

# Students Behaving Badly and What to Do About it!

Christine Manning

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## Objectives

We will learn:

1. To implement a variety of classroom management strategies that support positive student behavior
2. Pinpoint strengths and weaknesses in our individual practice
3. Learn strategies to support growth
4. Work through real-life case studies to apply what we have learned

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## Classroom Management



1. Environment



2. Behavior Management



3. Instruction

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**MTSS Breakdown**

Tier 2 - Targeted Intervention  
10% of population

Tier 3 - Intensive Intervention  
1% of population

Tier 1 - Universal Intervention  
100% of population

**Multi Tiered Systems of Support (MTSS)**

**Academic AND Behavior Supports**

Tier 1: Universal  
Tier 2\*: Targeted  
Tier 3\*: Intensive

\*Tier 2 and 3 supports are given in addition to, not in place of, Tier 1 instruction.

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**Environment**

1. Daily schedule posted and large enough for students to see
2. Classroom routines- entering classroom, restroom drink, sharpen pencils
3. Transitions are structured, cues...
4. Unstructured time
5. Classroom environment- adequate space, wall space, materials organized
6. Parent communication, website, home note, parent corner, phone call home
7. Classroom spaces- reading zone, computers, homework, centers
8. Students have clear and unobstructed view of the teacher and instructional area and vice versa- teacher can access each student
9. Students have adequate storage space- backpacks, lunch bags, coats, supplies
10. Supplies and materials accessible and adequate number of supplies

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**Scheduling and Routines**

- Classroom procedures
- Class objectives
- Instructional routine
  - Gaining attention
  - Warm-up activity
  - "Hook"
  - Review
  - "I do, We do, You do"
  - Differentiation based on ability and capability
  - Free fun

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
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**Expectations**

- Please close your computers
- Silence your phone
- Eyes on speaker
- Ears listening
- Participate in discussion and activities
- Attention signal- "Give me five"
- Warm up activity- Entry ticket-
  - What is your current instructional process?

**Give Me Five!** 

1.  Eyes on the teacher
2.  Ears listening to the teacher
3.  No talking
4.  Feel and hands still
5.  Ready to learn

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**Math after Lunch**

1. Transition according to schedule- get your book, turn in your homework, pick up timed math facts, sit at your desk, math facts are face down on desk- use of visual?
2. Lights off and quiet- 3 minutes- students can draw, lay their head down, watch calming video, use a fidget tool, etc.
3. Math music- math facts songs
4. Timed math facts practice
5. Review math vocabulary with chants, songs, actions, etc.
6. Move to "Instructional Cycle"

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1. Get math book	
2. Turn in homework	
3. Bellringer- face down	
4. Chillax- head on desk, draw, watch calming video, fidget tool	
5. Math music	
6. Math facts practice	
7. Math movement- vocabulary	
8. Lesson	

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### Use Behavior Skills Training to Teach and Reinforce the Rules



1. Introduce and give instruction
2. Model how and when to use- give examples and non-examples; Model thinking through the problem
3. Rehearse with students using appropriate prompting- fade prompting as students become more proficient
4. Deliver feedback- check for understanding



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### Transitions

Explicit instruction on expectations- Instruct, model, rehearsal, feedback

Provide cues and prompts as needed

Hallways, transitions in class and between classes/settings

**Teachers:**

- Use Behavior Skills Training (BST) to explicitly instruct students how to transition successfully.
- Be present
- Provide positive and corrective feedback
- Use pre-teaching strategies when appropriate

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### Unstructured Time- Keep to a minimum

#### Buffer Activities

- Work completion check for accuracy and neatness
- Other subject's homework
- Bonus assignment
- Help your partner
- Spelling words with magnetic tiles, sand or putty
- Wipe-off Sudoku, Hangman, fill in the blanks, prefix, suffix and roots, parts of speech...
- Partner File folder games
- Books on CD
- Silly sentences- choose a place, main character, adjectives, situation, etc. Create a story.
- Silent reading ?

Fill the void, or they will!

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**Reinforcing Classrooms**

What is a reinforcing classroom?

Adding structure and independence help create a happy classroom climate, reduce behaviors, provides a feeling of safety.

How does this affect student engagement and student learning?

