Wyoming Wave Conference

Best Practice Strategies to Support Positive Student Behaviors

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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 these interventions are applicable and effective for children of any age, preschool through high school
- Learn ways to make your classroom more enjoyable and maximize time for student learning

PBIS- Positive Behavioral Intervention and Support

Tiered interventions must be:

- Proactive
- Preventative
- Efficient- work smarter!
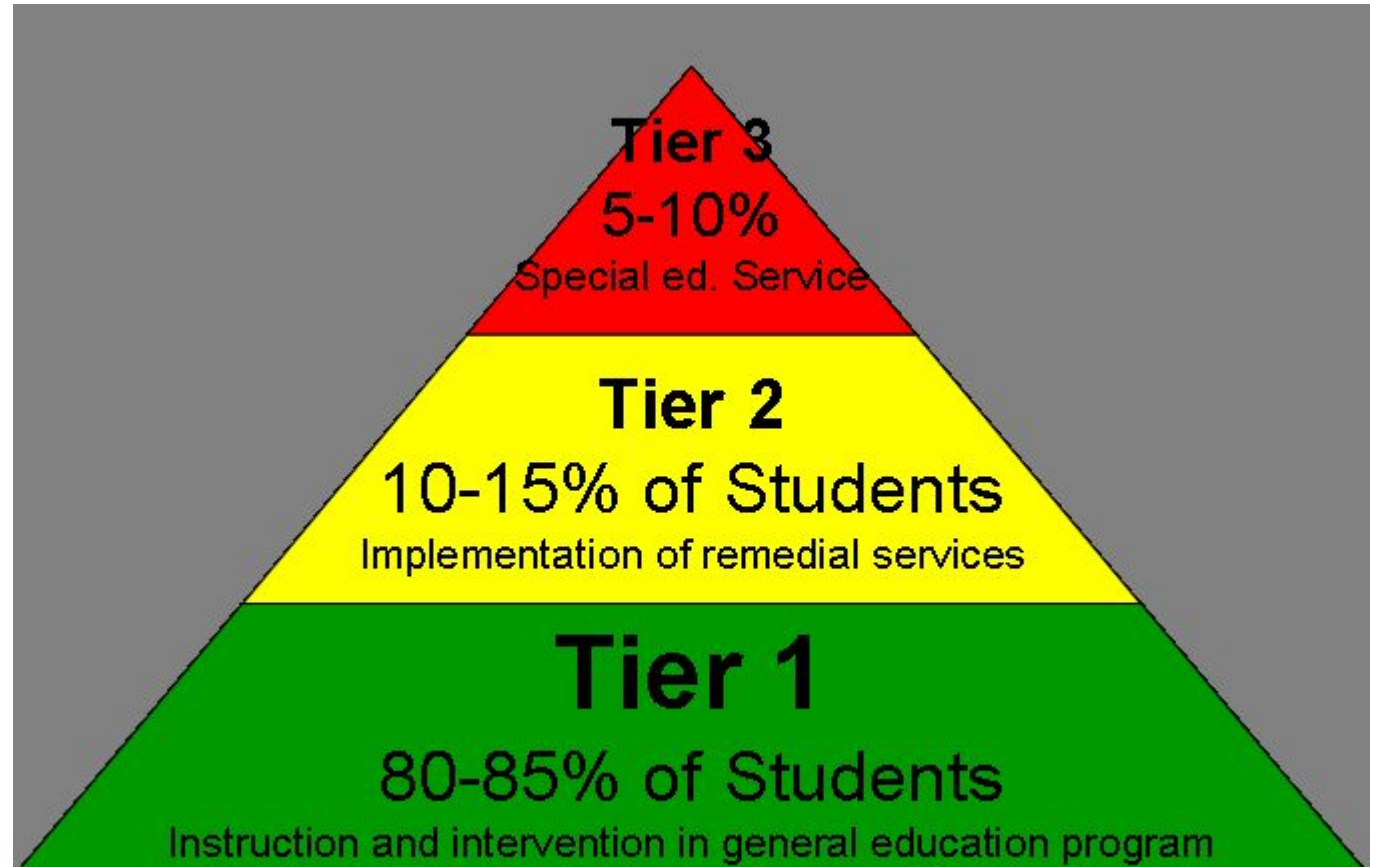
Best Practices to reduce problem behavior

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

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

Rules

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
- 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 students attention
- How students ask for help
- What students do when there is downtime

Tier one:

Displayed for all

Taught in whole group

Generally reinforced

Tier two:

Printed for individual students

Additional teaching/practice

Individually reinforced

		Check mark when complete
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		

When I am done, I can:

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

I will have a quiet voice.	
I will clean up quickly.	
Great Job!	

