

# "Got Problem Behavior?"

Choose Your Own Adventure:

Navigating Critical Choice Points to Reach Your Destination



**Virginia Tiered System of Supports (VTSS)**

**Cohort Training**

***Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services***

**Hilton Short Pump Hotel**

**Richmond, Virginia**

**April 9-10, 2013**

## How are we setting ourselves up for success?

- Listen for the attention getting signal
- Excuse yourself as needed
- Be respectful of those around you
  - Silence your cell phones
  - Keep side-bar conversations to a minimum
- Use the parking lot
- Know your role
- \_\_\_\_\_
- \_\_\_\_\_

### Group Roles

**Facilitator-** The facilitator ensures that the group moves smoothly through the task at hand. He(S)he seeks information and opinions, asks for facts and feelings from each team member, and summarizes main points of discussion. This role is very important because the facilitator leads the group through the task.

**Recorder-** The recorder writes down the work of the group. This can involve writing words or sentences, drawing pictures, or simply taking notes of an activity. This role is very important because it is necessary to keep a record of the work done.

**Time Keeper** - This person takes on two roles. First of all, they are responsible for keeping up with the time. It is very important that the group is aware of how much time they have to complete the task as well as reminders on when the time is growing short.

**Reporter-** This person is responsible for reporting back the work of their small group to the teacher or to the larger group. This role is very important because this communication to the large group will be crucial in the learning process.

**Encourager-** This person is responsible for keeping the group motivated and on task. The encourager acts as the cheerleader as the group moves through their various tasks providing behavior specific praise. This role is very important because it is crucial that the group stays on task as time is limited.



Take 2 minutes to determine roles within your groups.

(Reminder: We will rotate roles halfway through our time together)

My Role:

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# What Are Our Predictable Problems?

## Outcomes

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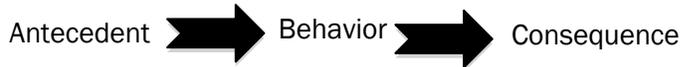
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## Summary of Classroom Strategies

# A-B-C



<ul style="list-style-type: none"> <li>• Establish clear classroom expectations.</li> <li>• Increase predictability through clear procedures and routines.</li> <li>• Teach and review expected behaviors and routines.</li> <li>• Use pre-corrects to prompt students about expectations</li> <li>• Actively supervise—moving, scanning, and interacting.</li> <li>• Provide a high number of opportunities to respond to academic material.</li> <li>• Use a brisk pace of instruction.</li> <li>• Intersperse brief and easy tasks among difficult ones.</li> <li>• Use behavior momentum to increase compliance.</li> <li>• Provide opportunities for choice.</li> <li>• Provide alternative modes of task completion or additional time as needed.</li> <li>• Present material that is appropriately matched to student instructional level.</li> </ul>	<p>Increase student engagement with learning and task completion.</p>	<ul style="list-style-type: none"> <li>• Provide high rates of specific positive feedback.</li> <li>• Use a full continuum of positive consequences.</li> <li>• Re-teach expected behaviors and routines as needed</li> <li>• Correct social behavioral errors swiftly using instructional responses (re-direct, re-teach, provide choice, student conference).</li> <li>• Use a full continuum of negative consequences.</li> </ul>
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(MO SW-PBS Team Workbook)

## **Establish Classroom Expectations and Rules**

- 3-5 general expectations
- Positively Stated(Focusing on the behavior you want)
  - Be Respectful
  - Be Responsible
  - Be Safe
- Specific behaviors that show how to meet those expectations
- Aligned with school-wide
- Brief

## **Establish Classroom Routines and Procedures**

- Should be succinct, positively stated and in age-appropriate terms
  - **How** to enter class and begin to work
  - **How** to predict the schedule for the day
  - **What** to do if you do not have materials
  - **What** to do if you need help
  - **What** to do if you need to go to the bathroom
  - **What** to do if you are handing in late material
  - **What** to do if someone is bothering you.
  - **Attention Getting Signal**
  - **Transitions**

What routines and procedures are established in your classroom and/or school?	What routines and procedures could be put into place to make things run more smoothly?

