Proven Effective Classroom Practices [1]

Over the past 30 years, a clearly defined research-validated literature base exists on effective classroom management practice (Alberto and Troutman, 1998; Charles, 1995; Colvin and Lazar, 1997; Kame'enui and Darch, 1995; Kerr and Nelson, 1998; Sugai and Tindal, 1993). The is a small sample of effective practices that fit classroom systems of positive behavioral support and have clear empirical evidence of their effectiveness.

Provide advance organizers/precorrections. Precorrections function as *reminders* by providing students with opportunities to practice or be prompted about expected behavior before they enter situations in which displays of problem behaviors are likely (Colvin, Sugai, Patching, 1993). For example, a teacher states the following: "remember, before you go to homeroom collect all you materials, put your work on my desk and quietly line up," or "what are your responsibilities before you go to home room?"

Keep students engaged. During teacher instruction, students go "off-task" because (a) the instructional activities do not maintain student attention, (b) insufficient positive reinforcement is being provided, or (c) students access positive reinforcement from other activities or individuals. The teacher's task is to maximize academic engagement and success for all students in order to support appropriate behavior and to compete with factors that encourage problem behavior (e.g., peer or teacher attention, task avoidance or escape).

Provide a positive focus. To promote desired student behavior, teachers should communicate high and positive expectations, have more positive than negative interactions (e.g., four positive engagements for each negative interaction), catch problem behavior before it escalates or becomes more severe, provide high rates of positive reinforcement, etc.

Consistently enforce school/class rules. If all students are expected to engage in appropriate behavior, rule definitions, positive reinforcement, rule violation consequences, etc. should be the same for all students at all times.

Correct rule violations and social behavior errors proactively. The application of error correction strategies should be conducted in a "business-like" manner, and attention for the problem behavior should be minimized. For low frequency and intensity rule violations, teachers should provide a brief signal that an error has occurred; indicate what the desired behavior should have been, and follow-up with the established consequence. Error correction strategies will be more effective if students first are taught what acceptable and unacceptable behaviors look like and what consequences are likely to follow each. For chronic rule violations, strategies should be established to pre-empt future occurrences of the problem behavior and to increase the probability that the desired or expected behavior is likely to occur.

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[1] Proven Strategies from the OSEP Positive Behavior Support and Interventions website: www.pbis.org

Teach and plan for smooth transitions. Teachers should never assume students would know what behaviors are expected during transitions. Successful transitions are associated with (a) teaching clear expectations for student behavior, (b) establishing clear expectations for staff behavior during transitions, (c) preplanning transition implementation, (d) following transition routines consistently, and (e) providing regular and frequent acknowledgements for successful transitions.

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Suggested Learning Activities

- Hand out list of strategies for transitioning. Have staff identify which strategies they could use. Have them list strategies at appropriate place in lesson plans.
- Lead staff in a brainstorming of ideas for creating smooth transitions. Hand out list of strategies and note how many they had already identified. Review the new items. Have teachers share at their tables which new strategies they might use.
- Check back in subsequent staff meeting to see how they are doing.

Classroom Routines
(From Temple Teacher's Connection www.temple.edu/CETP/temple_teach)

Establishing clear expectations for student behavior is the primary purpose for setting up classroom routines. If students are familiar with the processes necessary to get a particular job done, they are more likely to complete it in an orderly manner. Develop plans for these activities that work for your physical space and your management style. If a routine is not effective, you can involve your students in redesigning the routine.