Class Routines

- Sequence class activities
- Simple tasks are interspersed with longer and more demanding ones
- Enhances engagement and learning, reduces disruption
- Start simple, then gradually increase difficulty, expectation, 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 do, We do, You do"
- Differentiate independent work-groups
- Free time

Procedures

- 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 and 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

Benefits of Rules and Procedures

- Prevents problem behavior
- Increases instructional time
- Frees teacher time
- Creates shared ownership
- Promotes self-direction
- Improves overall climate

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.
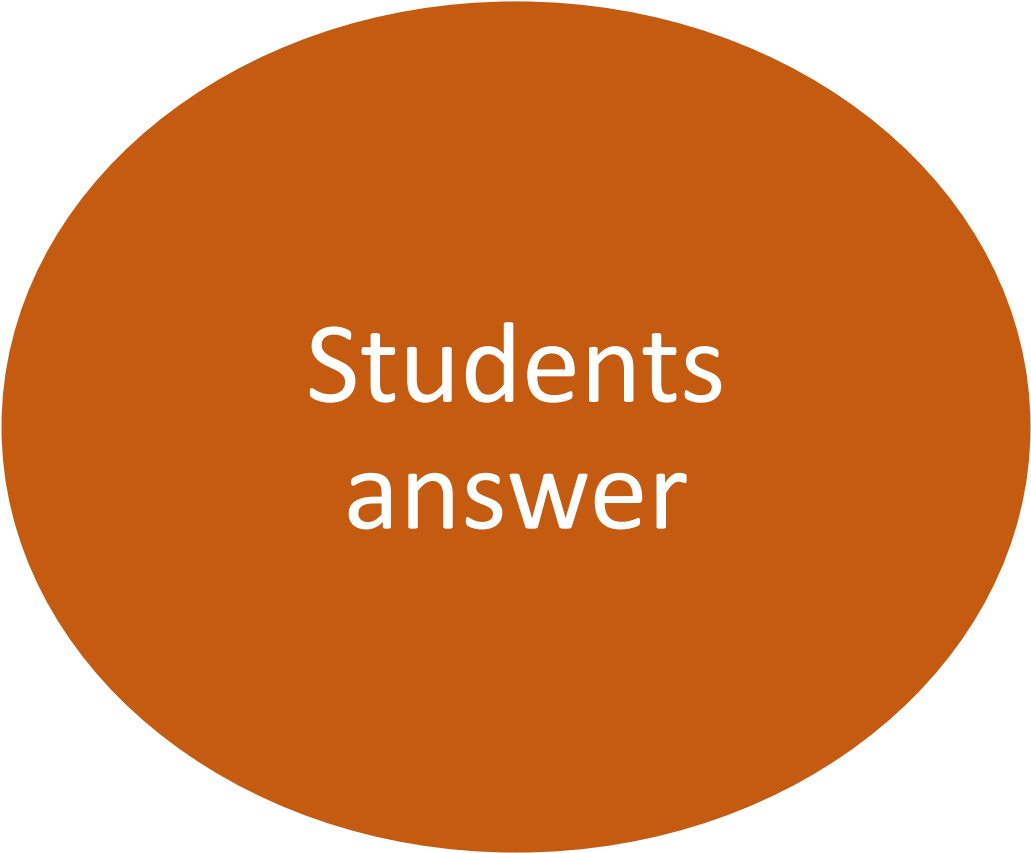
There are two basic types of OTRs:
1. Verbal responses
2. Non-verbal responses

Opportunities to Respond

- Direct Instruction
- 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

Partners

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
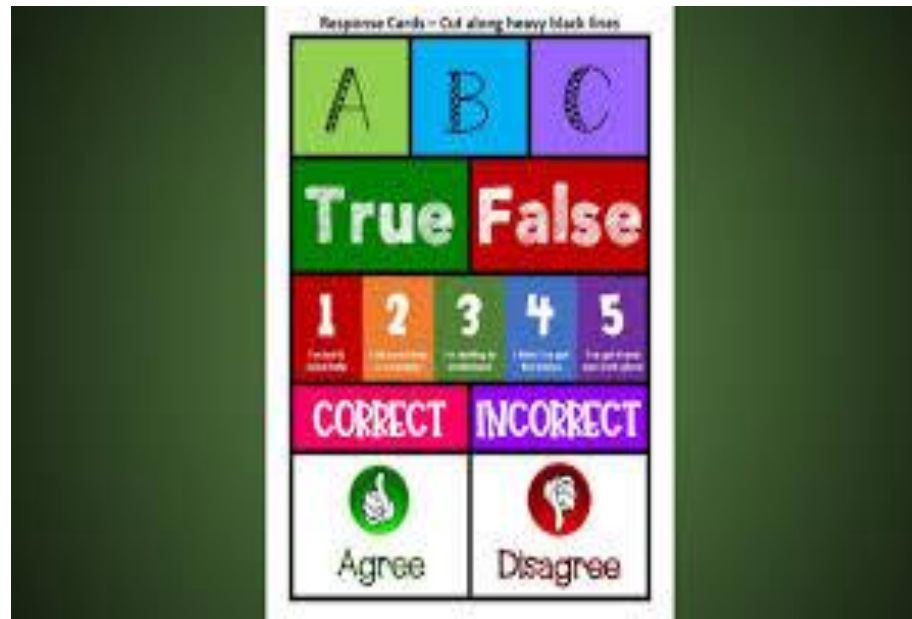
Benefits of OTR's

