Behavior Strategies and Active Engagement: Motivating the Difficult to Reach Student
Roadmap for 2 days

Big Picture - Topics
Classroom Management
Behavioral Strategies
Student Engagement

Schedule
8:30 AM – 2:00 PM      Lunch – 45 minutes

Materials:
PowerPoint
Resource Packet
Worksheet Packet
Acknowledgements

Capital District/North Country RSE-TASC
Regional Special Education Technical Assistance & Support Center

- Kathy Gomes, RSE-TASC Coordinator
- Joe Otter, RSE-TASC Behavior Specialist

NYS PBIS Technical Support Center

- Pat Gogol, Associate
Introduction Activity:

Partner Interview:
With your Partner complete the following interview questions:

Name
Role
School
Student level
One thing you love to do in summer
Focus for the Next Two Days

Classroom Management/Behavioral

Classroom Climate

Interventions Delivery

Instructional delivery
Focus for the Next Two Days

Student Engagement

- Behavior
- Affective
- Cognitive
Classroom Management

All the actions teachers take to create an environment that:

- Supports academic and social emotional learning
- Establishing the physical and social environment of the classroom

*Teaching and Learning is inherently social*
Classroom Management

All the actions teachers take to establish and regulate:

- Daily activities and routines
- Prevent and correct behaviors

Habits of Thinking and Behaving
Shared ways of being
Shared understandings
Classroom Supports and Strategies

Instructional and Behavioral strategies are integrated through:

- **Predictability** – Routines
- **Clarity** - Expectations are clearly defined, taught & practiced
- **Continuous Learning** – gain, maintain, & regain student engagement

Interruptions to learning are minimized
Classroom Supports and Strategies

Key classroom systems where:

- Classroom activities are managed in a proactive, predictable and positive manner
- Instructional time is maximized
Framework

Academic Systems

Intensive
Individual Students
• Assessment-based
• High Intensity

Universal
• All students
• Preventive
• Proactive

Behavioral Systems

Targeted Group
Some Students
• (at-risk)
• High efficiency
• Rapid response
For Which Students

**Universal**
ALL students.
Primary prevention.
Clear expectations taught, modeled, reinforced

**Intensive**
Individual interventions
Students with chronic, intense problem behavior.
FBA - BIPs are integral element.

**Targeted**
Small group and simple individual interventions
Aimed at eliminating existing behavior
Examine function of behavior.
Provide support and teach / reinforce replacement behaviors
FBA-BIP may be implemented

- **Universal**
  - 80-90%
- **Intensive**
  - 1-7%
- **Targeted**
  - 5-15%
For Which Students

- Universal or Tier 1
- Intensive or Tier 3
- Targeted or Tier 2

FBA-BIP may be implemented
Framework

Activity:
On the Pyramid worksheet:

- Color in the “Red, Yellow and Green” sections
- Base the proportions on where you and your students spend most of your time
- In corresponding boxes give evidence

Guiding Questions:
Where do you spend much of your focus/interventions?
Where do your students’ behaviors cluster?
AHA Protocol

- Review your colleagues’ pyramids & respond in the following way:
  - ! = something new or something you are surprised by
  - ? = something you need clarification of or more information on
  - √ = something you agree with or are glad to see

- Group Share
Applying this to Your Students

- “Developing Brains”
- Learning Needs
- Behavioral Needs
- At Risk
- Diagnosed
- Classified
- Agitation – External or Internal
- Organic or environ

- Lived Experiences
- Family
- Family
- Culture
- Community
- Stress
- Trauma
  - Abuse
  - Neglect
  - Witnessed
Applying this to Your Students

- Self Regulation
- Co-Regulation
- Hormones
- Societal

- Give you Grey Hairs
- Ask yourself if you are in the right Job
- Tough on the outside &
  Lost on the inside
- Need you to know
Why are some kids so difficult to reach?

There are a myriad of reasons. But one of the influencing factors is society itself.

Bob Dylan said it best in the 1960’s-”The times they are a’changin’…”
Come gather 'round people
Wherever you roam
And admit that the waters
Around you have grown
And accept it that soon
You'll be drenched to the bone
If your time to you
Is worth savin'
Then you better start swimmin'
Or you'll sink like a stone
For the times they are a-changing.
Have times really changed that much?

Dr. Harry Brooks, former superintendent of Broadalbin-Perth, believes that everything in life can be summed up in one-liners.

