

10 Approaches to Transform Classroom Behaviors:

Session 1, Laying the Foundation with Strategies 1-5

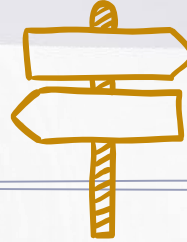
Positive Behavioral Interventions and Supports






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1-5



- 1  Understand The Science of Behavior
- 2  Set Expectations – Teach Them
- 3  Reward Positive Behavior
- 4  Use Consistent Consequences
- 5  Use Effective Communication Strategies



ABC's! of Behavior

A

Antecedent

B

Behavior

C

Consequence

To Obtain/To Escape

Behaviors typically meet one of two needs;
but **ALL** behaviors meet a need.





Once you understand the purpose of the behavior, you can begin to understand how to change the behavior.

Setting Expectations

Deborah Russell Carter, D. R. & Pool J. L. (2012)

Setting Expectations

Clearly posted and constantly reminded.

ULLA F. MULLER ELEMENTARY SCHOOL WIDE EXPECTATIONS

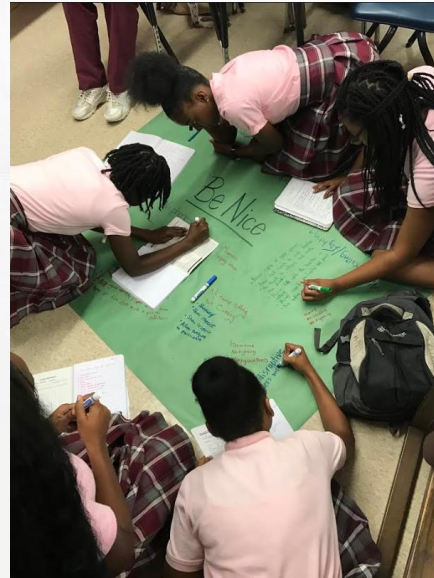
EXPECTATIONS	ASSEMBLY	BATHROOMS	CLASSROOMS	CAFETERIA	HALLWAYS	RECESS	DISMISSAL
P Positive Behavior	<ul style="list-style-type: none"> Line up when the first bell rings & wait quietly for the second bell Listen Voice when someone is speaking (Level 0) 	<ul style="list-style-type: none"> Use kind words & actions Flush after use 	<ul style="list-style-type: none"> Use positive language & actions Be on time Stay on task 	<ul style="list-style-type: none"> Say "please" & "thank you" Form a straight line 	<ul style="list-style-type: none"> Say "excuse me" & greet others at the gate Go directly to your destination 	<ul style="list-style-type: none"> Share with others & actions Use positive language & actions 	<ul style="list-style-type: none"> Keep words & actions kind at the gate Follow all afterschool plans immediately
R Respect	<ul style="list-style-type: none"> Keep hands, feet & objects to yourself Listen quickly and quietly when adults give signals 	<ul style="list-style-type: none"> Take care of school property Be considerate of others privacy 	<ul style="list-style-type: none"> Raise your hands to ask & answer questions Take turns speaking Always use appropriate language 	<ul style="list-style-type: none"> Respect staff & others Use table manners Use appropriate language 	<ul style="list-style-type: none"> Keep hands & feet to yourself Take the appropriate route 	<ul style="list-style-type: none"> Share equipment Take turns & play 	<ul style="list-style-type: none"> Keep hands, feet & objects to yourself Use Voice Level 1-2
I Individual Responsibility	<ul style="list-style-type: none"> Actively listen Clap at appropriate times Exercise self-control 	<ul style="list-style-type: none"> Keep the bathroom areas clean Wash hands after using the bathroom Return to class promptly 	<ul style="list-style-type: none"> Follow all directions Complete & turn in all assignments on time Take care of classroom equipment Model good behavior 	<ul style="list-style-type: none"> Clean up after yourself Eat your own food Use Voice Level 1-2 	<ul style="list-style-type: none"> Walk quietly in a straight line in the hallways Keep to your left Keep hallways clean 	<ul style="list-style-type: none"> Treat others kindly Use equipment correctly Line up promptly when the bell rings 	<ul style="list-style-type: none"> Walkers leave when the bell rings Stay inside the gate until your Parent/Guardian arrives
D Determination	<ul style="list-style-type: none"> Participate fully Remain focused 	<ul style="list-style-type: none"> Make good choices Use time wisely 	<ul style="list-style-type: none"> Come prepared to learn Bring necessary materials to class Ask for assistance when needed 	<ul style="list-style-type: none"> Make good choices Do the right thing 	<ul style="list-style-type: none"> Move safely through the halls Remain focused 	<ul style="list-style-type: none"> Make safe choices Have fun Show good sportsmanship 	<ul style="list-style-type: none"> Be aware & follow all safety rules Remain focused
E Excellence	<ul style="list-style-type: none"> Always do your best Be ready to learn Be polite 	<ul style="list-style-type: none"> Report messes & vandalism Use for intended purpose 	<ul style="list-style-type: none"> Encourage classmates to do their best Be engaged in learning 	<ul style="list-style-type: none"> Sit by those sitting alone Eat healthy 	<ul style="list-style-type: none"> Help others in need Report incidents to adults 	<ul style="list-style-type: none"> Help others in need Report incidents to adults 	<ul style="list-style-type: none"> Follow procedures & routines daily

