

Behavior & Classroom Management Strategies for Reading Teachers

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Agenda

- Introduction
- Behavior & Learning
- Setting up your Students for Success
 - Defining & Teaching Behavioral Expectations
 - Reinforcing Expected Behavior
 - Effective Scanning and Monitoring
- Instructional variables related to Behavior
 - Participation
 - Student Success
 - Responding to Misbehavior
- Review & Tools

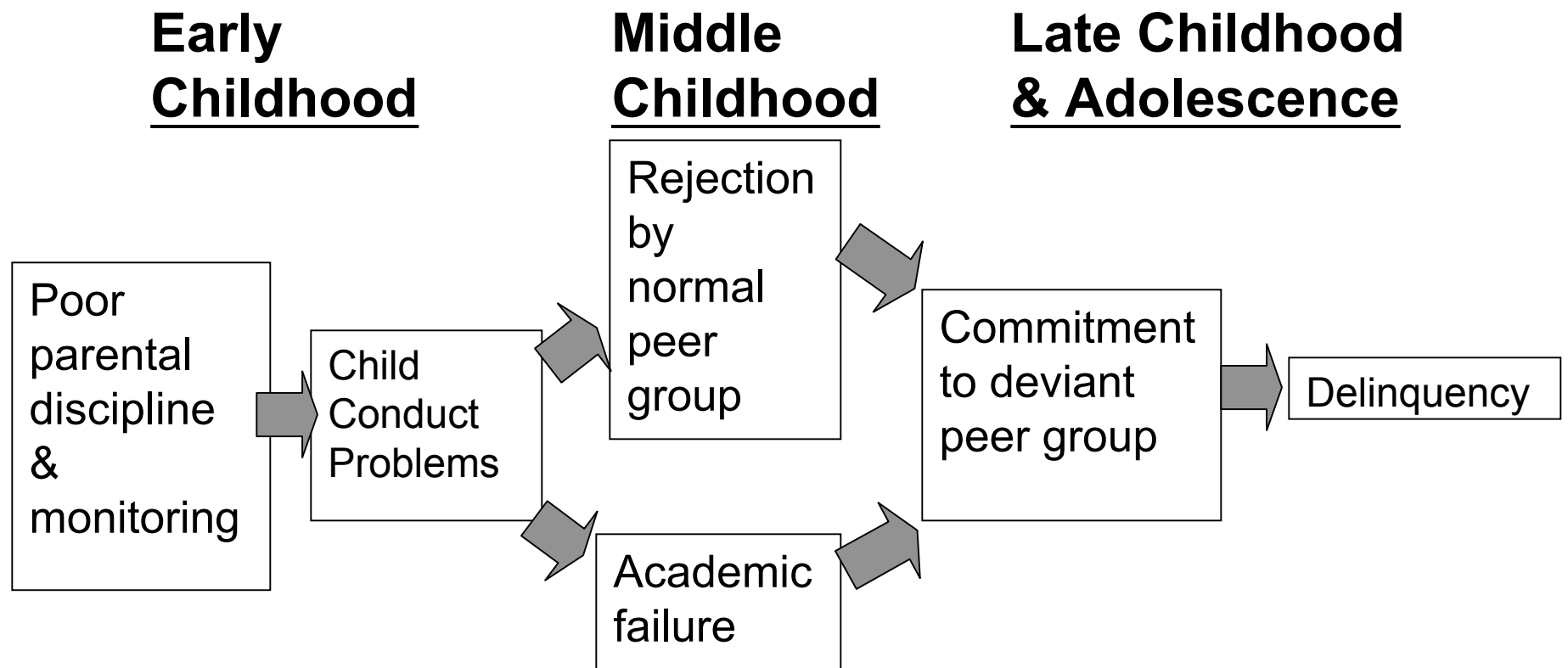


“There are no bad boys, there is only bad environment, bad training, bad examples, and bad thinking”

-Boys Town

Development of Antisocial Behavior

(Patterson, DeBaryshe & Ramsey, 1989)



BAD NEWS: LONG-TERM RISK INCREASES WITH EACH STAGE

GOOD NEWS: WE CAN TAKE KIDS OFF THIS DEVELOPMENTAL PATHWAY



Principles of Behavior Management

Assumption of Behavioral Theory:

People are constantly engaged in learning and every experience adds to a person's knowledge base and influences his/her subsequent actions

Therefore, effective teachers

1. Spend more time promoting responsible behavior than responding to irresponsible behavior
2. Recognize that misbehavior occurs for a reason, & take this into account when determining how to respond to misbehavior



Science of behavior has taught us that students....

