

Positive strategies for managing difficult classroom behaviors

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Announcement

- **Professional training (Bindiya)**
 - <https://www.gatewayschoolmumbai.org/outreach/>
 - **June 2021 - Jan 2022 (one week each month)**
- **Breakout rooms**

TEACHING IS...



Teaching is a
science.

Teaching: An art,
not just a job.

Teaching is all of it....

- We want to use teaching methods or interventions that are **EVIDENCE BASED**....that is, on scientific research and data.
- We need **CREATIVITY** to implement those methods, interventions and create materials to address the needs of all students.
- We need it to be **POSITIVE** to make students feel encouraged.

Session Goal & Objectives

Goal: To increase awareness of behavior support and intervention strategies

Objectives:

- Identify the underpinnings of positive behavior intervention at the individual level
- Identify behavioral support strategies at the individual level
- Identify behavioral support strategies at the classroom level

Marzano (2003)- Meta-analysis about the impact of positive classroom management

Factor	Average Effect Size	Number of Subjects	Number of Studies	Percentile Decrease in Disruptions
Rules and Procedures	-.763	626	10	28
Disciplinary Interventions	-.909	3,322	68	32
Teacher-Student Relationships	-.869	1,110	4	31
Mental Set	-1.294	502	5	40

Note: All effect sizes are significant at the .05 level.

Marzano (2003)- Meta-analysis

Figure 1.5. Effects of Classroom Management on Engagement and Achievement

Outcome	Average Effect Size	Number of Subjects	Number of Studies	Percentile Increase
Engagement	+.617	784	7	23
Achievement	+.521	553	5	20

Note: All effect sizes are significant at the .05 level.

In a more recent meta-analysis (2017)

“Effective teaching, and learning cannot take place in poorly managed classrooms (V. F. Jones & Jones, 2012)”.

Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A Meta-Analysis of the Effects of Classroom Management Strategies and Classroom Management Programs on Students' Academic, Behavioral, Emotional, and Motivational Outcomes. *Review of Educational Research*, 86(3), 643–680.
<https://doi.org/10.3102/0034654315626799>

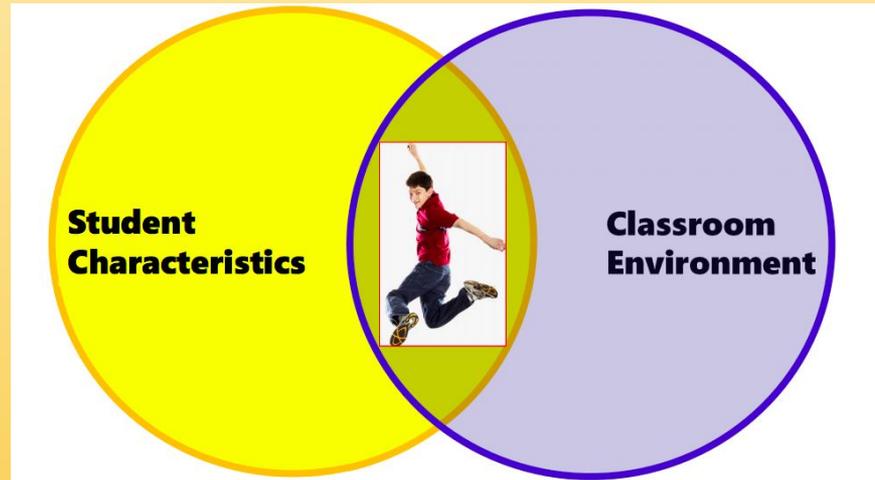
What is **classroom management**? Definition from Evertson and Weinstein (2006)

The actions that teachers take to create a **supportive environment** for the academic and social-emotional learning of students. This is done by:

1. Developing caring supportive relationships with and among students**
2. Organising and implementing instruction to optimize student access to learning
3. Encourage student engagement in academic tasks
4. Promoting develop of students social skills and self regulation
5. Using appropriate interventions to assist students with behavior problems

We need to consider that **behavior in the classroom is a PRODUCT** of:

- Student characteristics and classroom environment
- We can improve *individual* student outcomes and overall school experience if we consider each of these.



What is Positive Behavioral Interventions and Support (PBIS)?