SHOW YOUR PANTHER PRIDE

Setting Expectations

In the Classroom

- Student input and agreement

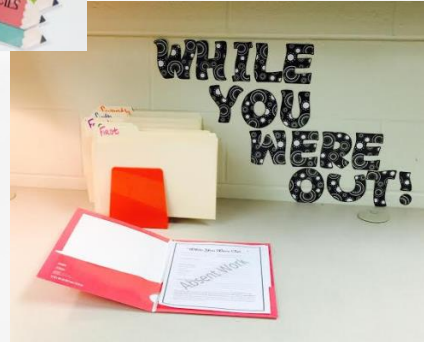


Setting Expectations

In the
Classroom

- Student input and agreement

- Instructions on expectations



Setting Expectations

In the Classroom

- Student input and agreement

- Instructions on expectations

- Consistently applied



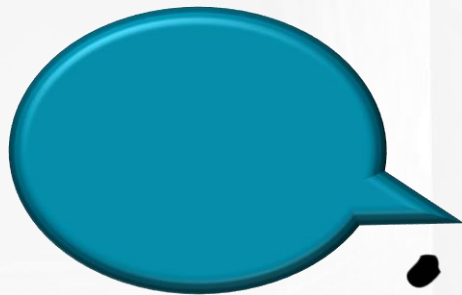
When you catch students using strategies you have taught them.





Reward Positive Behavior

Bring your attention to the positive behaviors occurring
your classroom/setting.

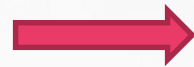


Praise!

Praise should be:



genuine



immediate



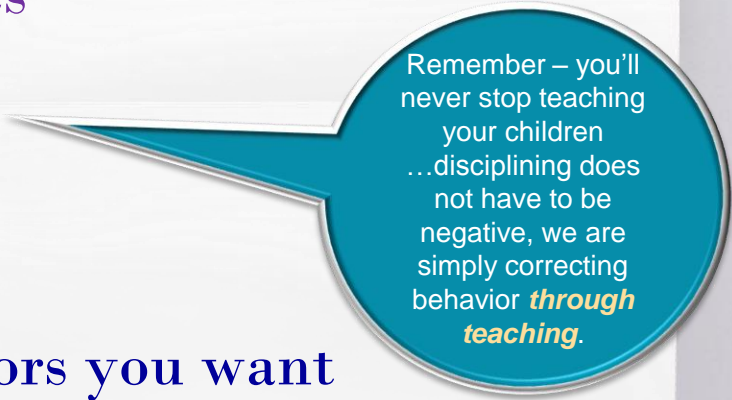
consistent



specific

The Best Way to Use Praise:

- ❑ **Set and teach expectations**
- ❑ Develop and model procedures
- ❑ Redirect when necessary
- ❑ **RE-TEACH OFTEN**
- ❑ **Use 4:1 Ratio**
- ❑ Specifically praise the behaviors you want to see when you see them



Remember – you'll never stop teaching your children ...disciplining does not have to be negative, we are simply correcting behavior **through teaching**.

