

Managing Student Behavior – Strategies that Work

Partners for Learning Conference Series

April 7, 2020

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**Please Take This
Opportunity**

**To Mute Your Phone
Or Microphone**

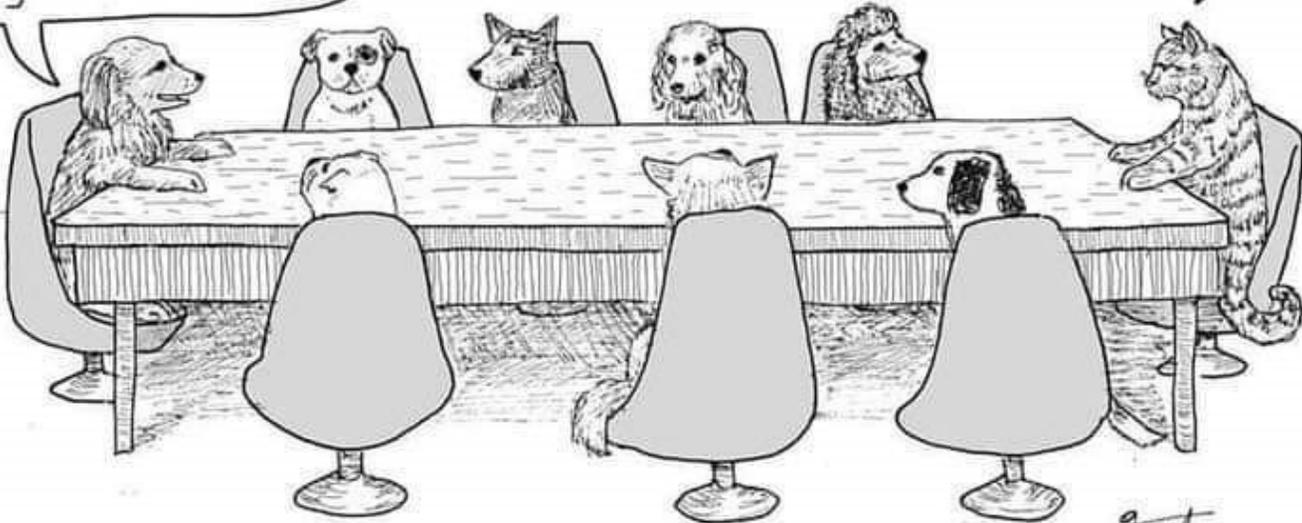
Thank You So Much for Participating Today

Our Focus:

- ✓ Statistics – What's at Stake?
- ✓ What's behind behavior
- ✓ Classroom management (10 Practices)

Operation Covid 19 worked!
All our humans are now
staying home with us!

Why was my department
not consulted about this?!



gout

Thank you for attending today's webinar, **Managing Student Behavior – Strategies that Work**.

We hope that you will find the information beneficial.

Instructions to access the presentation:

- Go to our website at: www.partnersforlearning.org
 - Click on Resources
 - Click on Conference Handouts
 - Click on **Managing Student Behavior – Strategies that Work**
-

Our next webinar will be on Tuesday, April 14, 2020 (10:00am MT)

Getting the Most from Academic Interventions in reading and math – April 14, 2020

- This session will focus on practical ideas for maximizing the benefits for students receiving academic intervention. Concepts addressed will include: making the most of instructional time, intervention pacing, spaced practice, double dosing, maximizing opportunities to process and respond, generalization, and many others.
- Register online at <https://partnersforlearning.org/conference-schedule/>

We have received requests for **continuing education credits for licensure renewal**. As a result, we are offering a 5 hour on-line professional development webinar for those that wish to earn clock hours from home.

Clock hours will be available for the following event for purchase through Seattle Pacific University.

Social Emotional Learning and Behavioral Supports and Interventions – Tiers 2 & 3

This training will help teachers, schools, and districts develop and implement positive protocols for addressing the needs of students across tiers 2 and 3.

FOCUS AREAS:

- A review of social emotional learning focus areas and instructional programs
- Social, emotional and behavioral pathways linking evidence based interventions to specific student needs
- A plan for screening internalizing and externalizing behaviors
- Tier 2 – definition and interventions
- Tier 3 – definition and interventions

PARTICIPANTS WILL LEAVE WITH:

- Example Social, Emotional and Behavioral Pathways
- A review list of existing social-emotional and behavioral universal screeners
- Sample Universal Screener Timeline
- Evidence based Tier 2 interventions (for both externalizing and internalizing behaviors)
- Evidence based Tier 3 interventions
- and much more!

May 5, 2020

10:00am – 4:00pm (MT)

Fee: \$99/person

Clock Hours are Available for Purchase through Seattle Pacific University

Register online at: <https://partnersforlearning.org/conference-schedule/>

Students with Challenging Behavior

Why Do We Need to Focus On Strategies that Work?

Behaviorally Involved Students ...

