


Classroom Behaviors: Helping the “Hard Ones”



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Introducing...



- Think of your worst trait/characteristic.
 - *Ex: I am NEVER on time!*
- Instead of using your name, introduce yourself to 3 people around you as that trait (and allow them to do the same).
 - *Ex: Hello, I am never on time. It's nice to meet you.*

Imagine your students knowing they already have a label and that's what other people know them as. How will you remove those “name tags?”

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Learning Objectives

- Who are the “Hard Ones?”
- Understanding the Challenge
- Tiers of Support
- Now what?

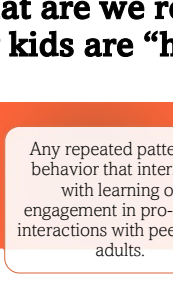
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Learning Objectives

Who are the “Hard Ones?”

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Learning Objectives

What are we referring to when we say kids are “hard?”

- Any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults.
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.

Pyramidmodel.org


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It's not the same for everyone.

Challenging behavior is personal.
It looks and feels different for everyone.

All adults feel challenged by a child's behavior at some point.

It's how they respond that matters.



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Let's be real...

Do we begin to take it personal?

Do we begin to view the student differently?

Do we become a bit jaded?

Do we become deficit focused?

Do we look for labels to put on them?

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Behavioral Lens Framework (A-B-C)

Antecedent	Behavior	Consequence
<ul style="list-style-type: none"> What happens before a behavior occurs. The "trigger." Examples: <ul style="list-style-type: none"> Telling someone to sit down. Seeing the 'Hot Now' sign at Krispy Cream Donuts. A non-preferred person walks into a room. Hearing police sirens. Lining up for the book fair. 	<ul style="list-style-type: none"> What you see or hear (observable). Examples: screaming, hitting, biting, dropping to the floor, climbing the furniture, tearing up worksheet, stating no, using profane words towards a person, throwing a book at the teacher. (more objective, promotes a better understanding and ability to measure). 	<ul style="list-style-type: none"> What happens after the behavior occurs – can be immediate or delayed. What keeps the behavior going or keeps it from happening. Examples: <ul style="list-style-type: none"> Sent to the office and read books. Sent home for 2 days (OSS). Think about what the student is doing at home instead of school. Gave extra tablet time. Stated that "you are doing a great job working on your math assignment! Keep it up!"

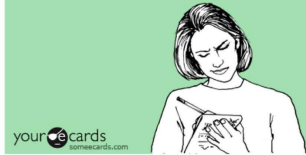
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Activity: Defining Behavior

Choose one of these words and write down what it "looks" like to you.

- Meltdown
- Disrespectful
- Disruptive
- Aggression
- Insubordination

How do you operationally define that?



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Let's Share

Meltdown

Aggression

Insubordination

Disrespectful

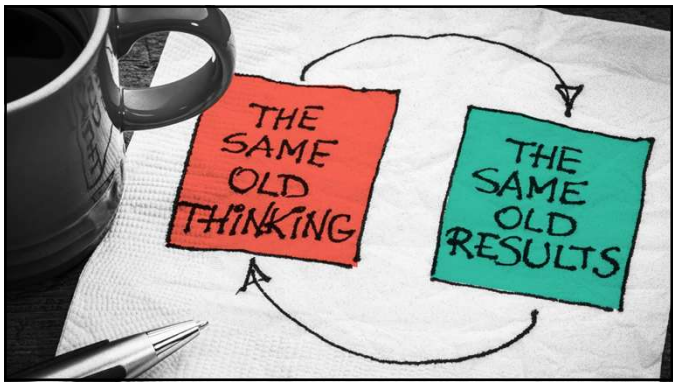
Disruptive

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Operational Definitions


- **Meltdown** – defined as getting up from seat, dropping to the floor, lying down, kicking feet and moving arms quickly in a back-and-forth motion while crying with tears and screaming at a higher-than-normal volume.
- **Disruptive** – defined as throwing sharp pencils across the room at the teacher's desk.
- **Aggression** – defined as making a facial expression of scrunching up nose and frowning while looking an adult in the eye for 20 seconds without turning away.

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"Back in my day..."



Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA)

Year	Students Served	Students with EBD
25 th Annual Report 2003	5,867,234 Ages 6 – 21	8.1%
45 th Annual Report 2023	6,611,306 Ages 6 – 21	4.8%


This is not a new issue.
A higher percentage of less students served had services for an emotional/behavioral disability.



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"Kids are so different..."

2000s or earlier	2025
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“Kids are so different...”



2000s or earlier	2025
Family dinner at the table most every night	Family dinners – at the table?
Eating out for special occasions	Fast-food, DoorDash, Online ordering
After school – playing outside with neighborhood kids	After school – extracurriculars, overscheduling, time online
Talking on the phone with friends	What's a landline? Snapchat, TikTok, Online Games
Watching cartoons on Saturdays	Instantaneous access to any show without commercials

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“Parents should...”



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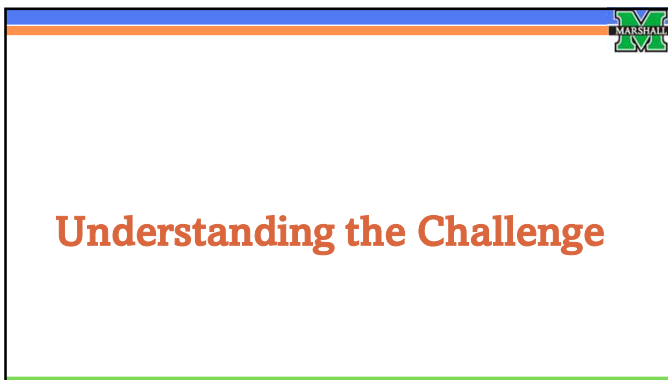
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The slide features two side-by-side photographs. The left photo shows a classroom with several children sitting at desks, facing away from the camera. The right photo shows a young boy sitting on a couch, smiling and holding a red blanket with white lettering. Below the photos, the text 'School ≠ Home' is displayed, with a red 'not equal' symbol between the words. A small green 'MARSHALL' logo is in the top right corner.

School \neq Home

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The slide has a white background with the title 'Understanding the Challenge' in a bold, orange, sans-serif font. A small green 'MARSHALL' logo is in the top right corner.