Ways to "Reward"

- "Post-it" Notes
- Token Economy
- Group or Individual



Consequences

Barrish, H. H., Saunders, M. and Wolf, M. M. (1969)

Consequences

Redirecting poor behaviors to get the student on the right path.



-Should not belittle or humiliate

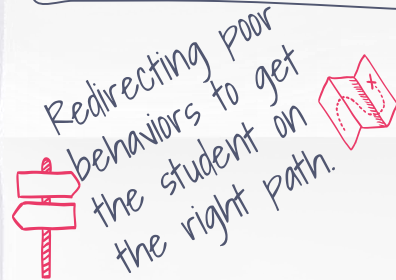


-Should be private



James,
Please put your phone
away. Stay in your seat
once the bell rings so we
can talk after class.
-Ms. Lynn

Consequences



Redirecting poor behaviors to get the student on the right path.

- Increased instructional time
- Better student teacher rapport
- Visual reminder
- Data for parents and admin

Minor Infraction Behavioral Log

Student Name: _____ Teacher: _____ Grade: _____ Team: _____

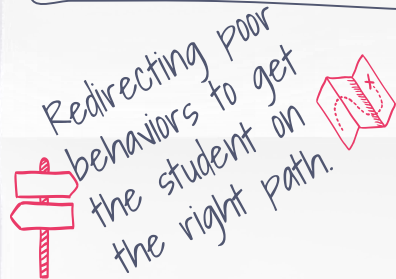
Date & Time Class Period	Description of Behavior <small>Check all that apply</small>	Action Taken <small>Check all that apply</small>	Parent Contact?	Was referral written?
	<input type="checkbox"/> Disruption <input type="checkbox"/> Tardy <input type="checkbox"/> Disrespect <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Not following directions <input type="checkbox"/> Electronics violation <input type="checkbox"/> Property misuse <input type="checkbox"/> Cheating <input type="checkbox"/> Stealing <input type="checkbox"/> Bullying <input type="checkbox"/> Other (specify below)	<input type="checkbox"/> Verbal Warning <input type="checkbox"/> Clarified expectation <input type="checkbox"/> Retraught behavior <input type="checkbox"/> Reflection sheet <input type="checkbox"/> Behavior contract <input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Structured choice <input type="checkbox"/> Detention <input type="checkbox"/> Yard clean-up <input type="checkbox"/> Cafeteria duty <input type="checkbox"/> Conference <input type="checkbox"/> Seat change <input type="checkbox"/> Established behavioral cue <input type="checkbox"/> Environmental modification	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Attempted	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:			<small>(Indicate date & time of call and disposition)</small>	<small>(Indicate who referral was sent to)</small>

Date & Time Class Period	Description of Behavior <small>Check all that apply</small>	Action Taken <small>Check all that apply</small>	Parent Contact?	Was referral written?
	<input type="checkbox"/> Disruption <input type="checkbox"/> Tardy <input type="checkbox"/> Disrespect <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Not following directions <input type="checkbox"/> Electronics violation <input type="checkbox"/> Property misuse <input type="checkbox"/> Cheating <input type="checkbox"/> Stealing <input type="checkbox"/> Bullying <input type="checkbox"/> Other (specify below)	<input type="checkbox"/> Verbal Warning <input type="checkbox"/> Clarified expectation <input type="checkbox"/> Retraught behavior <input type="checkbox"/> Reflection sheet <input type="checkbox"/> Behavior contract <input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Structured choice <input type="checkbox"/> Detention <input type="checkbox"/> Yard clean-up <input type="checkbox"/> Cafeteria duty <input type="checkbox"/> Conference <input type="checkbox"/> Seat change <input type="checkbox"/> Established behavioral cue <input type="checkbox"/> Environmental modification	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Attempted	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:			<small>(Indicate date & time of call and disposition)</small>	<small>(Indicate who referral was sent to)</small>

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Comments:			<small>(Indicate date & time of call and disposition)</small>	<small>(Indicate who referral was sent to)</small>

Please attach this completed log to Referral Form before sending to Counselor or Administrator

Consequences



- Officially recorded
- Additional support



Addelita Cancryn Junior High School DISCIPLINE REFERRAL

For Office Use Only		
Instructional Setting		
<input type="checkbox"/> SPED	<input type="checkbox"/> SQA	<input type="checkbox"/> General Ed.

