NH CEBIS

Say What You Mean, Mean What You Say, and Don't Be Mean When You Say It! Concepts and Strategies for Responding to Low Level Problem Behavior

Howard S. Muscott, Ed.D., Director
NH Center for Effective Behavioral
Interventions and Supports at SERESC
www.nhcebis.seresc.net
hmuscott@seresc.net; 603-440-8141

The simplest way to ensure that students expect success is to make sure that they achieve it consistently.
(Brophy, 1987)

2

NH CEBIS

Outcomes for the Presentation

1. To learn foundational concepts/big ideas, strategies, and procedures for responding to problem behaviors in the classroom within a system of SWPBIS.
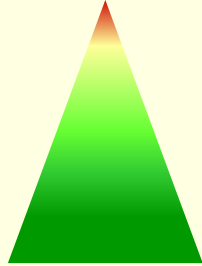
Big Idea 1: Context Matters

■ Responding to problem behavior should be addressed within the context of the SWPBIS framework.

Positive, Preventative Approaches to

Classroom-wide Behavior Support

- Classroom-wide Expectations Matched to Schoolwide
- Identify, Teach, Acknowledge Behaviors Common to All Routines
- Identify, Teach Acknowledge Behaviors within Routines

Approaches For Responding To Problem Behavior Classroom-wide Behavior Support

- Define Problem Behaviors that are to be Teacher Managed
- Develop a continuum of corrective responses
- Develop a simple system to monitor progress

Sandown North Elementary School

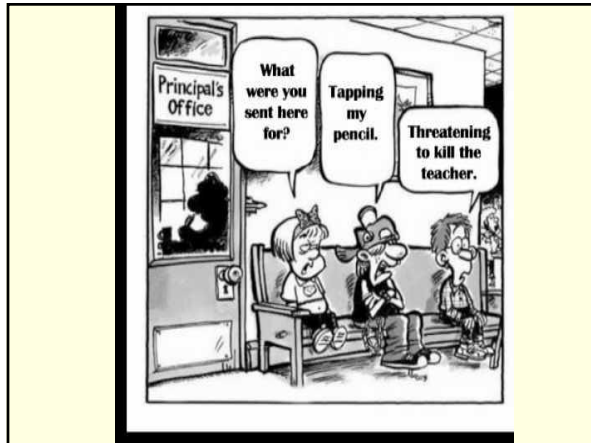| Minor Problem Behavior	Definition
Non-compliance	**Student fails to respond to an adult request despite a verbal or visual reminder.**
Disruption	**Student engages in behavior that briefly interrupts the education process and stops after one adult request. (e.g., loud talk, tapping pencils, toys, electronics from home, etc.).**

Woodland Heights Elementary School

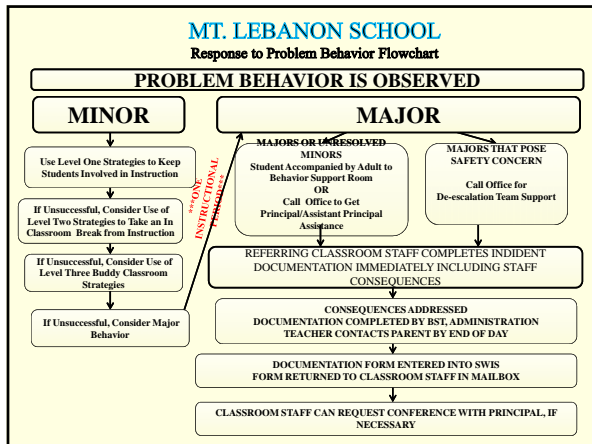| Minor Problem Behavior	Definition	Major Problem Behavior	Definition
Disruption	Student engages in behavior that **temporarily** *(under 2 minutes)* interferes with a healthy school environment by interrupting learning or normal school procedures (e.g., repeatedly taps pencil, makes noises, calls out, arguing with peers, enters room noisily, talks across the room).	Disruption	Student engages in behavior that interferes with a healthy school environment by bringing learning or normal school procedures to a **complete stop** *for more than 2 minutes* (e.g., yelling, screaming, throwing or kicking objects).
Non-	Student fails to follow adult directions or requests	Non-compliance	Student fails to follow adult directions or requests where