- Account for a high percentage of office referrals (1-5% account for over 50% of office discipline referrals in a given school)
- Under perform academically (avg. GPA of 1.4)
- Absent an avg. of 18 days of school per year
- Are at extreme risk of dropping out (58% dropout)
- 73% are arrested within 2 years of dropping out
- 68% are unemployed up to 5 years after school
- Girls are 8 times more likely to get pregnant during teenage years than typically developing girls

RTI for Behavior: Applying the RTI Logic to Implementing Three Tiers of Support in SWPBS and ED Eligibility and Supports

How Do They Get This Way?

- **Exposure to family, neighborhood, school and societal risk factors:**
 - Poverty, abuse, neglect
 - Harsh and inconsistent parenting
 - Emotional and physical or sexual abuse
 - Modeling of aggression
 - Media violence
 - Negative attitude toward school

Categories of Adverse Childhood Experiences

- Recurrent and severe physical abuse (11%)
- Recurrent and severe emotional abuse (11%)
- Contact sexual abuse (22%)
- **Growing up in a household with:**
 - An alcoholic or drug-user (25%)
 - A member being imprisoned (3%)
 - A mentally ill, chronically depressed, or institutionalized member (19%)
 - The mother being treated violently (12%)
 - Both biological parents *not being present* (22%)

Source: [Fellitti et al.](#)

Early On...

- Maladaptive Behavioral manifestations:
 - Defiance of adults
 - Lack of school readiness
 - Coercive interactive styles
 - Aggression toward peers
 - Lack of problem-solving skills
 - Lack of social skills
 - Further negative adult and peer interactions (vicious cycle)

And Then ...

- Negative short-term outcomes:
 - Truancy, peer and teacher rejection
 - Low academic achievement
 - High number of school discipline referrals
 - Changing schools
 - Early involvement with drugs and alcohol

By High School...

- School failure and dropout, delinquency
- Drug and alcohol use
- Violent acts, adult criminality

Drug Use and Mental Health

- Nearly half the **young people** who suffer from **substance abuse** disorder have a **mental health disorder**

The American Academy of Child and Adolescent Psychiatry

Reflection

The image features the word "Reflection" in a bold, 3D, golden-yellow font. The letters are positioned on a dark blue floor that has a perspective grid of lighter blue lines. A clear, slightly blurred reflection of the word is visible on the floor directly beneath it. The background is a smooth gradient of blue, transitioning from a darker shade at the top to a lighter shade at the bottom.

Turn to a Partner...

- Reflect on the students that have behavioral difficulties...how many do you suspect have experienced Adverse Childhood Experiences?
- How well does everyone in your school understand the relationship between ACE and behavioral difficulties? Is it sometimes assumed students CHOOSE to act inappropriately?

Day 5 of Homeschool,

One of these little stinkers
called in a bomb threat!!!



Not Understanding What's Behind Behavior is Dangerous

- Our assumptions about behavior directly impact our reactions to it
- If we assume students are CHOOSING to act inappropriately, we react differently than if we understand what influences behavior

Function of Behavior	What Does it Do	When Does it happen
Sensory	Provides preferred sensory experiences	Any time, especially if anxious
Escape	Removes undesired activities	When task is too hard, easy, boring, scary
Attention	Provides access to people or interaction	When there is a desire for social interaction
Tangibles	Provides preferred items or activities	When I want preferred items or activity

Avoid These Less Effective Practices...

- Using Punishment as a means of addressing inappropriate behavior (writing names on board, taking away recess, tokens or other privileges, grade retention, etc.)
- Exclusion Practices – isolating students from peers, detention, suspension, etc.
- Reprimand students in front of others, or keep public records of students who are non-compliant.
- Humiliating, shaming, threatening or chastening

Instead, Do Things that WORK

- ✓ Have a School-Wide Plan and support teachers to implement effective classroom management practices
- ✓ Have a proactive, preventative support plan
- ✓ Find student's in need of support before behavior becomes ingrained
- ✓ Address both externalizing and internalizing concerns
- ✓ Use evidence-based interventions
- ✓ Teach, model and reinforce expected/desired behaviors
- ✓ Teach, model and reinforce replacement behaviors

NOT Efficient

- **Teacher created interventions**
- Filling out pre-referral paperwork
- Lots of student referrals
- **Lots of meetings to discuss individual students**
- **Brainstorming Interventions**
- Lots of meetings to plan or follow up other meetings
- More meetings
- Possibly lots of students being placed in special education unnecessarily
- Lots of frustration and lots of failure

Systems Focus...What's Different?