Student: _____		Referring Staff: _____	
Grade/Team: _____		Period & Time: _____	
		Incident Date: _____	

Identify problem behavior below:	Location:	Possible Motivation:	Environmental Factors:
<input type="checkbox"/> Abusive Language <input type="checkbox"/> Alcohol/Drugs/Tobacco <input type="checkbox"/> Arson <input type="checkbox"/> Bomb threat <input type="checkbox"/> Combustibles <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Fighting/Aggression <input type="checkbox"/> Forgery/Theft	<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Quadrangle <input type="checkbox"/> Hallway <input type="checkbox"/> Office <input type="checkbox"/> Field/Court <input type="checkbox"/> Other: _____	Get: <input type="checkbox"/> Adult Attention <input type="checkbox"/> Peer Attention <input type="checkbox"/> Item/Activity Avoid: <input type="checkbox"/> Adult Attention <input type="checkbox"/> Peer Attention <input type="checkbox"/> Work/Activity <input type="checkbox"/> Other: _____ <input type="checkbox"/> Unknown	<input type="checkbox"/> Routine Change <input type="checkbox"/> Guest teacher <input type="checkbox"/> Class transitions <input type="checkbox"/> External factors <input type="checkbox"/> Group work <input type="checkbox"/> Individual work Others involved: <input type="checkbox"/> Peer <input type="checkbox"/> Staff <input type="checkbox"/> None

Describe incident:

Indicate prior action taken by teacher to resolve student's problems.

<input type="checkbox"/> Conference with Student	<input type="checkbox"/> Behavior Reflection Sheet	<input type="checkbox"/> Positive Reinforcement
<input type="checkbox"/> Reteach Behavior	<input type="checkbox"/> Time Out/ Behavior Contract	<input type="checkbox"/> Environmental Modification
<input type="checkbox"/> Note or Call Home	<input type="checkbox"/> Class/Lunch Detention	<input type="checkbox"/> Referral to Counselor
<input type="checkbox"/> Other Action Taken:		

Check action taken by administrator below:	Comments/ Other Disciplinary Action Taken:
<input type="checkbox"/> Individualized Corrective Instruction	
<input type="checkbox"/> Parent Contact (specify date, time and disposition)	
<input type="checkbox"/> Parent/Teacher/Principal Meeting	
<input type="checkbox"/> Loss of Privilege (specify)	
<input type="checkbox"/> Detention (specify dates)	
<input type="checkbox"/> In-School Suspension (specify dates)	
<input type="checkbox"/> Out-of-School Suspension (specify dates)	
<input type="checkbox"/> Referral to Outside Agency (specify)	
<input type="checkbox"/> Referral for specialized services (specify)	

Administrator's Signature: _____

Communication

Top Strategies

Video links:

<https://www.youtube.com/watch?v=-4EDhdAHrOg>

https://www.youtube.com/watch?v=gG25Kq_3gmq

<https://www.youtube.com/watch?v=aP55nA8fQ9I>

Let's Review



Active Listening



Reflective Listening



Validation



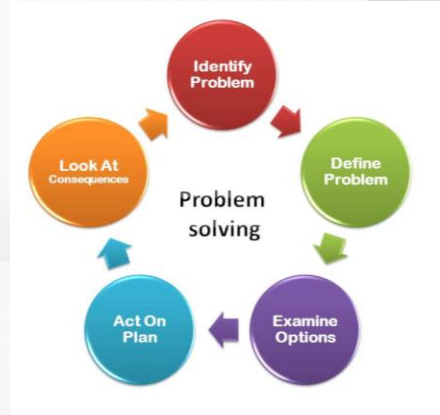
"I" Statements



Body Language



Conflict Resolution



To Reacp:



References

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- Eckert, T. L., Martens, B. K., & DiGennaro, F. D., (2005). Describing Antecedent-Behavior-Consequence relations using conditional probabilities and the general operant contingency space: A preliminary investigation. *School Psychology Review*. 34:4, 520-528.
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