Understanding the Challenge

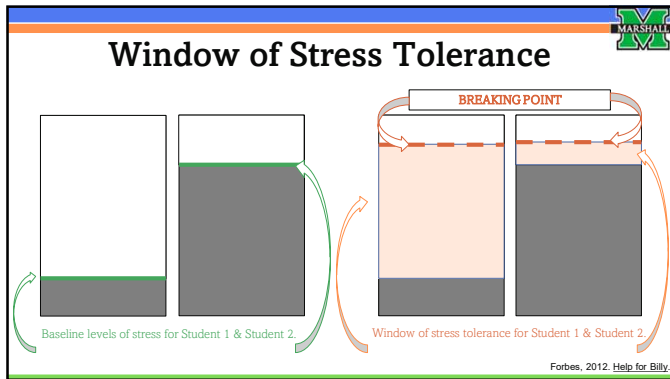
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The slide features a quote by Ross W. Greene. The text is in a mix of yellow and white, bold, sans-serif fonts. Below the text is a close-up photograph of a young boy's face, looking slightly to the side with a neutral expression. A small green 'MARSHALL' logo is in the top right corner.

CHALLENGING BEHAVIOUR
IS JUST A SIGNAL, THE FEVER,
THE MEANS BY WHICH THE KID
IS COMMUNICATING THAT HE OR SHE
IS HAVING **DIFFICULTY**
MEETING AN EXPECTATION.
Ross W. Greene

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What if, sometimes,
behavior is
influenced by US?


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Behavior is *functionally related*
to the teaching environment.

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Concepts for Understanding Behavior




- Behavior can be a symptom of an underlying cause
- Behavior is communication
- Behavior has a function (to get something or to get away from something)
- Behaviors occur in patterns
- Behavior can be changed

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What's The Function?



EVERY BEHAVIOR SERVES ONE OR MORE OF THESE FOUR FUNCTIONS

- Understanding the function of a behavior is "critically important" to develop effective behavior interventions.
- Answers the question – Why is the person doing what they are doing?
- Function works both ways for desired and undesired behavior.
- Understand through the eyes of the student and not through the eyes of the adult.

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Escape


Get away from a person, place, task, environment, situation. The behavior happens in response to a specific person, request to do something or even an event.

What it can be for us

- In the grocery store and you see someone you don't want to talk to, turning around and going the other way to avoid that person.
- Delaying tasks by engaging in less important activities, like browsing social media or watching TV.

What it can be for our students

- Throwing things and getting sent to the office.
- Screaming, yelling, tearing up materials to get away from school and sent home.



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Attention

Connection, interaction, desire for any type of response from another person. When specific people are around, or when a specific person is not around, and you want them to be around.

What it can be for us

- Telling a joke to make someone laugh.
- Picking on someone to get a reaction.
- Yelling someone's name to get them to look at something.

What it can be for our students

- Screaming at someone and getting them to turn around and talk to them.
- Stomping feet and pushing things off the desk to get someone to come over because they are having trouble with an assignment.

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MARSHALL

Tangible

Desire for a specific thing or activity, when not having access to a thing you want or something you want to do.

What it can be for us

- Walking to the other room to get a book to read.
- Driving to Dairy Queen to get an Oreo blizzard.
- Engaging in work activities to get a paycheck so you can pay your mortgage.

What it can be for our students

- Screaming at a peer to because they want a toy they are playing with.
- Cursing at a peer when outside to get a turn on the swing.

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Sensory (Automatic Reinforcement)

To get away from something that does not feel good or to get something that feels good (meets a sensory need). Ask – would they engage in this behavior if no one else was around?

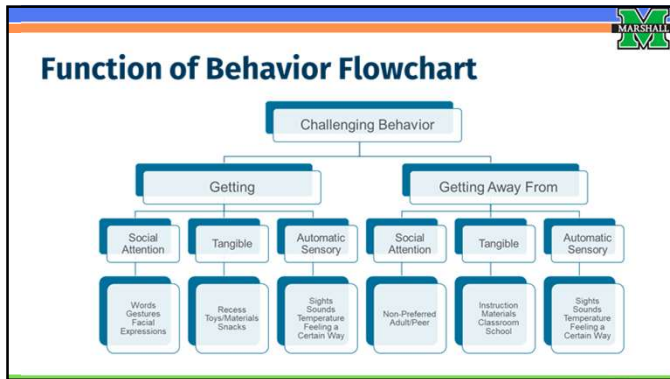
What it can be for us

- Turning up the thermostat when you are cold.
- Walking out of a room because it is too loud.
- Clicking a pen.
- Singing a song that is on the radio.

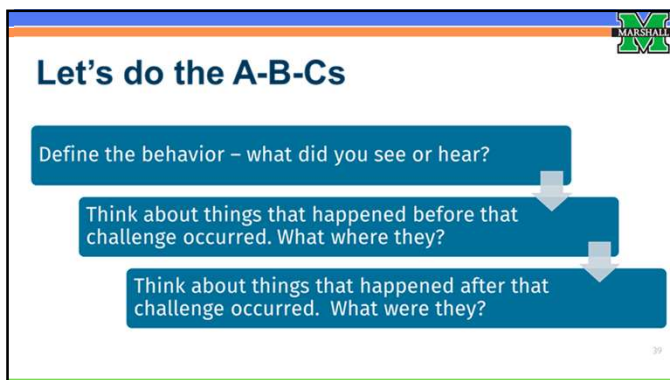
What it can be for our students

- Covering ears in a loud cafeteria.
- Running around the room.
- Pushing things over to watch them fall.

