

Next-Level Classroom Management: Extinguishing Challenging Behaviors In Your Classroom Community



Warm Up

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

-Haim G. Gainott



Objectives

EWBAT: Describe preventative strategies intended to increase positive student behaviors

EWBAT: Identify evidence-based strategies to decrease challenging or negative student behaviors



Agenda

- Understanding Yourself
- Preventing Behaviors
 - Classroom Management Basics
 - Shifting Your Role in Discipline
 - Communicating Partnership
 - Meeting Needs
 - Classroom Environment
- Decreasing challenging behaviors
 - ABCs of Behavior
 - Special Considerations
 - Behavior Intervention Plans
 - Escalation Cycle



Reflecting On Practice

The first step in managing student behavior is being consciously aware of our own.



Thoughts Become Actions...

The expectations teachers have for their students and the assumptions they make about their potential have a tangible effect on student achievement. Research "clearly establishes that teacher expectations do play a significant role in determining how well and how much students learn" (Jerry Bamberg 1994).

Teacher Belief	Teacher Behavior	Alternative Behavior
John does not care about his work.	Teacher assigns John a less challenging topic.	Have students self-select topic for assignment with a range of complexity.
Lisa can't complete her assignment.	Lisa is assigned to a small group to work on foundational skills .	Create stations for students, one can be foundational skills, but others are more rigorous.
Errol is a low achieving student.	Errol is given assignments with reduced paper and pencil tasks.	Complete a needs assessment and offer accommodations and modifications only in areas that are needed.

Objective 1:

EWBAT: Describe preventative strategies intended to increase positive student behaviors.



Classroom Management 101

Preventative Strategy	Rationale
Explicitly teach, practice, and model expected behaviors, routines, and procedures.	We cannot assume that students come with the pre-requisite skills to behave as you expect them to in the classroom.
Classroom expectations are posted in the classroom and referred to often.	A visual display of our expectations and the ability to use a common language in redirecting students are essential.
Actively monitor class-wide and individual behavior.	Decide right now that it's worth it to enforce your expectations and classroom rules.
Be consistent about behavioral expectations, routines, and behaviors.	Giving free days, make-up work days, and long blocks of free time for early finishers will confuse many students.

It Takes Two To Tango

- Avoid correcting a student across the room
 - You will embarrass some students and give the spotlight to others
- Do not reinforce argumentative students with attention or negotiations
- Withdraw from unwanted situations

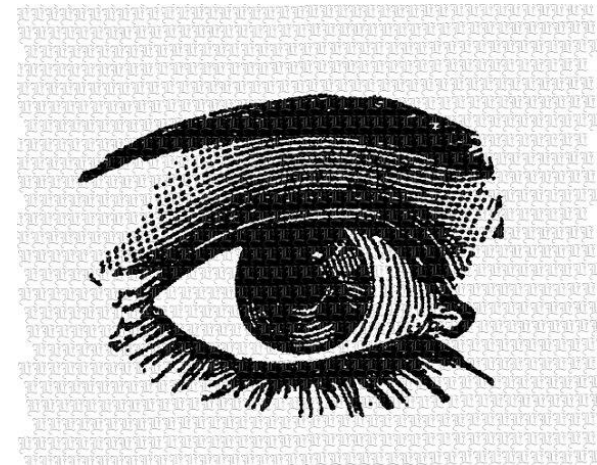


Questions

1. If you engage in negotiations with the student, what are you trying to do?
 2. When this student engages in negotiations with you, what is the student trying to do?
 3. Can you ever win the negotiations?
 4. Can the student ever lose the negotiations?
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Building Empathy

- Developing a rapport with your students, especially for adolescents, is essential
- Empathy means “seeing with the eyes of another” ...
- The end result of empathy is that a person “feels understood”



Use “We”- Type Language

- Plan and implement group activities.
- Emphasize consequences that are not centered in an individual student or the teacher.
- Use language that evokes a universal feeling instead of "my way or the highway."
- You may use other words, like “us.”