Is that really true?
1950’s

- Neat-o!
- Eyeballing everyone
- Cloud 9
- Peachy-keen
- Sock Hop
- Rock 'n' Roll

Famous Quote: Against the dark background of the atomic bomb, the United States does not wish merely to present strength, but also the desire and the hope for peace."
Dwight D. Eisenhower

History is on our side. We will bury you!"
Nikita Khrushchev
1950’s Family
1960’s

- "Make love, not war“
- “Flower power“
- “Sock it to me”
- “Here come da judge”
- “Can you dig it?’
- “Groovy”

Famous Quote: “The Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor.”

- President Lyndon Johnson, 1964
1960’s Family
1970’s

- 'Psyche'!!!
- 'Dream On‘
- 'Far Out‘
- 'Good night, John-boy.‘
- Airhead
- 'May The Force Be With You‘
- Famous Quote: “Our lives are to be used and thus to be lived as fully as possible, and truly it seems that we are never so alive as when we concern ourselves with other people.” Harry Chapin, 1970
1970’s Family
1980’s

- "I'll be back."

- "Where's the beef?"

- "Whacha' talkin' 'bout, Willis?"

Famous Quote: "I hope when you are my age, you'll be able to say - as I have been able to say: We lived in freedom. Our lives were a statement, not an apology." Ronald Reagan
1980’s Family
1990’s

- My bad
- As if!
- Back In The Day
- Chick-Flick
- Chill Out
- Don't go there!
- Dude!
- Duh!!

Famous Quote: "Read my lips, no new taxes." George Bush, Sr.
Or "You are a TOY! You aren't the real Buzz Lightyear. You’re - you're an action figure. You are a child’s plaything."

Woody
1990’s Family
2000’s

My precious.

- "Fish are friends, not food."
- “I am Iron Man. The suit and I are one.”

Famous Quotes: “I am afraid that when the final numbers are counted, it will be more than any of us can bear.” Rudy Giuliani

"There is no doubt we have killed Osama bin Laden. The fact of the matter is you will not see bin Laden walking on this earth again." - US President Barack Obama
2000’s Family
So what has changed?

Poverty:
Poverty rate rose to 15.1%
16.4 million children live in poverty

Families:
13.7 million single parents in the United States today, responsible for raising 21.8 million children

Homelessness:
3.5 million people experience homelessness in a given year
In other words...
A thought…

Today educators are interested in the whole life of the child. They are aware that experiences in school affect not only the child of today, but also the man of tomorrow. No longer is 'book learning' the total aim of the days and years of classroom attendance.”
Reflection Activity

Please examine the quote carefully. Then decide which corner of the room is most appropriate for how you feel about the statement.

Agree
Disagree
Focus for the Next Two Days

Classroom Management/Behavioral

Classroom Climate

Interventions Delivery

Instructional Delivery
The Skillful Teacher: Building Your Teaching Skills

Saphier and Gower-
Essential Beliefs

Student
- Behavior has a function
- Behavior is communication
- Behavior occurs in patterns
- But …

The only behavior teachers can truly control is their own
Function of Behavior

Student gets access to something
- Stimulation or something Sensory
- Proximity to or attention to others
- Tangible item, activity, or event
  - Adult: teacher, parent, other
  - Peer: other students or age peers

Student avoids or gets away from something
Essential Message

This work is important
( I am not dismissing your issues but..)

You can do this with sustained effort
(Confidence in you and in me)

I will not give up on you
(I am invested in you)
Activity

What do you do or say in classroom that communicates this?

Using your Framework worksheet list that the things that demonstrate that in each categories:

- Universal
- Targeted
Big Idea # 1
Classroom Organization

- Create an orderly learning environment that sets the stage for orderly behavior.
- Create a pleasant climate for you and your students.

- One liner: “Space communicates.”
Big Idea # 2

Organization of Time

- Student performance gains are directly related to allocated time and engaged time.

- One liners: “Time is precious. When it is gone, it is gone.”
Big Idea # 3
Routines and Procedures

- In classes where routines and procedures are clearly delineated and taught during the initial weeks of school, appropriate behavior is much more likely to occur.

- One liner: “Predictability predicts ability.”
Big Idea # 4
Classroom Expectations

- Students are more likely to exhibit desired behaviors when the expectations are very clear (though not authoritative).