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**Class Routines**

- Sequence class activities (simple tasks are interspersed with longer and more demanding tasks)
- Enhances engagement, learning, and reduces disruption
- Behavior Momentum: Start simple, then gradually increase difficulty, expectations, and independence



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**Behavior Management**

1. Rules and expectations posted- 3-5 positively stated
2. Rules systematically taught and reviewed periodically
3. Procedures to address students following rules, completely implemented
4. Procedures to address students who are not following rules and expectations
5. Positive consequences/rewards, more than verbal praise? Preference assessments to ensure rewards are motivating
6. Use 5:1 ration of positive to correction/redirection, verbal reprimand
7. Students performance monitored by circulation while students working?
8. Teacher standing/circulating or sitting at desk
9. Attention signal
10. Precision requests to increase student compliance

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### Class Rules/Expectations

Teach, revisit, and reinforce expectations  
Rules/Expectations should be:

- Appropriate
- Three to five rules
- Positively stated and specific
- Consistent (fidelity)
- Consequences for following and not following
- Agreed upon, posted and referred to often




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### Class Rules/Expectations

1. Follow a schedule and review often
2. Provide reminders prior to changing activities
3. Communicate changes in the schedule
4. Provide structured transitions
5. Enriched environment- what do students do when they are "done"?

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### Examples

Post where all can see, review daily/class period, note any changes

- Preschool/Kindergarten- Calendar time at the rug
- Elementary school- beginning of day




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**Examples**  
 Middle/High school- beginning of each class period

- Bell ringer activity
- Correct homework assignment-trade and grade
- Lesson
- Group discussion
- Work in small groups

**Class Rules**

- 1) Come to class prepared with materials & positive attitude.
- 2) Pay attention and don't talk while the teacher is talking.
- 3) No personal grooming, electronics, food or drinks (except water) in class.
- 4) Discuss grades or class expectations after class.
- 5) Follow all school and district rules.

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<b>Tier One- Tier Two</b>	<b>Tier One</b>	<b>Tier Two</b>
	<ul style="list-style-type: none"> <li>• Rules are posted</li> <li>• Procedures are explicitly taught</li> <li>• Reviewed with the class</li> <li>• General reminders and prompts</li> <li>• Class is praised, points, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Rules are printed and laminated for students to refer to</li> <li>• Students may receive additional practice</li> <li>• Students may receive visual prompts, checklists, etc.</li> <li>• Student may receive additional rewards for following the rules</li> </ul>

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**Procedural Expectations**

- Beginning of day
- Where to retrieve supplies, bell ringers, etc.
- How to ask to get a drink, use the restroom, sharpen pencil, etc.
- End of day routine
- Gaining student attention
- How students ask for help
- Transitions within and outside of class
- What students do when they are "done"

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**Tier One-  
Tier Two**

Welcome to School  
I'm glad you are here!

Hang up your coat

Turn in homework

Hang your backpack

Lunch count

Complete bell ringer activity

Nice Job

Check mark when complete

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**Foster Independence**

- How can we help our students help themselves?
- Support peers helping one another
- Have a procedure for students to learn to problem solve
- Check three, then me!
- Use gestures and visuals over always using words
- Use tiered interventions

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**Benefits of Rules and Procedures**

- Prevents problem behavior
- Increases instructional/academic time
- Frees teacher from giving directions
- Creates shared ownership
- Promotes self-direction
- Improves overall climate

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### To follow the rules or not follow the rules, that is the question.

- Explicitly teach, practice and reinforce the rules
- Have consequences for **following and not following** the rules
- Be consistent, yet understanding
- Use a hierarchy of earning
- Do not remove something that has been earned



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### Rewards or Reinforcers

These are things that happen after a behavior that INCREASE the chances of that behavior happening again.

There are 3 general categories of reinforcers:

- Tangibles (things you can hold in your hand)
- Activities (things you get to do)
- Social (attention from others)

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### Examples:

- Tangibles:**  
Money, snacks, toys, possessions, classroom money or tokens, etc.
- Activities:**  
Lunch with teacher, extra recess time, time for "Just Dance", listen to music, additional free time, etc.
- Social Interactions:**  
Getting praise, talking with someone, playing a game, etc.

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**Reinforcers**

Crisis behaviors = requiring someone to do something that results in either NO reinforcers at all, or results in things that the individual really doesn't want.

Student enjoys activity= reinforcement  
 Student likes what participating in the activity gets them = reinforcement  
 We don't have to "pressure" them to do the activity.

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**Reinforcer Tips**

- Value
- Hierarchy
- Three-second rule or ticket/token
- This is NOT bribery.
- The size of the reward matches task
- Know what reinforces individual students

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**The use of Praise Prevents Crisis Behaviors**

- The use of praise can prevent crisis behaviors in a number of ways:
- If the student enjoys receiving attention, praise will fill that need.
- Praise the behavior we want to see to increase that behavior.
- Increases the chances students will want to be by you, improves relations.

