination
- Oppositional
- Disrespectful
- Power & Control

- Compliance
- Non-compliance

Thinking in terms of compliance and non compliance keeps focus on encouraging the desired behavior

What reinforces noncompliance?

- Student gets own way (i.e. get to do what they want to do). (positive reinforcement)
- Student avoids doing what they need to do or get out of doing something they don't want to do. (negative reinforcement)
- Student becomes engaged in power struggle with teacher (attention / positive reinforcement) and often results in the original request being removed or changed (negative reinforcement).

Establish Compliance

- Include compliance and cooperation as an essential component of schoolwide and classroom expectations.
- Present requests
  - Secure student attention
  - Sufficiently clear and understood
  - Allow sufficient time for student to process request and what is required
- Reinforce compliance

Effective handling of noncompliance will

- Establish compliance

- Correct noncompliance

- Maintain the flow of instruction

Correcting Noncompliance

1. Present a choice: fulfill the request or face a small, negative consequence
2. Allow a little time for the student to process the request and choice
3. Follow through based on the student's response

Eight Steps to Precision Requests

1. Explain the Precision Request and its procedure.
2. A "please" request is made in a non-question format, up-close, with eye contact.
3. Wait 5 - 10 seconds.
4. If the child starts to comply, he/she is verbally reinforced.
5. If child doesn't comply within 10 seconds, a second request is made using the signal work, *need*.
6. If the child starts to comply, he/she is verbally reinforced.
7. If the child doesn't comply within 10 seconds, implement a mild reductive consequence.
8. Repeat the request again, using signal word need. Follow through

Jenson, 1997

Precision Requests

```
Please Request
      │
      ▼
Wait 5-10 Seconds ────────► Non-Compliance
                                  │
                                  ▼
                            You Need to Request
                                  │
                                  ▼
                            Wait 5 10 Seconds
                             ╱          ╲
                            ▼            ▼
                     Compliance    Non-Compliance
                         │                │
                         ▼                ▼
                     Reinforce      Follow Through ──┐
                                                     │
Compliance                                           │
    │                                                │
    ▼                                                │
Reinforce                                            │
                                                     │
Please Request ◄─────────────────────────────────────┘
```

