

"GOT PROBLEM BEHAVIOR?"

Choose Your Own Adventure: Navigating
Critical Choice Points to Reach Your
Destination

A close-up photograph of a hand holding a small, bright green oval object. The word "Success" is written in a golden-yellow, cursive font across the center of the oval. The hand is positioned with the palm facing up, and the fingers are slightly curled around the edges of the oval. The lighting is soft, highlighting the texture of the skin and the smooth surface of the green object.

Success

Know your role

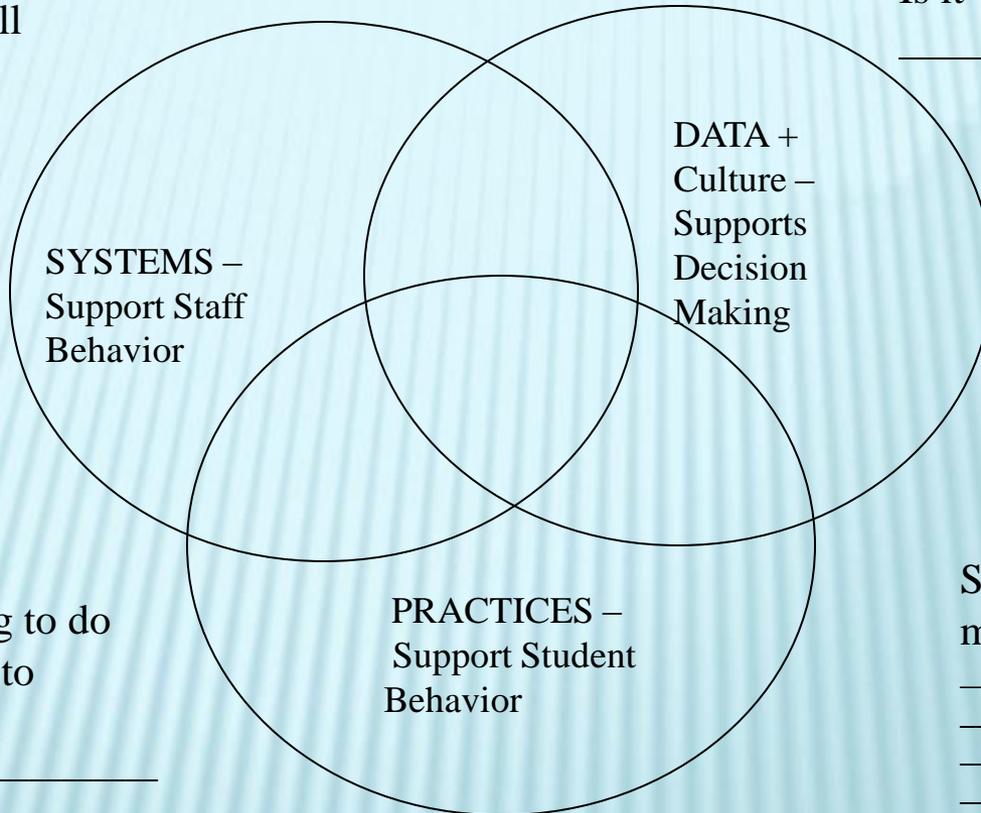


Problem-Solving Worksheet

Step 1: What is the problem?
Why is it occurring?

Is it working? _____

Step 4: What are we going to do about it? What will we do to support staff?



Step 3: What are we going to do about it? What will we do to support student behavior?

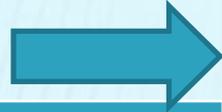
Step 2: What is the measureable goal?



SUMMARY OF CLASSROOM STRATEGIES

A-B-C

ANTECEDENT



BEHAVIOR



CONSEQUENCE

- Post , teach, and review classroom expectations, routines and procedures
- Increase predictability through routines and procedures
- Use pre-corrects to prompt students about expectations
- Actively supervise through scanning, moving, interacting
- Provide actively engaging instruction that allows for multiple opportunities to respond

**Increase
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- Provide high rate of positive feedback
- Use full continuum of positive consequences
- Re-teach expected behaviors and routines
- Correct behavior errors calmly, quickly, directly, explicitly
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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



Classroom Expectations

Shamrocks



Respect ourselves and others

- ✿ Use quiet voices
- ✿ Raise your hand to speak

Own our attitudes

- ✿ Follow directions the first time they are given.
- ✿ Use polite words and manners.