Change To “We” - Type Language

- You are not allowed to leave my room before the bell rings.
 - Please do not talk over me.
 - You cannot do well on the assignment, if you do not listen to the information I am giving.
 - Joe, quickly return my scissors to my desk.
-

Changed To “We”- Type Language

- We are not allowed to leave the room before the bell rings.
 - When we are talking in our small groups, we need to make sure everyone gets a turn.
 - Joe needs to hear Ted, so he can expand on Ted’s ideas.
 - We are quickly cutting our papers so that everyone gets a turn using the scissors.
-

Build Up Your Bank Of Praise!



- You want a 5:1 praise to correction ratio
- Consider correction and criticism as withdrawals
- Be conscious of how you are meeting the needs of your students

Behavior Is A Need Being Communicated

When people misbehave, they are using behavior to communicate core needs. Here are commonly accepted needs that influence our behavior:



Attention

Escape/Avoidance



Justice



Sensory/Stimulation



Tangibles/Activities



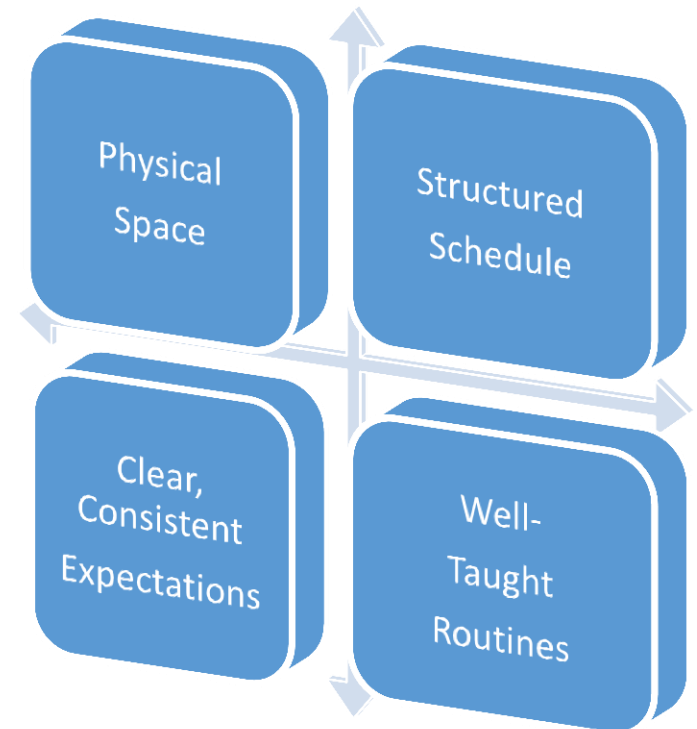
Alternative Routes To Meet Needs

Need	Maladaptive Behavior	Replacement Behavior	I wish...
<p>Sam needs to escape or avoid a task.</p>	<p>Sam is knocking over desks, kicking chairs and eloping from the classroom.</p>	<ul style="list-style-type: none"> • Signal for a break • Use 1 of 3 “Time Out Passes” • Timer that signals when breaks begin & end • Earplugs/ headphones • Designated time out area 	<p>Sam will sit in his seat, working consistently for a 45-minute interval, completing his paper (and bring me a Starbucks card).</p>