- A School-Wide Approach that is **proactive** rather than **re-active**
- A tiered approach that makes sense – No waiting periods, No qualifying for help
- A **Sensible Assessment** Plan – fewer assessments but used better
- Evidence-Based Interventions – **no quick fixes** and no team created “**intervention strategies**”
- **Focus on Effective Systems rather than Defective Kids**

7-12 Social Emotional Behavior Pathway

Screening	<p>Social Emotional/ Behavior Teacher Screening - Multiple Gating Process</p> <p>Gate 1 - Social Emotional/ Behavior Teacher Nomination Form: Classroom teacher completes form at three benchmark periods (fall, winter, spring). If concerns are noted by teacher/screener the students will move to the second stage of gating process.</p> <p>Gate 2 - BERS-2: Completed by referring teacher and student to include observation. If a student scores in the concern category or higher they move to the third level of the gating process.</p> <p>Gate 3 - Team Confirmation: Occurs at team meeting with regular education teacher(s), behavior specialist, principal, and counselor. Determine tier placement and interventions at team meeting.</p>			
Tier Level	Intensive	Strategic	Benchmark	Universal
Diagnosis Criteria:	<ul style="list-style-type: none"> -Identified by the Multiple Gating Process -Unsuccessful with universal supports & Tier 1-2 interventions -More than six major office referrals -Attendance below 85% -Goal is 3-5% of students 	<ul style="list-style-type: none"> -Identified by the Multiple Gating Process -Unresponsive to universal supports and Tier 1 interventions -Between two and five major office referrals -Attendance 85%-94% -Goal is 10% of students 	<ul style="list-style-type: none"> -Not identified through Multiple Gating Process -One or fewer major office referrals (SWIS) -Attendance 95%+ -Goal is 85% of students 	<ul style="list-style-type: none"> -Not identified through Multiple Gating Process -Universal school wide preventions and supports -Goal is 100% of students
Focus:	<ul style="list-style-type: none"> -Conduct FBA to identify variables maintaining behavior -FBA based support -Altering environmental contingencies surrounding problem behavior -Weekly behavior replacement training 	<ul style="list-style-type: none"> -Support individual students who continue to exhibit challenging behaviors despite Tier 1 supports without removal from general education setting -Additional generalized supports -Assessments to create BIP 	<ul style="list-style-type: none"> -First level of behavior problem solving by teacher -Basic interventions for classroom management 	<ul style="list-style-type: none"> -Basic universal school wide positive behavior supports combined with classroom management strategies -All students
Person Responsible:	Teacher/ staff with support from behavior specialist	Teacher / staff carry out with strategic support	Teachers carry out these strategies independently	Everyone
Intervention:	<ul style="list-style-type: none"> Continuation of universal support and tier 1 & 2 interventions. -Functional behavior assessment -Specific interventions put in place for student needs. <ol style="list-style-type: none"> 1. Prevention/Antecedents Interventions 2. Consequence Interventions 3. Teach replacement behavior -Wraparound services 	<ul style="list-style-type: none"> Continuation of universal support and tier 1 interventions. -Team determines if the behavior is internalizing vs. externalizing. -Team determines if it is a performance deficit or skill deficit. -See Evidence Based Tier II Intervention chart -Schedule modifications for sensory breaks 	<ul style="list-style-type: none"> Continuation of universal supports. -Ten classroom management practices (Environments that promote appropriate behavior, teach routines, review/reinforce positively stated expectations, 4 to 1 ratio acknowledging appropriate behavior, maximize opportunities to respond, 	<ul style="list-style-type: none"> -Post and teach/ reteach school wide expectations: <ul style="list-style-type: none"> -Pride in Self -Pride in Others -Pride in School -Positive behavior incentives (PBIS) -5 Guiding Principles of PBIS -4:1 positive to corrective ratio of interactions

NEW STUDENT PROTOCOL

SOCIAL, EMOTIONAL AND BEHAVIOR

Who will be responsible for teaching the student the school-wide expectations and reinforcement program/reward systems?	
Who will help the student get adjusted (meet friends, learn routines, find their way around, etc.)? <i>Consider pairing the student with a peer he/she can shadow.</i>	
What universal social emotional and behavioral screening will be used to determine if the student is a candidate for supports and interventions?	
Who will be responsible for administering and evaluating results of the screener?	
Who will be responsible for determining the student's correct placement on the Placement Pathway? Who will share the results with the student and parents?	
How soon must the screening process be completed?	



Classroom

Management



**If you see my kids
locked outside
today, mind your
business! We are
having a fire drill!**

1. Design environments that promote appropriate behavior

Minimize crowding & distractions

Furniture, traffic flow, supervision, student v. teacher areas, seating arrangements

2. Maximize structure & predictability

Teach teacher routines

Volunteers & substitutes,
grading & testing,
transitions,
announcements

Teach student routines

Homework, group v.
independent study,
materials, restrooms,
drinks, backpacks

3. Say, show, practice, review,
& reinforce positively stated
expectations

BIG Ticket
Item

st
expectations
& rules

Teach in
context

Prompt &
precorrect

Monitor
continuously

Acknowledge
& reinforce
regularly

When Making and Teaching Rules:

- **State rules in a positive way – what behaviors do you want to see?**
- Make examples clear and concise.
- Display rules publicly at students eye level.
- Teach and review rules often.
- **Most Importantly...Teach expectations directly and in the most explicit fashion possible.**

Explicit Teaching of Expectations

STEP ONE:

- **Direct Teaching and Modeling (I do it)**
 - Show and Tell (demonstrating and describing)
 - 3 c's = Clear, Consistent, Concise
- Involve Students (have them repeat)