High rates of OTRs in the classroom:

- 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
- 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 conjunction 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, desired behaviors. Tokens are traded later 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 PREPLANNED 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	Praise-verbal or nonverbal	Line leader
Stickers	Talking with someone	Door holder
Classroom money	Game with a peer	Extra computer time
Snacks	Joke telling	Minutes of extra recess
Tokens	Teacher helper	Art projects
Toys	Class cheer	Down time
Certificates	Lunch with preferred person or teacher	Shoot hoops
Art or school supplies		Drawing
Books		Listen to music
Puzzles		Just Dance
Games		Free time
Ipad		
Free homework or free assignment ticket		
Triple points		

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?

The hinge point: average effect size 0.4
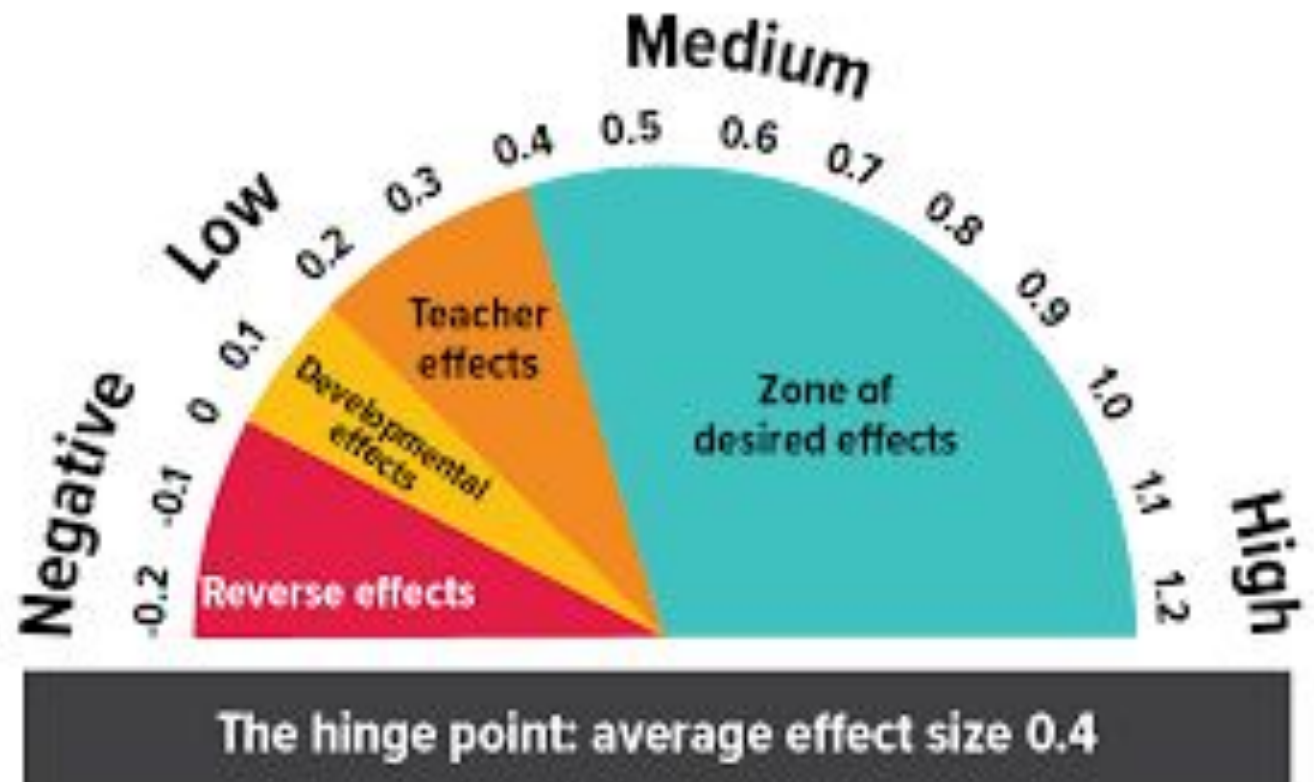
Interpersonal Relationships, Connection

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
   - Individual affirmations- "I am glad you are here today."
   - Everyone is welcome, valued, and included
   - Nonjudgmental
   - 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

1. Being sarcastic
2. Being involved in public shaming
3. Being too busy, nonempathetic
4. Being unfair or biased
5. 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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