Choose to be responsible

- ✿ Keep your area clean
- ✿ Put things back where you found them

Keep it safe

- ✿ Stay in self space
- ✿ Keep "four on the floor"



Ms. Wills

Erin Alderman	Gatlin Beverly	Brooke Brunner	Terry Carr	Ryan Castle
Justin Knick	Winter Knottner	Alex Lawson	Colt Merchberger	Braylin Morehead
Emily Nester	Emberley Olivares	Josie Pfifer	Jon Ratcliff	Nathan Rice
Hunter Rich	Breanna Taylor	Destiny Wall	Michael Wyatt	Grace Hurst

Shamrock Opportunities

- \$10: Wear your hat in class
• Bring a stuffed friend to school
• Use markers or colored pencils (free time)
• Bring magazine or comic book for silent reading
- \$20: Use an ink pen in class
• Read short story to class during read aloud
• Read in hallway w/buddy (Both pay)
- \$30: Sit in Ms. Wills's chair
• Read to another 2nd grade class
• Buy your turn for "O'Riley"
• Paint (free time)
- \$40: Bring outside toy for recess
• Play football with Mr. Martin
• Classroom computer time
- \$50: Have lunch with principal or Mrs. Buckland
• Work in the office
• Do morning announcements
- Earn \$70 over the nine weeks and attend movie party!

ESTABLISHING CLASSROOM PROCEDURES AND ROUTINES



- × 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.

SECONDARY EXAMPLE

× Turning in Assignments

- + The last person in each row pass their paper to the person in front of them
- + The next person does the same until the papers reach the first person in each row
- + The first person in each row passes papers to the right
- + The first person in the last row places all papers in the basket on the teacher's desk

EXPECTATIONS	Classroom Procedures/Routines				
	Class-Wide	Arrival	Cooperative Learning Groups	Independent Seat Work	Whole Group
	Identify Attention Signal.....Teach, Practice, Reinforce				
Be Respectful 	<ul style="list-style-type: none"> Listen to others Use inside voice Use kind words Ask permission 	<ul style="list-style-type: none"> Enter/exit classroom prepared Use inside voice 	<ul style="list-style-type: none"> Listen to others Accept differences Use kind words Encourage others 	<ul style="list-style-type: none"> Use quiet voice Follow directions 	<ul style="list-style-type: none"> Eyes/ears on speaker Raise hand to speak Contribute to learning
Be Responsible 	<ul style="list-style-type: none"> Be prepared Follow directions Be a problem solver Make choices that support your goals 	<ul style="list-style-type: none"> Place materials in correct area Begin warm-up promptly 	<ul style="list-style-type: none"> Use Time Wisely Contribute Complete your part 	<ul style="list-style-type: none"> Be a TASK master Use your neighbor 	<ul style="list-style-type: none"> Follow directions Take notes Meet your goals
Be Safe 	<ul style="list-style-type: none"> Keep hands, feet, and objects to self Organize your self Walk 	<ul style="list-style-type: none"> Walk 	<ul style="list-style-type: none"> Use Materials Carefully 	<ul style="list-style-type: none"> Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> Stay at seat Keep hands, feet, and objects to self



TEACHING BEHAVIOR IN THE SAME WAY WE DO ACADEMICS











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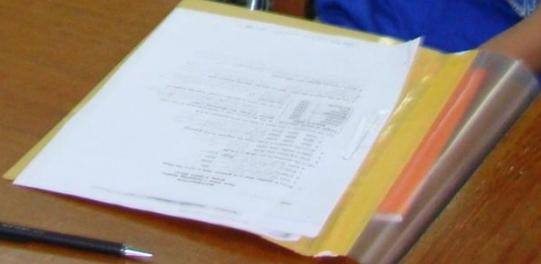
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Choice



EXIT NOW

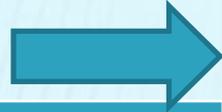




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WHAT TYPE OF REINFORCEMENT DO WE, AS ADULTS, RECEIVE ON A DAILY BASIS?