- Are NOT born with “bad behaviors”
- Do NOT learn when presented contingent aversive consequences

.....Do learn better ways of behaving by being taught directly & receiving consistent positive feedback



Reasons Student Commonly Misbehave

- Student(s) don't know expectations
- Student(s) don't know how to exhibit expected behavior
- Student is unaware he/she is engaged in the misbehavior
- Misbehavior is providing student with desired outcome:
 - Obtaining attention from adults/peers
 - ❖ *Escape from difficult task or non-desired activity*



Learned Responses

- Students who chronically engage in problem behavior have:
 - Learned that it is a functional response for getting what they want
 - in many cases avoiding academic tasks they struggle with
 - Often do not have practiced alternative, more appropriate behaviors to fall back on



First, Do No Harm

Helping v. Hindering

- Are we setting students up to misbehave?
- Every time a student engages in problem behavior, escalation, or a power struggle they are further practicing that response
- As educators, we need to:
 - Prevent students from practicing habits of problem behavior & escalation
 - Teach more appropriate alternative behaviors



Instructional Approach to Behavior

- Views students behavior as a teaching problem, in which errors need to be eliminated and correct responses need to be taught and strengthened



Be Proactive! & less reactive

- We need to explicitly teach expected and desired behavior, rather than take the risk, or expect, that students “should know”, or they will figure it out on their own
- Our tendency when students don't follow behavioral expectations is to punish students rather than teach students...
 - Would we punish a student for not reading a word correctly?



Focus on what we can Change

- We cannot prescribe medication
- We cannot change the students previous experiences
- We often cannot change the parenting practices in the home
- Some venting is good, but too often it takes over leading to less productive meetings, instruction & supports for students

There is a LOT we can do in the classroom to
Change student problem behavior

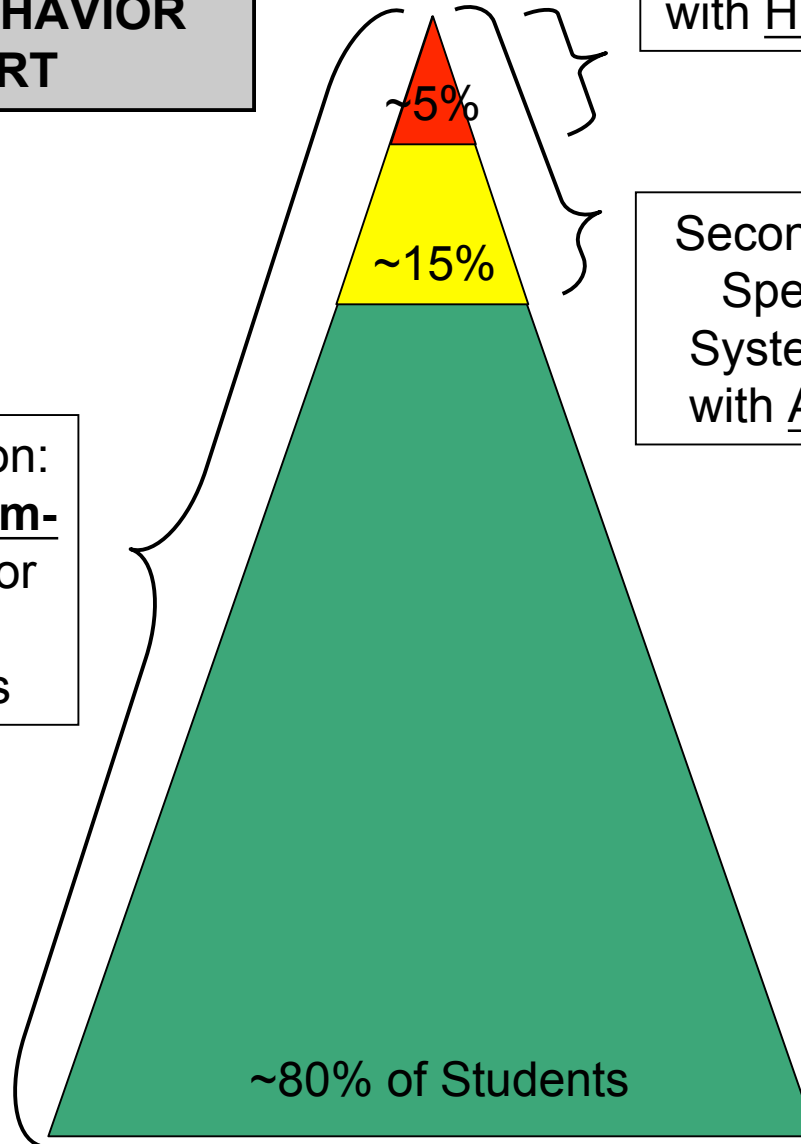
This starts with student learning.....

