“Good behavior enables learning to take place, while problem behavior disrupts the teaching-learning process.”

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Identify a child

- Name the child.
- Describe the behavior problem.
- What time of day does the problem accrue?
- What day of the week?
- What subject is being covered?
- What are the consequences of the behavior?
- How many children have the same problem?
# Definitions of classroom issues

<table>
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<th>Social challenges</th>
<th>The individual’s ability to interact with others</th>
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<td>Emotional challenges</td>
<td>Feelings about oneself</td>
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<tr>
<td>Behavioral challenges</td>
<td>Overt and convert actions of an individual</td>
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Social Challenges

- Deficit in social skills
- Impulsiveness
- Low tolerance for frustration
- Difficulties in handling day-to-day social interactions and situations
- Socially maladjusted - Behavior for the socially maladjusted student is motivated by:
  1. self-gain.
  2. strong survival skills.
Emotional Challenges

- Depression
  - general pervasive mood of unhappiness
- Low self-concept
  - negative views of themselves
- Anxiety
  - feelings of panic
Behavioral Challenges

- Acting out
- Engaging in work refusal
- Seeking attention for inappropriate behaviors
- Problems Resulting from Academic Failure
  - Frustration
  - Acting out to avoid aversive academic tasks
The ABCs of Functional Assessment

A – Antecedent
  • What happens before the behavior occurs?

B – Behavior
  • Specific description of the behavior.

C – Consequence
  • What happens after the behavior occurs?
ABC Functional Assessment

A
Antecedent Behavior

B
Behavior

C
Consequences
Functional Behavioral Assessment

- Identify the target problem behavior.
- Develop an hypothesis about what conditions provoke the problem behavior.
- Determine what seems to maintain the occurrence of the behavior.
Functions of Behavior

- **Access** – to attention, power, an object

- **Escape/Avoidance** – Does not want to do a task because of fear of failure or embarrassment

- **Sensory stimulation** – Over or under sensitive to certain stimuli
Instructional Strategies to Reduce Behavioral Problems

- Alter academic work to provide success
- Create a positive learning environment
- Provide errorless learning techniques
Behavior Management Strategies

- Contingency contracting
- Appropriate use of time-out
- Motivation
  - How do students become interested enough to initiate learning?
  - What causes students to move toward a goal?
  - What causes students to sustain interest to reach that goal?
Establishing Classroom Routines

Step One: Identifying classroom routines

• Starting the day
• Entering the classroom
• Working independently
• Using the drinking fountain
• Using the restroom
• Sending work home
• Securing assistance
• Moving around the classroom
Establishing Classroom Routines

Step Two:

- Establishing classroom helpers
- Speaking in class
- Organizing assignments
- Conducting tests & quizzes
- Meeting personal needs
- Using “sponge” activities
Establishing Classroom Routines

• **Step Three:** Specify student behaviors

• **Step Four:** Teach the routines
Instruction Thoughts

- Providing quality instruction.
- How frequently does each student have an opportunity to respond?
- How long are students engaged in on task activities?
- To what extent are the students challenged by the task?
- Does the task meet reasonable criterion for time taken to meet instructional objectives?
Critical instructional practices

- Establish entry routine (business-like focus)
- Provide lesson focus
- Connect lesson focus to previously taught skills
- Display some level of enthusiasm for content
- Engage students in on task
- Present clear directions
- Respond to students who are following directions (Judgement)
- Provide opportunity for all students to respond
- Know if all students responded correctly
- Establish exit routine for students who complete initial instructional task
- Academic and behavior curriculum taught to mastery
Reinforcement

- Increases or changes a target behavior
- Can be tangible or non-tangible
- Premack Principle – nonpreferred activity is reinforced with a preferred activity

Reinforcers

- **Extrinsic** – external, such as food, toys, or social-praise
- **Intrinsic** – internal, such as satisfaction of mastering a task
Consequences

- **Using Positive Consequences**
  - Deliver the positive consequences at a high rate
  - Deliver consistently & immediately
  - Emphasize social reinforcers vs. tangible reinforcers
  - Have some delayed & long-term reinforcers
  - Maintain constant criteria for reinforcers for what adults have taught
Consequences

Sample - Positive Consequences (Let Students help create menu)

- Teacher praise
- Points for individual, groups, or whole class
- Contingent use of breaks, reinforcement activities
- Contracts or token economies
- Mystery Rewards
- Public recognition: individual, class-wide, school-wide
- Reinforcement menu for short/long term rewards
- Combination of above

Teach the procedures on the 1st day of class and provide reminders throughout the year
Negative Consequences

- Help teach limits of behavior
  - Consistently delivered contingent upon the occurrence of behavior
  - Consequences should be mild
  - Negative, then positive at first opportunity
  - Positive to negative - 5 : 1
- Maintain student dignity when delivering: PEP
  = Private, Eye contact, Proximate
Negative Consequences

- Examples - negative consequences
  - Loss of teacher attention
  - Loss of privileges
  - Time out or removal of activities
  - Restitution
  - Isolation
  - Response cost (loss points/free time)
  - Parent Contact/Conference
Checklist Activity
Managing Consequences

• What is my hierarchy of positive classroom consequences?
• How will I teach them to my students?
• What is my hierarchy of negative Classroom consequences?
• What behaviors mandate an Office Referral?
• Create YOUR menu!!
Correcting Problem Behavior

• Remove attention from student displaying inappropriate behavior
  AND

• Focus on student(s) nearby exhibiting the expected behavior
Correcting Problem Behavior

- Secure student’s attention
- **Inform him/her of expected behavior**
- Redirect the student to expected behavior (gesture/verbal prompt)
- Provide immediate opportunities for practice
- **Acknowledge the changed behavior when it occurs**
Correcting Problem Behavior...

However... If expected behavior still does not occur...

- Deliver a brief warning by providing for the student to choose between:
  - Displaying the expected behavior
  - Experiencing a penalty or loss of privilege
Correcting Problem Behavior

- Deliver the penalty or loss of privilege in a matter-of-fact manner

- Do not argue with the student about the details of the penalty

- WALK AWAY…WALK AWAY…WALK AWAY
What NOT to do:

- Research indicates that there are 4 distinct teacher characteristics that students dislike:
  - Teachers who are “stand-offish” or take their role too seriously
  - Teachers who fail to show an interest in their students as individuals
  - Teachers who are soft and/or inconsistent
  - Teachers who are unfair, biased, or make unreasonable demands

(Reid, K. 1999)
What Teachers SHOULD do:

- Research consequently describes a variety of characteristics of teachers successful at classroom management:
  - Teachers who are able to keep control of the classroom
  - Teachers who have a sense of humor
  - Teachers who foster warm, empathetic relationships
  - Teachers who teach their subject well, with enthusiasm, and in a variety of interesting ways
  - Teachers who are consistent and fair
  - Teachers who offer their students a sense of choice and freedom

(Reid, K. 1999)