- One liner: “What you expect equals what you get.”
Big Idea #5
Quality Instruction

- In the quest to maximize students’ academic growth, one of the best tools available to educators is explicit instruction, a structured, systematic, and effective methodology for teaching academic skills.

- One liner: “How well you teach = How well they learn.”
Big Idea # 6
Student Engagement

- The best way to reduce management problems is to maximize students’ active engagement and success during lessons, cooperative activities, and independent work.
- One liner—“Learning is NOT a spectator Sport.”
Big Idea # 7
Buffer and Sponge Activities

- When students do not have a task to complete or an activity to participant in or have to wait for the next activity, behavior challenges will surface.

- One liner: “Avoid the void for they will fill it.”
The more we have connected with our students, the more likely they are to give us with attention and appropriate behavior.

One liner “Connect - Connect - Connect - Connect”
Big Idea # 9
Managing Behavior

- First, be proactive and minimize behavioral challenges.
- Second, have a plan for managing behavior.
- Don’t be reactive.

- One liner “Anticipate and remove.”
Always look on the bright side!

“Actually, considering Tommy has a brain the size of a walnut, he’s doing quite well.”
Big Idea #1

Designing the Physical Space & Schedule
Classroom Design:

Step One, Determine:
- a. Classroom functions
- b. Classroom **materials**
- c. Student seating arrangement needs

Step Two, Design:
- a. Space to accommodate all functions
- b. Space to ensure access to all materials
Design your Physical Space

Classroom Functions:

- Independent Work
- Group-work
- Choice activities
- Time Away
- Storage of materials & supplies
- Other
Flexible Seating Arrangements

- Ensure all students can see whole group instruction
- Minimize distractions; examples such as:
  - Location of windows to outside/hallway
  - More focused students near high traffic areas
- Consider cluster groups for instruction
- Change seating charts on a periodic basis
- Vary the seating arrangement on a periodic basis (rows, semicircular, clusters)
One way...

"FIRST OFF, ALWAYS IDENTIFY AND CORRAL THE RING LEADER..."
Or another!

"To maximize classroom instruction, the Feng Shui consultant advises one student desk per classroom."
Summary Tips

- Design room to accomplish instructional goals and objectives
- Arrange **furniture** to allow easy traffic flow
- Keep high traffic areas free of **congestion**
- Situate tall items so that all students can be supervised at all times
- Make commonly used materials easily **accessible**
- Ensure all students can see and hear presentations and displays
- Allows teacher to **Move & Scan**
Reflection Activity: Big Idea # 1
Room Design – Active Supervision

1. Room Design that Supports “Move and Scan”

2. Watch the Video demonstration

3. Summarize in 1 sentence how to apply this strategy to your classroom setting
Big Idea # 2

Developing a Practical Schedule
Big Idea # 2

Developing a Practical Schedule

- A key to ensuring a **stable & predictable environment**
- Regard as flexible time management tool for accomplishing learning goals
- Critical to identify where a teacher can control schedule
Scheduling at:

- **Elementary Level**: Basically work with what is “left over” from the school-wide scheduling needs.

- **Secondary Level**: Typically scheduled within blocks
Daily schedule

- List the daily routines/segments
- Outline the learning goals for the day
- Provide a written reminder of what materials are needed for that day/lesson
Steps in Developing a Schedule

Step One: Develop a Master schedule (Year In Review)

Step Two: Utilize master to develop schedule for:

a. First day
b. First week
c. First month
Content for Master Schedule

- Units of academic instruction
- Large assignments, tests, quizzes, etc.
- Teaching/review of behavioral expectations, routines, etc.
- Review of critical skills for class success
Ever had this happen?

“Notify the faculty that we’re changing the schedule, but grief counselors will be provided.”

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Reflection Activity: Day 1

1. Meet Up with Morning Partner

2. Share one idea/strategy that you can use on the first day of school.

3. Group Sharing
Big Idea # 3

Establishing Classroom Routines
Steps for Establishing Classroom Routines

1. Understand the benefits
2. Identify needed routines
3. Specify student behaviors for each routine
4. Teach each routine
5. Maintain the routines
Establishing Classroom Routines

- **Step One**: Benefits
  - Develops *self management* skills
    - If students do it they are responsible
  - Provides Practice for Skills
    - Practice results in *fluency of skills*
  - See which skills need to be re-taught
Establishing Classroom Routines

- Manages “administrivia” efficiently
  - Attendance, lunch, announcements

- Minimizes disruptive interactions
  - Provides a buffer against negative interactions