Please Request

Compliance → *Reinforce*

Wait 5-10 Seconds → **Non-Compliance**

You Need to Request

Wait 5 10 Seconds

Compliance → *Reinforce*

Non-Compliance → **Follow Through**

Delayed Follow-Through

- If you can't engage student immediately:
  - Take care of class first
  - Determine that the student is safe and accounted for
  - Follow through at first opportunity by
    - Engaging class with a task
    - Debriefing with non-compliant student
    - Delivering appropriate consequences
    - Provide a strong focus for the student to cooperate at the next opportunity
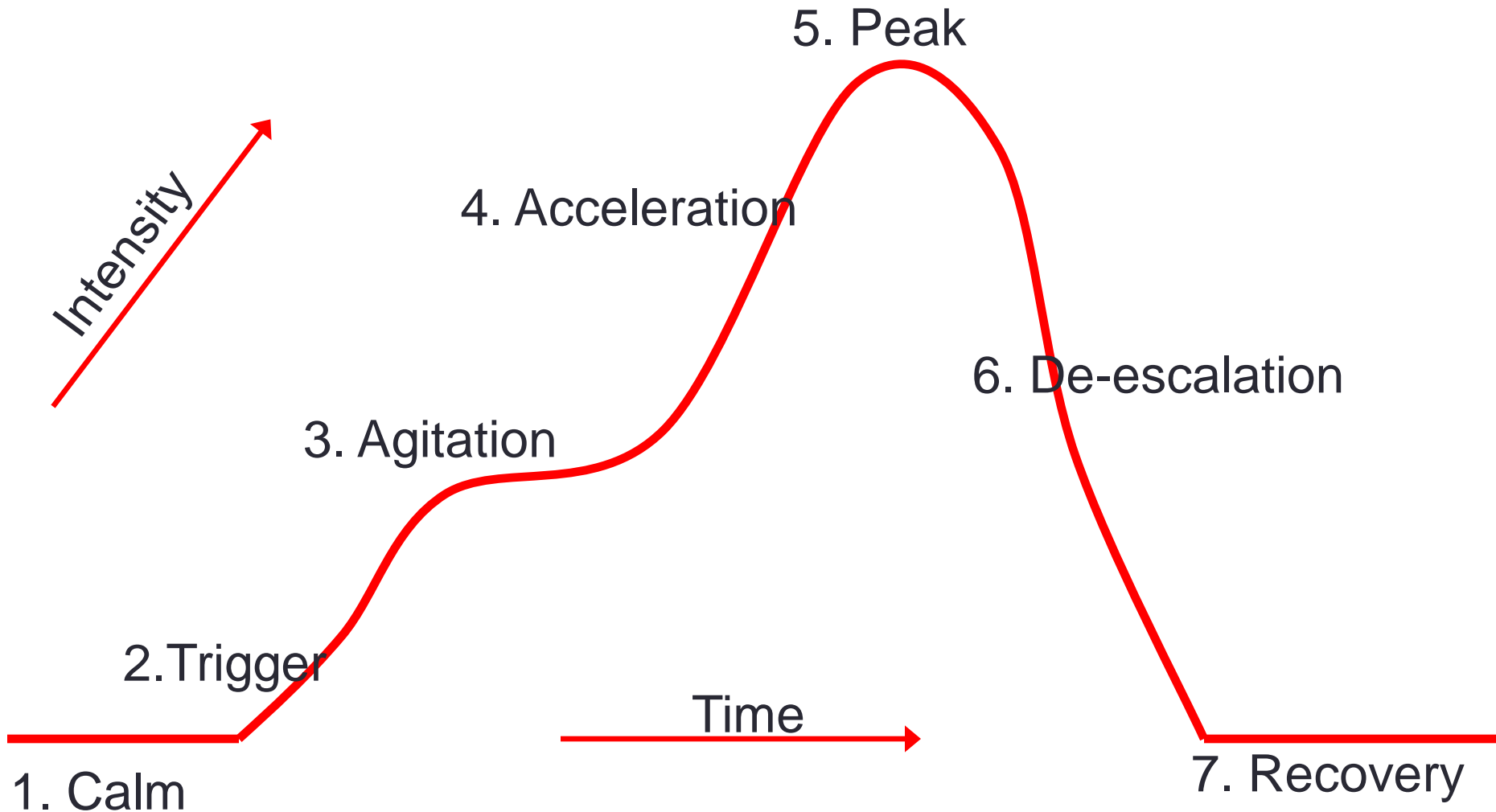   - Resume class activities

Difficult Transitions

- Hard to disengage from preferred activity and begin less preferred activity
- Ease transition by allowing sufficient time for transition

