

# **Responding to Challenging Behavior: Simple and Stress Free Strategies for Every Educator**

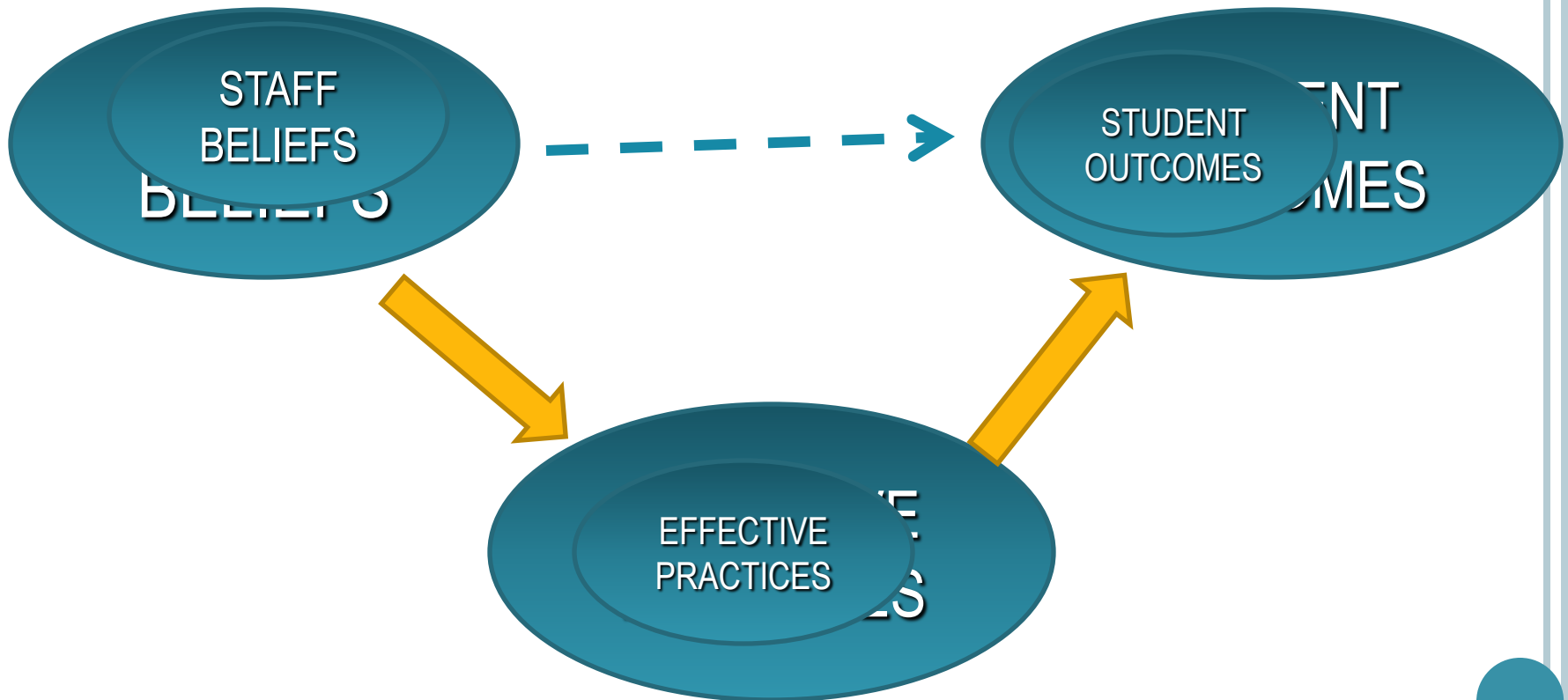
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# Triadic Model of Student Outcomes