**CONTINUUM OF
SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT**

Tertiary Prevention:
FBA→BSP for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Primary Prevention:
School/Classroom-
Wide Systems for
All Students,
Staff, & Settings





Learning & Behavior:
An instructional
approach to behavior



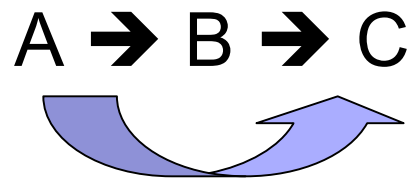
Understanding Behavior

$A \rightarrow B \rightarrow C$

- If students are repeatedly engaging in a behavior, they are most likely doing it for a reason, because it is paying off for the student
- Behavior is communication, students can learn either that (a) expected behavior or (b) problem behavior is the best way for them to get their needs met
 - students will use which ever behavior works most effectively and most efficiently for them to attain their desired outcome

ABC's of Understanding Chronic Behavior Patterns

- What happens **before (A or antecedent)** the behavior occurs?
- What is the **behavior (B)**?
- What happens **after (C or consequence)** the behavior occurs?





Antecedents

What triggers the behavior?

- What happens **immediately** preceding the problem/target behavior?
- What triggers the behavior, be specific...
 - What activity?
 - What peers?
 - What tasks?
 - Describe in detail
- If you wanted to set up the student to engage in the problem behavior, what would you have do?



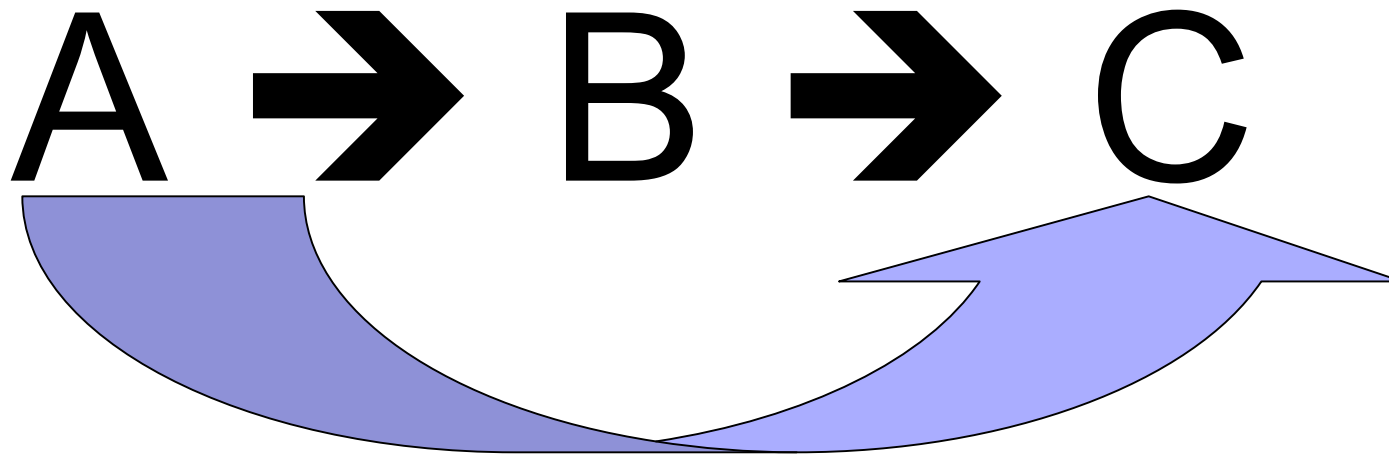
Consequence What is the response to the behavior?

- What happens **immediately** following the behavior?
 - How do peers respond?
 - How do the adults respond?
 - What are the consequences for the student?
 - How many times out of 10 do each of these responses occur following the problem behavior?

- What is the student gaining as a result of engaging in the behavior?
 - How is it paying off for the student?