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### Positive Consequences/Rewards

Praise: \_\_\_\_\_

- Free
- Takes little time
- Simple to use
- Highly effective

Use Preference or Reinforcer Assessments to ensure rewards are motivating to each student.

Sample Reinforcer Menu Sampling

Example: Elementary Reinforcer Menu

Learner name: \_\_\_\_\_

Target skill/behavior: \_\_\_\_\_

Instructions: Ask individual learners to place a check (✓) next to at least eight items/activities they would like to earn. Read the list to non-readers and help them mark the items they select.

1. Bubbles	7. New comic book
2. Ice cream	8. Spider man pencils
3. Coloring book	9. Pizza for lunch
4. Extra computer time	10. Stickers
5. Squishy ball	11. Play dough
6. Lollipop	12. Bookmark with string

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Account	Debit	Credit	Total Balance
"Sit down now."	\$100.00		-\$100.00
"Happy to see you today."		\$100.00	\$100.00
"Great job on your math."		\$ 50.00	\$50.00
"Why did you do that?"	\$500.00		-\$450.00
"THE LOOK"	\$200.00		-\$250.00
"Thank you for passing out the homework."		\$ 20.00	\$20.00
<b>Total:</b>	<b>\$800.00</b>	<b>\$170.00</b>	<b>-\$630.00</b>

- Flood with positive praise, increase the bank account
- Use a ration of at least 4:1 positive comments or praise to correction/redirection or verbal reprimands.

Use at Least 4:1 Ratio

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### Performance Monitoring and Signaling

**Monitoring:**

- Be constantly aware
- Scan the group, look for students who are off-task or seem to be struggling
- Circulate the classroom, proximity is your friend

**Signals:**

- Attention Signal with ample warnings
- "Give me Five", "1-2-3, Eyes on Me", or "Hocus, Pocus, everybody focus".
- One clap-two claps, chimes, visual timer, music, doorbell, whisper wand

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### Instruction

- Regular assessments of student achievements or needs
- Use data to drive instruction
- Students have frequent opportunities to respond and various strategies to elicit responses: whiteboard, thumbs up/down, choral responses, partners
- Instructions are not only verbal but written
- Variety of instructional designs or methods to engage students in learning-collaborative learning, small groups, hands-on, computer
- Individual student needs and interventions plans and strategies- IEP, 504

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- Formative
- Summative
- Use of RTI/reteaching
- Data to drive instruction in a timely manner



### Regular Assessments of Student Achievements or Needs



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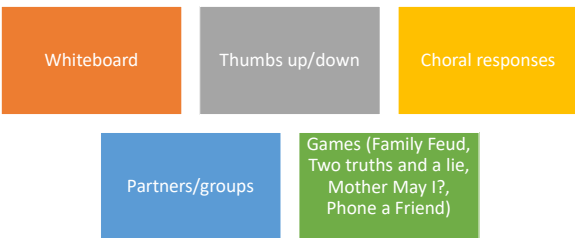
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### Frequent Opportunities to Respond- One of the most effect ways to minimize problem behavior



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## Choral Responses

**Students looking at teacher**

- Ask a question
- Put your hands up to indicate silence
- Give thinking time
- Lower hands as you say "Everyone" and students reply

**Students looking at common stimulus**

- Point to the stimulus
- Ask a question
- Give thinking time
- Tap for a response

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### Examples of Choral Responding

Preschool/Kindergarten

Counting to 5- "One, two, three, four, what comes next? Thinking."

- All students have a number line on their desk



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### Examples of Choral Responding

Elementary Age

Regrouping- "If the top number is smaller than the bottom number, we need to do what? Thinking..."



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**Examples of Choral Responding**

Middle/High School Age

Steps in a sequence- PEMDOS  
 "First, we do the \_\_\_\_, next we do the \_\_\_\_, ..."

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**Partners**

<b>Assign partners</b>	<ul style="list-style-type: none"> <li>Pair lower with middle-performing students</li> <li>Give the partners numbers</li> <li>Sit partners next to each other</li> <li>Use triads (two 1s and one 2) when appropriate</li> </ul>
<b>Looks like</b>	<ul style="list-style-type: none"> <li>Look, Lean, and Listen (whisper)</li> <li>Join two partnerships to form a single cooperative team</li> <li>Change the partners regularly (every 3-6 weeks)</li> </ul>
<b>Sounds like</b>	<ul style="list-style-type: none"> <li>Teach students to give and receive encouragement, compliments and "put-ups".</li> </ul>