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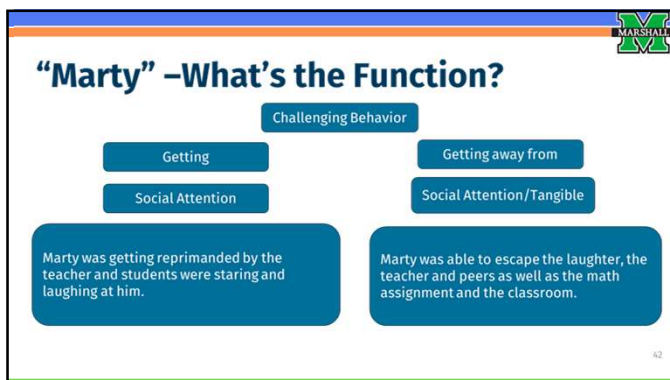
"Marty"

- Marty is a 6th grade student who often displays physically aggressive behavior and will engage in throwing items when he becomes frustrated or upset. He has always been a bright student but struggles with managing his emotions. In Math class, Ms. Garcia gave the class the instruction to turn to page 3 in your book and begin working on your assignment. Marty started his work and within 2 minutes began kicking the legs of the desk with his feet and tore the paper out of the workbook, threw it across the room and then threw a pencil and hit another student in the back of the head. Mrs. Garcia looked up from her computer and stated, "Marty! That was not acceptable behavior, go to the office." The students in the classes stopped what they were doing, and looked at Marty, some laughed, and some stared with their mouth open. Marty said "Fine! You can go to H***," and went out the door.


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"Marty"		
A ntecedent What happened before?	B ehavior What did you see or hear?	C onsequence What happened after?
The teacher told the class to turn to page 3 and start their assignment. Marty began working on his assignment.	Marty began kicking the legs of his desk, threw a pencil and hit another student in the back of the head.	The teacher said "Marty! That was not acceptable behavior, go to the office." The students stared at him, some laughed and he said "fine you can go to H***" and left the room.

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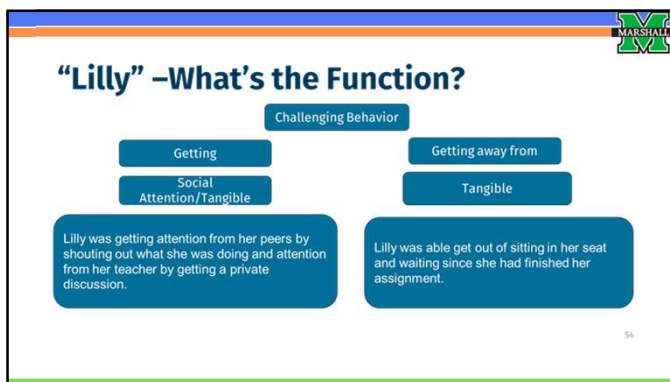
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"Lilly"
<p>Lilly is a 2nd grade student who often disrupts the class by getting out of her seat and wandering around the room during lessons. She loves exploring and moving around. However, her frequent wandering during class was becoming a problem. Her teacher, Mr. Thompson, noticed that Lilly's behavior was distracting other students and disrupting the flow of lessons. The class was given an assignment to complete an ELA work sheet independently. Lilly had been sitting for over 45 minutes and then she finished her work faster than her classmates. She got up and began walking around the room and looking at the other students' papers. When she would pass specific peers she would blurt out the words, "that's wrong," laugh and smack those students on the back of the head. The other students shouted "Mr. Thompson, Lilly will not stop looking at our papers," and "Ow, Lilly hit me in the back of the head." Lilly stated "I did not!" Mr. Thompson walked over to Lilly and told her privately, "that is not a good choice Lilly, what else could you instead?" Lilly stated "Nothing" and continued to wander around the room until Mr. Thompson gave the class the directive to "go to your reading groups." Which Lilly immediately complied.</p>

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"Lilly"		
A ntecedent What happened before?	B ehavior What did you see or hear?	C onsequence What happened after?
The class was given an assignment to complete an ELA work sheet independently. Lilly had been sitting for over 45 minutes and then she finished her work faster than her classmates.	Lilly began walking around the room. When she would pass specific peers, she would blurt out the words, "that's wrong," laugh and smack those students on the back of the head	The other students were shouting about what Lilly had done. Lilly stated she did not do it. She talked to her privately, Lilly continued to wander until the class was given a directive. And she followed it.

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Challenging Behavior: It's Effective

Children often engage in challenging behavior when they don't have social emotional or language skills to engage in more appropriate behavior.

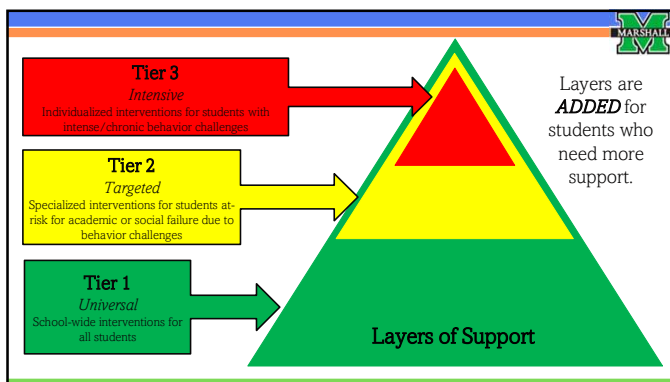
Children engage in challenging behavior because "it works" for them.

ALL BEHAVIOR serves a function for that child.

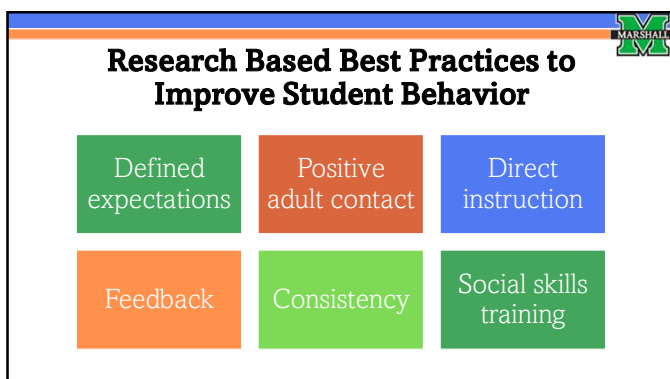
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How do we do this... even for the “hard ones?”

The image shows two book covers. The left cover is titled 'Classroom Practices' and features a woman pointing at a whiteboard. The right cover is titled 'Behavior Blueprint: Crafting Strategies for Supporting Your Classroom' and features a woman and a young man looking at a book together. Both covers have the Marshall University logo in the top right corner.

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Tier 1: Physical Environment

Maximize structure in the classroom with a safe, orderly environment.

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What is it?

Arranging and organizing the physical space so *all* students can see, hear, move freely, and engage in order to maximize learning and allow for active supervision.

The diagram shows a classroom layout with a window sill/bookcase at the top, a coat area on the right, and a sink on the far right. A yellow path with arrows indicates a circular movement pattern around the room. There are several star icons scattered throughout the space.