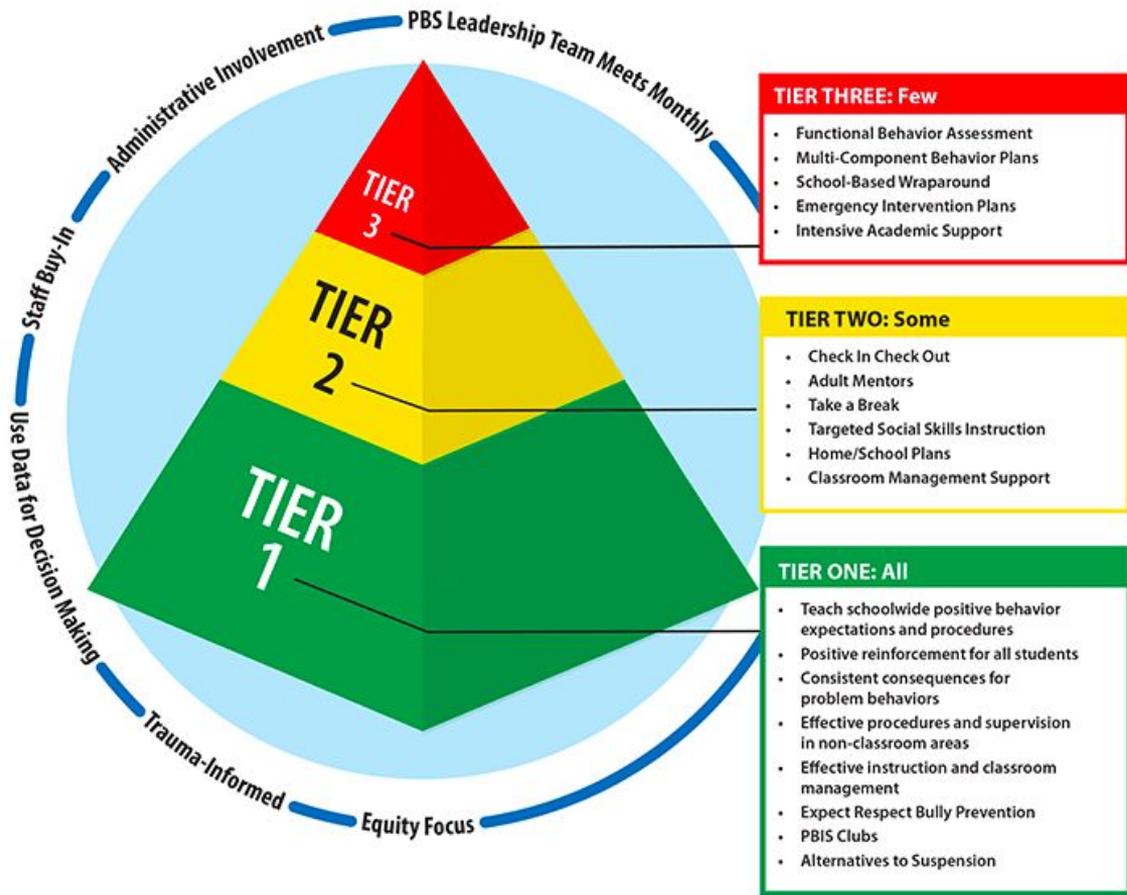
It is a **collaborative** approach to supporting students with challenging behaviors

It is a **research-based** and **evidence-based** approach to decrease problem behavior and improve quality of life.

It must be:

1. **Emphasis on positive behaviors**
2. **Person-centered**
3. **Data-Driven ****
4. **Proactive (vs. reactive) strategies**

Three-Tiered Model of Positive Behavioral Interventions and Support

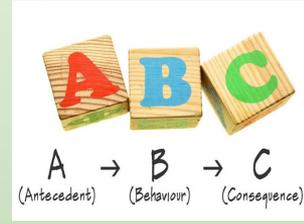


What is Positive Behavior Intervention Support (PBIS)?



It increases the chances that you can handle unexpected behaviors **in a way that promotes student success, a positive relationship with students and your authority.**

What is a behavior?



It is something a person **DOES** (needs to pass dead man's test)

It is **COMMUNICATION**- it tells us something.