Explicit Teaching of Expectations

STEP TWO:

- Prompted and Guided Practice (**We do it**)

Prompts:

- Physical prompts
- Verbal prompts
- Visual prompts

Levels of Scaffolding:

- Tell them what to do
- Ask them what to do
- Remind them what to do
- Reinforce them as they do it

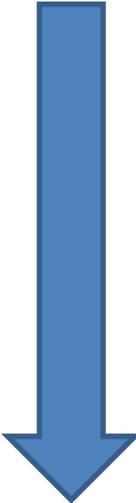
Explicit Teaching of Expectations

Body of Explicit Lesson

- Unprompted Practice (You do it)
 - The release to independent practice varies depending on a student's readiness and ability to practice correctly
 - If students (or a student) demonstrate difficulty, re-teach expectation

Gradual Release Teaching

Effective Instruction:

Utilize Explicit Instruction to Teach New Skills	
<p>Gradual Release of Responsibility</p> <p>Teacher</p>  <p>Student</p>	<p>Explicitly teach and model skill(s)</p> <ul style="list-style-type: none"> • Remain in this phase until you see they are ready to move to the next phase based on formative data
	<p>Engage in guided practice with students.</p> <ul style="list-style-type: none"> • Provide targeted and immediate feedback • Utilize correction procedure and go back to modeling as needed • Gradually release responsibility as students demonstrate Mastery • Remain in this phase until you see they are ready to move to the next phase based on formative data
	<p>Provide independent practice opportunities</p> <ul style="list-style-type: none"> • “ <i>Perfect practice makes perfect</i>” • Provide targeted and timely feedback • Remain in this phase until you see they are ready to move to the next phase
	<p>Provide engaging experiences for students to apply and generalize their skills.</p> <ul style="list-style-type: none"> • Allow students to use their skills to solve problems and use the skill(s) flexibly across a variety of settings.

- Timing is essential
- Know what “phase” of gradual release you are in for each focus area you are teaching
- Repetition is critical
- New learning should be phased in gradually

5 “MORES”

- **More explicit , direct teaching**
- **More modeling**
- **More practice with....**
- **More feedback**
- **More time**

Classroom Management

- Establish and teach classroom expectations from day one
- Re-teach expectations after breaks and anytime problems arise
- Like a school-wide Matrix, a Classroom teaching matrix is used to teach specific expectations tied to the school-wide catchphrases that all adults and students know

Classroom Expectations Matrix: Elementary Example

Routines   Rules	Entering Classroom	Carpet time	Working at desks	When you are done working	Lining up
Be Safe	<ul style="list-style-type: none"> • Walk • HFO 	<ul style="list-style-type: none"> • Sit <u>criss-cross</u> • HFO 	<ul style="list-style-type: none"> • Use materials appropriately • Keep chair legs on floor 	<ul style="list-style-type: none"> • Walk to put materials away • Wait patiently at the drying rack and at the sink 	<ul style="list-style-type: none"> • Push in chairs • Walk • HFO • Eyes Watching
Be Respectful	<ul style="list-style-type: none"> • Greet the teacher • Find a good spot for yourself on the carpet 	<ul style="list-style-type: none"> • Good listening skills • Raise your hand and wait to be called on • Give others space 	<ul style="list-style-type: none"> • Be a bucket filler • Appreciate other's artistic abilities • Remember each artist is unique 	<ul style="list-style-type: none"> • Follow clean-up directions • Let others finish 	<ul style="list-style-type: none"> • HFO • Stand Quietly
Be a Learner	<ul style="list-style-type: none"> • Sit quietly and wait for directions 	<ul style="list-style-type: none"> • Participate in activities 	<ul style="list-style-type: none"> • Focus on your artwork 	<ul style="list-style-type: none"> • Start the next activity right away 	<ul style="list-style-type: none"> • Be ready to listen to new directions from your classroom teacher
Be Your Best	<ul style="list-style-type: none"> • Be ready to learn 	<ul style="list-style-type: none"> • Be a good role model for others 	<ul style="list-style-type: none"> • Put in your best effort 	<ul style="list-style-type: none"> • Try out different free choice activities • Challenge yourself 	<ul style="list-style-type: none"> • Be OK with your line spot • Remember to take your things

CYCLONE CHARACTER LESSON PLAN

AREA: HALLWAY

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 adults – Teaching Poster of Hallway Expectations - pencil

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE
1. Face front. 2. Keep personal space. 3. Follow directions.	1. Quiet 2. Leave property alone.	1. Walk on right. 2. Hands and feet to self.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the hallway.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn an practice today?”
 - C. Definition of CYCLONE CHARACTER for the hallway: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not facing front. Talk with students about how else a person might not be following the Respectful expectation in the hallway.
 - 2. Responsible - Show example of not leaving property alone (i.e., taking a pencil eraser along the wall, hitting or fiddling with a locker). Talk with students about how else a person might not be following the Responsible expectation in the hallway.
 - 3. Safe - Show example of not walking on the right, but on the left. Talk with students about how else a person might not be following the Safe expectation in the hallway.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example for facing forward, keeping personal space, and following directions. Have students line up in the hallway and face forward, use an arm length to show personal space, and use “Give Me Five” Body Basics for following directions.
 - 2. Responsible – Show an example of being quiet and leaving property alone. Have the students show not talking (silence) and keeping hands to their sides as they walk down the hall.
 - 3. Safe – Show an example of walking on the right side of the hallway. Have the students show all previous hallway expectations and include them walking on the right side of the hallway.

Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the hallway.”
 - C. Have all students line up on the right side of the hallway and have them walk down a hallway and back, with the adult monitoring.
- PRACTICE**
- A. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the hallway?”
 - B.

Additional Considerations When Creating Classroom Expectations

- Have students participate in the development of classroom expectations – Classroom Matrix
- Consider establishing a process in which students can request to re-visit or amend existing rules
- Consider establishing a process in which students are able to request assistance when resolving conflict or need to talk

4. Give more acknowledgements
for appropriate than
inappropriate behavior

BIG Ticket
Item

At least 4
to 1

At least
once every
5 minutes

Follow
correction
w/ oppty
for positive

Adopt a Mantra of Positivity

- Remember to use **at least 4 positive statements** to every 1 corrective statement (e.g., reprimands)
- **Proactively recognize appropriate behavior when it is happening**, rather than react to problem behavior
- Prompt students to do the right thing **before reprimanding**
- **Remember...**reinforcing expectations works far better than reprimanding (do what works)

5 to 1 Ratio Information

School-wide Classroom Support **5 to 1 Ratio: Increasing Specific Praise**

Corresponding Self-Assessment Item:

I acknowledge student positive behavior at least 4 times more often than I acknowledge student problem behavior.

Definitions of Acknowledgement of Positive & Problem Behavior

Acknowledgment: responding to student behavior (verbal or gesture) in a way that provides attention for positive/desired behavior or problem/non-desired behavior. The focus of the acknowledgement determines whether it is a positive (response to desired behavior) or problem acknowledgement (response to non-desired behavior), while the tone and verbiage should always maintain respect for the individual, the determining factor is the type (desired v. non-desired) of the behavior being acknowledged.

Critical Features of Acknowledgement & 5 to 1 Ratio

Acknowledgment of Positive Behavior (praise) is most effective if it is *immediate, specific, sincere, varied, student referenced*

- Immediate
- Specific: explicitly describes the desired behavior performed
- Sincere: credible and authentic
- Varied: varied word choice, varied academic and behavior praise, whole group, small group and individual
- Student referenced: compares student performance to previous performance and does not compare students to others: acknowledge effort

Classroom Management: Self- Assessment

Teacher _____ Rater _____		Date _____	
Instructional Activity		Time Start _____	Time End _____
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio of Positives to Negatives: _____ to 1			