Terrance Scott, University of Louisville
Ami Ekarinzi, Midwest PBS Network (IL)

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What does it look like?

- Working within space available
- Student learning areas arranged to match the learning activity
 - *Circle, rows, groups, etc.*
- Freedom of movement in a clean, organized space
- Curriculum visuals
 - *School rules, routines, relevant, etc.*



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MIDWEST
PBIS
OUTLINE

Classroom Practice #1
Physical Environment
 DRAFT 4-15-19

What is it? Arranging and organizing the physical space so all students can see, hear, move freely, and engage to maximize learning and allow for active supervision.

What does it look like? Working within the space available, the teacher arranges the student learning areas to allow for multiple configurations (circle, rows, groups) to match to the learning activity, while ensuring freedom of movement in a clean and organized space.

Why? Curriculum visuals (e.g. the teaching matrix with school rules, posted routines for behavior and academic skills, etc.) are current.

Effective arrangement of the Physical Environment...

- Increases on-task behavior,
- Increases perception of safety,
- Supports a respect of others' personal space,
- Makes it easier to use the curriculum visuals,
- Allows for teacher movement (Active Supervision)

Trouma-Lens? A well-designed classroom environment promotes a sense of safety and security for students impacted by trauma.

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MIDWEST
PBIS
OUTLINE

Classroom Practice #1
Physical Environment
 DRAFT 4-15-19

How? **Class-wide:** Define spaces, organize storage, reduce clutter and old materials. Complete a visual scan of curriculum materials posted throughout the space. Is the content still relevant? Does it reflect the most current behavior and academic curriculum? Ensure these tools are in locations where they are needed and easily referenced by teachers and students.

Whole group: Arrange seating so all students can engage; Develop and post routines for safety and efficiently moving desks into different arrangements.

Small group: Arrange seating so all students can equally participate, limit distractions.

Tips?

- Partner up for peer feedback; invite a colleague to view your space to make recommendations for improvement.
- Review data on recent behaviors and consider how the physical environment contributed, and could be adjusted, to reduce future occurrences.
- Have students practice transitioning furniture into diagrammed arrangements.
- Include options for multiple arrangements to support learning activity, such as:


Desks in Rows	Desks in Clusters	Desks in Circle/U-Shape
Whole group instruction; Assessments; Attention toward one instructional location (e.g. "board")	Small group and cooperative learning.	Encourages discussion and participation.

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Tier 2/Tier 3: Classroom Set Up

Classroom Structure


- Classrooms with more structure promote:
 - Appropriate academic and social behavior
 - More task involvement
 - Better peer interactions
 - More attentive behavior
- Be prepared (materials, lessons, etc....)
- Minimize crowding and distractions
- Quiet or cool down area(s)
- Reinforcement area(s)
- Class jobs/roles
 - Promotes responsibility and positive peer modeling



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Classroom Routines




General Routines	Routines to be Established
<ul style="list-style-type: none"> Have clear/established routines and practice them, reinforcement for engaging in these routines appropriately. 	<ul style="list-style-type: none"> Coming in the classroom What to do if late Notes from home Taking seat Taking attendance Transition of activities, staff or settings Asking questions or asking for help Bathroom rules What to do when finished work early Paper and work distributions What to do when the teacher is busy What to do if a student needs to leave class or who cannot cope with a certain situation Water and snack rules Cleaning up materials and areas Leaving class

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Classroom Procedures

 <p>Getting students' attention Signal or phrase</p>	 <p>Numbering systems Easier for lining up and getting groups ready</p>	 <p>Academic work Posting the daily Schedule Timers, countdowns</p>	 <p>Down Time Kept to a minimum Time fillers (set up and ready for quick use)</p>	 <p>Transition Procedures Clear areas for student movement Signal for a transition that is about to occur Gain students' attention and remind of expectations (i.e. talking, noise, personal space, etc.)</p>
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Tier 1: Expectations, Rules, & Routines



Teach, monitor, and reinforce expectations and rules that are aligned to the school-wide expectations.



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What is it?

The classroom teaching matrix is a **simple visual tool** displaying the established classroom expectations, rules, and routines. The matrix itself is a **critical foundation** for establishing **consistency** among adults.

It is a continuation of the school-wide teaching matrix.

It serves as the primary tool defining the behavioral-social-emotional learning **standards for instruction.**

WHAT DO YOU EXPECT



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What does it look like?

Use the same expectations that you are using **school-wide** to created **classroom** expectations and rules.

Be Safe <ul style="list-style-type: none"> • Use walking feet • Push your chairs in 	Be Respectful <ul style="list-style-type: none"> • Use kind words • Raise your hand 	Be Responsible <ul style="list-style-type: none"> • Do your best • Be prepared
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School-wide Expectations *Implemented in the Classroom*

	Engaged	Accountable	Respectful	Neighbor
Classroom	<p>stay on task</p> <p>Follow directions</p> <p>use time wisely</p> <p>complete classroom</p>	<p>come to school ready to learn</p> <p>turn in assignments</p> <p>show respect</p>	<p>care for classroom and materials</p> <p>keep hands, feet, and objects to self</p> <p>be a good learner</p>	<p>cooperate and collaborate with peers</p> <p>use kind words</p> <p>be a good learner</p>

Sherwood Middle School



CLASSROOM Expectations

B Follow school-level expectations
Follow classroom expectations

E Actively participate
Try your best
(Check toward academic goals)
Be Ready to Learn

A Arrive on time

R Positively interact with others
Maintain material integrity

Nothing less than **SUCCESS!**

Huntington East Middle School

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Classroom Practice #2 Classroom Teaching Matrix (Establishing Expectations, Rules, & Routines) DRAFT 7-27-19

What is it?

The Classroom Teaching Matrix is a simple visual tool displaying the established **Classroom Expectations, Rules, and Routines**. The Matrix itself is not an actual "practice," but is a critical foundation for establishing consistency among adults. **It is a continuation of the school-wide teaching matrix.** The teaching matrix serves as the primary tool defining the behavioral-social-emotional learning standards for instruction.

What does it look like?