Connecting theory to practice to reality



- Select a student with whom you work who often engages in non-compliant behaviors or inattention.
- Draw a table with 4 columns & make a list of the behaviors (what you see) 2 minutes

	Behaviors (that you see)		
	1.		
	2.		
	3.		
	4.		

Breakout rooms 10 minutes

- Each person in the breakout room will share his/her list about their student.
- 2 minutes per person maximum

6 principles about managing classroom behaviors

1. Teach clear expected behaviors (reinforce them when they occur)

- a. Teach what you expect and reward it

2. Check for academic problems and missing skills

- a. There is a strong correlation between misbehavior and poor academic skills
- b. Teachers need to routinely assess BEFORE teaching new concept to identify students who might struggle.
- c. Teach gaps in learning and skills as part of their learning plan

3. Investigate underlying functions of behavior **

- a. Avoidance/avoidance of a task or situation
- b. Attention (teacher or peer)
- c. Lack of motivation (this is true if you have evidence that the student has appropriate skills)
- d. Emotional or attentional blockers (student has skills but are blocked by stress, anxiety, fatigue etc...)

6 principles about managing classroom behaviors

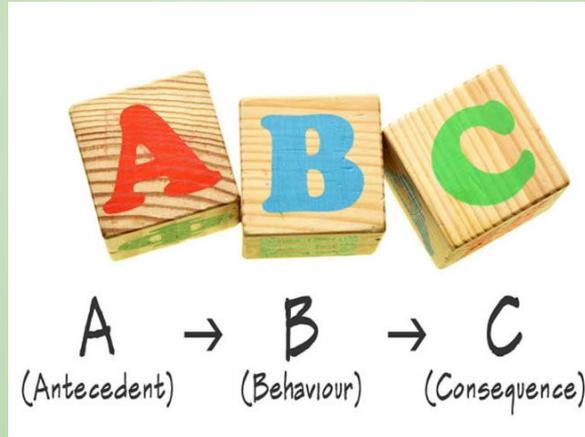
4. Eliminate behavioral triggers **

5. Focus on factors that you *can* control

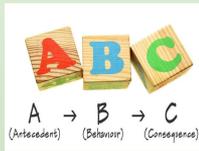
6. Be flexible in responding to misbehavior

Investigating underlying functions of behavior

What happens before ?



What happens after?

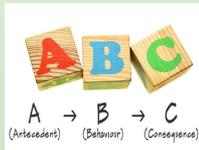


Antecedents

Immediate Triggers
Being told to begin/stop a task
Non-preferred staff giving directives
Being told 'no'
Transitioning between teacher led activities to independent tasks
Teacher attention to a peer
Peer comment
Noise Level
Lighting

Slow Triggers
Upcoming doctor's appointment
Change of medication
Birth of a sibling
Death of a loved one
Irregular sleep schedule
Hunger
Illness

Antecedents



Other considerations
Below average working memory
Below average processing speed (auditory)
Below average processing speed (visual)
Short attention span
Sequencing difficulties
Poor memory of number facts
Poor memory of spelling rules
Other learning barriers

Why does behavior happen?

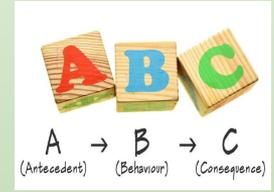
Because the purpose of the behaviour was met

- To escape/avoid something
- To get attention
- To obtain an item
- (For sensory stimulation)

Purposes of Behavior

I don't want to do this (Escape) **	I want attention! (Attention)	I want this (Tangible item)	I like doing this (Sensory)
Difficult tasks	From parents	An object	It feels good
Prolonged work	From teachers	Food/Drink	I looks good
Social demands	From peers	Activity	It sounds good
Be here	From siblings		It tastes good
Be with this person	From anyone		It's a habit

What are consequences?