### Complete Window Pane of "Ah-Ha's"

- In your groups take 2 minutes to brainstorm ideas around the content you just explored (what works for you, things you want to try)
- Record those ideas on your window pane
- Recorder- record three of the group's favorite ideas on one post-it and place on the big post-it paper with Expectations-Routines-Procedures listed on the wall



Is it enough to tell them what we want them to do?

### Directions for Collective Brainwriting:

- ✓ Each participant take one sheet of paper from the center of the table
- ✓ Write down one barrier you face teaching behavior in the same way you do academics (write your name on back)
- ✓ Place the papers in the center of the table
- ✓ Take a paper that is not yours and write at least one responsive idea/solution
- ✓ Return the papers to the middle and take another one that is not yours
- ✓ Repeat until you have written five ideas

### Complete Window Pane of "Ah-Ha's"

- In your groups take 2 minutes to brainstorm ideas around the content you just explored (what works for you, things you want to try)
- Record those ideas on your window pane
- Recorder- record three of the group's favorite ideas on one post-it and place on the big post-it paper with Teaching Behavior listed on the wall



***Active Supervision Allows us to.....***

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



***How to Actively Supervise***

- Moving
  - Continuous movement and proximity
  - Random and unpredictable patterns of circulation
- Scanning
  - Visually sweep all areas of the room
  - Make eye contact as appropriate
- Interacting
  - Friendly, open and helpful demeanor communicates care, trust, and respect and helps to build relationships.

(DePry & Sugai, 2002)

## Activity:

Read the following scene from a classroom that includes the active supervision practices previously discussed. Underline each active supervision practice and note whether it is an example of moving (M), scanning (S), or interacting (I). Take 3 minutes to compare your answers with your group and discuss.

*The teacher, Ms. Hailey, directed the class to finish writing a paragraph independently. She then moved slowly down the aisles looking from side to side quietly acknowledging the students for starting quickly. She stood beside Enrico for a moment, as he usually does not do well with independent work, and praised him for getting started. Ms. Hailey then stopped, turned around, and watched the front half of the class. She continued to loop around the class, stopping to check students' work, and making compliments here and there.*

(Colvin, 2009, p. 46)

### Complete Window Pane of "Ah-Ha's"

- In your groups take 2 minutes to brainstorm ideas around the content you just explored (what works for you, things you want to try)
- Record those ideas on your window pane
- Recorder- record three of the group's favorite ideas on one post-it and place on the big post-it paper with Active Supervision listed on the wall



## Opportunities to Respond

- ❖ It includes strategies for presenting materials, asking questions, and correcting students' answers to increase the likelihood of an active and desired response.
- ❖ It is an instructional question, statement, or gesture made by the teacher seeking an academic response from students.
- ❖ It addresses the number of times the teacher provides academic requests that require students to actively respond.

(Miller, 2009; Sprick, et. al., 2006)



### Directions for Lecture Reflections

Read the following paragraph independently and underline all of the opportunities to respond that this teacher provided.

After reading the paragraph choose one post-it from the middle of your table.

On that post-it record one creative opportunity to respond you currently use or would like to see used in the classroom (these can include verbal or non-verbal responses).

Place your post-it on one of the BIG post-its around the room labeled Opportunities to Respond.

This activity will replace the Window Pane.

*Shortly after science class started, the teacher announced, "We have a small block of ice and the same sized block of butter. Tell your neighbor which one would melt first." A few seconds later the teacher said, "Please write down in one sentence an explanation for your answer." A few minutes later, the teacher told students to share with their neighbor what they had written. Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked the class to raise their hand if they agreed with the answer. Then the teacher asked students to give a thumb down if anyone disagreed, and so on.*

(Colvin, 2009, p. 48)

## Activity Sequencing and Choice

- Activity Sequencing- sequence content to promote learning and appropriate behavior
  - Task Interspersal- interspersing tasks that have already been mastered within assignments
  - Behavior Momentum- using the momentum of easier tasks or requests to build energy or motion to comply with those of greater difficulty
- Choice- offer choice to increase the likelihood that students will engage in learning and complete tasks.
  - Type of activity
  - Materials used to complete an assignment
  - Whom to work with
  - Where to work
  - What to do when the task is complete

(MO SW-PBS Team Workbook)

### Pair Share Directions:

Take 2 minutes to discuss the following question with a partner at your table.