- Helps create shared ownership between teacher/students
  - The more students contribute, the more they own
Identifying Classroom Routines

Step 2

- Starting the day
- Entering the classroom
- Working Independently
- Using the Drinking Fountain
- Using the Restroom
- Sending work home
- Moving Around the Classroom

- Securing assistance
- Establishing Classroom Helpers
- Speaking in Class
- Organizing Assignments
- Conducting Tests & Quizzes
- Meeting Personal Need
- Using Filler Activities
Establishing Classroom Routines

**Step Three:**
Specify Student Behaviors

**Step Four:**
Teach the Routines
*Use 5 step teaching procedure*

1. Explain
2. Specify student behaviors
3. **Practice**
4. Monitor
5. Review

(Colvin & Lazar, 1997)
Establishing Classroom Routines

Step Five:
Maintain routines

- Reinforcement when successfully shown
- Arrange for periodic review
- Reteach frequently broken routines
Sample Routines

Elementary:
- Exiting the classroom to another activity such as Physical Education or Art
- Put materials away, clear desk and push chairs in
- On signal move quietly to doorway
- Line up facing the door and keep one space between each person
- Keep hands and feet to self
- Listen to the teacher and wait for signal to depart
Sample Routines

B. Secondary: Conducting Quizzes and Tests
- Put all materials in your desk not needed for quiz
- Listen carefully to directions (no talking)
- Raise your hand if you have a question
- Stay in your seat
- Complete the quiz without talking
- Follow directions for completing test (pass papers forward or give them to person collecting)
- Begin the designated activity following the quiz
Expect the Unexpected!

Every day it's the same old thing.

...but not today!

Everybody's a slave to routine.
Reflection Activity: Big Idea # 3
Classroom Routines

Communicating Classroom Routines
with Anita Archer

Watch the Video demonstration

Summarize in 1 sentence how to apply this strategy to your classroom
Big Idea # 4

Teaching Classroom Expectations
Even if we think kids should know these things by now, they often do not!

(Can be applied at any age...)
The brain is still working on developing - even when we reach our 20’s

- Empathy and understanding of feelings
- Goal oriented planning
- Thinking about consequences and cause and effect
- Exercising judgment
- Emotional management
Positively Stated Expectations

• Teaching and reviewing expectations (i.e., social skills) and providing feedback is associated with
  – decreases in
    • off-task behavior
    • disruptive behavior (i.e., talking out)
  – increases in
    • academic engagement
    • leadership and conflict resolution
(Johnson, & Stoner, 1996; Sharpe, Brown, & Crider, 1995; Rosenberg, 1986)

• Pairing rule-instruction with feedback reinforcement leads to the largest gains
(Greenwood, Hops, Delquadri, & Guild, 1974)
Procedural Steps

Step One
Select the classroom expectations

*How do we do this “with students” not “to students”?*

Example:

*“Your Job, My Job” T Graph*
Procedural Steps

Select Positively Stated functional rules

What we want to see and plant a picture in the students mind

Systematically teaching …
Explicitly stating, demonstrating, rehearsing, Pictures, review book, card or reference sheet
Teaching Expectations

Schedule time for teaching classroom behavioral expectations

Beginning of year and revisit

Utilize positive reinforcement practices

“Gotcha ya” cards, class wide celebrations
# Central High School Classroom Expectations

| BE RESPECTFUL          | - Honor personal boundaries  
|                        | - Follow adult directions  
|                        | - Be attentive  
|                        | - Verbal volume level (0,1)  
|                        | - Be polite  
|                        | - Be courteous  
| BE RESPONSIBLE         | - Be on time  
|                        | - Be prepared w/ classroom materials  
|                        | - Be an active participant  
|                        | - Have all books and materials  
|                        | - Be in seat on time  
|                        | - Attendance is important  
| BE SAFE               | - Follow classroom rules  
|                        | - Move directly to your seat  

- Honor personal boundaries
- Follow adult directions
- Be attentive
- Verbal volume level (0,1)
- Be polite
- Be courteous
- Be on time
- Be prepared w/ classroom materials
- Be an active participant
- Have all books and materials
- Be in seat on time
- Attendance is important
- Follow classroom rules
- Move directly to your seat
It all should make sense!