MT. LEBANON SCHOOL
Response to Problem Behavior Flowchart

PROBLEM BEHAVIOR IS OBSERVED

MINOR | **MAJOR**

INSTRUCTIONAL STRATEGIES

MINOR:
- Use Level One Strategies to Keep Students Involved in Instruction
- If Unsuccessful, Consider Use of Level Two Strategies to Take an In Classroom Break from Instruction
- If Unsuccessful, Consider Use of Level Three Buddy Classroom Strategies
- If Unsuccessful, Consider Major Behavior

MAJORS OR UNRESOLVED MINORS
Student Accompanied by Adult to Behavior Support Room
OR
Call Office to Get Principal/Assistant Principal Assistance

MAJORS THAT POSE SAFETY CONCERN
Call Office for De-escalation Team Support

REFERRING CLASSROOM STAFF COMPLETES INDIDENT DOCUMENTATION IMMEDIATELY INCLUDING STAFF CONSEQUENCES

CONSEQUENCES ADDRESSED
DOCUMENTATION COMPLETED BY BST, ADMINISTRATION
TEACHER CONTACTS PARENT BY END OF DAY

DOCUMENTATION FORM ENTERED INTO SWIS
FORM RETURNED TO CLASSROOM STAFF IN MAILBOX

CLASSROOM STAFF CAN REQUEST CONFERENCE WITH PRINCIPAL, IF NECESSARY

Big Idea 2: Relationships Matter

Teachers retain their effectiveness as professional persons only so long as they remain warmly human, sensitive to the personal needs of children, and skillful in establishing effective relationships with them.

Robert Bush (1954)
The Teacher-Pupil Relationship

NH CEBIS

Kids will remember 3-4 times more information if they are in a good mood and the teacher does it with enthusiasm.

Yseldyke, Algozine, Elliott

12

Big Idea 3: Punishment Doesn't Teach the Skills you Want from Students

- Something you do after a problem behavior occurs designed to stop it or reduce the likelihood it continues
- "If you want it…teach it. If you expect to maintain it, encourage it, acknowledge it, and reinforce it."

13

Pre-Corrections
Muscott (2007)

- Pre-corrections are procedures that are used prior to an anticipated situation where students are likely to make learning or behavioral errors.
- Pre-corrections are designed to increase the likelihood that students perform the desired learning or behavioral response without making the anticipated error.

15

Big Idea 4: Deposits before Withdrawls

The single most important thing that a teacher can do to improve the overall behaviors of students in their classroom is to increase the number of positive interactions they have with each student.

Positive interactions include positive contacts and reinforcement

16

Rationale for Recognition

- Behavior is likely to recur only if demonstrating it has been beneficial
- This is particularly true when it is new and when it is designed to replace an existing problem behavior
- Internalization is goal – but first step is to get behavior practiced; it must become habit

Positively Recognize Expected Behavior

- Provide specific, verbal praise when students exhibit the expected behaviors
- Provide recognition as quickly after the expected behavior as possible
- Acknowledge at many students as possible
- Focus recognition on problem routines

Ratios of Interaction

- Positive interaction - Teacher gives attention by describing correct/appropriate behavior. "Sally. You did an excellent job with writing your opening paragraph in a clear and concise way."
- Negative interaction - Teacher gives attention for incorrect/inappropriate behavior. "Johnny. You know you are supposed to be taking notes. Now pick up your pencil and start writing."

19

Ratio of Interaction Formula

$$\frac{+\quad\;\,-}{3\;\;\big|\;\;1}$$

This strategy involves making the effort to interact with EVERY student more frequently (3 times more) when the student is behaving responsibly than when he or she is behaving irresponsibly.

20

Why is this Strategy so Essential?

- Some students are simply STARVED for attention.
- For the student who is truly starved for attention, the form of attention simply does not matter. *Negative attention usually lasts longer and is more emotionally intense.*
- With students who are starved for attention, the behavior you pay the most attention to is the behavior you will get more of in the future.

21

Big Idea 5: Use the Simplest Strategies First: However Function Matters

The corrective procedure or consequence can only be considered effective if it reduces future occurrences of the misbehavior.