Expectations:	Rules/Examples:	Routines:
3-5 School-wide expectations exemplifying the vision of the school (Classroom and School-wide expectations are the same).	Observable, measurable, positively stated, applicable, and understandable pro-social examples for each expectation	Posted procedures for automating common activities. Consider routines for external behaviors (e.g., turning in assignments, etc.), and social-emotional skills (e.g., self-awareness, brain regulation, developing relationships, etc.)

The Warren Way	Classroom Rules	Classroom Routines (Group Work) <i>Helps you deal with it!</i>
Be Responsible	<ul style="list-style-type: none"> Focus on your work Apologize for mistakes 	<ol style="list-style-type: none"> Do your "tap signal" Choose a coping strategy
Be Respectful	<ul style="list-style-type: none"> Listen to speaker Raise hand 	<ol style="list-style-type: none"> Listen to your peers Use "I statements" to express feelings and needs
Be Safe	<ul style="list-style-type: none"> Keep hands and feet to self 	<ol style="list-style-type: none"> Use Calm Corner as necessary Talk to someone if you need help

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Why?	<p>Consistent expectations in all settings ensure a common vision and message, creating consistency among adults which helps students stay regulated.</p> <p>Positively stated examples inform teachers on what to instruct and prompt. Students know exactly what to do.</p> <p>Routines create a predictable and calm environment. Routines prevent disruption often associated with staff inconsistency. Maximize learning time by automating frequent tasks and activities.</p>
How?	<p>Use the same expectations as posted school-wide. Expectations usually stay the same year after year, but revise behavior data annually to review possible rule revisions.</p> <p>Three approaches to consider: 1) having some rules in all classes, 2) having core rules be the same, with room for individual teacher rules, OR 3) all rules individual to each room. Tier 1 Team decides.</p> <p>Save time and resources by developing routines to be shared with colleagues. Tier 1 team may consider some routines to be the same school-wide (transition, getting attention, other).</p>
Tips?	<p>Use the Teaching Matrix to integrate social, emotional, and behavior examples from related initiatives (SEL competencies, bullying prevention skills, mental health, etc.)</p> <p>Keep the number of rules/examples manageable. After an initial draft, try to pick the top few rules for each expectation that have the biggest impact on your target outcomes.</p> <p>Get student input on the established rules. Are they clear? What are examples and non-examples?</p> <p>Daily: Identify an expectation and rule/example to match to the period's academic learning objective in the lesson plan, and post it as a prompt for what behavior to expect and reinforce.</p>

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Tier 2/Tier 3: Schedules

Schedules

- Consistent schedules play a crucial role in our lives, both at school or work and within our homes.
- Imagine navigating your day without a schedule or losing your calendar—similarly, our students rely on structure.
- Additionally consider implementing tailored schedules to enhance the flow of each day.

- Class wide
- Individual
- Predictability
- Routine

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Schedule for Staff

- Staff Assignment Sheet
 - Class schedule
 - Student need
 - Responsibilities

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Staff Assignment Sheet

Classroom	Mr. Teacher	Teacher	Notes
7:30-7:50	Breakfast Arrival	<ul style="list-style-type: none"> Drop-off for the day Meet students in Cafeteria and walk down to the classroom Assign students to unpacking backpacks, completing morning work, and listening 	<ul style="list-style-type: none"> Breakfast Duty with students Assign students to the unpacking backpacks Monitoring all hygiene checks Bring student if there is a student who is
7:50-8:20	8:20-8:30 8:30-8:40 8:40-8:50 8:50-9:00	<ul style="list-style-type: none"> Unique Learning E.L.A. Lessons Students rotate in small groups using 1:1 fluency Implement Center Lesson Algebraic Lesson with small group Brain Break Implement Math Lessons to three small groups rotating Unique Learning on phone 	<ul style="list-style-type: none"> Supervise and assist students while being pulled out into special with general education students 15 Minute Break Check classroom Monitoring with small group Transitioning Implement spelling lesson and on JFFWC to three small groups rotating
9:00-9:10	Computer Lab-Adaptive PE	Planning	Assign students in speech or computer lab
9:10-9:20	Transitions	<ul style="list-style-type: none"> Transition lesson NA Assign students getting ready for the day 	LUNCH
9:20-9:30	Students Lunch	LUNCH	Assign students in Cafeteria
9:30-9:40	Hygiene	<ul style="list-style-type: none"> Read aloud Supervise students at Recess 	<ul style="list-style-type: none"> Assign students in rotating and monitoring Assign Student 1 in Rotating 15 minute Break Assign Student 2 in Rotating
9:40-9:50	8:50-9:00 9:00-9:10	<ul style="list-style-type: none"> Unique Learning E.L.A. Lessons Students rotate in small groups using 1:1 fluency Assign students with work and packing up, homework support listening 	<ul style="list-style-type: none"> Assign students with work, packing up, and Homework support listening

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Tier 1: Active Supervision

Allows for immediate learning assistance to students, increases student engagement, reduces inappropriate behavior, and increases appropriate behaviors.

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What is it?

Active supervision is a highly **proactive practice** of *moving* continuously, *scanning* all areas of the setting, and *interacting* positively with authenticity.

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What does it look like?

A process for **monitoring the classroom**, or any school setting, that incorporates:

**Moving
Scanning
Interacting**

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Midwest PBTS Network **Classroom Practice #3** **Active Supervision**
DRAFT 3-18-19

What is it? Active supervision is a highly proactive practice of moving continuously, scanning all areas of the setting, and interacting positively with authenticity.

What does it look like? A teacher providing attention to a group in the corner of a room positions herself so she can also systematically look up and scan the rest of the room at the same time.
During work time, the teacher moves throughout the space (while also scanning the full room), and gives feedback to individuals and groups on their progress.

Why? Active supervision...

- Creates frequent opportunities to monitor students for success, or for need of prompting.
- Facilitates relationship building in creating opportunities for interaction.
- Anticipate and prevent known triggers for students.

Troubleshooting? Active supervision provides a sense of safety for students as well as frequent opportunities for relationship development.

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Midwest PBTS Network **Classroom Practice #3** **Active Supervision**
DRAFT 3-18-19

How? Teachers demonstrate active supervision through these three components:
Moving throughout the space: Using proximity by continuously moving throughout the learning environment to monitor, support, and be present.
Scanning: Visually sweep areas to monitor, prevent, and/or reinforce behavior.
Interacting: Providing feedback to students to reinforce, prevent, or teach academic and behavioral skills.