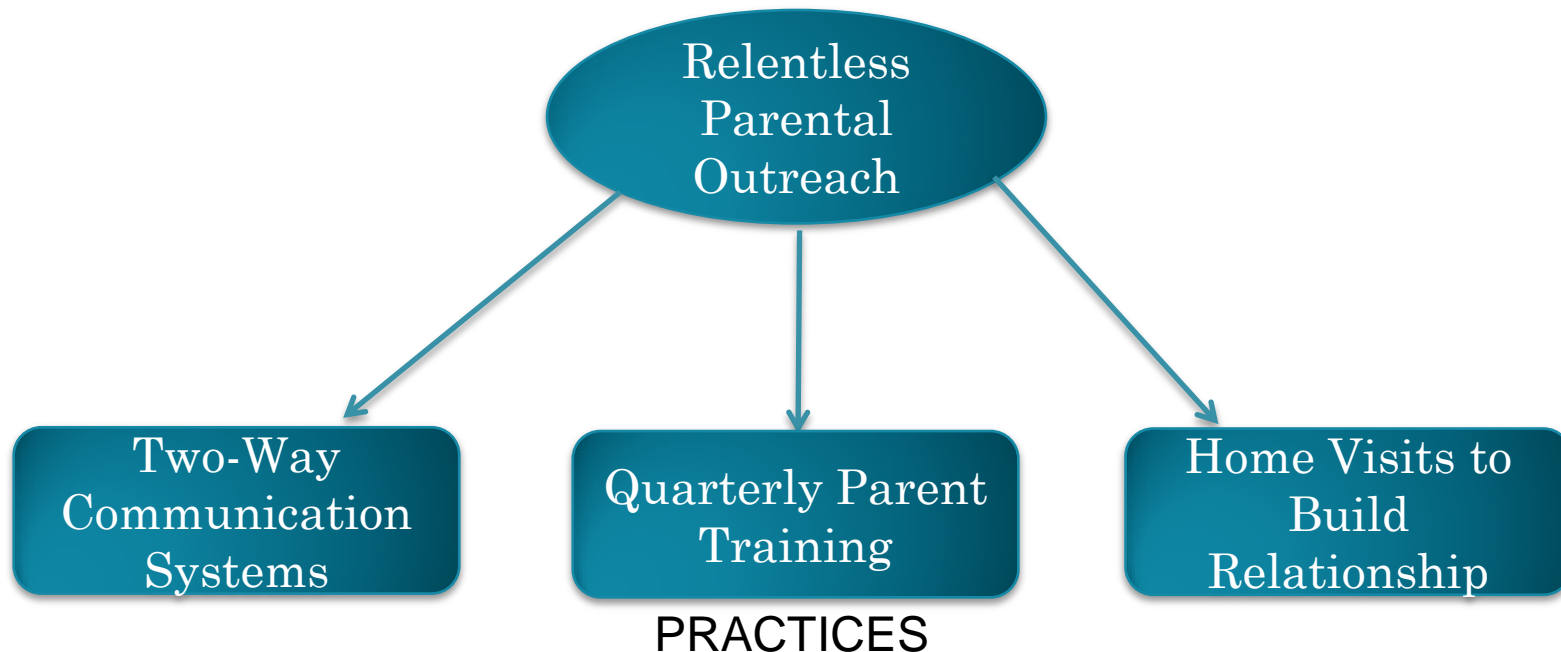
# Mindset or Belief System of the Perfect Educator



# Philosophical Tenets

- ❖ The basic principles and philosophies *that guide and inform* service delivery and practices within the program
- Goal is to achieve continuity between philosophical tenets and intentional practices

