

Wyoming Wave Conference

Best Practice Strategies to Support Positive Student Behaviors

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About Christine Manning



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BSCT Services

- Parent, staff and student trainings
- Face-to-face or virtual coaching
- Face-to-face or virtual implementation support
- Policy development assistance
- Guidance on applying IDEA policy and procedures relating to student behavior

BSCT Services

- Functional behavior assessment
- Behavior intervention plan development
- Ecological/environmental assessment and recommendations
- School-wide multi-tiered systems of supports reviews and systems analysis and development
- System wide performance analysis and enhancement

BSCT Services

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Paraeducator Behavior Modules

The PBM course is available to school districts, charter schools, and paraeducators for \$50 per person.

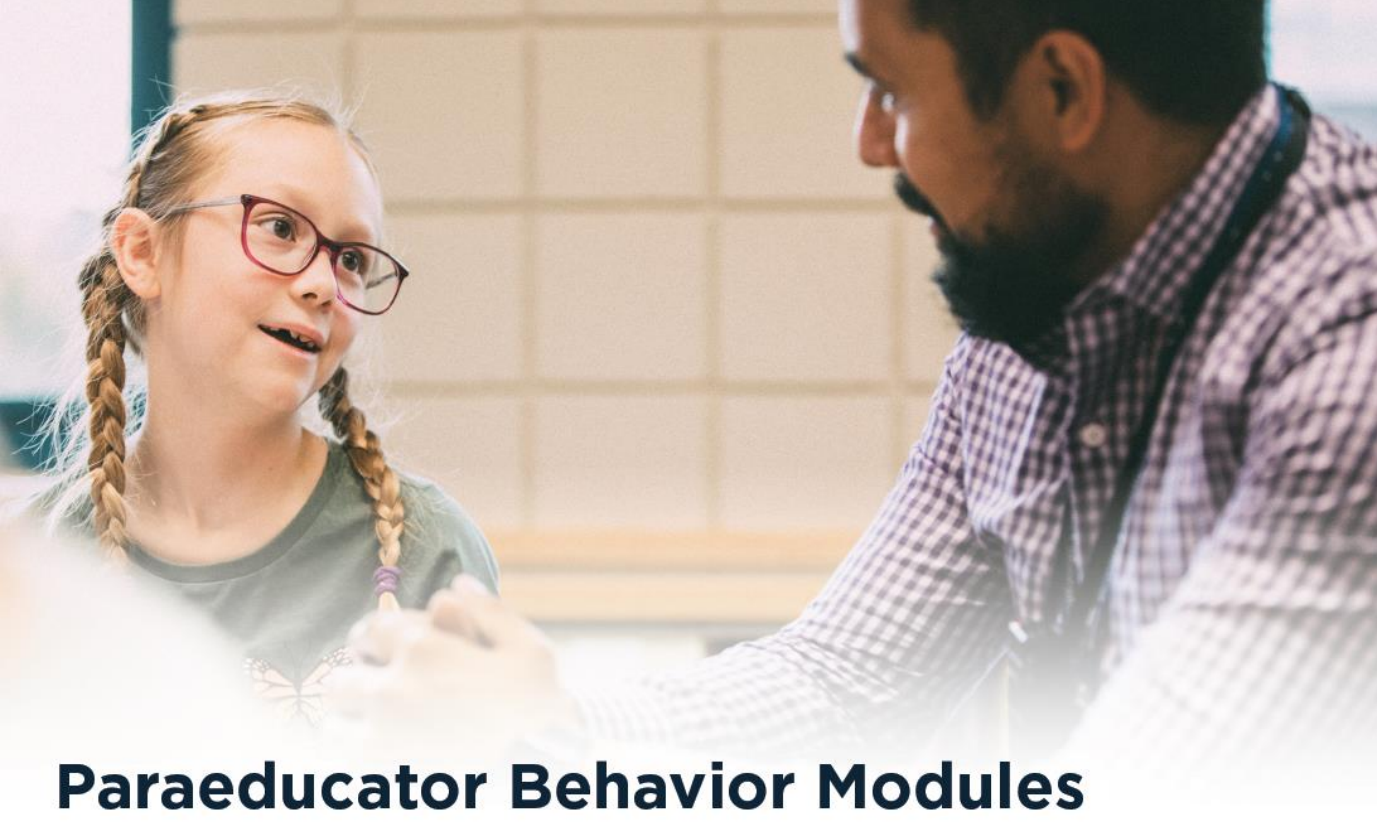
To learn more about PBM and their associated learning objectives, visit cehs.usu.edu/csf/bsct



Emma Eccles Jones College of Education & Human Services
Center for the School of the Future
UtahStateUniversity



**Available
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1, 2022**



Paraeducator Behavior Modules

Module 1

Identifying and Defining Challenging Behavior

Objective 1:

Paraeducators will apply what they learned to determine what a student is “saying” with their challenging behavior.