Consequence- any response to the behavior that can:

- a. increase behavior/reinforce or maintain a behavior
- b. decrease/eliminate
- c. have no impact because it did not achieve its purpose

Consequences

Positive: something we *add* to the environment that is used to recognize and promote compliance

Ex: attention from teachers/caregivers, tangible reinforcers, automatic reinforcers (sensory)

Negative: something we *remove* from the environment that is used to reduce instances of non compliance

Ex: escape from demands (or breaks)

Consequences need to be:

- Related
- Reasonable
- Respectful
- Helpful



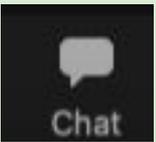
The links between ABC

Antecedent	Behavior	Consequence
What happens before (triggers)	What a person does (the behavior)	What happens immediately after (what does the person get or avoid)
Person enters store	Person wears mask as mandated	Person can shop (and stay safe)
Person enters store	Person does NOT wear mask as mandated	Person gets infected

The links between ABC

Antecedent	Behavior	Consequence
What happens before (triggers)	What a person does (the behavior)	What happens immediately after (what does the person get or avoid)
Teacher hands out a math worksheet with word problems	Student says he won't do the work and calls the teacher a name	Teacher sends the student out to see the principal (student avoids the task)
Teacher presents multi-step task orally	Student asks for help	Teacher comes over to with printed instructions and re-explains task.

Further examples - your turn!



Antecedent (Triggers)	Behavior	Consequence	Is it likely to happen again?	Why?
Concert	Singing	Clapping	yes	Got what they want: Attention
Concert *	Singing	Booing	no	Did NOT obtain something: attention
Classwork	Doing Math exercises for the entire class time	No computer time	no	Did not obtain something: Computer time
Teacher says, 'take out your grammar book'	Student starts to distract other students	Teacher sends student into the hallway to calm down	yes	Got what they want: avoidance

REVIEW OF COMMON FUNCTIONS OF BEHAVIORS

Peer attention/ Teacher attention

Escape or avoidance

Lack of skills

Lack of motivation- student has skills but overwhelmed by task

Emotional barriers - student has skills but has anxiety, attention challenges

Let's go back to your lists and have a think about.....

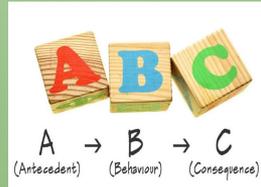


Triggers	Behaviors (that you see)	Function (your hypothesis)	
	1.		
	2.		
	3.		
	4.		

Consequences: Using Praise to reinforce Behaviors

Some considerations (Remember Carol Dweck?)

- Teacher praise is a form of attention since it is a signal of teacher approval
- This is a powerful tool for reinforcing desired behavior
- Teacher praise should describe the correct behavior and effort (not intelligence) “Great effort on your capitalization!”, “I like your strategy of asking questions as you are reading”

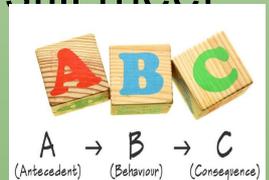


Looking at how to manipulate the **consequences** to eliminate behaviors

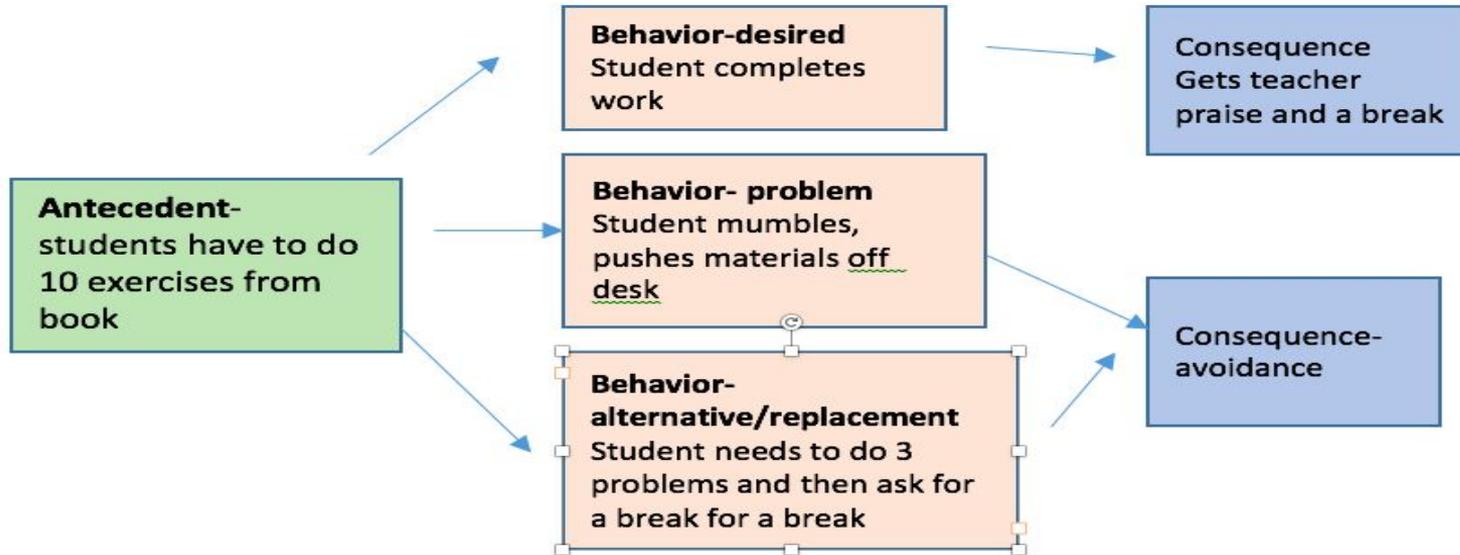
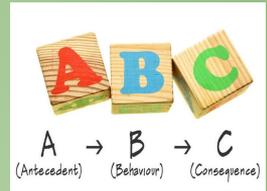
**** You purposely do not serve its purpose (eg. if it's for attention, you ignore)**