Philosophical Tenet or Principle



# Big Question?

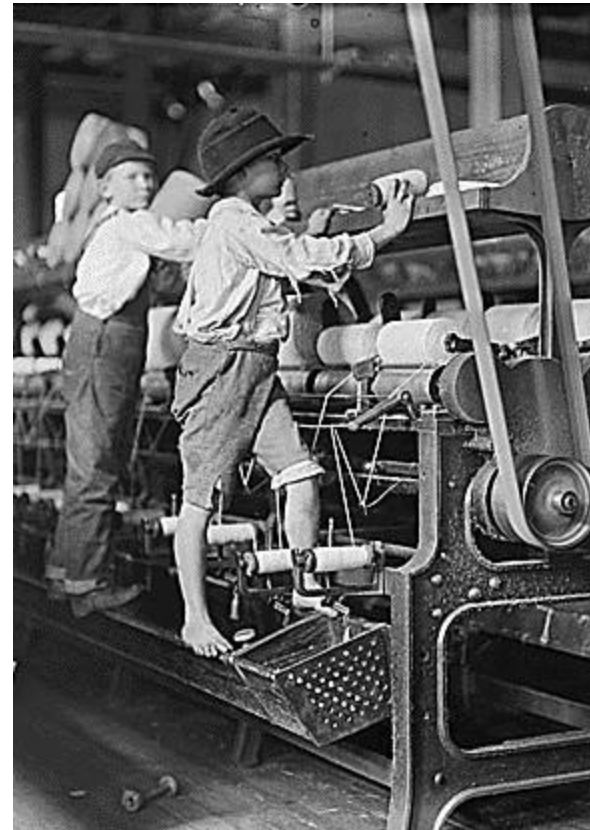
- ❖ What abilities are babies born with?



- ❖ EVERY OTHER SKILL MUST BE LEARNED (I.E., TAUGHT, MODELED, REINFORCED)!



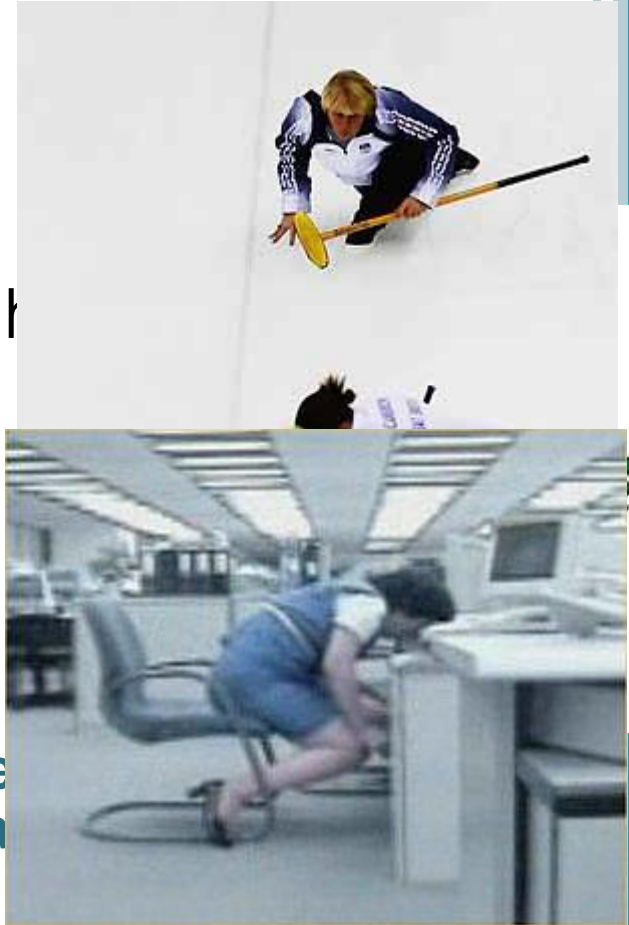
# Are children & adolescents just miniature adults? Yes or No?





# Does knowing how to be successful in one setting mean you know how to be successful in another?

- ❖ Would we crack open a beer in church?
- ❖ Do we behave the same at work as we do at home?
- ❖ Curling anyone?
- ❖ Do we agree:
  - Children who are struggling in school need to receive guidance and instruction on those skills that lead to success





Gerber Baby







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[www.fotosearch.com](http://www.fotosearch.com)