Learning

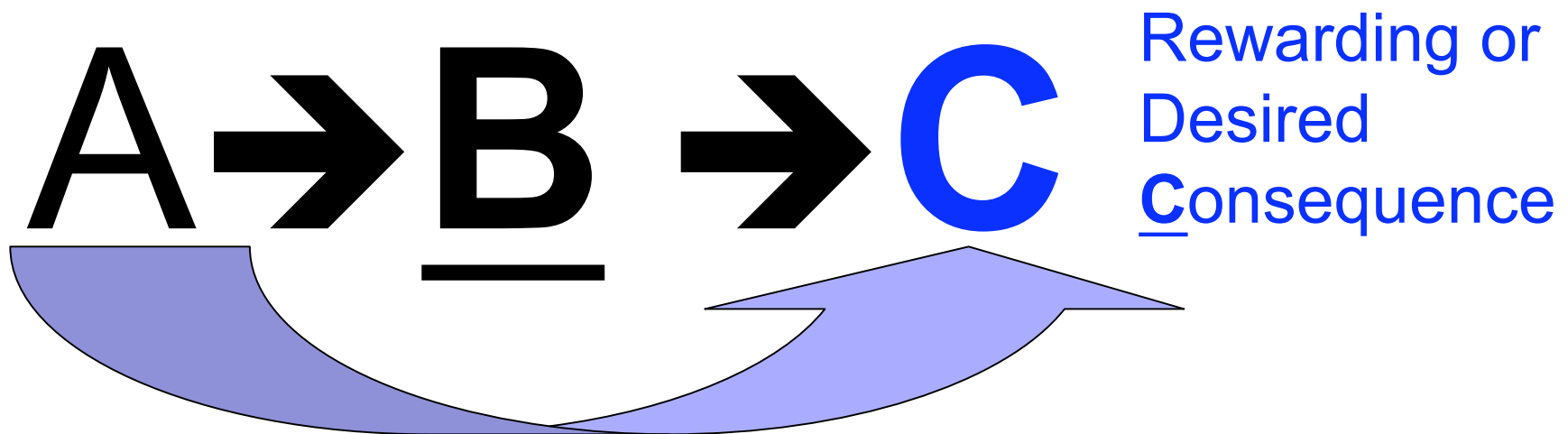


Student *Learns* through repeated experience, that under these specific **A**ntecedent conditions, if I engage in this **B**ehavior, I can expect this **C**onsequence

Learning & $A \rightarrow B \rightarrow C$

A	B	C
In reading class, student is asked to read the word aloud on the board	student tries, but reads slowly, struggles, and gets the word wrong	peers laugh at the student and one student says, "That word is so easy"
What did the student learn?		
NEXT DAY		
Student is asked to read the word aloud on the board	What happens today???	

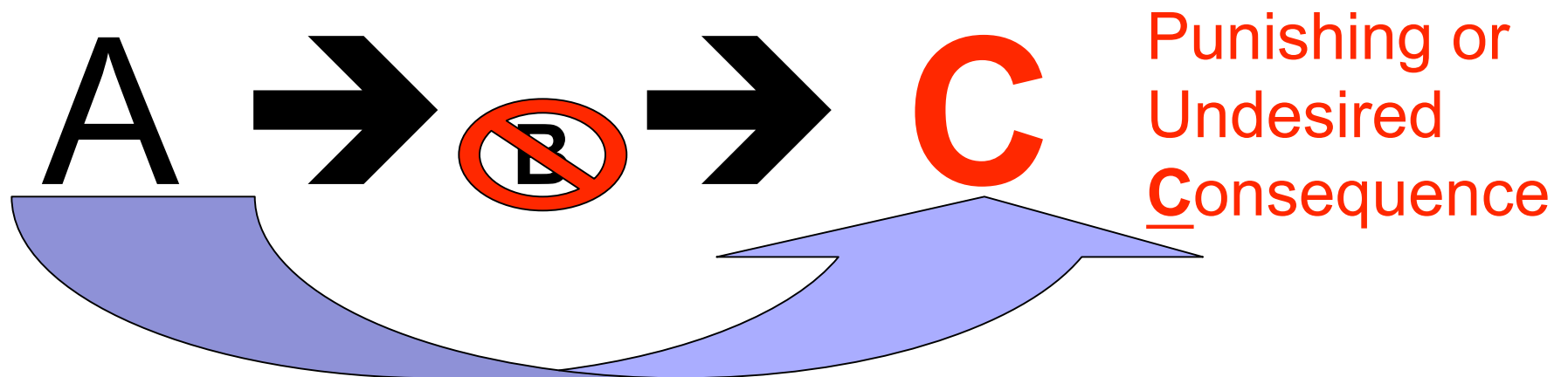
Reinforcing Consequence



If the consequence is **rewarding/desired**, the subject learns the behavior is functional for getting what they want

Behavior **Increases** in the Future

Punishing Consequence

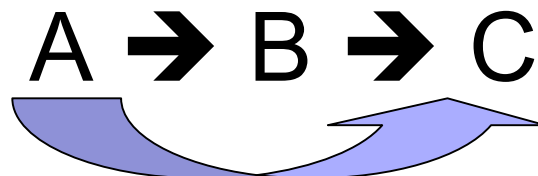


If the consequence is **punishing/undesired**, the subject learns the behavior is not functional for getting what they want

Behavior **Decreases** in the Future

Learning & $A \rightarrow B \rightarrow C$ -- An example

- (A) When sitting at the lunch table with group of 'cool' peers (B) if I try to get their attention appropriately by offering to share (C) peers ignore me and don't respond – do not get desired attention
 - Behavior is punished – less likely to occur in future
- (A) When 'unlucky girl' comes to table with 'cool' peers and student wants attention (B) if I make fun of 'unlucky girl' (C) peers will laugh and give me attention
 - Behavior was rewarded – more likely to occur in future





Learning New Skills

**A Consistent
Responding is the
Key!!!**

Student Learns through repeated experience, that under these specific Antecedent conditions, if I engage in this Behavior, I can expect this Consequence



When Teaching New Skills

- Consistent Responding is Key when new skills (academic or behavioral) are first being learned
 - 1) Consistent praise and acknowledgment for correct behavior
 - 2) Consistent error correction with practice performing the correct response
 - 3) Frequent Review and PreCorrection

Praise and error correction should follow nearly every response during Acquisition of a New Skill



Reading Instruction -- A → B → C

■ Antecedent

- Hold flashcard up w/ word CAT, “What word?”