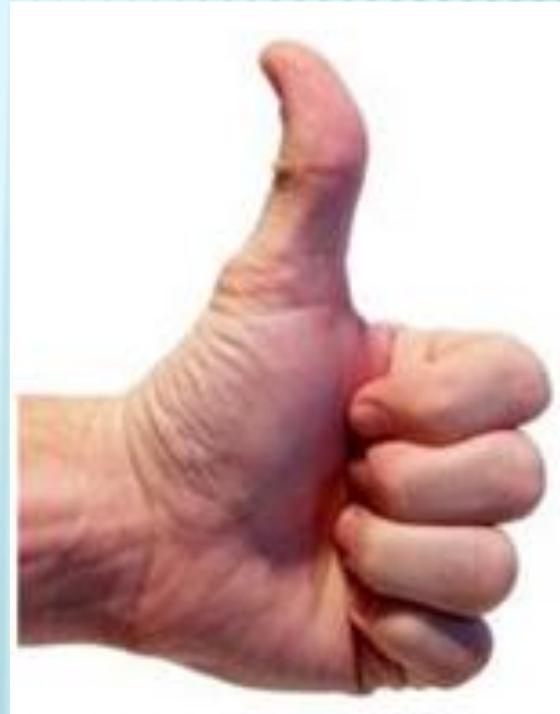
Part 2: How many of us would come to work everyday if we didn't receive a paycheck?

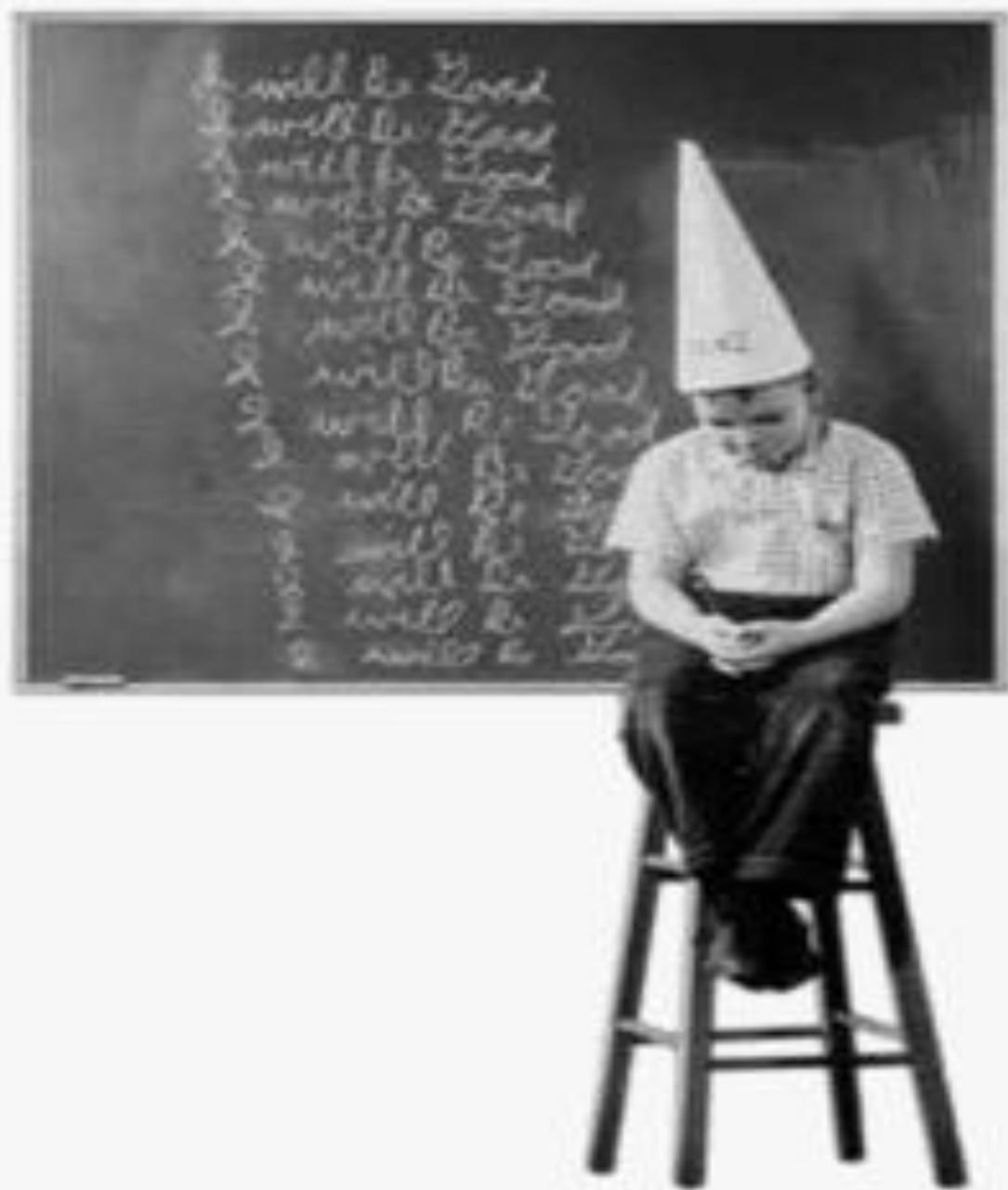
WHAT ARE THE WAYS YOUR SCHOOL REINFORCES FOR ACADEMIC BEHAVIOR?