**** You make the problem behavior irrelevant, inefficient or ineffective**

**** You teach an alternative, appropriate behavior that will still meet its purpose**



Teaching alternative behaviors (through consequences)



Manipulating Consequences to enhance compliance

ANTECEDENT

Ama is given an in-class writing task



BEHAVIOR

She gets frustrated and is impolite



CONSEQUENCE

Teacher sends Ama to the principal.

FUNCTION?



ANTECEDENT

Ama is given an in-class writing task



BEHAVIOR

She gets frustrated and puts her head down.



CONSEQUENCES

Teacher breaks the assignment down into smaller steps

Ama gets started and the teacher gives her thumbs up.

Movement Break
5 minutes

REVIEW OF COMMON REASONS FOR PROBLEM BX

Lack of skills

Peer attention

Teacher attention

Escape or avoidance

Lack of motivation

Emotional barriers

Manipulating the antecedent to elicit desired behavior

1. Modifying instruction using high interest materials
2. Modifying instruction by reducing demands
3. Thinking about pre-requisite skills and pre-teaching

People misbehave because they lack other skills for effectively dealing with situations)

4. Modifying instruction by pre-correcting
5. Modifying instruction by offering choice
6. Anticipating triggers

Antecedents -Prevention Interventions- Modifying Instruction

MODIFYING INSTRUCTION USING HIGH INTEREST MATERIALS

Antecedent (Trigger)	Behavior	Function addressed	What is student communicating	Intervention/ Support
Weak reading skills	Walking around the room during reading tasks	Escape	I don't want to do the reading work	Providing high interest materials, low ability choices

Antecedents -Prevention Interventions- Modifying Instruction

MODIFYING INSTRUCTION BY REDUCING DEMAND

Antecedent (Trigger)	Behavior	Function addressed	What is student communicating	Intervention/ Support
Weak Math skills	Disruptive Behaviors	Escape	I don't want to do math' (too difficult)	Reduce number of math problems OR
				Give easier problems first, reward, and alternate with more challenging problems.

Antecedents -Prevention Interventions- Modifying Instruction

MODIFYING INSTRUCTION BY PRETEACHING

Trigger	Behavior	Function addressed	What is student communicating	Intervention/ Support
Student finds science concepts difficult	Fidgeting, arguing with teacher	escape	I don't want to participate in science activities	Teacher introduces vocabulary related to the concept the week before starting unit

Antecedents -Prevention Interventions- Modifying Instruction

MODIFYING INSTRUCTION THROUGH PRE-CORRECTION

Trigger	Behavior	Function addressed	What is student communicating	Intervention/ Support
Student is experiencing personal problems with some of the kids in class.	Student is put into a group and interrupts other in discussion and gets into minor conflict	escape	I am nervous about participating in this activity	Before student is assigned a group, teacher reviews the behavior expectations and expresses faith in student.