Rationale:

To be effective, paraeducators should learn to recognize and alter environmental variables that may negatively affect student attention, learning, and variables that positively affect behaviors needed to optimize a student’s learning

3 Modules

15 Objectives

Objective Level Knowledge Checks

Module Level Knowledge Checks

Certificate + Performance Badges

12-Hours of Professional Learning

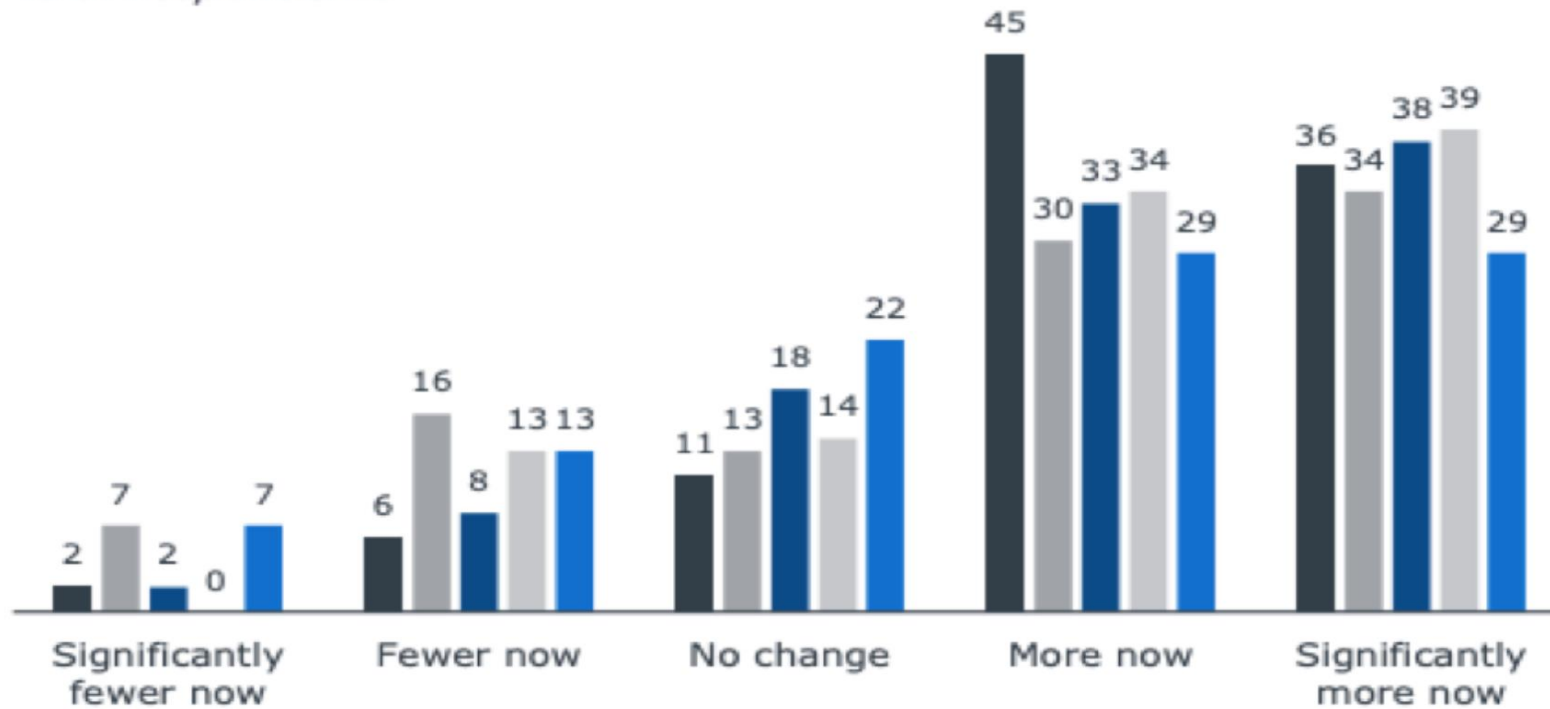
\$50 Per Registrant

Objectives

- Understand the impact of challenging behaviors
- Learn best practices for supporting positive student behavior - according to decades of research
- Learn to implement interventions with a high degree of fidelity
- Understand that interventions are applicable and effective for children of any age, preschool through high school
- Learn ways to make your classroom more enjoyable and maximize student learning time

How Has the Frequency of Disruptive Behaviors in Your School/District Changed over the Last 3 Years?