■ Behavior

- Student Response
 - Say word correctly – Cat
 - Say word incorrectly – Car

■ Consequence

- “Nice job, this word is Cat.”
- “No, this word is Cat, we can sound it out c-a-t, cat.”
 - Return to beginning and practice word again



What are we teaching?

- When leading a class we're always teaching something.... we often get into trouble from what students are learning that we don't know we're teaching.
 - We need to be aware of what we're teaching that aren't a part of our curriculum.
 - Not just what comes out of our mouth, but what our actions are teaching
 - We must also be aware of what we are not teaching.



What are we teaching?

- What are students learning when....
 - They are sitting idly and not doing their work for 3-5 minutes with no teacher response
 - They are continually asked to complete assignments that they cannot be successful with
 - They are not provided opportunities to practice corrections to errors they are making – academically or behaviorally



Setting up your Students for Success

Explicitly Teaching
Expected Behavior



What the Research Says

1. Teachers Set and Teach Clear Standards for Classroom Behavior and Apply Them Fairly and Consistently
2. Teachers Establish Smooth, Efficient Classroom Routines
3. Teachers Interact with Students in Positive, Caring Ways
4. Teachers Provide Incentives, Recognition, and Rewards to Promote Excellence



Defining Behavioral Expectations & Routines



Plan Ahead

(before school year & each day)

- Before we can teach, reinforce, and enforce anything in our classrooms...
- We must clearly define:
 1. fair behavioral expectations &
 2. effective behavioral routines



Guidelines for Defining Behavioral Expectations

- Identify Classroom rules and expectations, use School Rules if applicable
 - Limit # of Rules to 3-5
 - Rules should be broad enough to cover all potential problem behaviors
 - Make rules positive
 - Post them in your classroom
 - Common Examples
 - Be Safe, Be Responsible, Be Respectful
 - State specific behavioral expectations as a subset of the most appropriate Rule



Why 3-5 Positively Stated Rules?

- Easier to learn and remember than a long list of specific behavioral expectations
- Positively stated rules can cue staff to respond to acknowledge positive, not only negative behavior
- Posting rules creates a visual cue for students and staff to remind them of the rules
 - As well as a tool for accountability



Classroom/Behavioral Routines

- Those common activities that are completed by students with minimal assistance from the teacher

Common routines in reading groups

- How to enter class and get started
- Raising hand to speak (how & when)
- How to work independently
- Unison responding (how & when)



Defining Behavioral Routines

- Carefully plan routines to minimize problems
 - This may require planning of the physical set up of the environment as well
 - Examples:
 - Working independently & getting started in reading centers - accessibility of materials
 - Transitions between reading centers - traffic patterns,, routine for turning in homework or independent work

- Be cautious not to inadvertently set up students to misbehave through unclear or ineffective routines



Activity – Identifying Behavioral Routines & Expectations

- Identify what routines will allow students to perform independently in the 90 min. reading time:
 - What are your Reading centers?
 - Should small groups of students be able to succeed in this center working independently?
 - Are any aides, parent volunteers, additional support available to support students during this time?
 - Can students access materials and set up for the reading center independently?
 - How will students ask for help if something isn't set up right?
 - Will the students have back-up work to do if the center is not working properly?
 - Transitions between reading centers



Teaching Behavioral Expectations & Routines



Teaching Behavioral Expectations & Routines

■ Establishing Behavioral Routines

1. Explain
2. Specify Student Behaviors
3. Model Desired Behavior
4. Lead - Student Practice – each individual student should get an opportunity to practice the routine
5. Test/ Monitor
6. Follow-up -- reinforce & review regularly



Teaching a New Skill


Model-Lead-Test

- Model (*I do*) – teacher or peer displays skill performed correctly
- Lead (*We do*) – require student to practice skill with coaching assistance
- Test (*You do*) – ask student to display the skill without teacher assistance & provide specific & immediate positive feedback when the skill is performed correctly



Teaching Behavior

- Match Intensity of instruction with Level of Need, which can vary according to:
 - Developmental level
 - Severity of disability
 - Complexity of Behavior being taught
 - Level of existing knowledge
 - Strength of the habit of “doing it the wrong way”
- Most importantly, if they didn’t get it, teach it again and provide frequent precorrection



Teaching is necessary, but teaching alone is not enough

- We also need to provide:
 - frequent opportunities to practice the behavior
 - frequent reinforcement and acknowledgment for the desired behavior
 - frequent review and practice of the skill
 - precorrection and reminders to cue the expected behavior & develop the habit
 - effective error correction procedures



Learning New Skills

**A Consistent
Responding is the
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Student Learns through repeated experience, that under these specific Antecedent conditions, if I engage in this Behavior, I can expect this Consequence



Activity – Teaching Behavior

- Teaching a Behavior or Routine
 - Use the Teaching Behavior form

- Example routines to teach:
 - Transitions between reading centers
 - Getting started & working independently during reading centers
 - How to ask for help during reading centers
 - Turning in work and starting a “Fast Finishing” activity
 - How to sit appropriately at the table or during group
 - Reward program for best group behavior during reading centers
 - Asking to go to the bathroom v. emergency bathroom (sick etc.)
 - Entering the classroom
 - Unison responding
 - Attention Signal