22

Some Reasons Why Students Misbehave

- They may not know precisely what is expected from the teacher. (Define)
- They do not have the skills or have trouble using them under certain conditions. (Teach, Practice)
- They are unaware of when or how much they exhibit a misbehavior (pencil tapping/pen clicking) (Develop Awareness)

23

Some Reasons Why Students Misbehave

- They may be starved for attention and have found that it is easier to get through reprimands than praise. Obtain attention
- They feel powerless and can get power by making adults feel frustrated and upset. Obtain control
- They seek to be sent out of the room rather than look stupid at a task. Avoid task/embarrassment.

24

Identifying the Function or Purpose of Behavior
Muscott & Mann (2005)

- Requires a shift in thinking from general consequences to maintaining consequences
- What is the goal/purpose?
- What does the behavior achieve for them?
- What message is the person sending with their behavior?

Function = What is Gained or Avoided as a result of the behavior?

	Get / Access	Escape / Avoid
Peer/Adult Social Attention		
Activities Tasks		
Tangibles Items		
Sensory		

Glasser's Social Needs

Love Belonging	Power Importance
Fun Pleasure	Freedom Individuality

Big Idea 6: Establish a continuum of corrective strategies

- Emphasis on a corrective, instructional approach
- Consistency of response is not the same as identical consequences

---

Redirection, Starbucks Style

Problem=

Courtesy of Dr. Hank
Bohanon Loyola
University

Listen
Acknowledge the problem
Take action
Thank the customer
Encourage their return

Goals of Corrective Responding to Minor Infractions

1. To teach students that the problem behavior is not acceptable
2. To decrease the likelihood that the problem behavior continues, reoccurs, or escalates
3. To not damage the relationship
4. To return the student to instruction as quickly as possible.

Responding to Minor Behavioral Infractions

- Handle minor rule violations immediately, briefly, quietly, calmly, with positive follow-up
  - Respectful, non-critical, non-argumentative
  - Resolve privately if possible
  - Focus on behavior, not student
  - What to do instead

Two Cautions on Corrective Consequences

- Avoid using any consequences that involve humiliation or ridicule; and
- Avoid using academic tasks as a corrective consequence.

32

Responding to Minor Behavioral Infractions

1. Planned Ignoring
2. The Big Rs
   1. Reminders
   2. Redirections
   3. Reteaching
   4. Appeal to Relationship
3. Logical and Other Consequences
4. Social Processing/Think Time

A Continuum of Responses to Student Problem Behavior

1. Non-verbal Strategies (eye contact, proximity, signal, planned ignoring)
2. Request/Remind/Redirect Reteach
3. Teacher/student mini-conference (Relationship)
4. Logical consequences: Time Owed, Restitution
5. Think time in classroom
6. Think time in another teacher's room
7. Think time room/office
8. Phone call home
9. Required parent conference

"This is the worst class I've ever had."

NOVEMBER 1985   209

Responding to Rule Violating Behavior
Muscott (1998)

- **Requests**
  - Please stop.
  - Alex, please start your work.
  - Finger over lips for quiet.
  - Point to seat to sit down.

Responding to Rule Violating Behavior
Muscott (1998)

- **Remind students of expectation or rule.**
  - Jorge, this is a reminder that you must finish your work before playing with the computer.
  - Elizabeth, remember you need to ask permission to borrow other people's property.

Responding to Rule Violating Behavior
Muscott (1998)

- **Redirect students to the appropriate behavior.**
  - Pencils are for writing, Alonzo.
  - I hear a lot of talking. This is the time to get your folders quietly.

Responding to Rule Violating Behavior
Muscott (1998)

- **Reteach the appropriate behavior.**
  - A partner voice is a voice that can only be heard by the person next to you. Here's what a partner voice sounds like. Show me a partner voice.