Consistency is Critical

- Always maintain the flow of instruction for the class throughout the process.
- Make a clear request
  - Secure student attention in respectful manner
  - Clearly specify request
  - Allow the student time to process the request
- Determine whether the student has fulfilled the request satisfactorily
- Follow through based on student response
  - Reinforce compliance immediately
  - Correct noncompliance immediately
    - Present choice: fulfill request or face small consequence
    - Allow student time to process
    - Follow through based on student response
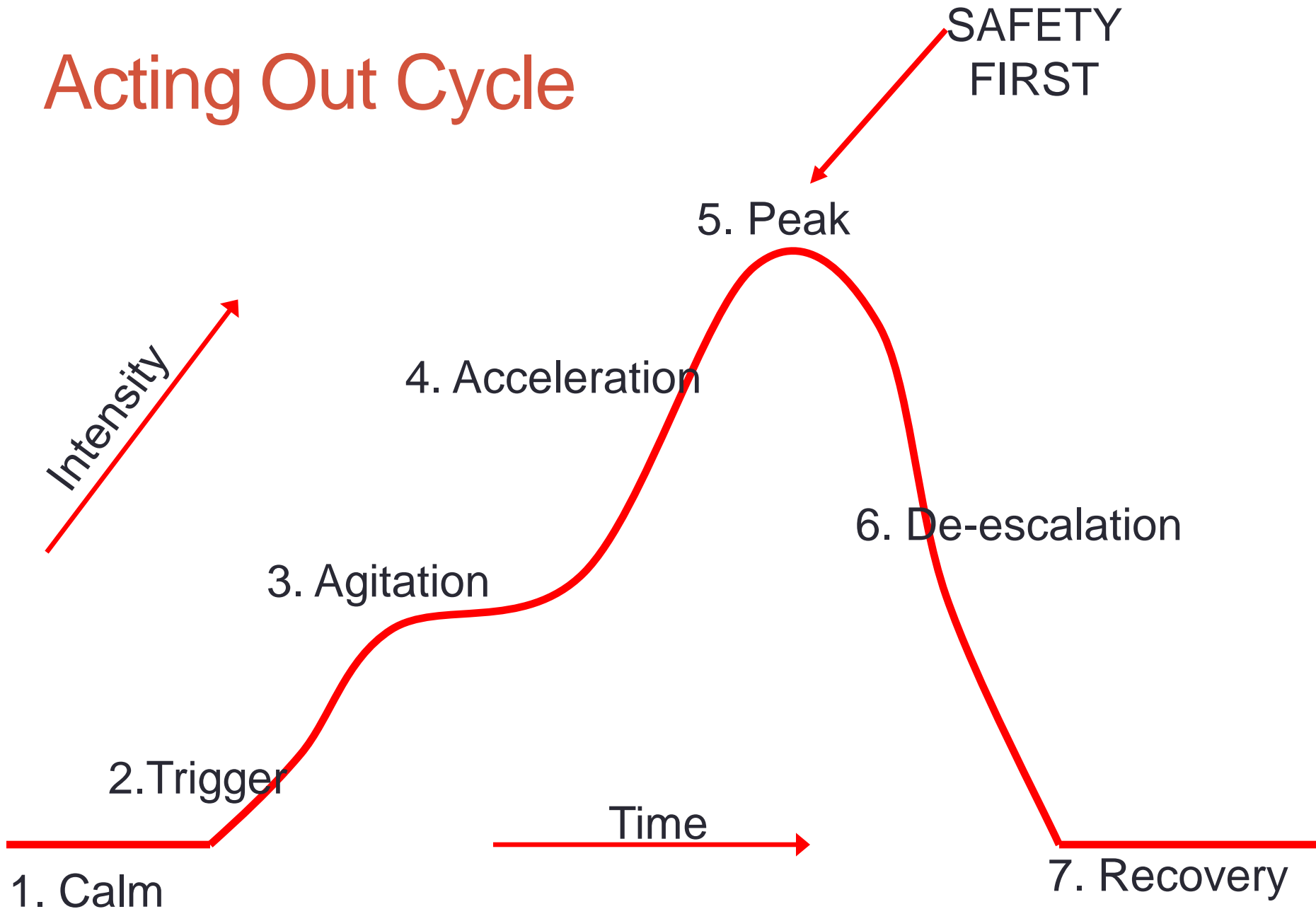
DEFUSING ANGER & AGGRESSION

Acting Out Cycle

5. Peak

4. Acceleration

6. De-escalation

Intensity

3. Agitation

2.Trigger

Time

1. Calm

7. Recovery

Colvin, 1997

Acting Out Cycle

Intensity

4. Acceleration

3. Agitation

2.Trigger

1. Calm

Colvin, 1997

Acting Out Cycle

SAFETY FIRST

5. Peak

Intensity

4. Acceleration

6. De-escalation

3. Agitation

2. Trigger

Time

1. Calm

7. Recovery

Colvin, 1997

Manage Off-Task Behavior

Keep the class on task.