% of respondents

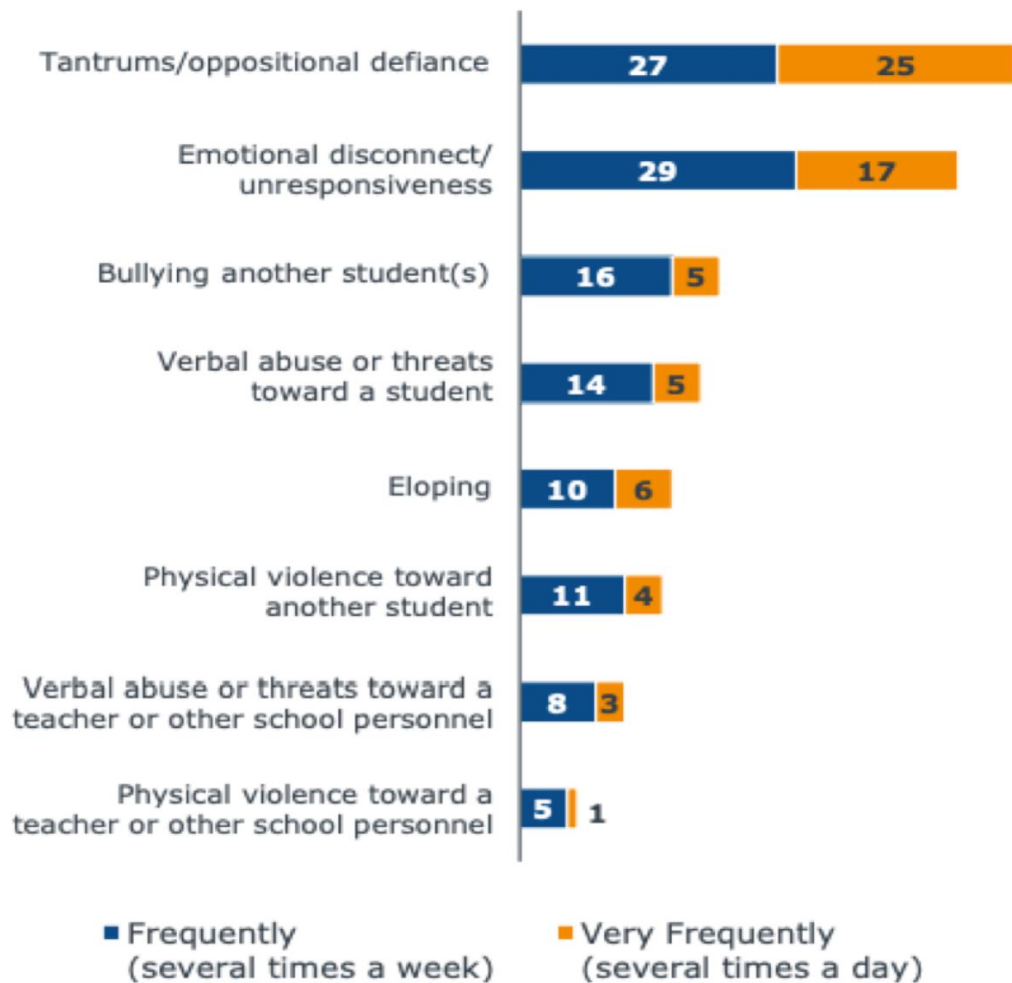


Alarming Increase

- District Administrators
- Teachers
- Special Ed Teachers

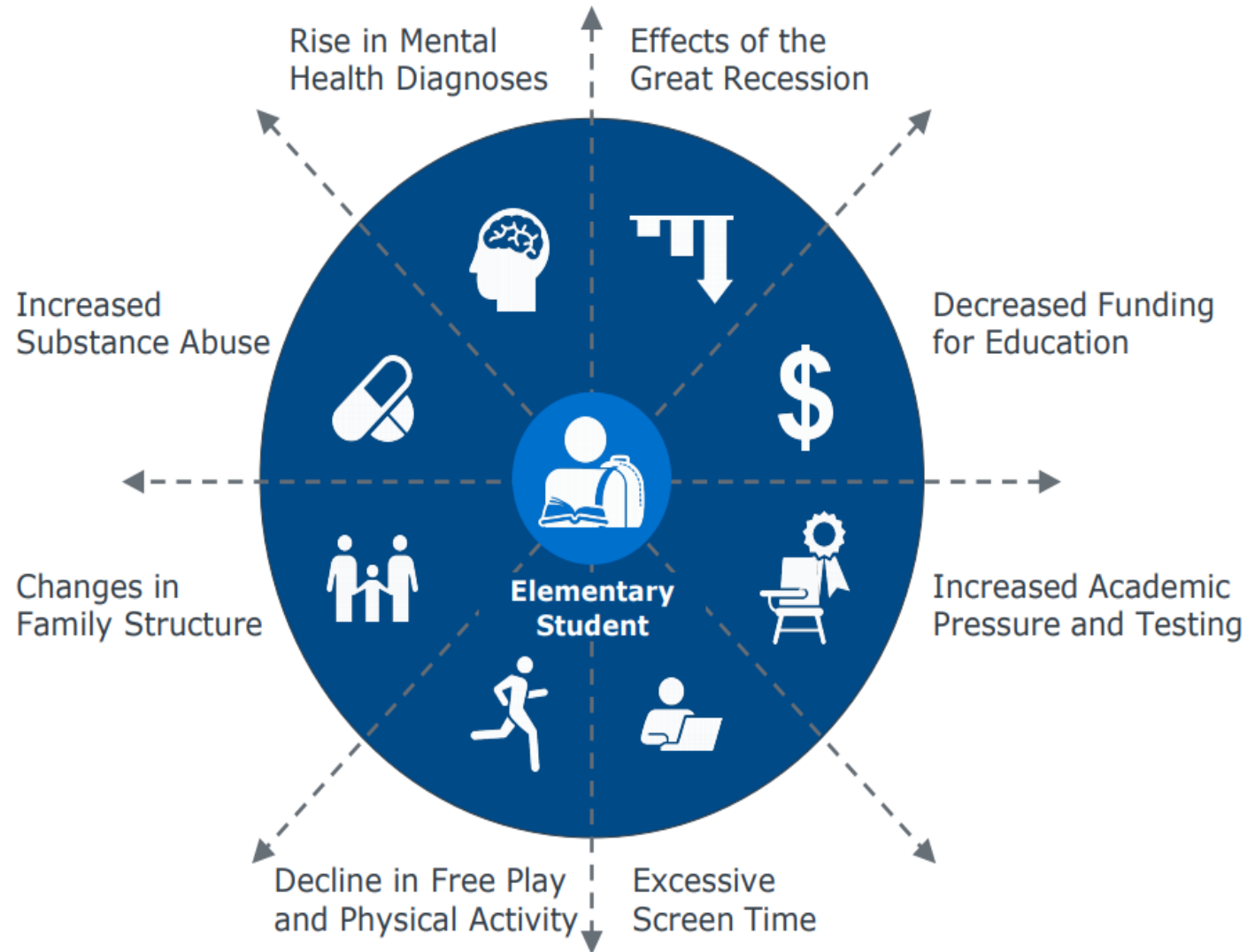
- School Administrators
- Support Specialists