Effective Use of Reinforcement



Phases of Learning/Teaching

1. Acquisition – when the learner is first exposed to a new skill or knowledge and begins to move it from short-term to long-term memory
2. Fluency – learning begins to build speed & efficiency in use of the skill or knowledge
3. Maintenance – student is able to use the skill or knowledge with a high rate of accuracy and at an appropriate rate



When students are first learning a new skill (Acquisition Phase)

- Reward/acknowledge the expected behavior almost every time it occurs
- Correct errors every time a non-desired behavior occurs
 - Continuous Reinforcement Schedule allows students to receive the maximum possible number of opportunities for feedback about the accuracy of response
 - Paired with an effective error correction procedure, this should prevent the development of bad habits

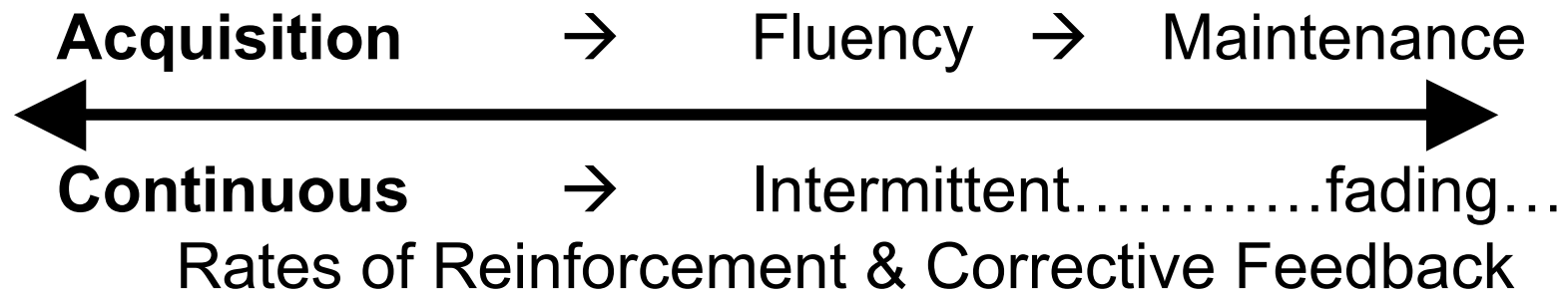


Fluency Stage

- We can begin to fade acknowledgement of a newly taught skill once the student starts to provide a high percentage of accurate responses
 - Do not fade too quickly -- gradual fading of reinforcement is recommended over time as the student continues to develop fluency
 - Eventually the student will require little teacher feedback

Reinforcement Continuum & Phases of Teaching

Stages of Learning/Teaching



Continuous Reinforcement – provide reinforcement or corrective feedback on every occurrence of behavior



Effective Reinforcement in Practice

- Immediate & frequent (don't wait until the end)
 - Tickets, point systems can be good for cuing teachers to provide frequent reinforcement
- Verbally label specific behaviors being reinforced
 - Keep it genuine
 - makes reinforcement a teaching strategy
- Reinforce all students, not just the best students
 - More challenging students need even more reinforcement for desired behavior than others
- Err on the side of too much reinforcement, rather than not enough (at least 4:1) – but, keep it genuine



Effective Reinforcement in Practice

- The most available reinforcer available in effective classrooms is success on academic tasks
- The most available punisher is academic failure



Develop a group reward system for Independent Center work

- Each transition award small groups for positive behavior
 - “Ready Freddie Readers” – best group during each center
 - “Quiet as a Mouse” points
 - Could have aide or parent volunteer help with this
 - Rate on a Hard Worker scale and add points toward a reward for each group
- Can make it into a competition, or reward system for the whole class
- Each group can post daily awards on the wall or add up points and when they reach a goal, they can have some sort of reward (popcorn party, game time, lunch w/ teacher, etc.)



Active Supervision &
Reinforcement: Effective
Scanning & Monitoring



Create Consistency/ Fairness

1. Develop & teach Expectations/Routines
 - Have students explicitly practice appropriate behaviors & routines
 - Create consistent & effective routines
2. Respond consistently
 - to reward appropriate behavior (4:1 ratio)
 - to inappropriate behavior w/ corrective feedback



Structuring the Classroom Environment

- Setting up the room for easy monitoring/accessibility to all students
- Structure classroom to allow for smooth transitions



Power of Proximity & Focusing on Appropriate Behavior

- Actively roaming around the room monitoring
- Pay attention to the behavior you want to see
- Calmly, quietly, & quickly approach & redirect students who are off-task
 - Can often just point, or say quick two words
 - Then walk away & continue to reinforce other students
 - Reduces chances of power struggle
- If no progress approach student privately
 - Ask how student is doing & see if you can offer support
 - Give choices of things to do – not in the form of a ?