Tips?

- In a 20-minute period, make use of each of the three active supervision components 10 times.
- Active supervision is made easier in locations with an organized physical environment that allows for ease of movement.
- Ensure scanning is always possible even when teaching from alternate locations (e.g. can the teacher see all other students when working one-on-one or positioned in a small group area?)
- Set a routine for scanning and interacting with all students when engaged in another responsibility (e.g.: after three interactions in the group; after grading 2 papers)

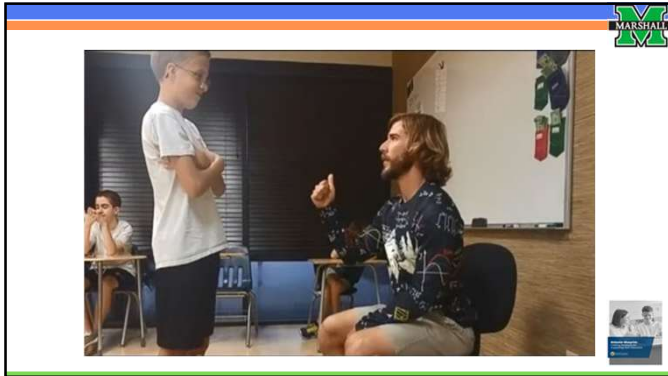
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Midwest PBTS Network **Tier 2/Tier 3: Building & Maintaining Relationships**
Relationships are Key!

- Why this sentiment is often reiterated, its significance cannot be overstated.
- Consider individuals with whom you share positive connections versus those with whom your relationship is less favorable. Your willingness to go the extra mile for someone is profoundly influenced by the quality of your relationship. The same applies to your students.
- Reflect on past supervisors: the one you admired and the one who left a different impression. Your level of cooperation and willingness to take on additional tasks was likely shaped by your rapport with each supervisor.
- Building rapport by aligning yourself with the student's interests and taking the time to understand them will significantly influence their behavior.



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Information Good to Know

Past Trauma	Characteristics Related to Disability	Communication Strengths/Deficits
Specific Skill Strengths/Deficits	Precipitating/Triggering Factors	Likes and Dislikes



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Ideas for Building Relationships

 GO FOR A WALK WITH THE STUDENT	 TAKE THEM ALONG TO RUN ERRANDS	 LISTEN TO THEIR FAVORITE MUSIC	 HAVE LUNCH WITH THEM
 USE HUMOR	 BRING IN ITEMS THEY LIKE	 TALK ABOUT THEIR FAVORITE TOPICS	 HAVE THEM HELP ORGANIZE IN CLASS



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Tier 1: Engagement & Opportunities to Respond



Actively engage students by providing culturally responsive instruction that includes high rates of opportunities to respond.

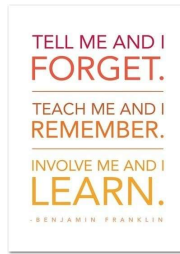


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What is it?

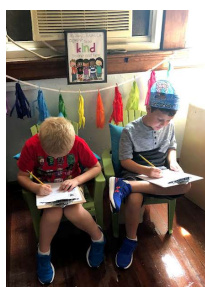
Maximize the **simultaneous participation** of **all** students through strategies and questions to solicit group responses.

Design lesson plans and instructional strategies so that **multiple students are involved** in thinking and problem-solving, rather than one-at-a-time.



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What does it look like?



- ✓ Instead of asking for someone to answer, student share their answer with a partner first, discuss, and report out
- ✓ All students write their answer on a small whiteboard and hold them up for the teacher to see
- ✓ PE teacher uses skill stations so all students are engaged instead of standing in lines

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Engagement & Opportunities to Respond
Question Practice #6
 DRAFT 3-18-19

Maximize the simultaneous involvement of all students through strategies and questions to solicit group responses.
 Design lesson plans and instructional strategies so that multiple students are involved in thinking and problem-solving, rather than one-at-a-time.

What is it?

What does it look like?

Why?

Examples:

- Instead of asking the class for someone to state an answer, students share their answer with a shoulder partner first, discuss for one minute, and then report out.
- All students write their answer to a math problem on small white boards and hold them up for the teacher to see.
- PE Teacher uses small basketball skill stations so all students are engaged instead of standing in line.

- Increase on-task behavior
- Increase praise to correction ratio
- Provides continual formative assessment
- Makes learning visible
- Increase academic/learning outcomes
- Allows for differentiated responses and varied types of engagement for students who do not want group attention

Research Link: Facilitating frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened. (Craig, S.E., 2016)

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How?

Aim to use group strategies for a majority of the opportunities to respond during instruction. Identify strategies that fit within the lesson plan such as: Use of response cards, dry-erase boards, smart boards, response clickers/apps, choral response, think-pair-share, etc.

Tips?



- Teacher talk should account for no more than 40-50% of instructional time.
- Use wait time of 5 seconds to allow for processing and encourage engagement
- Share strategies and practice group opportunities to respond skills in grade/department teams.

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Tier 2 / Tier 3: Proactive Strategies

What are Proactive Strategies?



- Proactive strategies serve as our toolkit for preparing ahead of time, anticipating challenges before they arise. While they may not eliminate all difficulties, they significantly enhance our ability to manage them effectively.

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Common Proactive Strategies

- Build in breaks in the schedule
- Movement breaks
- Break pass or card when needed
- Provide choices (embed into academic tasks)
- Relationship building (more positive than negative statements)
- Use a timer
- Be consistent across people and activities
- Start off with easier tasks first
- Remove items that can be potentially harmful or put items away.






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Tier 1: Encouraging Appropriate Behavior



Use a continuum of culturally responsive strategies to acknowledge appropriate behavior





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What is it?

A set of strategies that encourage appropriate behavior by **instructing what is expected, communicating positive examples, giving specific feedback, and motivating students** with reinforcers designed to promote a growth mindset and community inclusion.

If you want something you must teach it...and then you must **acknowledge it.**



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What does it look like?

- Preventative Prompts
- Behavior Specific Praise
- Nonverbal Cues
- Individual Reinforcers
- Group Contingencies





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Classroom Practice #4
Encouraging Appropriate Behavior
DRAFT 7-27-19

A set of strategies that encourage appropriate behavior by instructing what is expected, communicating positive examples, giving specific feedback, and motivating students with reinforcers designed to promote a growth mindset and community inclusion. Strategies are chosen by the Tier 1 team, added to the school's discipline flowchart, and supported through professional development.