Movement	Develop plans for entering and exiting the classroom and changing class configurations, such as moving from whole class to small-group instruction. Also plan for movement of individual students to meet needs such as pencil sharpening and getting personal supplies.
Non-instruction tasks	This includes activities such as taking attendance, collecting permission slips, making participation counts (pretzels, extracurricular activities) and keeping the classroom neat. When allowable, students can assist with these tasks. Some of these tasks can be used as instructional activities.
Materials Management	If routines are developed for the distribution, collection and storage of instructional materials, student helpers will be able to complete them quickly.
Transitions	If instructional materials are prepared and organized, transitions between activities will be smooth and take little time. Necessary materials might be listed on the daily schedule so students will know what they need and can prepare for one activity as materials for the previous activity are stored or collected.
Group Work	Each team member within a group should have a job, and over time each student should have an opportunity to do each job. Develop job descriptions and routines for assigning the jobs. Jobs might be facilitator, time-keeper, reporter, recorder, encourager, questioner, materials manager, taskmaster -- make up your own or use one of the many plans that have been developed.

Preventing Behavior Problems During Transitions and "Challenging Times" of the School Day

Classroom transitions:

- Clearly communicate verbally or with visuals when activities will begin and when they will end

- Give specific instructions about how they are to switch to the next activity

- Be sure to clearly teach, model, and have students practice and rehearse all procedures that will occur in changes of activities. This includes such things as the students' quick and quiet movement from their desks to the carpet area, putting away/taking out materials, and so forth.

- Use **signals** for transitions (e.g. playing a bar of music on a keyboard, flashing lights, ringing a bell, beginning a clapping pattern, prompts such as "1,2,3…eyes on me")

- A signal indicates that an activity is coming to an end and children need to finish whatever they are doing

- Some teachers signal and tell students they will have a brief amount of time (3-5 minutes) to finish what they are working on before the next activity, or to clean up. They then set a timer for that amount of time.

- Primary grade teachers typically use songs or chants for transitions (e.g., for cleaning up, moving to the rug)

- Provide direct teacher guidance and prompting to those students who need it during transitions

- Reward smooth transitions. Many teachers use individual points or table points to reward students or rows/table clusters of students who are ready for the next activity. The reward is typically something simple like being the first row or table to line up for recess

- Be organized in advance with prepared materials for the next activity

Transitioning from out-of-classroom activities back to the classroom:

- It is helpful for teachers to meet their students after lunch, PE, recess, and other activities outside of the classroom – and walk them quietly into the classroom

- Set a goal for the class (e.g., everyone enters class after lunch/recess and is quiet and ready to work by a certain time). On successful days of meeting that goal, the class is rewarded by a move on a behavior chart. *See Connect the Dots chart as an example in the Appendix*

- Use relaxation and imagery activities or exercises for calming after recess, lunch, and P.E. Playing music, singing, and/or reading to students at these times is also often effective

Out-of-classroom school settings:

- Teach, model, and practice appropriate behaviors and expectations for out-of-classroom activities (e.g., in the cafeteria, passing in hallways, during assemblies)

- Assign a buddy or peer helper to assist during these transitional periods and out-of-classroom times

- It is important to have school wide rules/behavioral expectations so that all staff members calmly and consistently enforce through positive and negative consequences

- School wide incentives and positive reinforcers (e.g., "caught being good tickets" redeemable for school prizes) are helpful in teaching and motivating appropriate behaviors outside of the classroom

- For students who have behavioral difficulty on the bus, an individual contract or including the bus behavior on a Daily Report Card should be arranged (with the cooperative efforts of the school, bus driver, and parent)

- Special contracts or some type of individualized behavior plan with incentives for appropriate behavior may need to be arranged for the playground, cafeteria, or other such times of the day. *See List 2-9: Individualized Behavior Management, Interventions, and Support and Appendix for examples of various contracts and DRCs*

- If using a Daily Report Card or monitoring form of some type), no reports of behavioral referrals in out-of-classroom settings for the day can result in bonus points on the report card

- Increase supervision outside of the classroom, and provide more choices of activities that children can engage in (e.g., hula hoops, jump rope, board games, library/computer, supervised games)

- It is important that all staff are aware of the struggles children with ADHD have in non-structured environments. Awareness training of ADHD should be provided for personnel involved with supervision outside of the classroom

- Staff members should identify and positively target those students in need of extra support, assistance, and careful monitoring outside of the classroom

- Increase supervision during passing periods, lunch, recess, and school arrival/dismissal

- It is helpful to have organized clubs and choices for students before and after school, and during the break before/after lunch

Provide advance organizers/precorrections. Precorrections function as *reminders* by providing students with opportunities to practice or be prompted about expected behavior before they enter situations in which displays of problem behaviors are likely (Colvin, Sugai, Patching, 1993). For example, a teacher states the following: "remember, before you go to homeroom collect all you materials, put your work on my desk and quietly line up," or "what are your responsibilities before you go to home room?"