“I set off the metal detector again? This is going to make me late for class for the fifth time this week.”
Big Ideas # 5, 6 & 7

Quality Instruction
Student Engagement
Sponge Activities
Critical Instructional Practices for First Seven Minutes of a Period

- Establish entry routine (business like focus)

- Provide lesson focus including what will be accomplished and what can be expected
Simply put...

2 minutes per day
10 days in a row
85% improvement in student behavior and achievement*

*Raymond Wlodkowski
Meet and Greet Students

**Classroom Structure**

*Communicates:*
Adults are Visible & “on”

- Pair with key phrases (Scripts) & directions
- Reinforce behavioral expectations

**Personal Relationship**

*Communicates:*
Caring, Involved & Welcoming

- Eye Contact, Name
- Physically Turn & look
- Notice…. new haircut
- Sincerity

Classroom, Halls, Lunch Room, Busing, Gym etc
Meet and Greet Students

Observe & Monitor
- Red Flags
- Status – Levels of agitation & moods
- Intervene Early

Assist with Re-Entry
- Transitions
- From Home
- Suspension

Above and Below the Water Line

See Observe
Emotions, health
Past events at home

Classroom, Halls, Lunch room, Busing, Gym etc
Reflection Activity: Meet and Greet - First 7 minutes

Meet and Greet
with Geoff Colvin

Watch the Video demonstration

Use Response sheet to summarize your observations
Meet and Greet Goes Wrong
Classroom Entrance

What went wrong:
(What not to do)

What was student trying to maintain:
(Save face..)

What could be done:

Do we have assumptions about why the student brought soda into class?
Meet and Greet Goes Wrong
Classroom Entrance

What went wrong:
- Public Challenge
- Lost even – calm
- Power Struggle

What was student trying to maintain:
- Looking Good
- Saving Face
- Being in Control

What could be done:
- Have Group get settled into activity
- Speak Privately/aside
- Identify Problem
- Ask Student to take care of problem
- Present Options
- Ask student to select

Geoff Colvin, Ph.D. Defusing Anger & Aggression
Student Engagement:

- Behavior
- Affective
- Cognitive
What is Engagement?

Engagement is linked positively to favorable outcomes for minority students—particularly those from vulnerable backgrounds.

Three types of classroom-based engagement are:

- Behavioral
- Cognitive
- Affective

Represent investment that students make in their learning.
Behavioral Engagement

Behavioral engagement conveys the presence of general “on-task” behavior.

- Paying attention
- Asking pointed questions
- Participating in class discussions
- Seeking help to accomplish the task at hand.

*Behavioral engagement is a physical investment in the learning process. Behavioral engagement alone indicate compliance, not learning.*
Cognitive Engagement

Cognitive engagement connotes comprehending complex concepts and acquiring difficult skills

- Deep processing of information
- Gain critical or higher-order understanding
- Solving challenging problems.

"Cognitive engagement is an intellectual investment in the learning process."
Affective Engagement

Affective Engagement connotes emotional reactions linked to task investment

- Interest level
- Positive affect, positive attitude, positive value
- Curiosity, and task absorption

*Affective engagement is an emotional investment in the learning process.*

The less the anxiety, sadness, stress, and boredom, the greater the affective engagement.
Increasing the pace with which teachers presented students with opportunities to respond was associated with:

- an increase in on-task behavior
- an increase in academic engagement
- a decrease in disruptive behavior
- an increase in the number of correct responses

(Sutherland, Alder, & Gunter, 2003; West & Sloane, 1986)
Actively engage students in observable ways.

- Use of **direct instruction** techniques was most effective in reducing off-task and disruptive behavior when compared to either cooperative learning or independent seatwork activities (Nelson, Johnson, & Marchand-Martella, 1996)

- **Peer-tutoring** programs resulted in an
  - increase in opportunities to respond and immediate feedback
  - improved academic engagement and reading achievement (Greenwood, Delquadri, & Hall, 1989; Simmons, Fuchs, & Fuchs, 1995).
  - decrease in off-task behavior as well as an
  - increase in academic performance for some students (DuPaul, Ervin, Hook, & McGoe, 1998)
Actively engage students in observable ways. What does the research say?

The use of response cards (i.e., all students simultaneously holding up written responses) resulted in an increase in student responses, academic achievement, and on-task behavior (Christle & Schuster, 2003; Lambert, Cartledge, Heward, & Lo, 2006).

1. Response cards
2. Choral responding
3. Traditional hand raising (Godfrey, Grisham-Brown, & Schuster, 2003)
Strategies to Affirm Behavior.