*How can activity sequencing and offering choice increase student motivation?*

#### Complete Window Pane of “Ah-Ha’s”

- In your groups take 2 minutes to brainstorm ideas around the content you just explored (what works for you, things you want to try)
- Record those ideas on your window pane
- Recorder- record three of the group’s favorite ideas on one post-it and place on the big post-it paper with Activity Sequencing and Choice listed on the wall





# TIME TO ROTATE ROLES!

## Task Difficulty

Assignment Length or Time	Response Mode	Increased Instruction or Practice
<p>“Will the student be able to complete the assignment if the time or assignment length is adjusted?”</p> <ul style="list-style-type: none"> <li>• Shorten assignments</li> <li>• Highlight those problems for the student to complete</li> <li>• Break the assignment up into shorter tasks</li> <li>• Have shorter work periods</li> <li>• Have the student cover all tasks except the one (s)he is working on at the time</li> <li>• Provide physical breaks between difficult tasks</li> <li>• Provide alternative times for the student to complete the work</li> </ul>	<p>“Could the student do the work if the mode of responding was altered?”</p> <ul style="list-style-type: none"> <li>• Provide choice between written and oral</li> <li>• Allow the student to dictate answers to teacher, assistant, or peer</li> <li>• Create guided notes</li> <li>• Allow the student to tape record answers to tests or assignments</li> <li>• Allow the student to use other creative modes for demonstrating understanding (building, drawing, drama, etc.)</li> </ul>	<p>“Will the student be able to complete the tasks if (s)he has more instruction, guided or individual practice?”</p> <ul style="list-style-type: none"> <li>• Arrange for additional brief instructional sessions by teacher, assistant, or older student tutor</li> <li>• Arrange for peer tutor to assist or offer guided practice opportunities: ensure 90% accuracy before moving to independent practice</li> <li>• Use partner work to increase fluency with flash cards</li> <li>• Use meaningful real life examples for practice and application</li> </ul>

(MO SW-PBS Team Workbook)

### Complete Window Pane of “Ah-Ha’s”

- In your groups take 2 minutes to brainstorm ideas around the content you just explored (what works for you, things you want to try)
- Record those ideas on your window pane
- Recorder- record three of the group’s favorite ideas on one post-it and place on the big post-it paper with Task Difficulty listed on the wall



### **Dinner Party Directions:**

- ✓ The presenter will call a number between 2 and 6.
- ✓ Participants will get out of their seats, move around the room, and gather in a group of people based on the number the presenter calls.
- ✓ Once in the group, participants will discuss the questions presented on the screen.
- ✓ You must have different group members each time the presenter calls a different number.

### **Encouraging Classroom Behavior**

- Understand that non-contingent and contingent attention impacts behavior
- Proactively build relationships
- Demonstrate positive feedback that specifically describes behavior
- Consider use of tangible reinforcement systems to enhance use of positive feedback
- Develop and implement an effective menu or continuum of positive reinforcement that serves to motivate all students across all settings
- Monitor your use of encouragement strategies

(MO SW-PBS Team Workbook)

**Effective Classroom Practice**  
**Discouraging Inappropriate Behavior**  
**Fact Sheet**

**Directions:** Read the following statements. In your groups choose one statement to discuss.

- Clearly stating expectations and consistently enforcing them **lends credibility to a teacher’s authority** (Good & Brophy, 2000)
  
- Teachers who **respond consistently** feel positive about their teaching and help students improve their performance (Freiberg, Stein & Huan, 1995)
  
- Teachers should focus on increasing positive behavior and interactions by **consistently enforcing expectations** (Shores, Gunter & Jack, 1993)
  
- When teachers are inconsistent in their enforcement of expectations, students become uncertain of what those expectations are and that the expectations apply to them (Evertson, Emmer & Worsham, 2003)
  
- “The single most commonly used but *least effective* method for addressing undesirable behavior is to verbally scold and berate a student” (Alberto & Troutman, 2006).