What are some of your thoughts on the parallel between academic reinforcement and social behavior reinforcement?

ENCOURAGING EXPECTED BEHAVIOR

- × Behavior Specific Praise
- × Minimum 4:1
- × Menu of meaningful reinforcers specific to student and setting

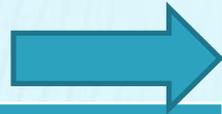




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Increase student engagement with learning and task completion

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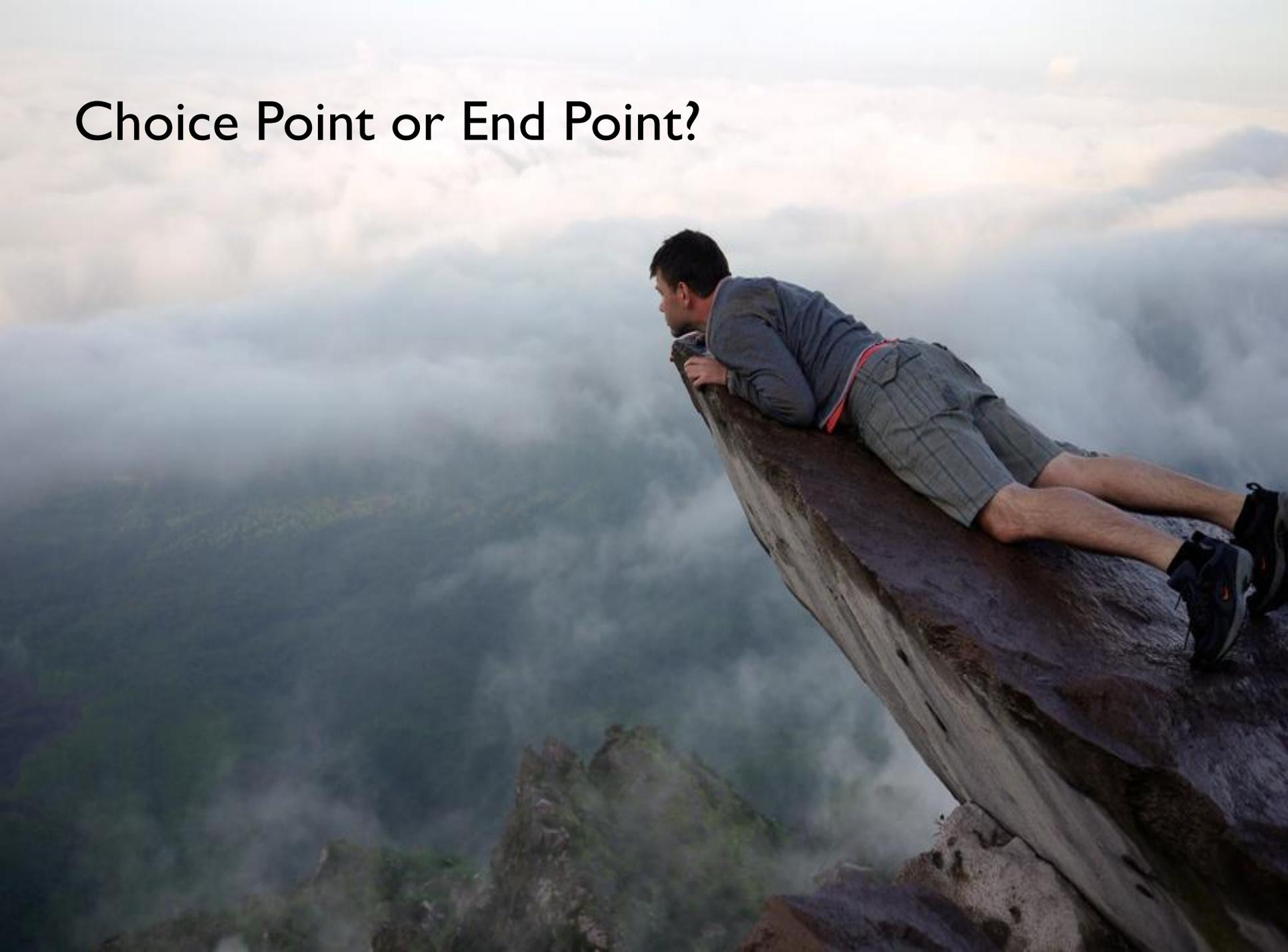


PREVENTION....