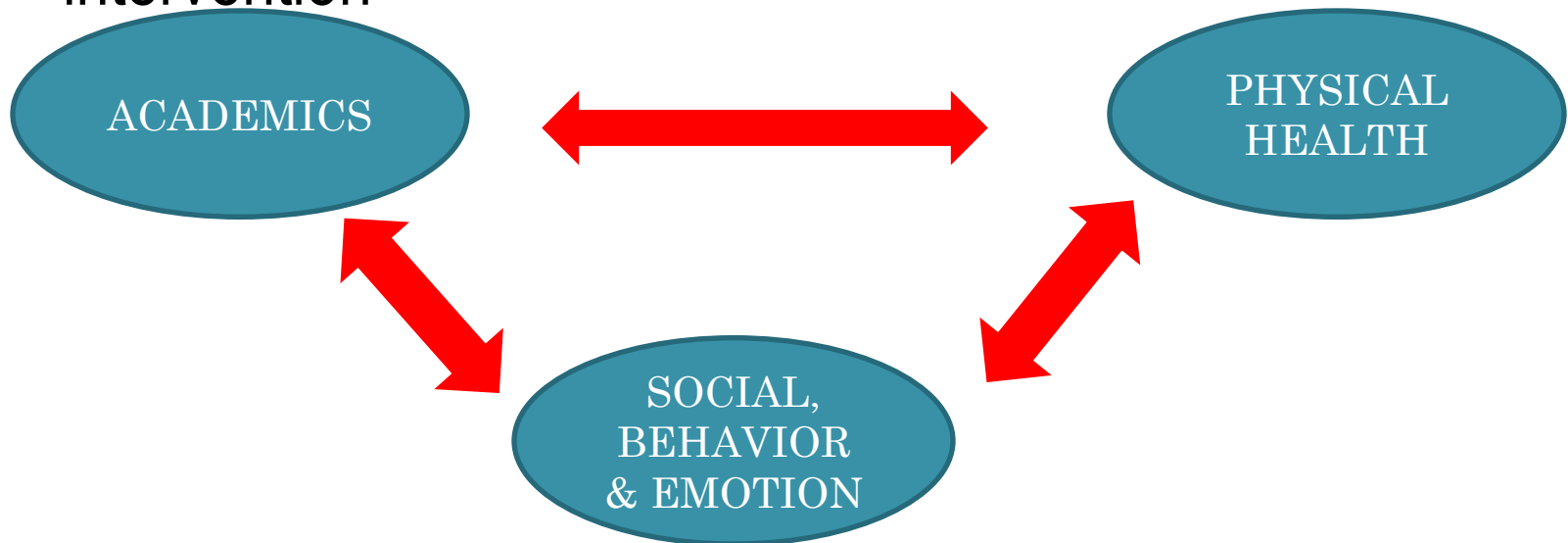


# **Scientifically-Supported Beliefs**



# Belief 1: Whole-Child Perspective

- ❖ Academic, emotional/behavioral, and physical functioning are all interconnected (not separate)
- ❖ The best academic intervention is often a behavioral intervention



## Belief 2: Social-Emotional Skills are an Essential Aspect of Effective Education

### ❖ Social skills are the best predictor of later academic performance:

- Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo (2000) & Malecki & Elliott (2002) have found that prosocial skills (cooperating, helping, sharing, and consoling) are a better predictor later academic achievement than is earlier academic achievement





# Belief 3: All people, including students, are motivated intrinsically and extrinsically

- Extrinsic and intrinsic motivation are complimentary and not mutually exclusive
- A student's motivation depends on the task, his mood, whether he got good sleep last night, as well as many other factors
- Schools that employ a combo of intrinsic & extrinsic strategies are the most successful





## **Belief 4: Positive School Climate Provides the Context in Which Students Perform Well Academically, Socially, and Emotionally**

### **Critical**

**Attention to negative**

**Reactive, punitive**

**Unstructured**

**Can't you do better**

**"You're not doing it right!"**

**"What's wrong with you!"**

### **Compassionate**

**Attention to positive**

**Proactive, supportive**

**Structured, organized**

**Encouraging**

**"You're doing great!"**

**"You're a great kid!"**



# Belief 5: Positive Relationships are a Must to be an Effective Educator

- ❖ Strong teacher-student relationships is pre-condition to learning and good behavior:
  - Greater motivation
  - Higher rates of student engagement
  - Reduced problem behaviors