% of Teachers Who Report Experiencing the Following Classroom Disruptions



One out of five teachers report verbal abuse/bullying

One in seven teachers report elopement or physical violence



Instructional Time Lost

Disruptive behavior accounts for up to 38 days per year of lost teaching time (Office of Standards of Education 2014)

38 days = Over 7 weeks!



Training Our Future Teachers: Classroom Management

National Council on Teacher Quality (2014)

Report finds that classroom management strategies in teacher preparation programs are:

- Given inadequate course time
- Scattered across the curriculum
- Rarely evidence-based
- Taught only theoretically

40% of 1 Course

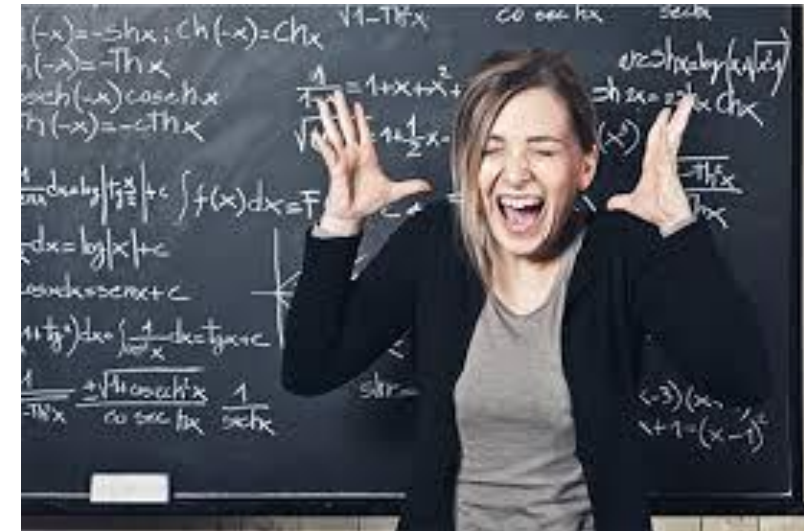
Average time teacher preparation programs spend on classroom management

(average load = 10 to 15 courses)

Teacher Stress

Forty-six percent of teachers report high **daily** stress, which compromises their health, sleep, quality of life, and teaching performance.

- Less socially adjusted
- Lower academic performance



“The escalating teacher crisis is affecting students’ educational outcomes, impacting teachers’ health, and costing U.S. schools billions of dollars each year.”

What and Why?

What are some common behaviors you see?