• Praise for academic behaviors can increase
  – Correct responses (Sutherland & Wehby, 2001)
  – Work productivity and accuracy (Craft, Alber, Heward, 1998; Wolford, Heward, & Alber, 2001)
  – Language and math classwork (Roca & Gross, 1996)
  – Academic performance (Good, Eller, Spangler, & Stone, 1981)

• Praise for specific social behaviors can increase
  – On-task behavior (Ferguson, & Houghton, 1992)
  – Student attending (Broden, Bruce, Mitchell, Carter, & Hall, 1970)
  – Student compliance (Wilcox, Newman, & Pitchford, 1988)
  – Positive self-referent statements (Phillips, 1984)
  – Cooperative play (Serbin, Tonick, & Sternglanz, 1977)
Sponge Activity

What is a sponge activity?
- The term originated with Madeline Hunter.
- No wasted moments in the classroom
- Sponges ‘soak up’ every valuable moment

A "sponge" is an activity designed to be done
- Before the bell rings,
- While waiting for others to finish,
- During transitions
- As a wrap-up
Good Uses for Sponge Activities

Good for
- Announcements
- Reviewing
- Focusing
- Concluding
- Summarizing
- Getting attention
- Producing thinking
Reviewing such as...

- List 3....
- Name 1....
- Write the definition for....
- Complete this statement....
- Write as many....
- Define and give an example....
- As quickly as you can, list....
- What would you do if....
Requirements for Sponge Activities

Independent work

- Complete directions
- Short
- Clear
- Concise

Important Requirement

- Students should not need you to be able to do the activity.
Quality Instruction is Powerful!

Professor Herman stopped when he heard that unmistakable thud – another brain had imploded.
Big Idea # 8

Connecting With Students
Building Relationships

To truly partner with our students we need to build trusting and respectful relationships.

- Trust and respect cannot be taught
- They must be learned!
Important Understandings

In order to effectively build relationships, it is important to understand research in two areas:

1. Basic Needs
2. Brain Research

Understanding these two areas will help you understand behavior!
Everyone’s Basic Needs

- We are driven by our need to **SURVIVE**!
- We need to feel a sense of **BELONGING**.
- We need knowledge and skill to gain **POWER** so that we believe we can control of our own lives. **SELF DETERMINATION**
- We need to feel **FREE** to be who we are.
- We need to experience **ENJOYMENT** in our lives.
Everyone wants to belong....
Important Understandings

In order to effectively build relationships, it is important to understand research in two areas:

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A brain’s development...

- Is done through spurts (think of a growth spurt a teenager has in height)

- Is not done evenly across all areas (which means all functions do not develop gradually and at the same time)

- Is not done in a way that is convenient for us - but may have served a purpose across the centuries
Implications for our work with kids

- Youth are still developing the logic center of the brain, and it will be a while until it is developed.

- The area of the brain that deciphers metaphors & sarcasm is still growing.
Implications for our work with kids

- Kids are not “overly emotional” so much as they are hard-wired for emotional response

- Youth are not over-sexed, but their hormones are pushing for center stage and...

...the average age for the onset of puberty continues to go down
Implications for our work with kids

One of the best ways to work with someone hardwired for emotions is:

Enable logical, placid interactions &

Model those ourselves
Intervention Approaches - Scripts

“When we were working on those word problems in math you had a hard time. Remember? But you got it, and you can do this too.”
Intervention Scripts - Directing

“John, please turn around in your seat and look at the board. Thank you.”

“Sue, I really need you to pay attention to this. It’s important and I don’t want you to miss it.”

The adult is calm, but assertive during this interaction.
Intervention Script - Relating

The **adult uses the established relationship** to effect change. For example:

“**John, I know you have a hard time working with Billy without getting into trouble, but I also know you can do it. You and I talked about this.**”
Modeling Responses

Reflective Responses:
“You feel uncomfortable when your friends talk about school.”
“You are angry about your visit being cancelled. I’d be upset, too.”

Summarization:
“Here is what I hear you saying, you felt good at first, but now....”
Reflecting Scripts

- “It sounds like you get angry when people make fun of you.”
- “I’m thinking you get nervous when asked to answer questions in front of the group.”

Summarizing Script

- “Here is how I understand it, you wanted to take a break, but...”
Implications

Youth will naturally struggle with the concept of how others feel.