Suggested Learning Activities

- Review the 7-step process for pre-correction in the article attached. Group staff in pairs or small groups based on a student with a behavior problem that they all know. Instruct pairs or groups to talk through the steps of the process for their particular student.
- Review the 7-step pre-correction plan for entering after recess. Form small groups, identify problematic times and establish a 7-step plan. Report back if time allows.

Precorrection: An instructional approach for managing predictable problem behaviors

A preventive approach to solving problem behaviors has several possible outcomes:

1. Serious problem behavior may be prevented.
2. Students who have been labeled at risk may be directed towards functioning at levels considered to be more appropriate.
3. The behavior of students without disabilities may be strengthened and occasions for modeling may be increased.
4. Improvement in the behavior may be maintained.

Teachers are faced with having to manage a variety of behaviors in a variety of settings, such as in the classroom, on the playground, in p.e., etc. Reactive techniques which occur after the behavior has been exhibited may be ineffective in controlling the problems. By manipulating the antecedents and consequences of the behavior, a new appropriate behavior can take the place of the inappropriate behavior. Teachers can, in turn, become proactive to situations instead of being reactive and can be more effective in solving behavior problems.

Several basic assumptions underlie the use of precorrection procedures.

- First, both appropriate and inappropriate behaviors are learned. And as such, appropriate behaviors can be taught.
- Second, students can learn through the systematic manipulation of teacher input (antecedents) and teacher output (consequences). When students make academic errors, the teacher adjusts instruction accordingly to remediate deficits. The same can be done for behavior problems. Teachers can arrange instruction to correct errors in behavior.

There is a difference in precorrection versus correction techniques. Using *correction techniques* an error or problem occurs and feedback is given. There is information given about the correct response and there is an opportunity for the student to practice the response. There is reinforcement for cooperation.

For example, if a student enters the classroom loudly after recess the teacher could remind him to enter the room quietly. He could be asked to go back to the door and try it again. Once he has successfully followed the directions, the teacher would praise him for entering the room quietly.

A behavior has occurred and the teacher reacts to it. Unfortunately, this procedure does not always prove to be effective.

Precorrection techniques involve a strategy which can be broken down in seven steps.

- Step 1: **Identify the Context and the Predictable Behavior**.

  The context can be any event, task, condition, circumstance or any other antecedent which occasions the behavior on some basis. In the example given above, the context would be the transition time from recess back to the classroom and the predictable behavior would be the noisy entry of the student. The context can be identified formally through a functional analysis where an observer takes notes on the *antecedents* to the behavior (i.e. teacher giving directions), what the *behaviors* are (i.e. student making faces at neighbor) and what the *consequences* are (i.e. the other student yells back and disrupts the class). Or the context and behavior can be identified informally through observations, discussions with other personnel, or a survey of educational records.

- Step 2: **Specify the Expected Behavior**.

  In order to do this, you may want to consider:

  1. the expected behavior in observable terms (i.e. instead of pays attention, try watches the teacher)
  2. select a behavior that is incompatible with the problem behavior (i.e. if he is watching you, he can't be looking at his neighbor)
  3. select expected behaviors that are functional replacements for the problem behavior (i.e. watching the teacher versus going to the office)

- Step 3: **Modify the Context**.

  You want to increase the likelihood that the behavior will occur and decrease the likelihood that the inappropriate behavior will occur. Modifications can be made for example in instructions given, activities, seating arrangements, etc. The least obtrusive modifications should be used at first moving to more restrictive modifications as needed.