STRATEGIES TO ENCOURAGE APPROPRIATE BEHAVIOR

	Teach Behavior/Routines	Preventative Prompts	Behavior Specific Praise	Individual Reinforcers	Group Contingencies
What is it?	A written plan/schedule for teaching and practicing expectations, rules, or procedures.	Prompting expected behavior just prior to when it is needed. Before we expect to group work, remember during, report looks like...	"One, Awesome! You are showing leadership skills!"	Tiger tokens, building blocks, note pads, etc.	After 20 Tiger Tokens are earned among the group, everyone gets a 5-10 min social reward.
What does it look like?	Clear understanding of expected behaviors and teacher new social-emotional competencies.	Prevents inappropriate behavior by setting the environment and students up for success.	Clear feedback about performance. Builds relationships. Helps establish a 5:1 ratio.	Individual acknowledgment systems aimed at students to focus on skills they want to use and use Behavior Specific Praise.	Keeps a focus on growth mindset. Use the benefits of social rewards to emphasize desired behaviors, build relationships, and build community.
Why?					
Trauma-Link?	These strategies (Behavior lesson plans, preventative prompts, specific praise, individual reinforcers, and group contingencies) teach and increase use of desired social-emotional competencies (e.g. sense of self, emotional regulation) often underdeveloped in students impacted by trauma.				

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STRATEGIES TO ENCOURAGE APPROPRIATE BEHAVIOR

	Teach Behavior/Routines	Preventative Prompts	Behavior Specific Praise	Individual Reinforcers	Group Contingencies
How?	Teach behavior like academics. Install new skills, and engage in ongoing intentional practice. Teach the identified rules and procedures in the teaching matrix.	Pleasantly prompt expected behaviors just prior to times it would be beneficial.	1. Identify the student/group 2. Include term of praise 3. Describe rule being recognized 4. Link to school-wide expectation	Use the same "one" school-wide acknowledgement taken in classrooms. Tier 1 Team guides the recommended frequency; use data to target specific behaviors as needed.	Identify collective goals for frequent group rewards/celebration. Layer larger/less-frequent rewards on top for bigger celebrations.
Tips?	<ul style="list-style-type: none"> Work collectively to create lesson plans all staff can use. Follow the same design in lesson planning as you do with academics. Consider social-emotional skills in addition to behavioral and procedural skills. 	<ul style="list-style-type: none"> Write an aligned target behavior on the board next to the academic objective for the period. 	<ul style="list-style-type: none"> Use routine-building strategies (penalties in your pocket, etc.) and peer obs/self-reflection to build skillset for 5:1 ratio. Be authentic and genuine in tone. "I really like how you..." can be delivered positively or neg, choose the former. 	<ul style="list-style-type: none"> Once earned, reinforcers are not taken away. Layer tangible and social rewards for additional value. It is not a sharing response cost system (clip-charts, names on board, etc.) 	<ul style="list-style-type: none"> Get student input on a menu of 5-10 min group rewards in advance. Everyone is included in group celebrations. Deliver reward as quickly as possible. Whole-school celebrations are also group contingencies.

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Tier 2 / Tier 3: Positive Reinforcement Strategies

Positive Reinforcement

- Consider what drives you to come to work each day and how much effort you invest in your job. Now, let's shift our focus to our students.
- Beyond the obligation of attending school, what motivates them to show up every day?
- Recognizing that motivation significantly influences behavior is crucial.
- The positive reinforcement principle, which has consistently demonstrated its effectiveness, plays a pivotal role in increasing the likelihood of desired behaviors.
- These insights will guide you in identifying potential reinforcers.
- Keep in mind that everyone is unique, and what works for one may not be effective for another.
- Preference assessments.




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Simple Strategies




1. Verbal Praise
2. Tangible Rewards
3. Gestures
4. Public Recognition
5. Extra Recess/Fun Activities



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More Involved Strategies

1. Class wide system (group contingencies)
2. Individual modifications and adjustments to class wide system
3. Individual Behavior Contract
4. Student point system/token economy
5. First/Then (Premack principle)



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Tier 1: Responding to Inappropriate Behavior

Use a continuum of culturally responsive strategies to respond to inappropriate behavior.

85

What is it?

A teacher's **toolkit of practices** organized by resource intensity, for responding to inappropriate behavior. Use the least intensive educational approach to support student learning and achieve demonstration of the appropriate skill.

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What does this look like?

Practices to address **skill deficit**
(lack of a skill to perform a desired behavior)

Error Correction as a universal corrective feedback process

Practices to address **performance deficit**
(lack of motivation to perform a desired behavior)

Lost Creek Behavior Management Hierarchy

First Disruption: Non-verbal reminders (proximity control, the "teacher look," etc.) will be given.

Second Disruption: Verbal reminders (re-statement of rules/expectations with reminders of what could happen).

Third Disruption: The student receives **first infraction** and teacher uses intervention to redirect behavior.

Fourth Disruption: The student receives **second infraction** completes a "think sheet," and has a conference with the teacher. "Think sheets are sent home for parents to sign and return."

Fifth Disruption: The student receives **third infraction** and a referral form is filled out and sent to Mrs. Trent.

"Do Not Pass Go"

Incidents that fall into the following categories qualify as "Do Not Pass Go":

- if the behavior is harmful to the school environment
- if the behavior is harmful to other students or staff
- if the behavior is harmful to the student themselves

If this is happening, and you cannot contact Mrs. Trent, please call Debbie (ext. 7540) immediately. Decide what action you will take.

**Please be aware that if Mrs. Trent is not able to be reached, please contact Debbie (ext. 7540) immediately.

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Skillstreaming

1. Respectfully address student
2. Describe inappropriate behavior
3. Describe expected behavior/rule
4. Link to school-wide expectation on Matrix
5. End with encouragement

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Continuum of Responses to Inappropriate Behavior
DRAFT 7-28-19

What is it?


A teacher's toolkit of practices organized by resource intensity, for responding to inappropriate behavior. Use the least intensive educational approach to support student learning and achieve demonstration of the appropriate skill.