5. Maximize a variety of ways to respond

Individual v.
group

Oral v.
written v.
gestural

Teacher v.
student
directed

Independent
v.
cooperative

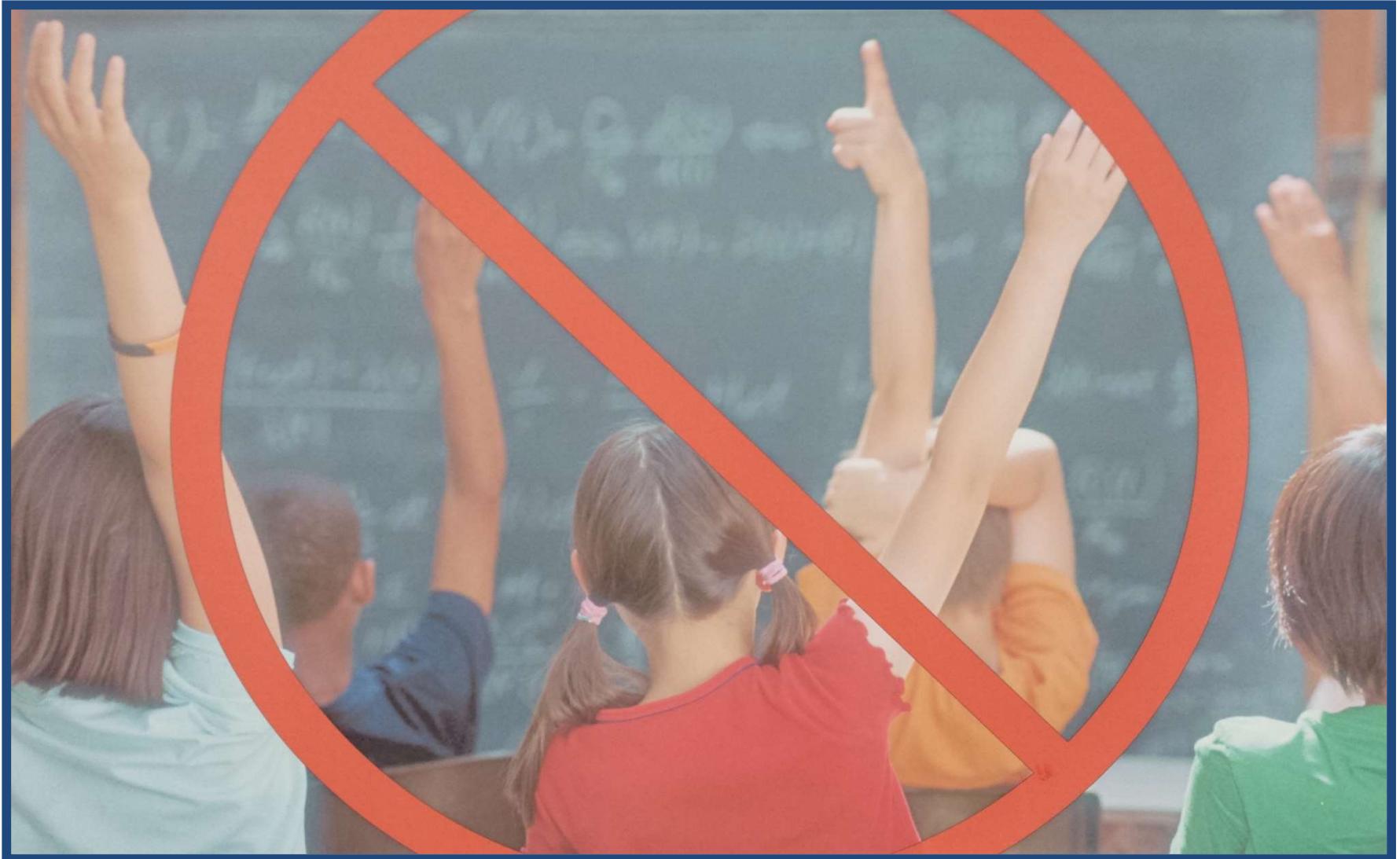
6. Maximize active engagement

Written,
choral,
gestural

Individual v.
group

Continuous
v.
intermittent
monitoring

A New Era for Instruction



Homeschool day

1:

Wondering how I
can get this kid
transferred out
of my class.

7. Continuous active supervision

Move

Scan

Interact

Remind &
precorrect

Positively
acknowledge

8. Respond to inappropriate behavior by procedure

Minors

BIG Ticket
Item

Majors

Signal

Restate correct
Check understanding
Reinforce

Signal

Follow SW procedures &
agreements

**Many parents are just
about to discover the
teacher was not the
problem.**



Clear, Consistent, And Predictable Consequences

How do I do it:

- ✓ Always deliver consequences with a neutral and flat emotional state and tone, remaining calm and collected and avoiding matching the potentially escalated state of the student
- ✓ Be brief, succinct, to the point, and avoid lecturing when giving consequences
- ✓ Deliver the consequence, expectation, etc, and then walk away
- ✓ Give a consequence for the behavior every time it happens and avoid partiality
- ✓ Always give the same consequence or group of consequences for the same behaviors
- ✓ Keep a visual list in the classroom of the consequences
- ✓ Discuss the consequences with the students occasionally, ensuring they understand and know what the consequences are, why, and what for, having them give examples and repeat them back
- ✓ Use simple language
- ✓ Always make sure the student knows why and what they are getting the consequence for
- ✓ Try pointing to the specific consequence on the visual list rather than lecturing students verbally

Establish School-Wide Expectations: Prevention Systems

- **Clearly defined and consistent consequences and procedures for undesirable are developed**
 - **Major and minor behaviors** are clearly defined
 - Suggested **array of appropriate responses minor** (classroom managed) behaviors
 - Suggested **array of appropriate responses to major** (office managed) behaviors
 - **Clearly defined and consistent consequences and procedures for undesirable behaviors** are developed
 - Process includes documentation procedure

[Source: Team Implementation Checklist, 2011](#)
[Adapted from Sugai, Horner, Palmer, U of O](#)

Behaviors and Responses

Procedures for Undesirable Behaviors

MINORS	MAJORS
Behaviors	Behaviors
Off –Task	Threatens harm
Talking/Blurting	Physical assault
Out of seat	Dangerous
Not following directions	Throws item(s) with intent to damage or hurt others
Disrespectful tone	Leaving school property
Minor aggression	Bullying/Aggression
	Drugs/Alcohol
	Property damage
Range of Adult Responses	Range of Adult Responses
Re-state expectation, check for understanding, reinforce, move on	Punitive Consequence (Office Managed)
Acknowledge peers with expected behavior	Re-teaching expected behavior
Remind, private talk, logical consequence	Communication with parent
Conference with student	Visiting with student
	Timed out
	Apology/restitution
MODERATE (Minor behaviors that are chronic in nature, re-occurring despite having been addressed repeatedly 3-5 times)	
Behaviors	Range of Adult Responses
Cheating / Lying	Re-teaching/conferencing with student regarding expected behavior - outside of the class environment.
Disrespectful	Opportunity for student to reflect on expected behaviors (time out)
Inappropriate Language	Think Sheet
Minor/Aggression	Does not earn point/token
Disruption	A - Game
Physical Contact	Call to Parent
	Privilege loss
	Office Referral
	Buddy Room

Responding to Chronic Minors (Moderates)

- Check Yourself
- Self Reflect – Think Sheet
- Reset Opportunity (in-room)
- Buddy Room
- Reset (out-of-room)

- Most importantly... teach, model, practice, and reinforce behavioral expectations.