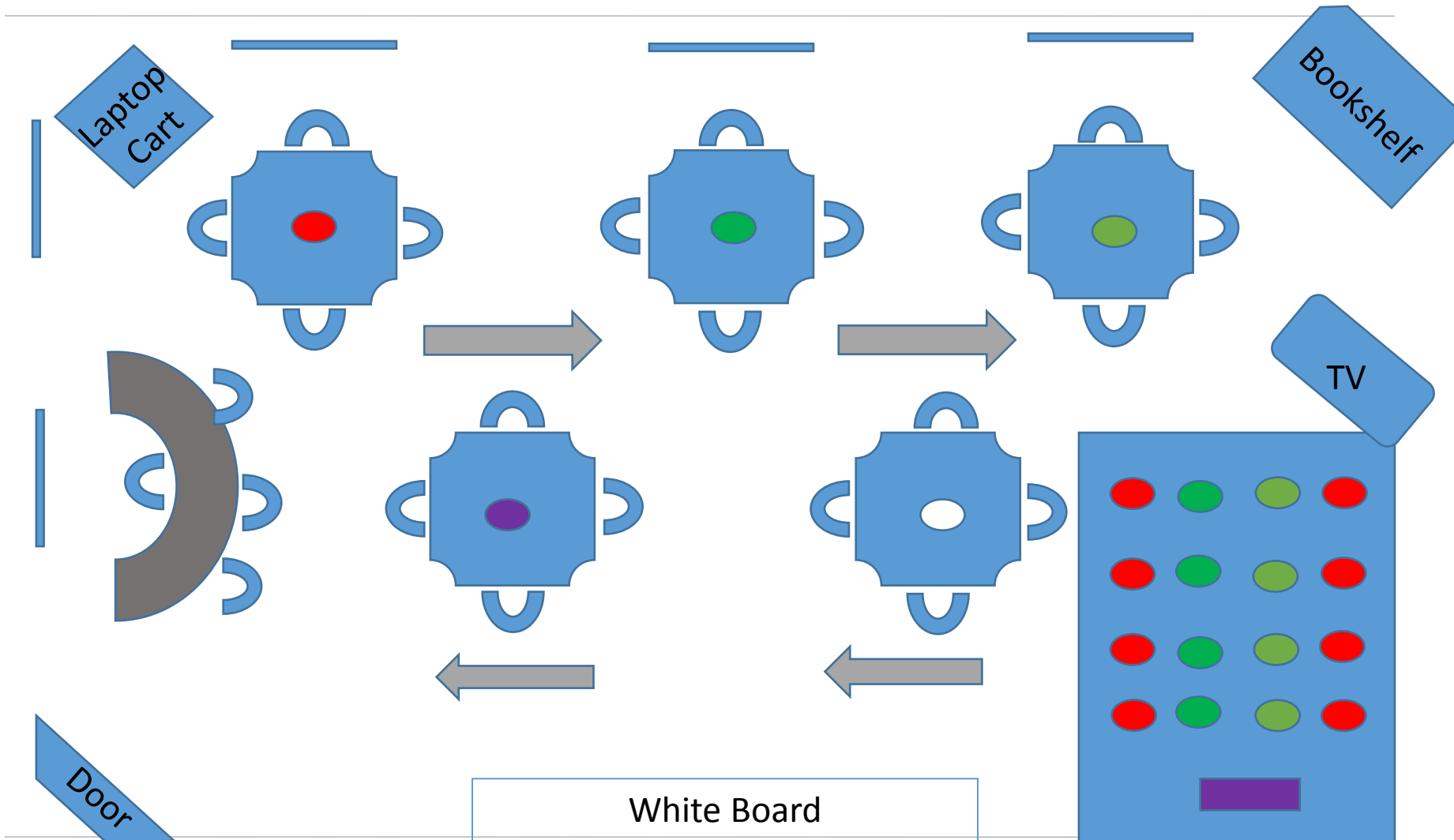
Classroom Environment

Setting up your classroom for success is a delicate dance.

There are **4 components** to consider when creating an environment that is conducive to learning!



Physical Environment



Physical Space

- Design your room to emphasize the task at hand: **LEARNING**
 - Use bulletin boards and displays to support instructional or behavioral goals and objectives
 - Keep high traffic areas free of **congestion**
 - Make commonly used materials easily **accessible**
 - Ensure all students can **see and hear** presentations and displays
 - Ensure you can see *all* students at *all* times
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Creating a Structured Schedule/Agenda

Having a clearly posted schedule is key to ensuring a **stable and predictable** *environment*

A schedule should maximize a teacher's priorities, especially in regards to instruction

Provides embedded structure to assist in behavior control

Use a consistent structure
EVERYDAY



Maintain Classroom Routines & Expectations

Routines are specific procedures used for the **day-to-day** running of the classroom:

- The goal is for students to follow the routines *independently*
 - Routines need to be **taught** – *think ahead and break routines down into small, explicit steps*
 - Apply the same instructional practices you use to teach content to teach classroom routines
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Plan Your Lesson For Your Kids' Needs

- If your kids like to talk, design activities for them to talk
 - If kids need to get up and move, design a lesson for them to move
 - Look at yourself and consider your needs in the same situation
 - These are not student-centered deficits, they are basic human needs
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Objective 2:

EWBAT: Identify evidence-based strategies to decrease challenging or negative student behaviors.