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**Better Practices**

Inattentive students- teacher calls on inattentive student to answer question	<ul style="list-style-type: none"> <li>Ensure all students are participating. Use two decks of cards, sticks, draw the short straw, rock-paper-scissors, choral responses, thumbs up, down or sideways, etc.</li> </ul>
Hand raise- only one student answers	<ul style="list-style-type: none"> <li>Have students share with their partner, then share out to the class.</li> </ul>
Student says, "I don't know."	<ul style="list-style-type: none"> <li>Scaffold response. Have student consult their partner or their notes, have them choose the best of the previous answers, discuss as a class.</li> </ul>

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**Written Responses**

- Gauge the length of responses to avoid the void
  - Keep responses short
- To keep students from "sneaking" ahead
  - Reveal limited amount of information on board
  - Have students put pencils down on desk to indicate they are finished
- Give immediate feedback

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**Other Ways to Respond**

Touch or put pencil on stimulus → Act out responses → Hand signals

Response cards → Whiteboards

The best way to reduce management problems is to maximize students' active engagement and success during lessons, cooperative activities, and independent work.

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**Instructions are Verbal AND Written**

- Cellphones
- Classmates
- Homelife
- Job
- Romantic interests

Give students as many tools to promote success as possible. Many of our students with IEP's or 504 may have written instructions or checklist as an accommodation.



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**Use a Variety of Instructional Designs or Methods to Engage Students in Learning**

- Collaborative learning- partners
- Small groups
- Hands-on learning
- Computer
- Discussion
- Project based
- Teaching others

Teaching Method	Percentage
Lecture	5%
Reading	10%
Audio Visual	20%
Demonstration	30%
Group Discussion	50%
Practice by Doing	75%
Teaching Others	90%

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### Learning Styles

**VERBAL**

Words are your strongest. You prefer to use words both in speech and in writing.

**VISUAL**

You prefer to use pictures, diagrams, images and spatial understanding to help you learn.

**MUSICAL / AUDITORY**

You prefer using sounds or music or even rhythms to help you learn.

**PHYSICAL / KINAESTHETIC**

You use your hands, body and sense of touch to make your learn. You might "fidget out".

WHAT'S YOUR LEARNING STYLE?

**LOGICAL / MATHEMATICAL**

Learning is easier for you if your step-by-step, following systems and logic.

**SOCIAL**

You like to learn new things as a part of a group. Explaining your understanding to a group helps you to learn.

**SOLITARY**

You prefer to learn on your own. You are often a self-starter.

**COMBINATION**

Your learning style is a combination of two or more of these styles.

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### Minor Misbehaviors

Eye-contact

Proximity

Redirect to a physical task or activity

Praise anything the student is doing correctly

Ignore minor misbehavior

If the behavior does not subside:

➔

Use "I" statements (i.e., "I need you to keep your voice off during the test please.")

- Use gentle touch, if appropriate.
- Refer to the relationship
- Change location to assist with regulation. This is not a punishment.
- Have a variety of preferred activities for students to participate in when completed with their work to reinforce positive behaviors.

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## Build and Maintain Strong Relationships

Important because:

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Students will listen to you.

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They will want to be around you.

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It makes you more effective in helping them achieve their goals.

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Contributes to a more pleasant environment.

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It sets a good example for other staff and the individual.

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Reduces crisis behavior

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De-escalation and post-crisis strategies are more effective.

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Reduces rates of truancy and absenteeism

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Positive relationships truly have the ability and the power to unleash untapped potential in our students. **Relationships and effective instruction should go hand-in-hand.**

Increases in:

Test scores, GPA's, Motivation and Academic Engagement

Decreases in:

Problem behavior, Absenteeism, Truancy, Suspension/Discipline procedures

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### Importance of Relationships

Greet students as they enter the classroom, call them by name	Establish firm boundaries	Spend time talking about things they enjoy; listen	Tell them about yourself, connection
Spend time doing things with them	Reinforcement- "Drive-by", praise	Show appreciation	Respect their individuality
Offer reassurance	Empathize	Pair yourself with powerful reinforcers	Be flexible and understanding

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John Hattie Visible Learning: A Synthesis of Over 800 Meta-Analyses Related to Achievement (2009)

- Over 50,000 educational research studies
- 236 million school-aged students
- Among the top ten interventions: Teacher-student relationships
- Effect size of .72 (almost two years expected growth over one year)

The graphic shows a barometer of influence with various educational factors. 'Teacher-Student Relationships' is highlighted with a large blue bar at 0.72. Other factors include 'Classroom Discussion' (0.48), 'Developmental Effects' (0.45), and 'Feedback Effects' (0.42). The top of the graphic says 'VISIBLE LEARNING: A SYNTHESIS OF OVER 800 META-ANALYSES RELATED TO ACHIEVEMENT' and 'Hattie's Barometer of Influence'.