If you see me talking
to myself this week,
mind your business.

I'm having a
parent-teacher
conference.

9. Establish multiple strategies for acknowledging appropriate behavior

Developmentally, culturally,
contextually appropriate

Social,
tangible,
activity, etc.

Frequent v.
infrequent

Predictable
v.
unpredictable

Immediate
v. delayed

System in Place to Acknowledge/Reward Expectations

- Rewards are linked to expectations
- Rewards are varied to maintain student interest
- System includes opportunities for naturally occurring reinforcement
- Ratios of reinforcement to corrections are high
- Students are involved in identifying/developing rewards
- System includes incentives for staff/faculty

Behavior Specific Feedback

- Directly reinforcing the expected behavior is more powerful than general praise
- Teacher says “please line up, push in chairs, and use level zero voices”, after students line up – “nice job, all chairs are pushed in and I heard no level zero voices, give yourselves a polite golf clap”
- Reinforce the expected behavior immediately after the behavior occurs

What do we know?



- ▶ “In terms of the overall effects of reward, our meta-analysis indicates no evidence for detrimental effects of reward on measures of intrinsic motivation.”

▶ Cameron, Banko & Pierce, 2001 p.21

Reward Students the Right Way

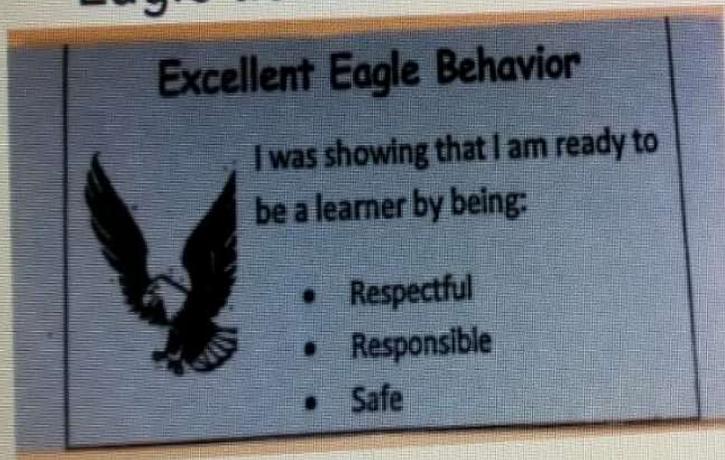
- Don't Bribe Students
 - "I'll give you a ticket if you if you complete your work"
 - Instead, celebrate achievements. Acknowledge students for something they find challenging.
- Let the token be a reminder
 - Tokens **are as much about the adult as the student** – Tickets can be an efficient reminder for adults to reach out to our students
- Don't Make Students Guess What They Did. Use behavior specific praise.
 - "Thanks for raising you hand and waiting to be called on"
- Don't Turn a Group Reward into an Individual Punishment

Reinforcing Expected Behavior

Rewards for good behavior

Self-manager Program

Eagle tickets



Students don't ask for tickets - it's not an expectation.

Eagle store



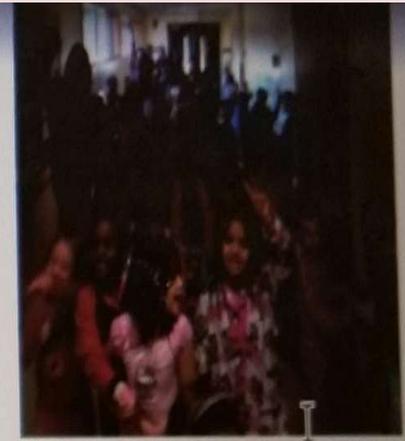
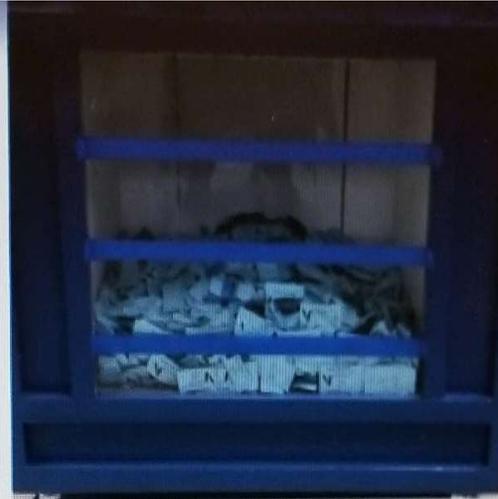
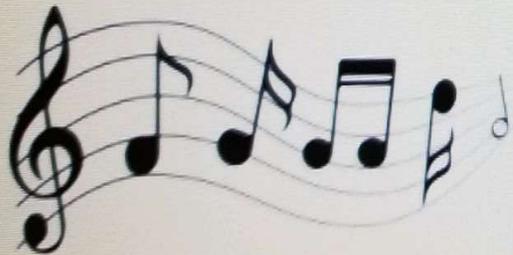
*Focus is on the positive however it doesn't mean there are never consequences.