Surprise!

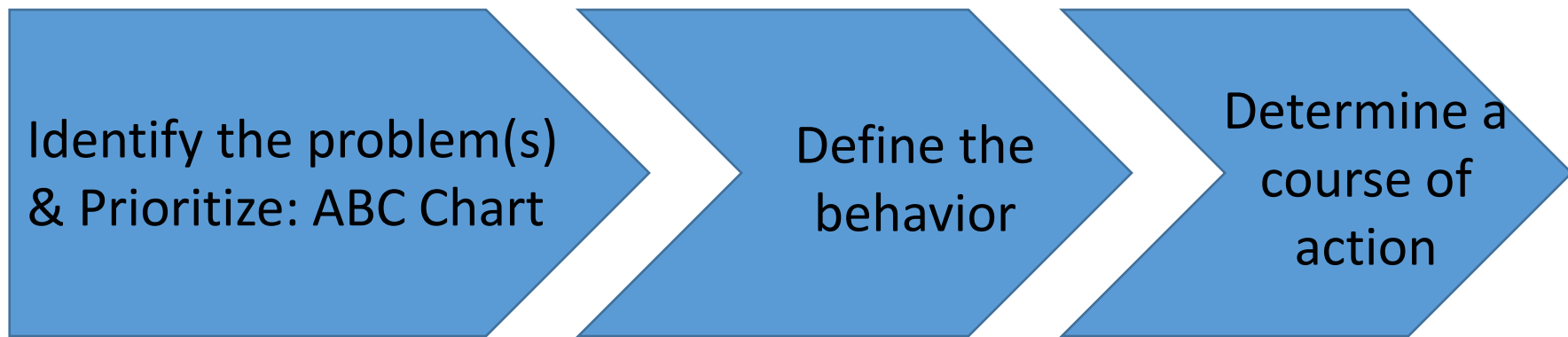
We Want The Same Things!

In a national survey of over 1,300 high school students, teens responses were clustered in alignment with our wants and needs. They too have:

- **A Yearning for Order.**
- **A Yearning for Structure.**
- **A Yearning for Moral Authority.**



Intervention: Pathway to Success



The ABCs of Classroom-Based Behavior Intervention

In order to create an effective intervention plan, you must **collect ABC data on the target student!**

Antecedent: events or environments that trigger a behavior

Behavior: an action that is both observable and measurable

Consequence: the response to the target behavior

The ABCs of Classroom-Based Behavior Intervention: Creating a Data-Driven Plan

Use the data to create an intervention plan that will help you to reengage challenging students in your classroom community.

Time	ANTECEDENT	BEHAVIOR	CONSEQUENCE	FUNCTION
9:30 – 9:35	<p>Students transition into classroom after bell rings.</p> <p>Teacher advises students to begin the warm up activity.</p> <p>Abraham is asked to get paper out of trash.</p>	<p>Abraham pushes student aside to get to his desired seat.</p> <p>Abraham takes his paper, balls it up and throws it into trashcan at far end of the room.</p> <p>Abraham curses and refuses to follow direction.</p>	<p>Teacher has Abraham sit in seat closest to teacher desk away from other students.</p> <p>Teacher asks Abraham to go and get his paper and complete his assignment.</p> <p>Teacher writes Abrahams name on the board.</p>	
10:15 – 10:20	<p>Abraham notices is name on the board.</p>	<p>Abraham begins yelling at teacher to erase his name from the board.</p>	<p>Teacher ignores behavior.</p>	
10:30 - 10:35	<p>Teacher places a check mark beside Abrahams name.</p>	<p>Abraham pushes desk over and erases his name from the board.</p>	<p>Teacher calls the office to have Abraham removed from the class.</p>	

Considerations

- You should ask yourself if the behavior is:
 1. Related to academic issues
 2. Related to a deficit in social skills
 3. Preventing the completion of work

This will inform your next steps in the intervention process.