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### Relationships

- Give attention to good behaviors-catch them being good!
- "I appreciate you being on time, thank you."
- "I know this assignment is difficult, I am proud of you for completing it."
- "Thank you for being so quiet during instruction."
- "I appreciate you waiting until I was done so I can talk to you."

The graphic is a red square with the text 'Caught Being Good' in white, with a small white outline of an apple to the right of the word 'Good'.

Ratio of 5:1 Positive to Corrective

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### Significant 72

Greg Wolcott "Significant 72: Unleashing the Power of Relationships in Today's Schools"

- First 72 hours of the school year- 3 days
- Learn their stories, create safety, "Connect B4 Curriculum"
- Significant 72 seconds daily
- Significant 72 minutes per month
- Significant 72 minutes after extended breaks

The power of connection!

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Teach with passion,  
manage with compassion

Kids don't care how much you know, they want to know how much you care.

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Tier 1: Prevention



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**All day, Every day**

Prevention occurs prior to the occurrence of challenging behavior

- Manage the environment
- Teach skills
- Provide visual supports
- Peer support
- Differentiation
- Ample time
- Preferences
- Be aware of medications that may affect appetite
- Safety- Inclusion, antibullying
- Give attention
- Maslow's before Bloom's!

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### More Prevention Strategies



- Provide choice
- Break bigger tasks into smaller chunks
- Give breaks
- Create and maintain good relationships
- Be aware of sensory needs
- Be consistent
- Reinforce desired (good) behavior- praise and attention
- Avoid coercion, threatening, and nagging
- Be compassionate and kind

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### At the First Sign of a Problem...

Don't wait until the child loses it! Step in early to provide support.

- Change what is happening
- Provide support
- Give a break
- Reflect on the problem
- How can you promote success



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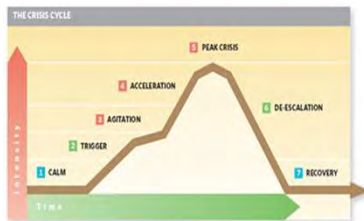
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### De-escalation

De-escalation occurs after challenging behavior has already begun

- This takes more effort, time, and resources
- Start at the first sign of a problem
- Know what triggers the person and work to prevent



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### Is it Working?

If you are implementing as outlined (with fidelity), AND You are consistent with tier one interventions, AND It isn't working...



Response to Intervention  
Collect data

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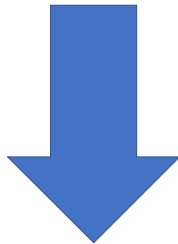
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### Challenging Behavior

#### PRAISE Method

1. Proximity
  2. Redirection
  3. Accessible
  4. I need to see...
  5. Support
  6. Expectation reinforced (praise)
- Goal is to support, not reprimand



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### PRAISE Method



1. Proximity
  - Walk or stand near the student
2. Redirection
  - Verbal: Provide a phrase of what you need the student to do
  - Non-verbal: Point to worksheet, instructions
  - Use "please"
  - Kind tone

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**PRAISE Method**

3. Accessible

- Teacher is near and available
- Remind students you are ready to help

4. "I need..."

- Be explicit in the behavior you want to see

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**PRAISE Method**



5. Support

- Ask how you can help
- Consider the student's ability
- Accommodate as appropriate

6. Expectation is reinforced

- Initially reinforce even small amounts of compliance
- PRAISE-

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**Responding to Challenging Behavior**

Effective when other best practices are in place

- Relationship
- Proactive classroom management, expectations (well organized classroom, engaging instruction, praise, positive reinforcement system built in)
- Educator response (emotion) to the student or behavior

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**Example of PRAISE**

1. Proximity
2. Redirection
3. Accessible
4. I need to see...
5. Support
6. Expectation reinforced (praise)

PRACTICE-

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**Troubleshooting the Environment**

1. Relationship
2. Praise
3. Tier 1 fidelity
4. Instruction
5. Classroom Management- rules/consequences for following or not
6. Is the IEP or 504 being implemented?
7. Is the environment conducive to learning?

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**Troubleshooting the Behavior**

- What is the person doing?
- When does the behavior occur and not occur?
- What do we need the person to do?
- Is it academic or behavior?
- Can we determine “why” the behavior may be occurring?
- What skill(s) needs to be taught?
- How, when, where will we teach it?
- What support(s) are needed for the person to be successful?

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**Functions of Behavior**

- Attention
- Escape/Avoid
- Access
- Sensory

• What is the person trying to tell you?

• What do they need to be successful?

• #1 reason for poor behavior

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**Practice Together!**

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