(MO SW-PBS Effective Classroom Practices 2012-2013)

## Techniques to Manage Minor Behavior

Not all student misbehavior requires elaborate response strategies. Sometimes students will respond quickly to a teacher action to minimize the behavior before it gets out of hand and requires more extensive intervention.

Technique	Explanation
Proximity Control	The strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of protection and strength, helping the student to control impulses.
Signal Non-verbal Cue	Non-verbal techniques such as sustained eye contact, hand gestures, a handclap, finger snap, clearing one's throat, etc. suggesting that the teacher is aware of the behavior and prepared to intervene if it continues.
Ignore, Attend, Praise	Uses the power of praise or positive feedback. The teacher praises an appropriately behaving student in the proximity of a student who is not following expectations. The praise serves as a prompt. When the student exhibits the desired behavior, attention and praise are then provided.

## Instructional Responses to Inappropriate Behavior

If the simple techniques above do not result in the desired change in behavior, more direct **instructional** approaches can be used.

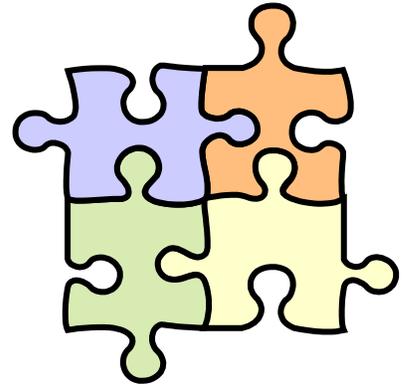
Strategy	Explanation
Re-direct	Brief, clear, private verbal reminder of the expected behavior. A re-statement of school-wide and non-classroom behavior, or classroom procedure.
Re-teach	Builds on the re-direct by specifically instructing the student on exactly what should be done.
Provide Choice	Can be used when a re-direct or re-teaching have not worked. A statement of two alternatives—the preferred or desired behavior or a less preferred choice.
Student Conference	Lengthier re-teaching or problem solving. Discusses the behavior of concern, teaches the desired behavior, provides reasons why it is important, and a plan is made for future use. Can include role-play or practice.

(MO SW-PBS Team Workbook)

**Choice Point: Pre-correction**

**Jigsaw Directions:**

1. Each team member will take one of the 7 steps' expert role cards and be the expert for using this step to address your current behavior adventure or choose one of the two illustrated examples in the article .
2. Scan the first two pages of the article. Read the information on your step from the second and third pages and then the summary chart of the last page.
3. Go round robin through each expert role and apply your expertise to your adventure or add ideas to those provided.
4. Facilitator will guide the conversation
5. Recorder will capture ideas for your plan



**Let's Action Plan!**

Integrated Systems Implementation Worksheet					
Team SMART Goal	Strategies/Action Steps PRACTICES	Responsibility	Timeline	Evidence of Effectiveness DATA	Professional Learning SYSTEMS

### Check Out These References and Resources

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Missouri Schoolwide Positive Behavior Support

Tier 1 Workbook

<http://pbissmissouri.org/>

National Center for Positive Behavior Support

<http://pbis.org/>

Positive Behavior Interventions and Supports of Virginia

<http://ttac.odu.edu/pbisva/>

## Contact Us

Kara McCulloch  
VCU  
[kmcculloch@vcu.edu](mailto:kmcculloch@vcu.edu)  
804-827-9986

Butler Knight  
William and Mary  
[bsknig@wm.edu](mailto:bsknig@wm.edu)  
757-221-6003