Responding to Rule Violating Behavior
Muscott (1998)

- **Appeal to the relationship**
  - Howard, remember when I helped you…. I need you to do this for me please.
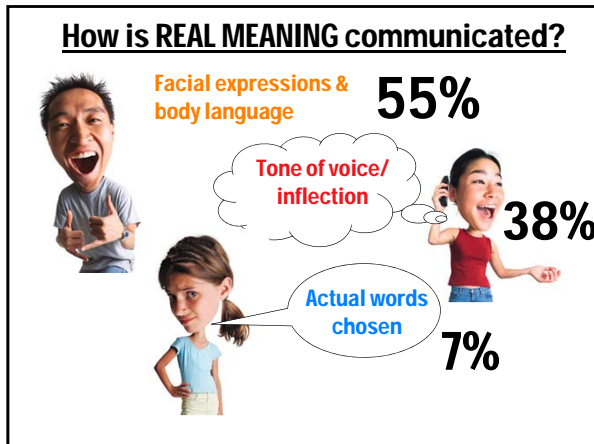 - Discussion/Conference

How is REAL MEANING communicated?

Facial expressions & body language **55%**

Tone of voice/ inflection **38%**

Actual words chosen **7%**

Ten Variables That Affect Compliance
Sopris West (1996)

1. **Format:** The use of questions instead of direct requests reduces compliance. For example, "Would you please stop teasing?" vs. "I need you to stop teasing."
2. **Distance:** It is better to make a request from up close (e.g., one desk distance) than from longer distances (e.g., across the classroom).
3. **Eye Contact:** It is better to look into the child's eyes or ask the child to look into your eyes than to not make eye contact (culture matters here!)

Ten Variables That Affect Compliance

4. **Two Requests:** It is better to give the same request only twice than to give it several times
5. **Loudness of Request:** It is better to make a request in a soft but firm voice than loud voice.
6. **Time:** Give the student time to comply after giving a request (three to five seconds).
7. **Start Requests:** It is more effective to make positive requests of a child to get appropriate behavior (e.g., "Please start your arithmetic assignment.").

Ten Variables That Affect Compliance

8. **Non-emotional Requests:** It is better to control negative emotions when making a request.
9. **Descriptive Requests:** Requests that are positive and descriptive are better than ambiguous or global requests (i.e., "Please sit in your chair, with your feet on the floor, hands on desk, and look at me."
10. **Reinforce Compliance:** It is too easy to request a behavior from a child and then ignore the positive result.

Reasonable and Logical Strategies
Cynthia Anderson

Student Behavior	Illogical Strategies	Logical Strategies
Chews Gum	Teacher sends student to the office	???
Turns in a sloppy paper	Teacher refuses the paper	???
Walks in noisily	Teacher ignores behavior	???

Reasonable and Logical Strategies

Student Behavior	Illogical Strategies	Logical Strategies
Chews Gum	Teacher sends student to the office	Dispose of gum, writes paper on the issue
Turns in a sloppy paper	Teacher refuses the paper	Redoes the paper
Walks in noisily	Teacher ignores behavior	Walks in again quietly

Planned Ignoring

Definition:

■ If a problem behavior is maintained by adult attention, the adult withholds attention (i.e., ignores) when the student engages in the behavior.

Example:

■ Taylor talks out in class and his teacher currently responds to him approximately 60% in the time (either + or -).

■ The teacher decides to ignore all talk outs and instead only call on him when his hand is raised.

Response Cost or Fine

■ The withdrawal of specific amounts of a reinforcer contingent upon inappropriate behavior.

Examples:

■ A wrong answer results in a loss of points.

■ Pushing students to get first in line, go to the end of the line.

■ Not completing work, complete before going to recess.

■ A menu is helpful.

Differential Reinforcement
Maag (1999)

■ The process of reinforcing one response from a response class (behaviors that produce the same function) and not reinforcing all other responses from that class.

■ DRO (Other): Reinforcing a student for NOT engaging (no instances) in the problem behavior within a specified period of time.

■ Examples: Earn 5 minutes of free time if no disruptive behaviors during language arts period

■ Earn 1 minute if computer time for every 10 minutes that he followed all teacher directions the first time asked.

■ Acknowledge positive behaviors at the end of the time frame.

■ If problem behavior occurs, restart interval.

Behavioral Contracts

■ A written document that specifies a relationship between the completion of specific behaviors and access to specific reinforcement.

jpa0006 www.fotosearch.com

Social Problem Solving Approaches: Think Time

■ What did you do?

■ What should you do instead?