Antecedents -Prevention Interventions- Modifying Instruction

MODIFYING INSTRUCTION BY OFFERING CHOICE

Trigger	Behavior	Function addressed	What is student communicating	Intervention/ Support
Has weak working memory	Student refuses to do an assignment and calls it 'stupid'	escape	I don't want to participate in this activity	Anticipating refusal to work, teacher gives student the choice to work alone or with a peer, as well as where in the room to work.

Antecedents -Prevention Interventions- Modifying Instruction

MODIFYING INSTRUCTION BY OFFERING BREAK/MOVEMENT

Trigger	Behavior	Function addressed	What is student communicating	Intervention/ support
Student struggles sitting for long periods of time (maybe has ADHD)	Student gets fidgety after 45 minutes	Sensory- needs movement	I am uncomfortable sitting for this long	Teacher gives student a task requiring movement (handing out papers, running an errand, wiping the board)

What might be an intervention or support strategy for your student?



Triggers	Behaviors (that you see)	Function (your hypothesis)	Your intervention
	1.		
	2.		
	3.		
	4.		

Considerations for students with attention deficits

ANTECEDENTS

1. Ensure that students are directly taught behavioral expectations for common routines and transitions- make them visual and practice them)
2. Provide step by step checklists to help students follow routines
3. Write behavioral goals down on paper*
4. Give cues for when those behaviors need to occur (you might use 'the look')
5. Remove students from temptation (certain peers, windows, noise)= as close to teacher as possible.
6. Make clear what the expectation for an academic task is (how long? How many?)
7. Consider reducing level of difficulty or volume
8. Provide friendly reminders before transitions
9. Establish menu of rewards (breaks, fun activity)
10. Break complex tasks into manageable chunks
11. Prompt kids BEFORE they make a mistake

CONSEQUENCES

* Have students monitor their own behavior (have they met their goal for behaving in a certain way?)

Provide frequent praise when student is on-task

Give lots of opportunities for student for success and to access rewards

Other Strategies for increasing attention

1. Include physical activity
2. Give clear time frames (with timers)
3. Remove visual distractions (windows, unnecessary decor/noise)
4. Obtain eye contact before delivering instructions. “Tom, are you ready? Please do x, y, z. Can you repeat that for everyone?”
5. Give learning materials/tasks that are at appropriate level for that student
6. Engage student during lesson by asking questions.
7. Use humour

The power of (positive) language

To increase compliance, consider that your instructions are

- Brief
- Simple and clear: they describe what they have to *DO* specifically
- Use only 1 verb at a time
- Positive or neutral (avoid *don't do this...instead, do that*)
- Use active language (clean up your work area or let's clean up...) as opposed to passive (the work area needs to be cleaned up)

Setting up for Success- Teach Growth Mindset in students

Success breeds success!

Celebrate errors !

Celebrate strategies !

Celebrate effort !

=

Promote growth mindset



What did you learn today?
What mistake did you make
that taught you something?
What did you try hard at
today?

Carol Dweck

EverydayPowerBlog.com

The power of volume control

To increase motivation and compliance, consider how to **lower effort** required to do be successful:

- Start some of the assigned readings in class by reading the first few paragraphs outloud and then the rest silently.
- For challenging homework or tasks, pair students off to begin the task in class, develop a plan, formulate questions
- Chunk assignments into smaller chunks (praise at each completed step :))
- Pair organised students with less organised students during class activities
- Ask students to do any 5 of the 15 that is on a page (point out that the first 5 are easier than the last 15)
- Put a time limit on activities (read for 20 minutes- as opposed to 2 chapters)
- (Allow students to listen to choose a fun activity after their 20 minutes of active reading)

The power of routines

Without routines, students are most likely to misbehave.

1. **EXPLAIN** - Start teaching routines immediately at the start of the year.
 - a. How do kids enter your room?
 - b. 5,4,3,2,1 instruction
 - c. Transitions- announce them, time them, minimise opportunities for distractions
 - d. 5 B's= Check the **B**oard or **b**ook, ask a **b**uddy, ask the **b**oss
2. **REHEARSE (LOTS OF TIMES)**
3. **REINFORCE (LOTS OF TIMES)**

The power of checklists to establish micro routines

Ready to learn:

When I come to class, I

- hang my coat/bag on the back of my chair
- I put my agenda on the desk
- I check the day's schedule

At the start of a lesson, I will

- Remove everything from my desk
- Have a writing utensil ready
- Have paper on my desk
- Look at my teacher for instructions

At the end of the school day, I have

- Written down my homework
- Packed the materials I need for my homework

Classroom-wide Positive Behavior Support

EVIDENCE BASED GUIDELINES FOR CREATING EFFECTIVE CLASSROOM RULES

- 1 Establish a small number of rules.
- 2 Get student input.
- 3 Be positive.
- 4 Be specific.
- 5 Display the rules.
- 6 Teach the rules.
- 7 Establish consequences.