For example, before beginning instruction, the teacher may use a signal to gain the attention of the students. Or, if Susan and Harry pick on each other, then a change in seating could solve the problem.

- Step 4: **Conducting Behavior Rehearsals**.

  This training should occur just before the student enters the target context. This training may take several forms. The student can be asked to recall the appropriate behavior, model the behavior, or keep a checklist as a reminder of the behavior. The assumption is that the student is more likely to remember the expected behaviors if training occurs just prior to the target context.

- Step 5: **Provide Strong Reinforcement for Expected Behaviors**.

  It may be difficult to establish a new pattern of behavior if the old pattern has been utilized over a period of time. The new behavior will be in competition with the old behavior and strong reinforcement may be needed for replacement to occur. Remember, reinforcement is only reinforcement if the behavior increases; it depends on the individual.

- Step 6: **Prompting Expected Behavior**.

  Students may need additional assistance in order to display the appropriate behavior. You may want to:

  1. acknowledge the student immediately after the expected behavior is exhibited.
  2. provide a reminder of the behavior within the context of the lesson (i.e. "Who can raise his or her hand and tell me what the capitol of Florida is?").
  3. use correction procedures:
     1. For the first occurrence of the inappropriate behavior, try ignoring it.
     2. For the second occurrence of the inappropriate behavior, use a 2 part signal to correct the behavior.

        For example, if the student is talking out, try placing your finger on your lips as the signal for quiet and raise your hand to model the appropriate behavior.

     3. For the third occurrence present a warning of the target behavior. Present this warning as a choice.

        For example, you could say "If you have a comment or a question, you need to raise your hand. If you choose to speak out, you will lose 5 minutes of free time."

- Step 7: **Monitoring the Plan**.

  Data should be collected to see if the plan is working. Is the inappropriate behavior decreasing and the appropriate behavior increasing? Monitoring the plan as the teacher may be difficult to do with all the other responsibilities of the job. Peers have been used as monitors successfully, or aides, practicum students, and even volunteers could be called on for monitoring.

This article contains examples of Precorrection Checklists and Plans. Going down the page are rectangular boxes which specify each area such as context, predictable behavior, expected behavior, context modification, behavior rehearsal, strong reinforcement, prompts, and monitoring plan. Your input is written within the box describing each of these steps. This checklist can be used as an aid in implementing such a plan and can be useful for the documentation of behaviors. Although the article describes situations involving a single student, I believe this procedure could also be implemented for classwide difficulties.

Pre-Correction
Checklist and Plan

Teacher_____
Student_____
Date_____

1. Content	Students entering classroom immediately after recess.
2. Predictable Behavior	Enter shouting, laughing, and pushing before complying with teacher direction.
3. Expected Behavior	Enter room quietly, go to desks, begin task, keep hands to self.
4. Context Modification	Teacher meets students at door, has them wait and then go to desk to begin entry tasks.
5. Behavior Rehearsal	Teacher reminds students just before recess of expected behaviors. Asks students to tell what expected behaviors are.
6. Strong Reinforcement	Students are told that if they cooperate with teacher requests, they will have additional breaks and 5 extra minutes for recess.
7. Prompts	Teacher gives signal at the door to be quiet and points to activity on chalkboard. Teacher says "hush" to noisy students and praises students who are beginning to work.
8. Monitoring Plan	Teacher uses a watch to measure how long it takes for all students to get on task and counts how many students begin their tasks immediately (within 10 seconds)

Keep students engaged. During teacher instruction, students go "off-task" because (a) the instructional activities do not maintain student attention, (b) insufficient positive reinforcement is being provided, or (c) students access positive reinforcement from other activities or individuals. The teacher's task is to maximize academic engagement and success for all students in order to support appropriate behavior and to compete with factors that encourage problem behavior (e.g., peer or teacher attention, task avoidance or escape).