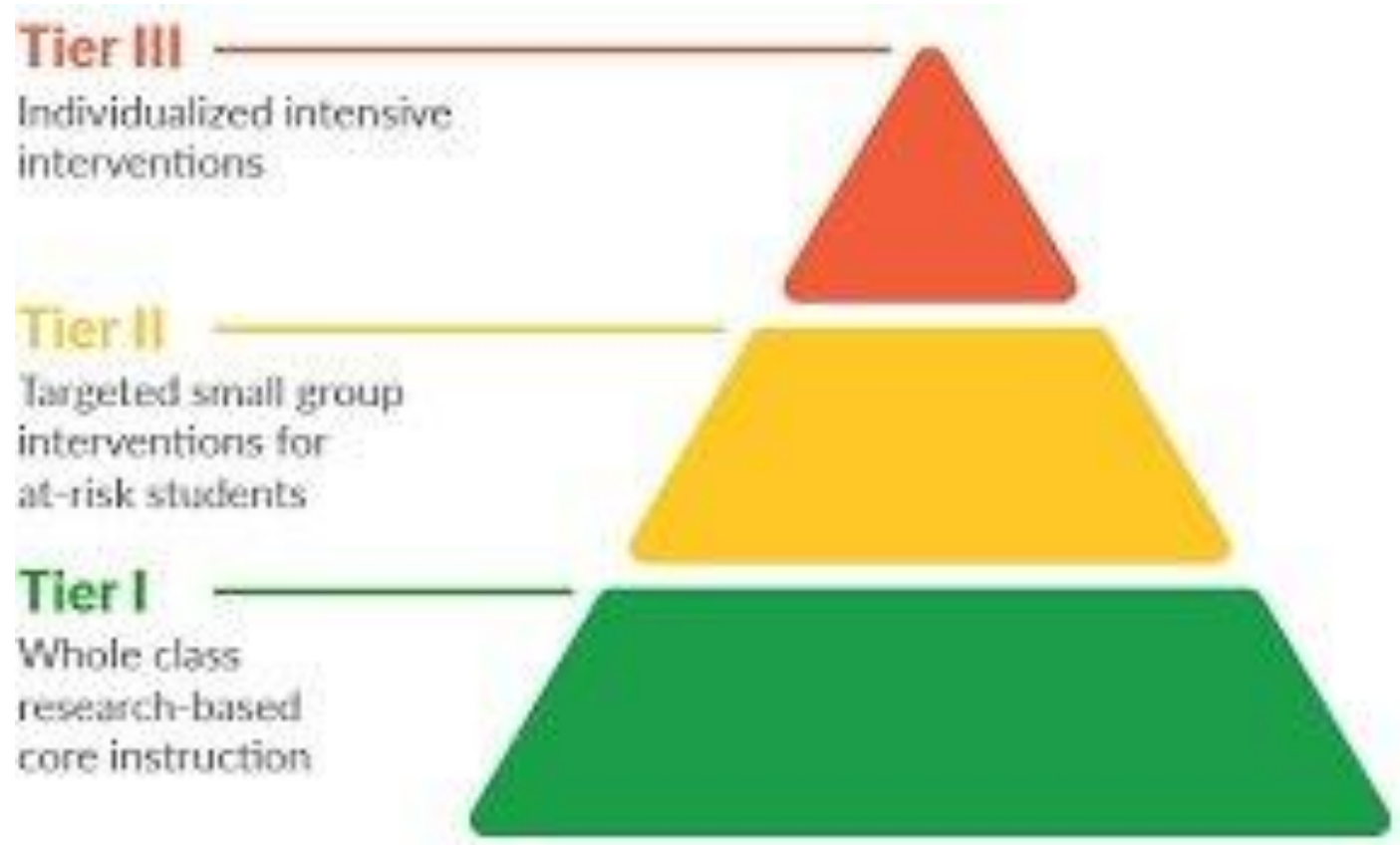
Why do students engage in these behaviors?



PBIS- Positive Behavioral Intervention and Support

Tiered interventions must be:

- Proactive
- Preventative
- Efficient - work smarter!



Best Practices to Reduce Problem Behavior

1. Clear and simple rules and expectations
2. Structure and predictability, routines, cueing/prompting
3. Frequent use of praise
4. Effective instructions and commands
5. Sequencing of activities, class routine
6. Pace and quality of instruction
7. Engage students with OTR's
8. Choice and access to preferred items or activities
9. Strategies for appropriate and inappropriate behaviors
10. Relationships

Prevents problem behavior

Increases instructional time

Frees teacher time

Creates shared ownership

Promotes self-direction

Improves overall climate

Benefits of Rules and Procedures

Rules

- Three to five
- Developmentally appropriate
- Aligned with school-wide rules
- Positively stated and specific - “respect others”
- Agreed upon, posted and referred to
- Explicitly taught, modeled, and reinforced
- Consequences for following and not following



Tier one

- Rules are taught as a group
- Rules are practiced
- Rules are reinforced
- Reminders are provided as needed
- Rules are posted

Tier two

- Rules may need additional instruction and/or practice
- Reminders and prompts may be individualized
- Students may need a visual
- Reinforcement may be increased

Procedures

- Beginning of day routine
- Where to retrieve supplies, bell ringers, etc.
- Getting a drink, using the restroom, sharpening pencil, etc.
- Attention signal
- How students ask for help
- What students do when there is downtime
- End of day routine

Tier one:

Displayed for all

Taught in whole group



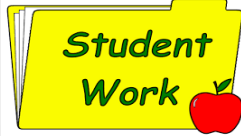




Generally reinforced

Tier two:

Printed for individual students




Additional teaching/practice

Individually reinforced

<p>Welcome to School I'm glad you are here!</p>		<p>Check mark when complete</p>
<p>Hang up your coat</p>		
<p>Turn in homework</p>		
<p>Hang your backpack</p>		
<p>Lunch count</p>		
<p>Complete bell ringer activity</p>		
<p>Nice Job</p>		

When I am done, I can:

<p>1. Read</p>	
<p>2. Draw</p>	
<p>3. Color/worksheet</p>	
<p>4. Sensory tool</p>	

<p>I will have a quiet voice.</p>	
<p>I will clean up quickly.</p>	
<p>Great Job!</p>	

Class Routines

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



Example

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
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 Routine”

Procedures

Instructional routine example:

- Class objective - clear, written and referred to often - goals set
- Gain attention - “Give me five!”
- Warm-up activity
- “Hook”
- Review
- “I think/do, We/think/do, You think/do”
- Differentiate independent work-groups
- Free time

Procedure after Completing Work

- Check your work, partner match
- Bonus work
- 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 (at or slightly below their level)
- Books on CD
- Silly sentences- choose a place, main character, adjectives, situation, etc. Create a story.

Transition Procedure

- Have one! Practice often---
- What is the procedure for ending class? Lining up? Walking in the hallway, etc.?

Example:

- Give warnings prior, put books on the shelf, place worksheet in your folder, line up, wait for dismissal.



How to Create Procedures

1. Write each step of the expectation - what we want students to do
2. Create visuals to support, how to cue or prompt if needed
3. Teach a simple way to remember (physical flow, diagram, acronym, etc.)
4. Teach - using method on next slide
5. Monitor student behavior - look for tier two students
6. Assess and change what isn't working
7. Reteach, practice as needed



Teaching Rules and Procedures

Telling is not teaching:

- Introduce the rule and explain why it is important
- Provide instructions - verbal and visual
- Give and practice examples and non-examples
- Model for students
- Practice while giving feedback
- Monitor and praise

Your turn

1. Pick a procedure.
2. Why is it important?
3. Write the specific steps or expectations in order.
4. What visuals, diagrams, flow chart, etc. could be helpful.
5. How will students remember?
6. How will you teach this? Instructions, examples and non examples, modeling, practice, feedback.
7. How will you monitor and assess?



Student Engagement

An opportunity to respond (OTR) is when a teacher presents an instructional question, statement, or gesture that promotes student responses (e.g., pointing to a flashcard, answering a question aloud, writing an answer on a dry erase board). The teacher then provides feedback to students based on responses.

Two basic types of OTRs:

1. Verbal responses
2. Non-verbal responses



Opportunities to Respond

- Direct Instruction (DI)
- Computer assisted instruction
- Choral responses
- Partner collaboration
- Group projects
- Guided notes
- Response cards
- Thumbs up/down
- Games- Two truths and a lie, Family Feud, charades

Students
answer

Choral responding:

- Teacher asks a question
- Teacher hands are up
- Allows for thinking time
- As teacher hands lower, students answer

Partners

- Pair lower with middle - performing students
- Give the partners numbers
- Sit partners next to each other
- Use triads (two 1s and one 2) when appropriate



Partners

 4	Outside Voice
 3	Entire Class Can Hear You
 2	Only People Near You Can Hear
 1	Whisper
 0	No Talking No Sound

Looks and sounds like:

- Look, lean, and listen (whisper)
- Join two partnerships to form a single cooperative team
- Change the partners regularly (every 3-6 weeks)

Partners

- Students listen and respond
- Provide feedback TAG Protocol
 - Tell something you like
 - Ask a question
 - Give a suggestion
- Teach students to give and receive encouragement, compliments and “put-ups”.

Benefits?

Other ways to respond

- Short written responses
- “Touch” or “Point to...”
- White boards
- Hand signals
- Response cards
- Act it out
- Clickers
- Interactive



Benefits of OTR's

- Improve on task behavior
- Decrease problem behavior
- Make class more fun!
- Increase academic performance
- Provide valuable information for teachers (formative assessment)

Strategies for Appropriate Behavior

Continuum:

1. Praise
2. Group Contingencies
3. Behavior Contracts
4. Token Economies



Praise

- 5:1 praise to corrective feedback
- Free and easy to use
- Keep track of your data and seek to improve-pennies, motivator, etc.
- Verbal
 - Specific
 - Genuine
 - Teach students to give to one another
- Non-verbal
 - Thumbs up, nod of approval, smile, hand on shoulder



Group Contingencies

An expectation is given to the group, when people in that group meet that expectation, the whole group is rewarded.

Three types:

- Dependent - one student or group of students earn reward for whole class based on their behavior.
- Independent - Every student who meets the goal individually receives the reward.
- Interdependent - The group of students meet the goal, and everyone receives the reward.