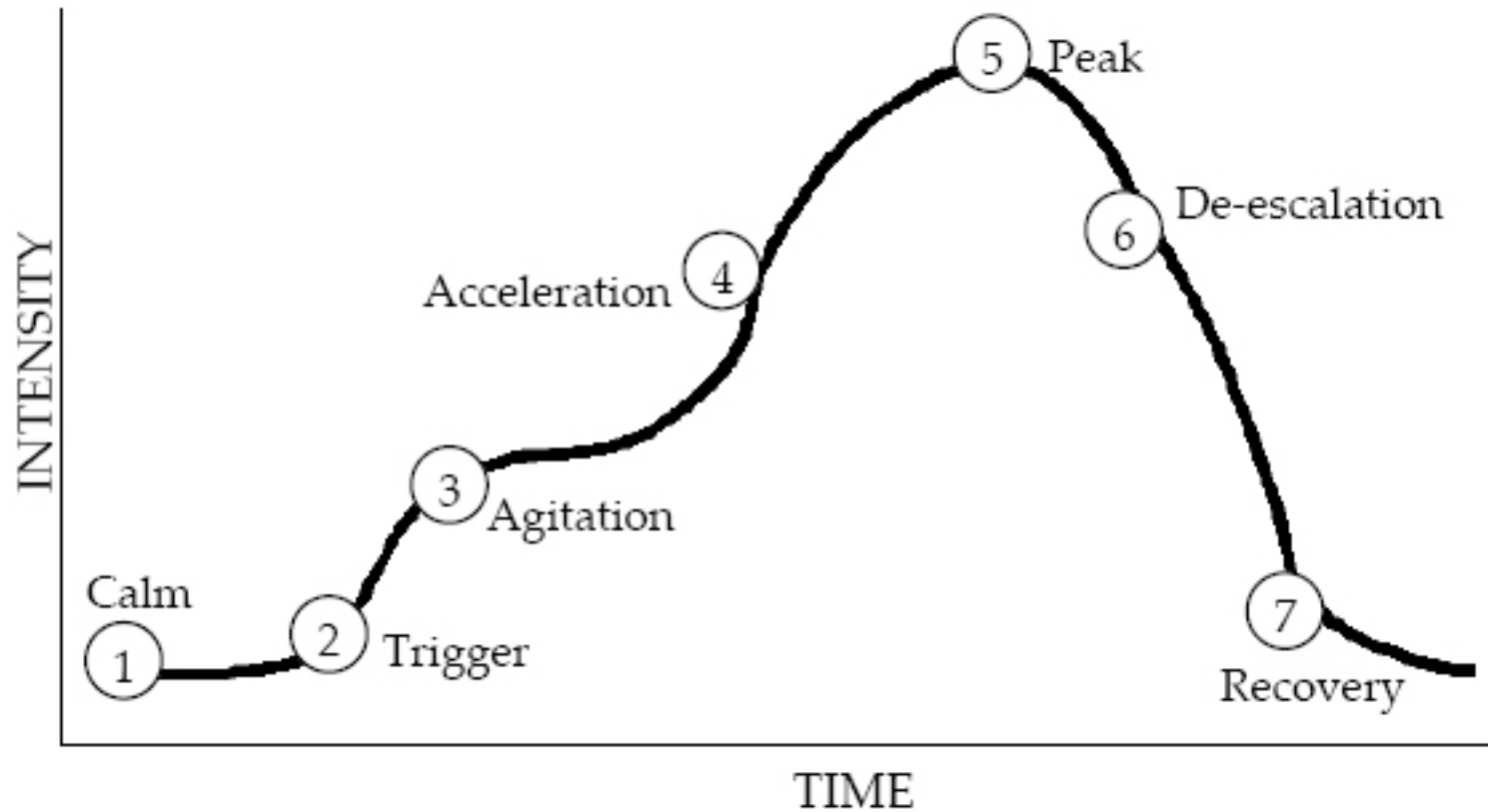
Issue	Priority
Academic deficit	Remediate academic difficulties
Social Skills deficit	Teach social skills to meet student needs
Work Completion	Increase student's work completion

Behavior Intervention Plans

Many models of intervention suggest that you identify plans based on the function and the frequency of behavior.