Suggested Learning Activities

- Review or hand out the attached list. Hand out index cards to each staff (each card lists one strategy from the list). Have each person consider a how to use the strategy on their card. Share in small groups. (This can be done in small groups instead of individually if preferred.)
- Hand out and review the attached list. Group staff by the strategy they are most likely to use. Have each group consider how to use the strategy. Report back to large group.

Suggestions for designing more engaging in-class activities and increasing the amount of time students spend on task.

1. *Ensure course materials relate to students' lives and highlight ways learning can be applied in real-life situations* (Lumsden, 1994; Skinner & Belmont, 1991). Schoolwork should be meaningful to students outside the school building, as well as within. Students are more engaged in activities when they can build on prior knowledge and draw clear connections between what they are learning and the world they live in. They also need to feel that "school work is significant, valuable, and worthy of their efforts" (Policy Studies Associates, 1995).

2. *Allow students to have some degree of control over learning* (Brooks et al., 1998). This can be done in any number of ways, from giving students choices between different assignments, to minimizing adult supervision over group projects, to letting students monitor and evaluate their own progress (Anderman & Midgley, 1998; Dev, 1997; Policy Studies Associates, 1995). Anderman & Midgely (1998) note that this doesn't mean teachers must relinquish control of the classroom: "Even small opportunities for choice, such as whether to work with a partner or independently" (p. 3) give students a greater sense of autonomy.

3. *Assign challenging but achievable tasks for all students, including at-risk, remedial, and learning disabled students*. Tasks that seem impossible easily discourage learners, as do those tasks that are rote and repetitive (Dev, 1997; Policy Studies Associates, 1995). Remedial programs that limit students to repetitive basic skills activities actually "prompt students' lack of engagement in their schoolwork and frequently result in limited achievement" (Policy Studies Associates, 1995). Students need to feel successful and that they've earned success.

4. *Arouse students' curiosity about the topic being studied*. Strong, Silver, and Robinson (1995) suggest using the "mystery" approach, in which students are presented with fragmentary or contradictory information about a subject and are then asked to examine available evidence to develop their own hypotheses. This kind of activity also builds on students' needs for competence and autonomy, giving students an opportunity to direct inquiry and "discover for themselves."

5. *Design projects that allow students to share new knowledge with others*. Strong, Silver & Robinson (1995) observe that when students do assignments that only the teacher will read, they are entering into a nonreciprocal relationship. More often than not, the teacher already knows and has no real need for the information the student is providing him or her. Projects are more engaging when students share what they are learning in reciprocal relationships, as in collaborative projects where each student's knowledge is needed by others in the group to complete an assignment.

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Provide a positive focus. To promote desired student behavior, teachers should communicate high and positive expectations, have more positive than negative interactions (e.g., four positive engagements for each negative interaction), catch problem behavior before it escalates or becomes more severe, provide high rates of positive reinforcement, etc.

Suggested Learning Activities

- Ask staff how they know what kids find reinforcing. Suggest creating a survey. Review the list of ideas attached. Have staff brainstorm additional items for the list.
- Give staff 10 minutes of the scheduled staff meeting time to go onto their computers and go to the following website and create a student reinforcer survey. http://www.jimwrightonline.com/php/jackpot/jackpot.php (This website allows the user to create personalized reinforcer surveys) Collect the sample surveys as staff enter the meeting room. Share their experience.
- Hand out the list of ways to verbally reinforce. Challenge staff to identify 10 of the phrases they will use. Send or post reminders to use the verbal reinforcers. Check back at the next staff meeting. Have staff describe their experience using the phrases.