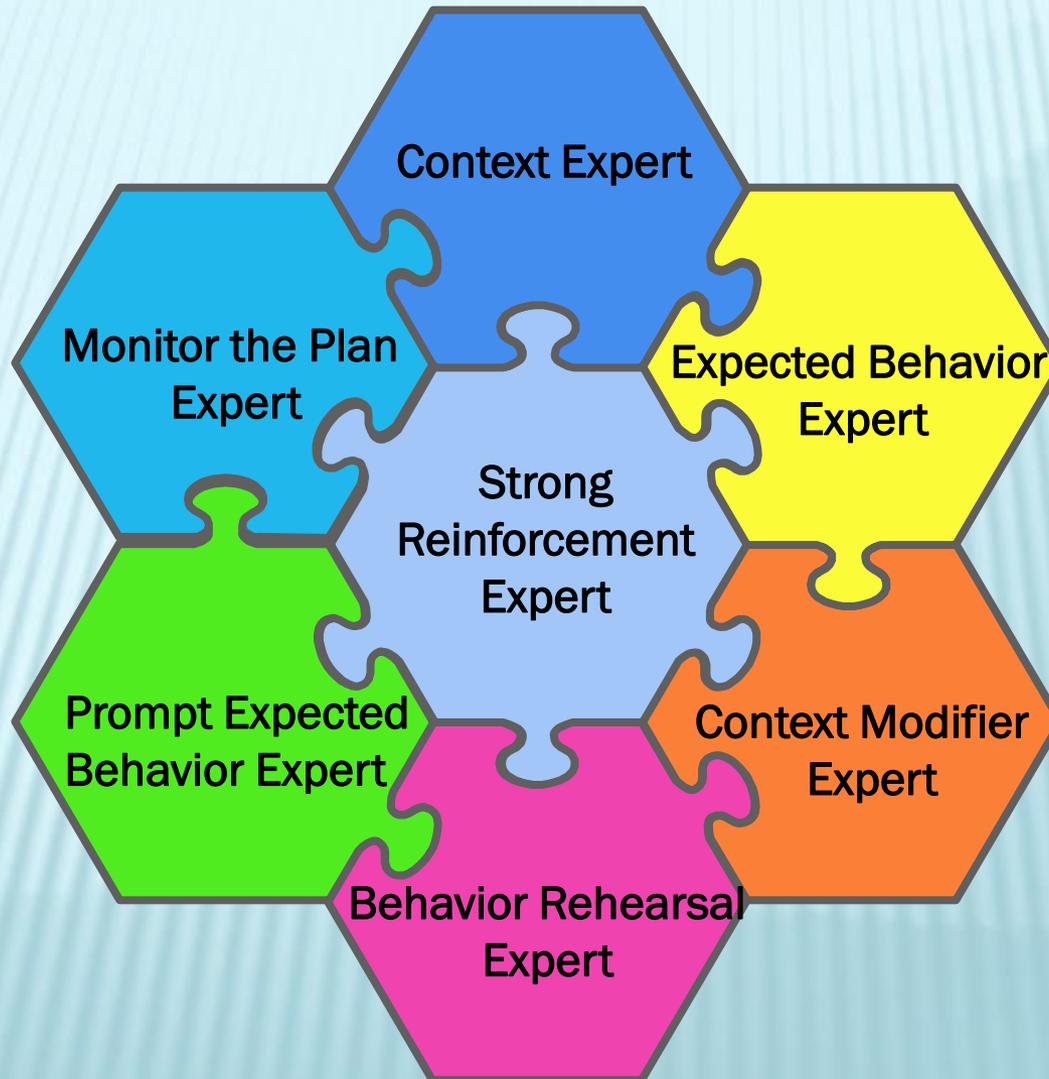
...the key to successful classroom management is prevention of problems before they start, not knowing how to deal with problems after they have begun.

The same behaviors that reduce classroom disruptions are associated with increased student learning.

Choice Point or End Point?



CHOICE POINT- PRECORRECTION



**The road
ahead**

**What will be your
next steps?**



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