Celebrations

Celebrations

Eagle ticket box

- Hallway dance party
- Popsicles at fire drill
- Music played during lunch
- All-school dance party



<https://youtu.be/-Dxb528b6qs>

<https://youtu.be/vmmynZICUKY>



Builds Community
Helps our kids who
struggle feel part of
the community!

Classroom Reward System

- Reward system designed to reinforce expectations in the classroom
- Can be in addition to school-wide reward system
- Help reinforce expectations in the classroom – provides incentive, increases motivation and buy-in.
- Provides students a visual concrete reason to work toward behavioral and academic goals
- Are designed to reward behavior for the entire class

Classroom Reward Ideas for Elementary School

- ❖ Snack station (or water station)
- ❖ Scooter races
- ❖ Jump rope station
- ❖ Relay race
- ❖ Dance station
- ❖ Non-elimination musical chairs
- ❖ Craft station: Bookmarks are an easy and cheap craft that require little time and supplies.
- ❖ Basketball station
- ❖ Just Dance videos on YouTube
- ❖ Dress up relay: Students put on hats, sunglasses, large shoes, necklaces, etc. and run a relay. When they get back, they take the dress up off and the next person goes. This is easy to change for the seasons (these leis for summer, sweaters for Christmas, etc.)
- ❖ Bean bag toss
- ❖ Photo booth station: Have a camera or phone to take photos. You can use seasonal themed props or face cut out boards.
- ❖ Volleyball station
- ❖ Parachute station
- ❖ Tug of war
- ❖ Fake tattoos: These are cheap and the kids love them!

Other Ideas for Reward Systems

- Use **Teacher Student Game** or similar to reinforce behavior (teacher gets a point on the white board when expected behavior is not occurring; students get point when expected behavior does occur).
- **BOOST and REDUCE**: Use rewards or tokens to address specific behaviors such as attending during teacher led instruction or completion of homework, etc. then reduce the use of rewards temporarily.

10. Provide specific feedback for errors & corrects

Contingent
or linked

Always
restate
correct
behavior

Connect to
context

Correction Procedure

- Re-state the expected behavior
- Check for understanding
- Reinforce
- “Our voice level should be zero when we line up, what is our voice level? Yes, thank you”
- The last thing they should hear is the expected behavior
- Reinforce immediately with behavior specific praise.

Ten Classroom Management Practices

<p>1. Minimize Crowding & Distractions</p> <ul style="list-style-type: none"> • (Re)design environments that promote appropriate behavior • Furniture, traffic flow, supervision, student v. teacher areas, seating arrangements 	<p>6. Maximize Active Engagement</p> <ul style="list-style-type: none"> • Written, choral, gestural • Individual v. Group • Continuous v. Intermittent Monitoring
<p>2. Maximize Structure & Predictability</p> <ul style="list-style-type: none"> • Teach teacher routines <ul style="list-style-type: none"> – Volunteers and substitutes – Grading and testing – Transitions – Announcements • Teach student routines <ul style="list-style-type: none"> – Homework – Group v. independent study – Materials – Restrooms – Drinks – Backpacks 	<p>7. Continuous Active Supervision</p> <ul style="list-style-type: none"> • Move • Scan • Interact • Remind and precorrect • Positively acknowledge
<p>3. Say, Show, Practice, Review and Reinforce Positively Stated Expectations</p> <ul style="list-style-type: none"> • Post expectations and rules • Teach in context • Prompt and precorrect • Monitor continuously • Acknowledge and reinforce regularly 	<p>8. Respond to inappropriate behavior by procedure</p> <ul style="list-style-type: none"> • Minors <ul style="list-style-type: none"> – Signal – Restate correct – Check understanding – Reinforce • Majors <ul style="list-style-type: none"> – Signal – Follow SW procedures and agreements
<p>4. Give more acknowledgements for appropriate than inappropriate behavior</p> <ul style="list-style-type: none"> • At least 4 to 1 • At least once every 5 minutes • Follow correction w/opportunity for positive 	<p>9. Establish multiple strategies for acknowledging appropriate behavior</p> <ul style="list-style-type: none"> • Developmentally, culturally, contextually appropriate <ul style="list-style-type: none"> – Social, tangible, activity, etc. – Frequent v. infrequent – Predictable v. unpredictable – Immediate v. delayed
<p>5. Maximize varied opportunities to respond</p> <ul style="list-style-type: none"> • Individual v. Group • Oral v. Written v. Gestural • Teacher v. Student Directed • Independent v. Cooperative 	<p>10. Provide specific feedback for errors and corrects</p> <ul style="list-style-type: none"> • Contingent or linked • Always restate correct behavior • Connect to context

Quarantine day 16