Classroom Incentive Ideas

Karaoke
Games
Sports
Movie day
No Homework Pass
Free time
Picnic lunches (outside)
Lunch with staff member
Lunch with friend
Teacher helper
Shadow a staff member
Help with morning announcements
Be a mentor or peer buddy
Additional center time
"hat day" (allow hats)
Take care of class animal
Move desk to chosen place
Operate projector
Be first to eat
Join another class for activity
Phone parents
Choose music for class

100 Ways to Verbally Reinforce

1. SUPER GOOD!
2. You've got it made.
3. SUPER!
4. That's RIGHT.
5. That's good.
6. You're really working hard today.
7. You are very good at that.
8. That's coming along nicely.
9. GOOD WORK!
10. That's much better.
11. I'm happy to see you working like that.
12. Exactly right.
13. I'm proud of the way you worked today.
14. You are doing that much better today.
15. You've just about got it.
16. That's the best job you've ever done.
17. You're doing a good job.
18. THAT'S IT!
19. Now you've figured it out.
20. That's quite an improvement.
21. GREAT!
22. I knew you could do it.
23. Congratulations!
24. You're making real progress.
25. Keep working on it. You're improving.
26. Now you have it!
27. You are learning fast.
28. EXTRAORDINARY!
29. Couldn't have done it better myself.
30. You are a joy.
31. One more time and you have it.
32. You really make my job fun.
33. That's the right way to do it.
34. You're getting better every day.
35. You did it that time.
36. You're on the right track.
37. Nice going.
38. You haven't missed a thing.
39. WOW!
40. That's the right way.
41. Keep up the good work.
42. TERRIFIC!
43. Nothing can stop you now.
44. That's the way to do it.
45. SENSATIONAL!
46. You've got your brain in gear.
47. That's better.
48. That was first class work.
49. EXCELLENT!
50. That's the best ever.
51. You've just about mastered that.
52. PERFECT!
53. That's better than ever.
54. Much better!
55. WONDERFUL!
56. You must have been practicing.
57. You did that very well.
58. FINE!
59. Nice going.
60. You're really going to town.
61. OUTSTANDING!
62. FANTASTIC!
63. TREMENDOUS!
64. That's how to handle it!
65. Now that's what I call a fine job.
66. That's great.
67. Right on!
68. You're really improving.
69. You're doing beautifully.
70. Superb!
71. Good remembering!
72. You've got that down pat.
73. You certainly did well today.
74. Keep it up!
75. Congratulations - you did it!
76. You did a lot of work today.
77. Well, look at you go!
78. That's it!
79. I'm very proud of you.
80. MARVELOUS!
81. I like that.
82. Way to go!
83. Now you have the hang of it.
84. You're doing fine.
85. Good thinking.
86. You are really learning a lot.
87. Good going.
88. I've never seen anyone do it better.
89. Keep on trying!
90. You outdid yourself today.
91. Good for you!
92. I think you've got it now.
93. That's wonderful!
94. Good job.
95. You figured that out fast.
96. You remembered!
97. That's really nice.
98. That kind of work makes me happy.
99. It's such a pleasure to work with you.
100. _____

Consistently enforce school/class rules. If all students are expected to engage in appropriate behavior, rule definitions, positive reinforcement, rule violation consequences, etc. should be the same for all students at all times.

Suggested Learning Activities

- If you don't have classroom rules that are aligned with school-wide expectations, spend time creating rules (see school-wide training binder for guidelines)
- If you have classroom rules, have staff team up to find creative ways to review the rules daily. Report back to the group.
- If teachers have unique sets of classroom rules, consider having them complete the classroom behavior management plan attached. Provide a sample completed form and review. Have them provide a copy for the PBS Team to ensure they follow rule development guidelines and are consistent with school-wide expectations. This form also asks teachers to identify how they will teach the rules, identify common classroom procedures, how they will reinforce appropriate behaviors, and how they will handle inappropriate behaviors.

Classroom Rules

1. <u>Teach and review school-wide rules daily</u>.

2. <u>Create, teach and review classroom rules.</u> Classroom rules should be positive, unique to classroom needs, but related to the school-wide expectations. They should be based on the problem behaviors you see in the classroom (rules should reflect what you want to see "instead" of the problem behavior) and should be based the specific skills and procedures that you want students to engage in and perform while in the classroom.