■ Will you be able to do it?

1. STOP Are you calm?
   Write or draw the tool you used.

2. What is the problem? Write or draw.
   Circle the size?
   1 2 3 4 5
   What choices do you have for solving the problem? Write or draw.

3.

4. What are the consequences of each choice? Write or draw.

Hillsboro-Deering ES
Processing Form for Older Students

What Happened????

Who:_____

What:_____

When:_____

Where:_____

Anything else???
_____

What should have happened?
_____

Who did you tell?
_____

Who else saw/heard it?
_____

Student completing form:
Name:_____
Teacher:_____

Adult Signature:_____
Date:_____

Social Problem Solving Approaches

- What did you do? Where? With Who?
- What were you thinking?
- How did you feel?
- What core value did you break?
- What were you trying to gain?
- Did you get what you wanted?
- What could you do differently next time?
- Do you think it will work?
- Will you do it?

Social Problem Solving Approaches; Dr. Crisp

What did you do? Check all that apply
- [ ] Hit/kicked
- [ ] Left without permission
- [ ] Walked away calmly
- [ ] Took something
- [ ] Went to another activity
- [ ] Talked it out
- [ ] Told them to stop
- [ ] Made a deal
- [ ] Other_____

- [ ] Yelled
- [ ] Cried
- [ ] Broke/threw something
- [ ] Told adult
- [ ] Shared and took turns
- [ ] Ignored it
- [ ] Apologized
- [ ] Waited and cooled off

How did you feel?
- [ ] angry [ ] frustrated e[ ]barrassed sad[ ] scar[ ] worri[ ]
- [ ] I don't know/remember   Other_____

What were you thinking?

Social Problem Solving Approaches: Whitcomb MS

Whitcomb Middle School FIX-IT PLAN

Name: _____   Date: _____

What did you do that broke a rule in Spanish class?
_____
_____

Write down the rule that you did not follow.
_____
_____

What need did you have that you were trying to meet when you exhibited that/those behavior(s)?

_____   I wanted to have some fun.

_____   I was trying to be noticed.

_____   I felt something was unfair and I wanted to get even.

_____   I needed help.

_____   I wanted people to like me.

_____   Other. _____

Procedures

Big Idea: The Double Struggle

Discipline with the Body…not the Mouth…

1. EXCUSE yourself from what you are doing

2. RELAX. Take a slow relaxing breath and CALMLY approach the student with a meaningful look.

3. FACE the student directly and CALMLY wait for a response.

4. If there is no response, WHISPER the student's first name and follow with what you want the student to do, ending with "please". RELAX and WAIT.

5. If the student does not get to work, RELAX and WAIT. Repeat Step 4 if necessary.

57

NH CEBIS
New Hampshire Center for Effective
Behavioral Interventions and Supports

6. If backtalk occurs, relax, wait and KEEP QUIET. If the student wants to talk back, keep the first principle of dealing with backtalk in mind:

IT TAKES ONE FOOL TO TALK BACK.
IT TAKES TWO FOOLS TO MAKE A
CONVERSTAION OUT OF IT.

7. When the student responds with the appropriate behavior say, "Thank you," and leave with an affirmative SMILE. If a student goes so far as to earn an office referral, you can deliver it just as well RELAXED. *After all, ruining your composure and peace of mind does not enhance classroom management.*

-Adapted from Fred Jones, *Positive Classroom Discipline and Positive Classroom Instruction*
58

NH CEBIS
New Hampshire Center for Effective
Behavioral Interventions and Supports

Big Idea: Responding in the Moment Isn't the Only Strategy

- "If You Always Do What You Always Did, You'll Always Get What You Always Got." Most, Some, Few. It's impossible to punish some students more than life has!
- Consider problem solving teams and Tiered Interventions

Positive Behavior Support **7r**
Classroom Management:
Self-Assessment Revised

Brandi Simonsen, Sarah Fairbanks, Amy Briesch, & George Sugai

Center on Positive Behavioral Interventions and Supports
University of Connecticut
Version: May 15, 2006

NH CEBIS
New Hampshire Center for Effective
Behavioral Interventions and Supports

- Lisa Smith
- Keith Lakes
- Nick Long