# Belief 7: “We” Can Be Effective Even Without Parental Support

- ❖ Students are responsive to school-based supports ***without parental support*** (Cook et al., 2008)



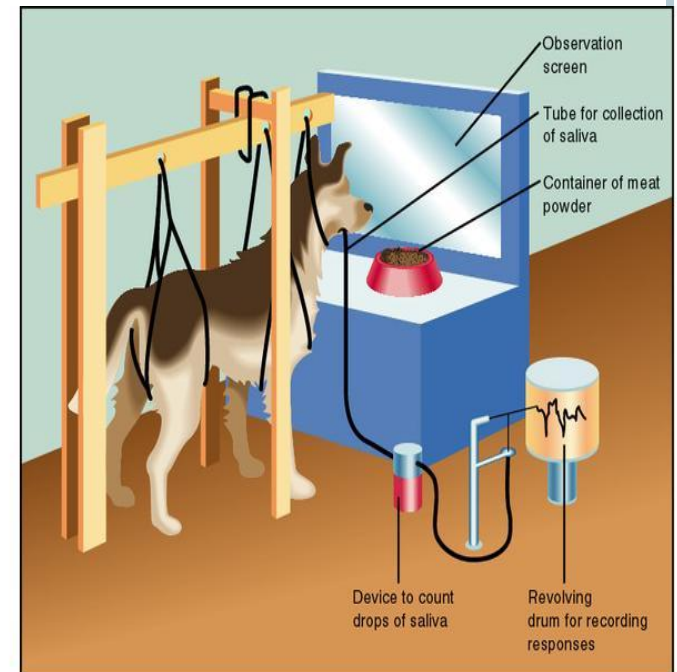
# Parental Involvement/ Support

- ❖ Can we teach our students who come from homes with limited parental involvement & support how to read?
- ❖ Can we teach our students who come from homes with limited parental support behavioral expectations and social-emotional skills?
- ❖ **If we can't count on parents, then what other system in our communities can we count on to teach students social, emotional, and academic skills?**



# Belief 8: Students are Conditioned By Their Experiences to Either Like or Dislike School

- ❖ Albeit unintentional, educators **condition certain students to dislike school** through their decisions and actions
- Through repeated negative experiences child develop a negative attitude toward school & appear unmotivated



# Facing the Facts

- ❖ Corrective procedures don't work
- ❖ Many students engage in the same behaviors we would exhibit in our own classrooms
- ❖ You're only as good as your relationships





## Strategically Establishing, Sustaining, and Restoring Positive Relationships with ALL Students:

Relationships are a precondition to being effective with this population. Most work to establish and maintain relationships with all students.

# Strategically and intentionally establishing positive relationships with ALL students

## ❖ Basics of building a relationship:

- Spending time with the person
- Keep track of special occasions for individual students and personalize it
- Letting the other person know you understand them (validation)
- Separate the deed from the doer
- Holding a conversation with the student
  - Ask questions and listen
- Become an expert about what the kid culture (what it means to be a kid these days)



# Sustaining the Relationship: Not Taken Students for Granted

- ❖ The 5 to 1 ratio of positive to negative interactions with students (the “Magic Ratio”)
- ❖ Paying attention to behavior to positively recognize and reinforce students (not taking for good behavior for granted)
  - Positive interactions consist of words, gestures (thumbs up), or physical contact (pat on the shoulder, high five) that have a positive quality to them and are delivered in response to desirable behavior



# Handling Situations that Could Harm the Relationship

## ❖ **R<sup>3</sup>** Reconnect, Repair, & Restore:

- ❖ Students often experience disciplinary consequences as negative, which can hurt or weaken the relationship with the student
- ❖ Schedule time to **reconnect** with the student
- ❖ Communicate effectively to **repair** any hard feelings and be open to a ‘do-over’ &/or admitting one’s own mistake
- ❖ Work to **restore** the relationship with student

The left side of the slide features a series of vertical stripes in shades of gray and blue. Overlaid on these stripes are several circles of varying sizes in a teal color. One circle contains the number 25.