Plan	Use for:	Strategies/Intervention
A	A problem that has just begun or occurs infrequently	Increase positive attention when student is focused and compliant.
B	A student who acts disruptive to gain attention from adults & peers	Planned ignoring & narrating the positives. Remind students what you want to see by pointing it out in other classmates.
C	A student who acts disruptive to gain power or status	Provide alternate opportunities for leadership and positive influence.
D	A student who is unaware of the frequency of his disruptive acts	Implement a self monitoring form using a silent signal to record frequency.
E	A student whose disruption has become a habit	Create a token economy in which students earn points or tokens for intervals when the behavior does not occur.

The Escalation Cycle



Calm: Focus On Prevention

What A Student May Do	Teacher's Role
<ul style="list-style-type: none">• Accept corrective feedback• Follows directives• Reflect on and set personal goals• Ignores distractions	<ul style="list-style-type: none">• Set the student up for success• Reinforce desired behaviors• Teach the social and problem solving skills that will help the student deal with other parts of the cycle• Monitor for potential triggers and problem behaviors

Trigger: Focus On Prevention & Changing The Environment

What A Student May Do	Teacher's Role
<ul style="list-style-type: none">• Focus attention on the trigger• Perceive other information as less salient• Become more sensitive to criticism• Have greater difficulty processing new information or reflecting on patterns	<ul style="list-style-type: none">• Remove from or modify the trigger• Address the functions of behavior• Increase opportunities for success• Reinforce what has been taught (e.g. use praise)

Agitation: Focus On Reducing Anxiety

What A Student May Do	Teacher's Role
<ul style="list-style-type: none">• Become unfocused<ul style="list-style-type: none">• Withdraw• Off task• Stop and start tasks• Appear more aroused<ul style="list-style-type: none">• Talking• Moving	<ul style="list-style-type: none">• Change the environment• Address the functions of behavior• Create experiences where the student will be successful• Create opportunities for student choice

Acceleration: Focus On Safety

What A Student May Do	Teacher's Role
<ul style="list-style-type: none">• Become focused<ul style="list-style-type: none">• Target people or materials• Develop a simple, concrete plan (e.g. how to AWOL)• Appear more intensely aroused<ul style="list-style-type: none">• Threatening• Try to provoke you• Continue until recovery	<ul style="list-style-type: none">• Remove all triggering & maintaining factors• Follow crisis prevention procedures• Establish & follow through with the bottom line• Disengage from the student

Peak: Focus On Safety

What A Student May Do	Teacher's Role
<ul style="list-style-type: none">• Lose control• Panic• Destroy materials• Hurt people• Escape	<ul style="list-style-type: none">• Follow crisis intervention procedures• Create space to minimize harm• Avoid engaging with the student unless it is required to address a safety issue

De-escalation: Focus Removing Excess Attention

What A Student May Do	Teacher's Role
<ul style="list-style-type: none">• Lower the intensity of behaviors• Escalate again, if triggered• Become confused• Deny or blame others• Withdraw	<ul style="list-style-type: none">• Let the student wind down<ul style="list-style-type: none">• Don't threaten• Be aware of how your needs can impact the situation<ul style="list-style-type: none">• Don't nag• Don't force an apology• Emphasize starting fresh (to make good decisions now)

Recovery: Focus Removing Excess Attention

What A Student May Do	Teacher's Role
<ul style="list-style-type: none">• Correct problem behaviors• Avoid stimulating and demanding environments (e.g. group activities)• Sleep• Accept correction• Have some ability to process and reflect	<ul style="list-style-type: none">• Reinforce any appropriate behavior• Reestablish routines and norms• Follow through with the consequences for the problem behavior• Conduct a simple debrief

Your Turn To Practice



Questions? Contact Us!



Walter Thornton

walter.thornton@dc.gov

Christian O'Brien

christian.obrien@dc.gov

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