Behavior Contracts

An agreement between teacher and student that defines the behavioral expectation of the student and the consequences for meeting or not meeting the goal.

- Create in collaboration with student
- Set goal for desired behavior
- Select duration - use student's current level of behavior as a baseline
- Data collection - self monitor, tallies, etc.
- Reward system



Token Economy

A system of earning “tokens” for appropriate, and desired behaviors. Tokens are exchanged for the reward.

- Stickers
- Tallies
- Class cash
- Points
- Tickets
- Token jars
- Token boards



Strategies for Inappropriate Behavior

Continuum

1. Error Correction
2. Differential Reinforcement
3. Planned Ignoring
4. Time Out from Reinforcement



Dealing with Challenging Behavior

1. Proximity, eye contact
 2. Redirection - (Error Correction)
 3. Accessible
 4. “I need to see...”
 5. Support getting started, alter assignment as appropriate
 6. Expectation reinforced (praise) – Minor problem behavior is ignored (Differential Reinforcement)
- Our goal is to support, not reprimand



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



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



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-



Responding to Challenging Behavior

Effective when other best practices are in place

1. Relationships should be strong
2. Proactive classroom management, expectations (well organized classroom, engaging instruction, praise, positive reinforcement system built in)
3. Educator response (emotion) to the student or behavior

Dealing with Challenging Behavior

- Ignore annoying minor behaviors (Planned Ignoring)
- Pick your battles- don't die on that hill!
- Have PRE-PLANNED consequences for following directions and NOT following directions.
- Consequences for following direction: bonus token, praise, reduce work, phone call home, etc. (whatever it takes to keep that behavior occurring!)
- Consequences for not following direction: (Time out from reinforcement)

Pre-Planned Consequences

- Unpleasant consequence
- Natural if possible
- Loss of privilege
- Loss of MINUTES of recess, PE, preferred subject/activity
- Use a hierarchy of small steps
- Avoid all or nothing
- Should be inconvenient, not devastating
- Use activities already in their natural environment
- Do not take away things that students have already earned

Rewards (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)

Tangible	Social	Activity
Student can hold, touch, see	Student can engage in Interpersonal interactions	Student may engage in a preferred activity
Fidgets Stickers Classroom money Snacks Tokens Toys Certificates Art or school supplies Books Puzzles Games Ipad Free homework or free assignment ticket Triple points	Praise-verbal or nonverbal Talking with someone Game with a peer Joke telling Teacher helper Class cheer Lunch with preferred person or teacher	Line leader Door holder Extra computer time Minutes of extra recess Art projects Down time Shoot hoops Drawing Listen to music Just Dance Free time



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

<https://www.interventioncentral.org/teacher-resources/student-rewards-finder>



What about?

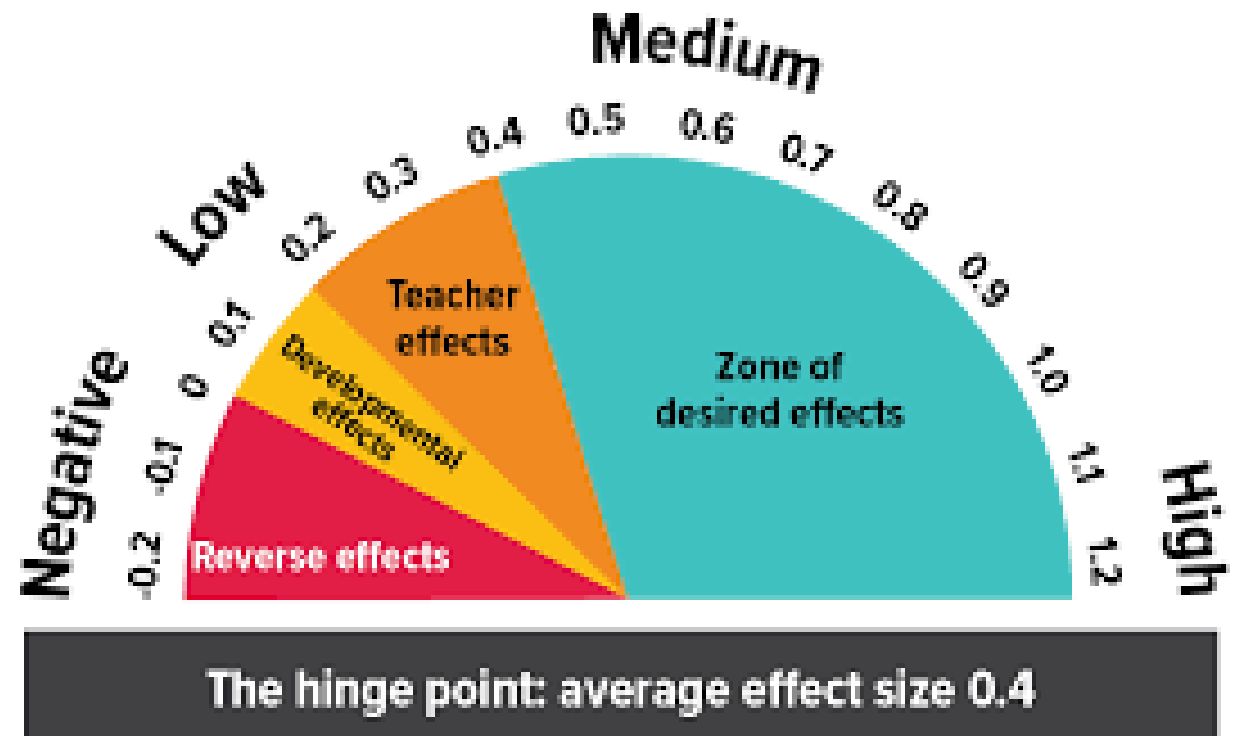
- Sending to the principal
- Sitting in the hallway
- In-school suspension
- Out of school suspension
- Reprimands, nagging, coercion
- Punishment cycle