## Proactive Classroom Management Strategies:

A host of proactive strategies that teachers can implement to prevent the occurrence of problem behaviors and create a classroom environment that is conducive to learning

# 16 Proactive Classroom Management Strategies

## Relationship Strategies

1. Strategically and intentionally establishing positive relationships with all students in the class
2. 5 to 1 ratio of positive to negative interactions (Magic ratio)
3. Smiling and being nice
4. Positive greetings at the door to precorrect and establish a positive climate
5. Communicating competently w/ students

## Procedural Strategies

6. Organizing a productive classroom
7. Providing numerous opportunities to respond
8. Classroom rules/expectations and procedures are visible and known by every student
9. Teach, model, and reinforce social-emotional skills
10. Transitions are managed well
11. Independent seatwork is managed and used when needed
12. Teacher proximity and mobility
13. Motivation system to reward desirable behavior
14. Goal setting and performance feedback
15. Visual schedule of classroom activities
16. Effective cuing systems to release and regain attention



# The 2 Most Important Variables for Learning

## 1. Time devoted to instruction (TDI)

- How much actual time throughout the day is devoted to learning activities?
  - Direct instruction, small group activities, independent seatwork

## 2. Academic engaged time (AET)

- The extent to which students are engaged or paying attention to the instruction that is being delivered
  - Learning does not occur if the student is not paying attention (NO DUH!)

# The Numbers:

## Instructional time is gained or lost one minute at a time

- ❖ Results associated with increased TDI and/or AET
  - Increase by:
    - 5 minutes per day = +25 minutes per week; +15.8 hours for year
    - 10 minutes per day = +50 minutes per week; +30.6 hours for year
    - 15 minutes per day = +75 minutes per week; +46.4 hours for year
    - 30 minutes per day = +150 minutes per week; +92.8 hours for year

## #2 Positive greetings at the door to establish a positive classroom atmosphere and precorrect behavior

- ❖ Positively greet students at the door every time they enter the classroom from a less structured activity
  - Positive verbal or non-verbal interactions with students as they enter into the room: use smiles, welcoming words, non-verbal gestures, and use the student's name in the greeting
- ❖ Precorrective statements delivered
- ❖ Individual communication with certain students



# #3 Teach, model, cue, and reinforce classroom behavioral expectations

- ❖ **Establish** 3 to 5 behavioral expectations (safe, respect, responsible)
- ❖ **Teach & Model** expectations on an ongoing basis
- ❖ **Cue** students visually to prompt and activate behavior
- ❖ **Reinforce** students when they exhibit behavioral expectations



# #3 Teach, model, cue, and reinforce classroom behavioral expectations

- ❖ **Establish** 3 to 5 behavioral expectations (e.g., safe, respect, responsible)
  - Teachable
  - Positively stated (Dos not Don'ts)
  - Memorable



# #3 Teach, model, cue, and reinforce classroom behavioral expectations

- ❖ **Teach** expectations before engaging in particular activities (small group, recess, lunch, etc.)
  - Activate students' frontal lobes by reminding them of the expected behaviors before they begin the activity or go to the next setting
- ❖ **Model (i.e., show)** examples and non-examples of behavioral expectations
  - Showing students what to do and what not to do
- ❖ **Review** expectations on an ongoing basis





# #3 Teach, model, cue, and reinforce classroom behavioral expectations

- ❖ **Cue** expectations by providing visual signals or nonverbal prompts
  - Everyone can benefit from a prompt or a cue now and then to remind them of the expected behavior
  - Helps bring the expectations to the forefront of the students mind during a particular activity



# #3 Teach, model, cue, and reinforce classroom behavioral expectations

- ❖ **Reinforce** students when they exhibit behavioral expectations (catch students behaving good)
  - Specific praise & positive recognition
  - Classroom currency to exchange for desirable items, activities, & choice (e.g., good behavior bucks)
  - Privileges (first in line, extra free time, class helper, preferred seat, etc.)