They do not possess this skill yet.
Implications

Youth do not “move too fast” or “act without thinking” so much as….

…. their logic center moves too slowly and is not up to task yet
Stress and anger causes a shift in power....

*From*: Prefrontal Cortex (executive part of the brain)

*To*: Limbic System (the emotional reaction part of the brain)
Anatomy of the Brain

Limbic System
- Thalamus
- Cingulate gyrus
- Fornix
- Amygdala
- Hippocampus
- Parahippocampal gyrus
Prefrontal Cortex

The basic activity of this brain region

- Planning complex cognitive behaviors, personality, expression and moderating correct social behavior.

- Considered to be orchestration of thoughts and actions in accordance with internal goals.
Executive Function

- Future consequences of current activities, prediction of outcomes
- Expectation based on actions, and “social control“
- Ability to **suppress urges** that if not suppressed could lead to socially unacceptable and/or illegal outcomes
The Anatomy of the Limbic System includes...

- **Amygdala**: Involved in aggression and fear

- **Cingulate Gyrus**: Autonomic functions regulating heart rate and blood pressure as well as attentional processing

- **Hippocampus**: Required for the formation of long-term memories

- **Hypothalamus**: Regulates the autonomic nervous system via hormone production
Effects of Anger

Anger

Cognitive Functioning

Anger

Cognitive Functioning
“When we are at our angriest, we are at our stupidest.”
## Recognizing Signs of Agitation

<table>
<thead>
<tr>
<th>Increases in Behavior</th>
<th>Decreases in Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darting eyes</td>
<td>Stares into space</td>
</tr>
<tr>
<td>Non-conversational language</td>
<td>Subdued language</td>
</tr>
<tr>
<td>Busy hands</td>
<td>Contains hands</td>
</tr>
<tr>
<td>Moves in and out of groups</td>
<td>Lacks interaction</td>
</tr>
<tr>
<td>Starting and stopping</td>
<td>Lacks involvement</td>
</tr>
<tr>
<td>Moves around room</td>
<td>Withdraws from groups</td>
</tr>
<tr>
<td>Fidgety</td>
<td>Lacks responding</td>
</tr>
<tr>
<td></td>
<td>Avoids eye contact</td>
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</tbody>
</table>
Stress Model of Crisis

- Precrisis State (Baseline)
- Triggering Event
- Escalation Phase
- Outburst Crisis
- Baseline Behavior
- Recovery

Time Duration

Degree of Stress

Violence
Aggression
Agitation
Meaning in Emotional Communication

MEANING IN SPOKEN COMMUNICATION DURING TIMES OF CRISIS

Meaning = Facial Expression + Tone of Voice + Words

55% 38% 7%
How do you take care of yourself

- Leave previous conflict and baggage out of it
- It is okay to give yourself a minute for composure
Create “Habits of Thinking”

- No SPLIT SECOND RESPONSES!!!!
- Consult with yourself BEFORE responding….
- PAUSE…
- CHOOSE..
A-B-C-D Technique

A  “Arrest yourself” – do not say anything in the heat of anger.. regrets

B  “Breath”  Deep Breaths calm..Short shallow excites

C  “Calming statements”  ..I can handle this

D  “Do it again”  …only then, ..ready to act

Stay Calm – The class takes their attitude from you
Nonverbal Techniques

Silence
Nods
Facial Expression
Eye Contact

Add in soothing stress reducers
Going for a Walk
Quiet corner ….. Rocking Chairs
Tactile balls etc.
We Can Reduce Stress

- Using positive self-talk
- Listening and validating feelings (Scripts)
- Managing the environment, e.g., removing others
- Stress reducers, walk, quiet space,
- Speak in terms of the behavior (this makes it less personal)
- Choices and the time to decide
Encouraging and Eliciting Techniques

Minimal Encouragements: “uh-huh,” “go on,” “I see”

Door Openers: “I’d like to hear more,” “Tell me about that,”

Listening and validating feelings (Scripts)

“Talk out rather than act out”
**Reflective Responses:**

“You feel uncomfortable when your friends talk about school.”

“You are angry about your visit being cancelled. I’d be upset, too.”

**Summarization:**

“Here is what I hear you saying, you felt good at first, but now....”
Essential Message

This work is important
( I am not dismissing your issues but..)

You can do this with sustained effort
(Confidence in you and in me)

I will not give up on you
(I am invested in you)
Big Idea # 9

“Before and After”

Pre-Correction Techniques Correcting – Reteaching & Managing Consequences
A Thought....