Sample Classroom Rules:

	Mr. Jones' Class	**Mrs. Lee's Class**
Be Safe	Sit with your chair on all 4 legs	Walk
Be Responsible	Bring your materials to class each day	Bring your homework every day
Be Respectful	Keep your hands and feet to yourself Use appropriate language	Talk when it is your turn to talk Ask if it is "OK" to borrow an item

Use the Classroom Behavior Management Plan form to organize classroom rules and procedures.

Classroom Behavior Management Plan

Classroom Rules (*3-5 Positively Stated Observable Behaviors*)

Teaching the Rules (*How you will teach, when you will teach-initial and booster, how you will remind students, etc..)*

Classroom Procedures (*daily routine, when to sharpen pencils, turn in homework, get a hall pass, etc)*

Positive Reinforcement (*in addition to Dog Dollars, how will your recognize appropriate behavior)*

Negative Consequences: Step Plan (*system for dealing with students who don't follow rules and procedures*

Correct rule violations and social behavior errors proactively. The application of error correction strategies should be conducted in a "business-like" manner, and attention for the problem behavior should be minimized. For low frequency and intensity rule violations, teachers should provide a brief signal that an error has occurred; indicate what the desired behavior should have been, and follow-up with the established consequence. Error correction strategies will be more effective if students first are taught what acceptable and unacceptable behaviors look like and what consequences are likely to follow each. For chronic rule violations, strategies should be established to pre-empt future occurrences of the problem behavior and to increase the probability that the desired or expected behavior is likely to occur.

Suggested Learning Activities

- Share the attached list of classroom interventions (ways to respond to inappropriate behaviors). Ask teachers to add to the list any strategies they use that are not listed. Have administrator look for teachers using and reinforce staff that use these strategies with students.
- Share strategies for avoiding escalation of behavior. Role-play a situation between a student and teacher modeling wrong and right way of responding.   Team up staff to practice role-playing.

Classroom Interventions

Clarification – Clarification is used as an initial intervention when, undesirable behaviors first occur, when student needs to be reminded of expectations, or when teacher is not sure of cause of misbehavior. Clarification interventions should be brief, concise, and not reflect emotions or judgment. Clarification interventions should be used only once for each occurrence; this prevents "preaching" and communicates to student the need for a meaningful response (if response is not meaningful – more restrictive interventions will be used).

Reinforcement of Others – The use of praise or earned rewards to reinforce the appropriate behaviors of other students in the classroom will often cue the misbehaving student of the teacher's expectations. It is important that the targeted students do not view that you are punishing them at this time but helping to cue them into their behavior. Reinforcement should be made available to the targeted student when they are displaying the desired behavior.

Proximity Control – This intervention involves the teacher/paraprofessionals moving closer to the misbehaving student. Often the teacher's proximity to the student is enough to stop the behavior.

Signal Interference – These are non-verbal techniques such as eye-contact, hand gestures, facial frowns, and body posture which communicate information to the student.

Redirection – Distract the student, change the focus of the activity the child is currently engaged in, especially effective with younger and/or developmentally delayed students, although appropriate for all (i.e. "help me out; go get me the red pen off the desk")

Premac Principle (Grandma's Law) – You work before you play. "As soon as you_____ you can _____" (i.e. beat the timer; give yourself 5 earned points as soon as you do 2 problems; you may have this M&M as soon as you finish the first row)

Planned Ignoring – Sometimes it is wise for the teacher to ignore a student's behavior, assuming that it will not spread to others and that the student will soon discontinue it and return his/her attention to learning

Interest Boosting- If the student's interest in an activity is waning; it is sometimes helpful for the teacher to show interest in the student's assignment. This often results in helping the student to mobilize his efforts in an attempt to please the teacher.

Curricular Modifications – Important first step when students are exhibiting behaviors resulting from frustration with the curriculum.