Reference: Alter, P., & Hayden, T. (2017). Characteristics of Effective Classroom Rules: A Review of the Literature. Teacher Education and Special Education, 0888406417700962.



To get Student buy in, involve your students in establishing some of these rules.

Behavior Expectations

Area	Safety	Respectful	Responsibility
Cafeteria	<ul style="list-style-type: none"> Stay seated while eating. Keep your hands and feet to yourself. Always walk. 	<ul style="list-style-type: none"> Use inside voice. Follow adult directions. Be polite and use good manners. 	<ul style="list-style-type: none"> Raise your hand for help. Clean up your area.
Assembly	<ul style="list-style-type: none"> Keep hands and feet to yourself. Stay with your class. Enter and exit quietly with your teacher. 	<ul style="list-style-type: none"> Listen quietly. Show appreciation. 	<ul style="list-style-type: none"> Keep eyes on performers.
Hallway	<ul style="list-style-type: none"> Walk in a straight line facing forward, hands and feet to self. Stay on the right side. 	<ul style="list-style-type: none"> Use appropriate voice. Respect hallway teaching. 	<ul style="list-style-type: none"> Always carry a hall pass. Walk directly to where you are going.
Bathroom	<ul style="list-style-type: none"> Wash hands with soap and water. Flush toilet after use. 	<ul style="list-style-type: none"> Give people privacy. Use quiet voices. 	<ul style="list-style-type: none"> Use toilets and sinks for intended purpose. Report problems to adults. Keep litter off floor. Return to class quickly.
Playground	<ul style="list-style-type: none"> Use equipment for intended purposes. Stay in boundaries. Keep hands and feet to yourself. 	<ul style="list-style-type: none"> Use kind words and actions. Take turns and share equipment. Listen to staff and follow directions. 	<ul style="list-style-type: none"> Line up quickly at first signal. Return play equipment.
Classroom	<ul style="list-style-type: none"> Use materials for intended purpose. Keep hands and feet to yourself. 	<ul style="list-style-type: none"> Follow all teacher classroom rules. Follow directions. Use kind words and actions. Use inside voice. 	<ul style="list-style-type: none"> Work together to keep the room clean. Try to solve your own problems, but ask for help if needed.
Bus	<ul style="list-style-type: none"> Leave your toys and electronics at home. Stay seated. No eating or drinking. Never spit back. 	<ul style="list-style-type: none"> Listen to driver and follow directions. Use quiet voices. Keep bus clean and undamaged. Be courteous to driver, bus assistant and other students. 	<ul style="list-style-type: none"> Be at your bus stop at least 5 minutes before the bus arrives. Wait safely at bus stop. Written permission is required to walk or ride bike to school.

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What would be YOUR Class or School's non negotiable class expectations?

Break out room by school (10 minutes)

Classroom-wide Positive Behavior Support

Classroom

Safety	Respectful	Responsibility
<ul style="list-style-type: none">• Use equipment as intended (sitting properly in chairs using pencil for writing).• Walk in the halls and up and down the stairs.• Keep hands and feet to yourself.• Stay in designated areas to ensure proper supervision.	<ul style="list-style-type: none">• Speak in a volume appropriate for the setting.• Be kind and helpful.• Take turns speaking.• Positive participation.• Be kind to the property of others (peers and school).	<ul style="list-style-type: none">• Be on time.• Complete all work.• Put forth best effort.• Clean up after yourself.• Come prepared (i.e books pencils).

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Behavior Expectations

Padlet time!!!!

3-2-1 Bridge

3 things I learned, 2 things I will implement, 1 question I still have

<https://padlet.com/bindiya2/9hynqtb33dndf6ir>

References

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