Movement & Scanning

- Effective scanning and movement allows for more opportunities:
 1. To catch students engaged in positive behavior (4:1)
 2. Catch minor misbehavior early and prevent escalation
 - Use proximity and prompts to redirect student behavior
 3. Catch academic errors early during independent seat work to catch frustration early and prevent practice of misrules or errors



2 of your most powerful tools in managing behavior

- a) Proximity
 - b) Reinforcement
-
- Remember in a classroom the most frequently available reinforcer is academic success



Good Instruction as a Behavior Management Tool



Linking Behavior & Instruction

- Good instruction of academic content is the best and most important Behavior Management tool you have
- Academic success is the most frequent reinforcer available to students in the classroom
 - Students should experience at least a 90% success rate
- To be successful students need 2 things:
 1. Effective Instruction with frequent review
 2. High rates of success with questions and assignments



Good Instruction as a Behavior Management Tool

- Structure activities from time students enter until they leave classroom
 - “idle hands (or idle time) = devil’s workbench”
 - Have activities and a routine ready in advance for students who finish their work early
- Provide briskly-paced, interactive, engaging instruction
 - Must be interactive & engaging for ALL students, not just the best students



Linking Behavior & Instruction


- Avoiding Difficult Tasks is one of most common functions of student problem behavior
- Responses
 - Provide the most effective instruction
 - Provide instruction/ activities to meet/match students' varying skill levels
 - Collect data to Monitor student work and error patterns to identify what needs re-teaching
 - Review, review, review
 - Be active in scanning work to catch student errors early to prevent frustration and practice of misrules



Good Instruction

Teach effective & efficient Strategies

- Increasing task efficiency through effective strategies can greatly increase likelihood and student tolerance to do assigned tasks
- This is where research based curriculum and strategies are important
 - Having students talk through strategies or watching their work can help to ID ineffective or inefficient strategies
- Examples
 - 14×7 v. $14+14+14+14+14+14+14$
 - $7+5$
 - Take 2 from 7
 - Add $5 + 5 = 10$
 - Add 2 taken away previously = 12



Interactive & Engaging

- Requires high levels of participation for all students in instruction/ classroom activities

Ways to get Everyone involved:

- Use Chorale Responding – clear signal w/ think time to increase responding
- Be Careful of relying too much on volunteers
- When reading aloud do not always go sequentially around the room
 - Use a random selection technique (i.e. choose from popsicle sticks with student names on them)
- Ask clear questions to which students should be able to experience a high rate of success based on the instruction provided



Teach Chorale Responding

- Read
- Each
- Word
- Together



Managing Volume & Talking

- Identify your expectations
 - Routines & Volume levels
 - May use signs, signals or cues to identify different requirements &/or Volume Levels (5-Level system)
 - Use an attention signal
- Explicitly teach expectation with practice
- Give students something to do



Decreasing Talk Outs during Instruction

- Teach & Practice Raising hands
- Most importantly – consistently enforce responding to hand raising
 - Differential reinforcement for blurting out answers v. raising hand
 - For students who struggle with this, make sure you get to them quickly for raising their hand and reinforce them verbally



Independent Work

- Define & Teach Expectations & Routines during Independent Work
- High rates of reinforcement for early practice and independent work
 - Practice at first with non-work activities
 - Might want to link with a tangible reinforcer at first
- Provide independent work that students can be successful with independently (90% accurate)



Independent Work

- Break long, multi-step tasks into smaller parts with opportunities for participation
 - Instead of waiting 15 minutes to complete & present a multi-step task, break task into portions & have students present progress on smaller steps in 5 minute intervals
- Active Movement & Scanning w/ frequent Reinforcement & Support if struggling



Can Do v. Will Do Problem

■ Skill Deficit v. Motivation Problem

□ For skill deficits we can:

- Provide more instruction or support to alleviate specific skill deficit or
- Provide the student with easier questions or assignments to increase participation

□ For motivation problems we can:

- Find incentives to motivate the student to engage in the academic task



Preparing for Misbehavior



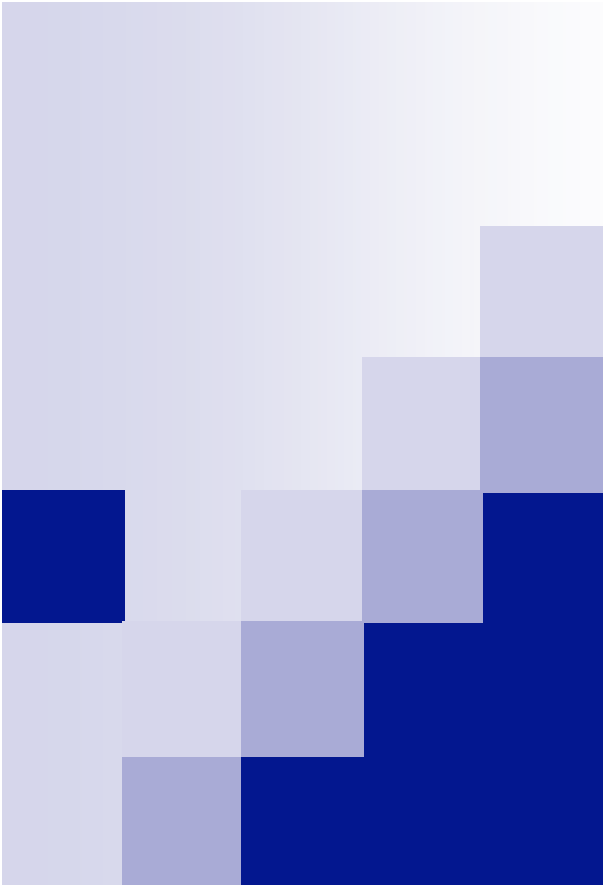
Be prepared! Be proactive!

- Anticipate behaviors you will see and know how you will respond
- List potential behaviors
 - Identify what behaviors and expectations you can teach in advance to prevent anticipated problem behaviors and link with a reinforcement program early to develop habits
 - List out how you will respond to problem behavior
 - Identify Classroom Managed v. Office Managed behaviors



Teach & use an Attention Signal

- Qualities of a good attention signal
 - Multi-sensory presentation
 - Visual signal
 - Auditory signal
 - Give students a way to respond
 - Provides an alternate behavior to engage in that will focus attention back to the teacher
 - Helps to make the attention signal visible to all other students in classroom



Responding to Misbehavior



Immediate Responses to Misbehavior

- Responses to Misbehavior should interrupt Instruction to the least degree possible
- Be careful not to escalate behavior into a Crisis
- Catch minor misbehaviors and address them early before they escalate




Problem Behavior v. Crisis

- Problem Behavior – situation with potential to escalate into a crisis
 - Use strategies for defusing the situation
- Crisis – situation has escalated out of control
 - Call for back-up
 - Follow emergency procedures



Common assumptions that lead to Escalation

1. I can't let a student get away with that.
What will the other students think?
2. I need to establish authority
3. I need to settle down agitated students
4. I need to be in control



Responses that Escalate (avoid these responses)

- getting in the student's face
- discrediting the student
- nagging or preaching
- arguing
- engaging in power struggles
- tugging or grabbing the student
- cornering the student
- shouting or raising voice
- Continuing to ask a student to do something they are refusing to do



Prevention & Defusion

- Staff responses to problem behavior play a significant role in defusing or escalating the situation
- If we spend more time responding to and focusing on misbehavior, then we do on instruction and desired behavior, students will follow our lead



Responding to Minor Misbehavior

- Try to redirect minor misbehavior by refocusing on instructional tasks
 - May not even address behavior, simply focus on directive related instruction for individual student
- Might try to redirect the student by recognizing and labeling positive behavior of student sitting next to the misbehaving student



Responding to Misbehavior

- Respond **Consistently**, **Calmly**, **Briefly** & Return to Instruction
 - Goal: pay more time & attention to positive behavior
 - Reduce Student Escalation
 - Reduce amount of missed instructional time



Verbally Responding to Misbehavior

- Try to approach student individually and privately as much as possible
 - position yourself close to the student and use a quiet, firm voice

- Specifically state the behavior of concern, link it with school or classroom rule if possible
 - If there is an opportunity to teach/ practice the desired behavior, do it – but try to limit interruption of instruction

- Follow verbal reprimands with reinforcement for the desired behavior as soon as the student turns around behavior
 - Try to do this as soon as the student begins to engage in the appropriate behavior



Adults tend to talk too much

- Particularly for younger students who are frequently seeking attention
- If a student has a history of chronic misbehavior, this single response isn't going to fix them, but it could easily take the whole class off task



Adults tend to talk too much

- We want to teach the student more appropriate behavior, but...
 - Do not try to teach if the student is upset, or if they are still emotional about the incident
 - Discuss the incident at a later time when the student is no longer emotionally involved
 - No effective teaching will get done while the student is upset – adults talk too much when students/kids engage in problem behavior



Don't get hooked in power struggles

- Power Struggles:

- take the focus away from instruction
- are likely to escalate the situation

- Do not debate with the student

- If you find yourself having the same conversation over and over with a student, it's a good indication that it shouldn't be taking up class time

- Response: “(student name), I know that you have a concern right now, once I'm finished explaining this assignment, I will come over to talk with you about it – thank you.”



Review – what did you learn?

- Teaching Behavior & Expectations
 - With frequent
 - opportunities to practice
 - Review and precorrection
- Effective Reinforcement
- Effective Scanning and Monitoring
- Instruction & Classroom Management
- Responding to Misbehavior



Classroom Management Checklist

- Use this the Checklist and Action Planning form as a review guide for setting up and structuring your classroom and instruction
- You might have another person in your room conduct periodic observations to identify strengths and areas for improvement