Practices are chosen by the Tier 1 team, added to the school's discipline flowchart, and installed and supported through professional development (PD).

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Sample Practices Team May Install	Definition
Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping.
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring, and concern.
Direct Eye Contact	The "headier look" to get attention and non-verbally prompt a student.
Signal / Non-Verbal Cue	Teacher gestures to prompt a desired behavior or adherence to a procedure and routine.
Praise the Appropriate Behavior in Others	Use Behavior Specific Praise with a different student or group to remind all students of the expected rule/expectation.
Redirect	Restate the desired behavior as described on the teaching matrix.
Praise Approximations (Differential Reinforcement)	Reinforcing one behavior and not another. For example, praise the positive behavior while ignoring the student's inappropriate behavior.
Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Specific Error Correction	Specific feedback that informs the student to stop the undesired behavior, and to engage in the desired behavior connected to the school-wide expectation. <ol style="list-style-type: none"> 1. Respectfully address the student 2. Describe inappropriate behavior 3. Describe expected behavior/rule 4. Link to school-wide expectation on matrix 5. End with encouragement
Regulate, Relate, Reason	Strategies helping a student regulate, or "quiet" their stress response, relate to an empathetic adult, and reason to think logically.
Provide Choice	Give appropriate alternative choices to lead to the same target outcome. Examples: accomplish the task in another location, change the order of task completion, use alternate supplies to complete the task, or offer a different type of activity.
Conference with Student	Ask the five restorative questions. Understand the problem and the alternative behavior. Provide rationale. Practice and give feedback. Develop a plan.
Restorative Circle	Inclusive circle format and processes to address specific incidents that have occurred, and connect learning to school-wide expectations (Castello et. al., 2010)

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Why? Educators need a tool kit of behavioral teaching strategies to meet different functions, intensity, and rates of inappropriate behavior. No single strategy will work for all youth or in all situations. Punishing problem behavior, instead of correcting through a positive, proactive, educative approach, is linked to increased aggression, vandalism, truancy, and dropouts (Mayer & Sulzer-Zaroff, 1990; Skiba, Peterson, & Williams, 1997).

How? **Trauma-Lens?** The continuum of response provides opportunity to use trauma informed strategies to help the student regulate, connect (relate) with the adult, and allows the student to access their problem-solving skills (reason). A formal toolkit of practices should be selected by the Tier 1 Team, and installed through ongoing PD. The toolkit should include 1) practices to address **skill deficit** (lack of a skill to perform a desired behavior), 2) practices to address **performance deficit** (lack of a motivation to perform the desired behavior), and 3) **Error Correction** as a universal corrective feedback process. Provide opportunities for self-assessment, peer-observation, and coaching to improve fidelity of the strategies.

Tips?

- Use the least resource intense practice possible to achieve the objective. Focus on consistency and patience in responding to behavior.
- Document the school-wide list of recommended practices in a discipline flow-chart.
- Response practices should communicate support, caring, and relationship building.
- Provide teachers PD on function of behavior to support selection of practice
- It is not: A list of punishments, nor a process for teachers to follow in order to reach a punishment; A public shaming response cost system (clip-chart, names on board, etc.) A privilege level system


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Tier 2/Tier 3: Responding to Challenging Behaviors & Crisis Intervention

Things you need to Know

1	2	3
<ul style="list-style-type: none"> • Know what your school crisis prevention program is, even if you are not trained, it is important to be aware of what your school uses. 	<ul style="list-style-type: none"> • Know who your crisis team is in your building and the procedure for contacting them. 	<ul style="list-style-type: none"> • ALWAYS focus on de-escalating the situation.




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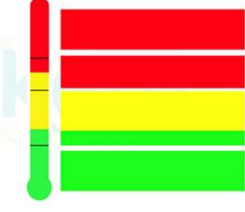
Your Behavior Matters!

- Be aware of your tone of voice and what words you use
 - Yelling or screaming will escalate a situation (be mindful)
 - Neutral and/or stern (when necessary) is more effective and less likely to escalate behavior when it is occurring.
- Distance and Proximity (Personal Space)
 - Give the student space and remain at a safe distance
 - Do not move closer when a student is escalated
 - Ask before approaching them (if they say no or indicate that they do not want you near them, accept this)
- Getting back to the schedule following a challenge (don't take it personally)



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De-Escalation




Aside from your school's crisis prevention program de-escalation, it will be important if you have a student in mind who may be exhibiting some challenges. Use the template as a guide to identify behaviors this student exhibits at each level.

Red - When your student is experiencing their boiling point, what do the behaviors look like?

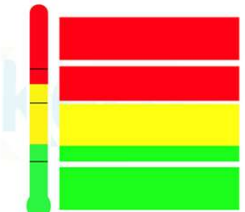
Yellow - When your student is experiencing minor to increased emotion, what do the behaviors look like?

Green - When your student is calm, what do these behaviors look like?




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De-Escalation



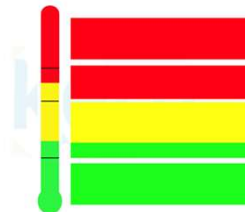
Green to yellow (minor agitation)

- What does this look like for your student?
- Ask yourself -what has been going on?
- Can they be redirected by talking about another topic or change the task/environment?
- Be mindful of proximity




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De-Escalation



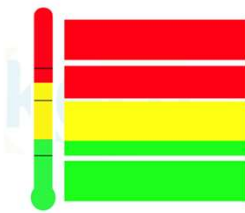
Yellow to Red (Heightened Emotion)

- Keep a safe distance
- Keep interactions short and limited - emphasis on calm tone and be mindful of body language




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De-Escalation



Red (Boiling Point)

- Keep maximum distance
- Evacuate others, if possible
- Contact Crisis Team



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Now what?

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School-Wide Behavior Support Specialists

North Region BSS:
Erin Aguilar
erin.aguilar@marshall.edu

South Region BSS:
Jen Jones
jenjones@marshall.edu

Eastern Panhandle Region BSS:
Christy Feller
christy.feller@marshall.edu

Mountain Region BSS:
Jennifer Fletcher
jennifer.fletcher@marshall.edu

School-wide BSS South:
Molly Fisher
molly.fisher@marshall.edu

We're here to help!

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Evaluation

Erin Aguilar
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Establishing Systems
Behavior/Mental Health Technical Assistance Center

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