Start with this

- Focus on the relationship
- Look for skill deficits - academic, social, behavioral
- Does the student have special education services? RTI? Is this a Child Find referral?
- Collaborate with other staff
- Meet the student where they are and increase skills from there
- Provide support and empathy - work together
- Get the behavior started by providing reinforcement (rewards) frequently in the beginning

Interpersonal Relationships, Connection

- Educators who provide emotional support and establish positive relationships influence children's and students' health, overall mental wellness, and life satisfaction (Stewart & Suldo, 2011)
- Foundation
- John Hattie .72 effect size!
- What vs. Who?



Interpersonal Relationships, Connection

1. Establish: New relationships
 - Ask questions
 - Find similarities
 - Tell about yourself
2. Maintain: Current relationships
 - Checking in
 - Connecting less often
3. Restore: Damaged relationships
 - Repair- reconnect
 - Apologize/problem-solve



Interpersonal Relationships, Connection

- At-risk students benefit more from robust relationships with teachers than average students (Roorda et al., 2011).
- Compounded effect where there is conflict and disconnection.
- Protective factor and buffer.



Creating Connection



1. Brief personalized interactions
 1. Individual affirmations- “I am glad you are here today.”
 2. Everyone is welcome, valued, and included.
 3. Nonjudgmental.
 4. Special name/handshake, etc.
2. Address students by name.
3. Find similarities.
4. Listen, pay attention when they need it.
5. Be compassionate and genuine- they will know!
6. Be real - acknowledge your own mistakes.

Creating Connection

7. Create trust
8. Be competent- content, class management, and relationships
9. Engage students in learning- have fun! Support students connecting with other students
10. Appreciation and praise
 - “I am impressed that you...”
 - “Thank you for...”
 - “I noticed that...”
 - “I love to see your progress on...”
 - “I appreciate you ...”



Connection Killer B's

- Being sarcastic
- Being involved in public shaming
- Being too busy, nonempathetic
- Being unfair or biased
- Being on the “Good kids” team/teacher favorites

Connection is not an act; it is a mindset!
Don't get stung by the killer “B's”





Research on positive teacher student relationships shows:

Increases in:

- test scores
- GPA's
- motivation and academic engagement

Decreases in:

- problem behavior
- absenteeism
- Truancy
- suspension/discipline procedures

Create connection with this simple and effective procedure to get the class off to a good start by minimizing problem behavior and improving student's readiness to learn.

1. Positive interaction as students arrive
2. Precorrection statements
3. Prompting and cueing

Positive Greetings at the Door (PGD)



PGD

Implementation:

1. Stand by the door 😊
2. Positively greet and interact
 - Verbal: Welcome, praise, question
 - Non-verbal: fist bump, thumbs up, smile, nod
3. Have a visual menu of options
4. One size does not fit all
5. Greet students by name
6. Active scanning

Implementation

7. Set a goal - 5-7 minimum
8. Pre-correct previous misbehavior - not to shame but provide support
9. Remind students of the learning objective, start time
 - “Class begins in 3 minutes”, “Thank you for...”
10. Be genuine and sincere
11. Watch student responses and adjust accordingly
 - Aka: Non-contingent attention
 - Cook et al. (2018)- 20% increase in academic engagement and 9% reduction in disruptive behavior

PGD Effects

1. Promotes positive class climate
2. Supports successful transitions
3. Reduces/eliminates student misbehavior
4. Gets students ready to learn
5. Literally alters student's brain chemistry-
releases oxytocin/calms amygdala, reduce
cortisol, lowers stress, releases endorphins
6. Executive functioning and learning increase

In Summary

We have the power to change our classrooms for the better!

Focus on taking one step at a time.

Start with simple and easy first.

Have a plan and if something doesn't work, fix it!

“Insanity is doing the same thing over and over and expecting different results.”



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