> Examples: shortened assignments, break large tasks into segments, provide a different medium for doing the same lesson, provide a peer tutor, give 1-on-1 assistance, restate or rephrase directions

Avoiding Escalating Behavior and Power Struggles

Para verbal Communication: Look at the way you are communicating with the students whose behavior is beginning to escalate. Here are some helpful hints:

- ▶ Tone: Avoid impatient and angry, used empathetic and sympathetic understanding
- ▶ Volume: Make sure it is appropriate for the distance between you and the student, and the situation
- ▶ Cadence: Deliver message using even rhythms

Do's	Don'ts
1. Make sure you have eye contact	1. Show Fear
2. Listen carefully	2. Over/under react
3. Give appropriate personal space	3. Argue or confront
4. Remain Calm	4. Not follow through
5. Safety, be aware of environment	5. Make false promises
6. Be alert	6. Threaten
7. Be consistent and focused	7. Use jargon, buzz words
8. Enforce limits	8. Use "right' or "wrong"
9. Remain in control	
10. Use "ok" and "not ok"	

Empathetic Listening: Ways to let your students know that you are "truly" listening to their concerns. Here are some helpful hints:

- ▶ Use an active process: making eye contact, nodding your head
- ▶ Be non-judgmental
- ▶ Allow for silence
- ▶ Listen for hidden message
- ▶ Give undivided attention

(Crisis Prevention Institute, Inc. 1987)

Miscellaneous Classroom Resources

Effective Teaching Profile

Place an X on the scale to indicate the extent to which the teacher displayed the best teaching practices. Connect each X to display a teaching profile.

Yes_____No 1. Brisk pacing

Yes_____No 2. Specific explanations and instructions for new concepts

Yes_____No 3. Allocated time for guided practice

Yes_____No 4. Cumulative review of skills being taught

Yes_____No 5. Regularly varied assessments of learning of new concepts

Yes_____No 6. Regular and active interactions with individual students

Yes_____No 7. Frequent and detailed feedback

Yes_____No 8. Varied forms of positive reinforcement

Yes_____No 9. Positive, predictable, and orderly learning environment

Yes_____No 10. Maintenance of student attention within and across instructional activities

       and materials

Yes_____No 11. Reinforcement for task completion

Yes_____No 12. Appropriate selection of examples and nonexamples

Yes_____No 13. Consistent application of contingencies for rules and expectations

Yes_____No 14. Appropriate use of model/demonstrations

Yes_____No 15. Appropriate use of behavior rehearsal (role- plays)

Yes_____No 16. Smooth transition within and between lessons

Yes_____No 17. High rates of correct student responding.

12 Required Social Skills for a "Compliant" Student

Studies have found that students who are seen as "defiant", resulting in being referred to the office on a referral are lacking one or of more of the following social skills. These students need direction instruction on the "How To" for each of the skills listed below. (Dowd & Tierney, 1992; West &Young 1994a, 1994b; Young & West 1995; Peterson & Peterson & Lacy, 2003)

1. **Follow Instructions:** not only needed for the social aspects of the class but also for the academic components
2. **Getting the Teacher's Attention:** varies from class to class, how do students get attention in your classroom?
3. **Accepting "No" for an Answer:** students are usually expected to accept "no" as an answer without responding back
4. **Accepting Feedback:** can be in regards to a student's behavior and/or a needed correction on an assignment

5. **How to Disagree Appropriately:** most students have difficulty telling the teacher that they disagree and why
6. **How to Make a Request:** students may assume the answer will be "no", so they don't ask or do so in a manner that will lead to "no"
7. **How to Make a Decision:** students don't know the steps to making a sound decision
8. **How to Resist Peer Pressure:** students don't know how to say "no" to their peers and want to "save face"
9. **How to Negotiate:** if students don't know how to disagree appropriately, then they will struggle with compromising
10. **How to Respond to Teasing:** we tell students all the time to "ignore" their peers, but do we really teach them how? Also, kids "blow up" after they ignore a peer and it doesn't go away right away-we need to let our students know it will get worse before it gets better
11. **How to Deal with an Accusation:** students become very defensive when accused of something, whether they are guilty or not, making it hard for them to share their side of the story
12. **How to Apologize:** students need to learn when to say, "I'm sorry" and how to do it with sincerity, which will show that they care about others