When teachers aren’t trained to respond to emotional outbursts in supportive ways, they often fall back on responses that reflect:

- The way they were raised and ....
- Whether they feel comfortable with their own emotional responses.”

Triggers, Triggers, Triggers!!!
Reflection Activity

Please examine the quote carefully. Then decide which corner of the room is most appropriate for how you feel about the statement.

Agree
Disagree

Sum up why you feel this way.
Classroom Behavior Instruction Plan

Prevention first (antecedents)

Effective Instruction (Behavior)

- Do they know it and can they do it????

- Show them how (model), engage them, teach it, tell them why and when!!!!!

(Scott, 2006)
Pre-Correcting Problem Behavior

**Key Points**

- “Pre” means before - “Correct” means after
  - “Pre-Correction” means *anticipating* student behavior and *intervening beforehand*
- Problem behavior is *prevented*
- Expected behavior *replaces* problem behavior
Identify the context (trigger) & predictable behavioral responses

“Every time the blue ball is not available during recess Jose hits another student”

“9 out of 10 times when Jim and Sam play basketball on opposing teams in gym class a fight breaks”

“When there is a substitute in 6th grade science 4 or 5 office referrals occur in period 7”
Specify expected (replacement) behavior

Students run in hall:
“Walk down the hall with inside voices and inside feet”

Students are late:
“Be on time to class…in seat ready to start when bell rings”

Push each other when lining up:
“Stand on feet prints & keep hands to self”

Practice, Practice, Practice!!!
When Jessica misses her 12:30 medication and teachers present a division task (demand) Jessica yells out, throws paper, and tries to run out.

Teaching staff typically send her to the office with a discipline referral for being disrespectful.

What function? Avoid difficult tasks

<table>
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<tr>
<th>Setting event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misses 12:30 medication</td>
<td>Teachers hands out Division task (demand)</td>
<td>Jessica makes negative comments, &amp; Throws, and runs</td>
<td>Teacher sends Jessica is aware of her state and asks for help with words</td>
</tr>
</tbody>
</table>

What function? Avoid difficult tasks
Functional Behavior Pathway

Prevention, Practice

Data

When/Where

What's Happening

Problem Behavior

Purpose of Behavior

Replacement Behavior

Teaching Matrix

(VDOE ESD Project, 2011)
Modify the Context... (beforehand)

Are efficient environmental changes possible?

“Students can select other filler activities as soon as they would like to after lunch (recess, books, games, etc.)”

Plan and inform - Preset

1. “Everyone involved is aware beforehand”
Prompt Expected Behavior

- Immediately prior to when behavior is expected
- Use gestures or words to prompt expected behavior
- Prompting vs. Nagging
Prompts vs. Nagging

**Prompts**
- Emotionally neutral or positive in delivery
- Gives SPECIFIC directives for behavior (say what to do)
  - *Walk please*
- Discusses behavior

**Nagging**
- Negative or annoyed tone in delivery
- General in directive, which in unhelpful
  - *Stop horsing around*
- Discusses character or traits
Anticipate!

“I really feel like he’s about to cut class.”
Managing Consequences and Correcting Problem Behavior
Consequence Procedures

- Understand clearly which behaviors warrant classroom follow-up versus an office referral.
Reflection Activity: Classroom Consequences

Managing Consequences

The Video demonstration
Examples & Non-Examples

What were the critical features use?
Review

- Start by removing attention from the student and you and keep it off

- Provide praise or acknowledgement to students doing the right thing first

Controlling for attention is critical

Try to create a private environment to resolve the situation
When In Recovery

- Allow the student to vent his/her emotions.
- Assist the youngster in regaining control and calming down.

When the student is calm:
- Gently, but firmly, explain why a rule or direction is necessary.
- Let him know it has to be followed.
- Give him a choice and brief time to decide.
If Removal or Suspension Occurs

When this occurs, you will need to help the student get back on track with their work. Here are some tips to help with this:

- State that you are glad they are back.
- Let them know they can resume full participation in your class.
- Briefly let them know what will be covered today.

Do not “rehash” the past.
Wrap Up Activity List

In the first week of school...

One thing you will share with a colleague...

One thing you will do differently with a student...

One thing you will do differently for yourself...
Before we end......

Any Questions..or Comments
In Closing....

- Thank you for your participation
- Have a Safe Trip Home!