Acknowledge students who are on-task

Take off-task student(s) aside

Redirect student or group

Stay with direction

Acknowledge cooperation

Continue to acknowledge other on-task students

- In summary, avoid responding directly to the off-task behavior and provide a very clear focus for on-task behavior to the class and to the off-task student(s).

Responding to Provocative Behavior

- Keep in mind student fully expects to be corrected and get attention and reinforcement from peers.
- Speak privately to student
- Identify the problem
- Ask student to take care of the problem
  - Present options
  - Ask student to choose an option
- Acknowledge cooperation.

Two Basic Steps to
deal with provocative behavior

- Provide a focus for the student to take care of the problem; make it his or her responsibility

- Present choices; do not corner the student by presenting a single option

Responding to Disrespectful Behavior

- REMAIN CALM!

- Acknowledge students who are on-task

- Address the disrespectful student

- Continue with instruction

When approaching a disrespectful student

- Move slowly and deliberately toward the problem situation
- Speak privately
- Speak calmly
- Speak respectfully
- Minimize body language
- Keep a reasonable distance
- Establish eye level position if possible
- Be brief
- Focus on expected behavior
- Withdraw if problem escalates
- Acknowledge cooperation

In general…

- Managing disrespectful behavior is largely governed by the way we respond to it.
- If we are calm, controlled and respectful, we are more likely to defuse the situation and avoid escalation

Reduce agitation

- Recognize the signs of agitation:

  - Student may become more active

  - Student may shut down and become withdrawn

Address the Agitation

- State the task
- Communicate concern
- Allow space
- Attend to other students
- Help student begin work

Strategies to deal with agitation

- Give recognition and support
- Provide space
- Present options
- Allow for preferred activities
- Stay in proximity to the student
- Allow for independent activities
- Allow for movement
- Provide relaxation activities
- Involve student in the plan

Creating a Positive Climate

- Good relationships make behavior management easier.
- Teacher-student relationships are the most basic element of classroom climate
- Teachers have incredible potential to be a powerful influence on students' lives. Their potential extends beyond the school day, and good relationships with teachers may influence positive long-term outcomes for students.
- Peer relationships are an important consideration in classroom management

Climate Killers

- Using sharp and/or excessive criticism
- Using sarcasm or humor at students' expense
- Using reinforcers that are not meaningful for students (communicates teacher does not know students well enough to know what is truly motivating)
- Warning an angry student to "calm down" without providing supports to achieve that goal
- Teaching lessons with no attention to student affect or stress levels during lesson
- Lecturing students about behavior
- Being inconsistent in rule enforcement and reinforcement
- Having no social interaction with students
- Talking negatively about students to other educators
- Showing little interest in students' lives

Climate Enhancers

▸ Always model respectful and polite behavior with your students.

▸ Praise your students genuinely and frequently (4:1 ratio)

▸ Ensure academic and behavioral success for all students

▸ Set high, but reasonable and attainable expectations

▸ Know your students

▸ Spend time interacting with students

▸ Use effective listening skills

▸ Design classroom to be appealing to students

▸ Celebrate student success and achievement

▸ Use humor

▸ Use positive, caring talk when speaking to other educators and parents about students

Classroom Management: Effectiveness Factors
(Kerr & Nelson, 1998)

- Total management packages appear more effective than separate components
- The most important component of management systems is the application of <u>contingent extrinsic</u> consequences
- Group contingencies seem as effective as individual contingencies
- The optimum management package appears to be a combination of group and individual contingencies

Classroom Management

(Kameenui & Simmons, 1990):

- What do I want my classroom to look like?

- How do I want children to treat me as a person?

- How do I want children to treat one another?

- What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today's society?

- How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?

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