# #4 Provide numerous opportunities for students to respond/interact

- High student engagement requires active involvement and participation by students in the learning process
- Must pass the 'dead man's test'
  - If a dead person can be as successful in a classroom as a live student, then there aren't enough opportunities for students to respond and interact with the learning



# #4 Provide numerous opportunities for students to respond/interact

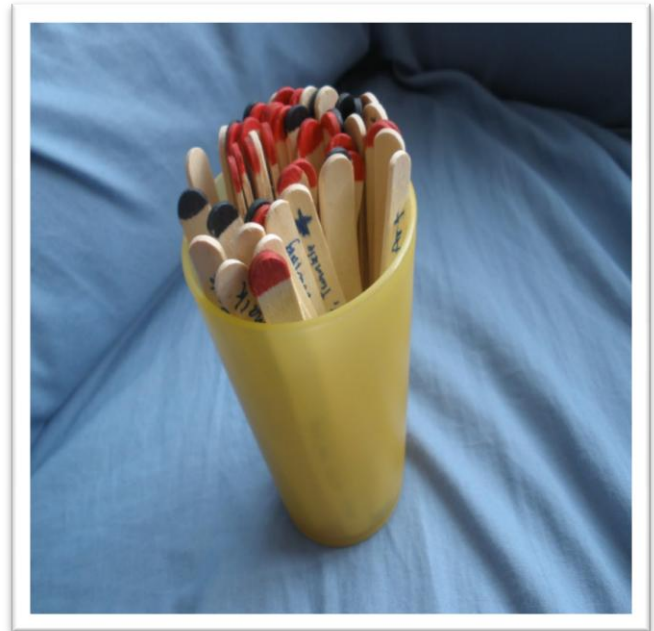
- ❖ Choral Responding is a teaching technique in which all students respond in unison to a teacher-posed question
  - Students have more opportunities to participate and receive feedback during instruction
- ❖ Develop a cuing method to trigger choral response
  - Raise hand and students provide response when hand is lowered



# #4 Provide numerous opportunities for students to respond/interact

## ❖ Random solicitation of responses

- Many students learn that if they don't raise their hand, they won't be called upon
- Consists of randomly selecting students to provide answers
  - Students never know when it will be their turn to provide an answer



# #4 Provide numerous opportunities for students to respond/interact

- ❖ Cooperative learning/Peer mediated
- ❖ Think-Turn-Talk (T<sup>3</sup>)
  - Provides students with an opportunity to interact with one another around the topic.
  - Has been shown to be highly effective when taught and modeled for students





# #5 Effective cueing systems to release and regain attention

- ❖ Establish a cueing system that actively recruits student participation
- ❖ Utilize students themselves as a way to prompt one another
  - “If you can hear me raise your hand.”
  - Clap three times...snap three times
  - Teacher says “Class” student say “Yes”



**ATTENTION**



# #5 Effective cueing systems to release and regain attention

- ❖ Practice the cueing system with students to increase proficiency with transitions and regaining attention
  - Rehearse to build fluency



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## Progressive Method of Responding to Problem Behavior:

Method of systematically responding to problem behavior that corrects behavior yet preserves relationship with the child

## The Foundation:

- Strong Positive Relationships
- Proactive Classroom Management
  - Communicating effectively
  - Cultural Competence

### Progressive Response

**P**roximity control

**R**edirection strategy

**O**ngoing **M**onitoring

**P**rompt expected behavior

**T**eaching interaction

**#1** warning of consequence with “Think Time”

**#2** delivery in-class disciplinary consequence

**#3** request for official support process

Reconnect,  
Repair, &  
Restore  
Relationship

# Thank You!

**Feel free to Contact either:**

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