

# IT SHOULD BE EASIER THAN THIS!!!



Improving Classroom Management  
Skills with Staff

Matthew McNiff, Ph.D.

I understand that our mission is to save the world – a magnificent obsession of loving and caring for ourselves and others – especially children – for in them is our greatest hope.

# All Behavior is Purposeful



- ☞ We all have a reason why we do a behavior
- ☞ When the function matches the behavior, we have a better chance of finding the correct strategy to reduce the behavior
- ☞ When teachers only use the same strategy, it will only be effective for some. Our goal is to have it be effective for all

# Context Gives Behavior Meaning



- ☞ There is no behavior that is bad
- ☞ It is only bad based on the location and time that it happens
- ☞ Many children do poorly with being able to judge the gray area in which a behavior should or shouldn't happen
- ☞ Teachers need to focus their attention on teaching context and where and when a behavior is appropriate

# Fair is Not Equal



- ∞ Equal is that everyone gets the same thing
- ∞ Fair is when everyone gets what they need
- ∞ Teachers struggle with this idea for behavior
- ∞ They do not see behavior as a deficit. They often see it as deliberate and controllable regardless of the background and amount of skills the child has.

# People want to be Good



- ∞ People want to be accepted
- ∞ Children want to be accepted by peers and liked by adults
- ∞ Behavior has worked for them and they often times have not had success with other skills so they go to what they know
- ∞ If teachers address misbehavior from the lens of children wanting to be good but there is a road block, then the teacher is much more likely to look for the reason behind the behavior and teach the child the appropriate skill.

## It is Better to be Bad than Dumb

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- ☞ Sometime bad behavior is because the student doesn't understand
- ☞ These behaviors manifest themselves out of frustration; later on, they manifest habitually
- ☞ Behavior is something that the child can control, not knowing is often out of their control
- ☞ Sometimes, teachers need to evaluate appropriately to see if the material being taught is at their level
- ☞ There is a difference between "can't do" and "won't do". The teacher must find the difference.

## Even if they Know What's Right, they May not do it

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- ☞ If a child has not been particularly successful with a skill, they are often times resistant to go back to it because it is uncomfortable and outside the norm
- ☞ Behaviors are often about change
- ☞ Think of these behaviors as going on a diet. We know what it takes to lose weight but we still have problems. Why?
- ☞ Need reinforcement to have behaviors go from poor to successful

# Don't Take it Personally



- ∞ The behavior that is being displayed is happening to you because you happen to be the person at the time keeping them from what they want
- ∞ Teachers take the behavior as a personal attack when it is just because they are stopping the desired behavior
- ∞ Teachers need help viewing behavior from a deficit instead of a personal attack
- ∞ Personal attacks lead to hurt feelings and revenge
- ∞ We are not in the business of revenge. That is the Inigo Montoya's job.

# Don't take it Personally: Keep Out of Arguments



- ∞ Think of a child who argues as someone going fishing
- ∞ Students "Go Fishing" for a variety of reasons
  - ∞ Waste Time
  - ∞ Frustrate Adult
  - ∞ Enjoyment
  - ∞ Escape/Avoidance
- ∞ Adults argue for their own reasons
  - ∞ Refuse to give in to illogical arguments
  - ∞ Power/Control
  - ∞ To prove that they are right
  - ∞ Escape/Waste Time/Enjoyment

# Reducing Power Struggles



## œ Broken Record Strategy

- œ Using the same response over and over
- œ I know, Okay, Thanks for sharing, That's an option, I bet it feels that way, I am not going to argue with you.

## œ Give Choices

- œ Offering options gives "power" to children

## œ Remember that you are the adult

# Take it Personally



- œ We got into this business to help children
- œ If we don't have teachers coming into the school committed to caring, supporting and educating the children then they have their priorities skewed
- œ Teachers must show children that they care
- œ Because there will be teachers who do not care and we have to have others to rectify the damage done by people like "Mrs. Crabapple".

# Punishment Works



- ☞ It works for about 80% of children.
- ☞ Mild forms of punishment like detention, suspension, phone calls home, staying in from recess, etc. have an impact on some.
- ☞ But for our children that need help the most, the traditional forms of punishment that we think about are often reinforcing
- ☞ Teachers are never going to be able to punish the children worse than what they have already gotten so we have to try something new.

# Reinforcement is Better



- ☞ In study after study, reinforcement outperforms punishment.
- ☞ Reinforcement allows students to be held accountable to the school staff because we have what they desire
- ☞ People are more likely to perform desirable behavior even in secret when they are reinforced by teachers
- ☞ When punishment is the only thing used, children just learn to do the poor behavior away from the teacher

# Praise the Student



- œ Wheldall & Beaman (1994) 79 teachers 1:6 ratios of approvals to reprimands
- œ Beaman & Wheldall (2000) showed that even though there is ample evidence that positive praise is extremely effective, teachers do not use a systematic approach to consistently use verbal praise
- œ Sutherland (2000) showed that students get praised roughly once every 1.2 - 4.5 per hour per student
- œ White & Wills (2008) Roughly 1:3 ratio of approvals to reprimands - Class at about 56 % on task
- œ After teacher intervention went to about a 12:1 ratio and increased class on task behavior to roughly 85%.

# Praise the Student



- œ Use a 4:1 ratio of positive comments to criticisms
- œ Positive praise teaches the student what the appropriate action is
- œ Strategies to increase praise
  - œ Cueing (Timer, MotivAider, PA System, Visual Cues)
  - œ Self Monitoring (Pennies, Marks, Tokens, Golf Ticker)
  - œ Student Recruiting - Asking teacher if they are doing a good job
  - œ Performance Feedback (Checking rate against other teachers, supervisor, public posting)
  - œ Written
  - œ Self-record and Goal Setting



# Anything can be Learned



- ☞ This goes for teacher and student alike
- ☞ Children can learn how to manage their behavior and come up with new coping skills
- ☞ Teachers can learn how to confidently address a classroom and become a solid behavior manager
- ☞ Like anything, learning takes time and is not easy.
- ☞ Learning takes work. If the teacher is not committed to learning new skills to improve behavior management then maybe it is time for them to review their life goals

# Behavior is a Skill Deficit



- ☞ When it comes to reading and math, when children do poorly, they are not punished. They are taught.
- ☞ When a child does poorly with behavior, they are often punished and not taught.
- ☞ Children with behavior challenges need to be taught these skills as much as the child with a math or reading skill deficit. That is how they improve.

# Improve Engagement Strategies

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- ∞ Many times, teachers with poor behavior management also have poor classroom engagement skills
- ∞ Teachers must be able to engage children and provide opportunities for responding
- ∞ Teachers who have the highest rates of student responses often times have lower rates of misbehavior
- ∞ Children need new ways of obtaining material than before. Teachers who refuse to change will often see their classroom change with behaviors.

# Teaching is a Performance Art

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- ∞ When we are asked to get in front of others to provide information, we must be able to bring emotion to what we teach
- ∞ When children can attach meaning to what they are learning, they are more likely to retain knowledge
- ∞ Retention of knowledge leads to connecting other knowledge
- ∞ Teachers who can bring excitement and happiness to the classroom have a better chance at positive behaviors

# Practice Makes Perfect



- ∞ Any skill can be learned
- ∞ This means classroom management skills as well as improved student behaviors
- ∞ The more that we practice a skill, the better we become at it
- ∞ Practice must be intentional with the goal of improving
- ∞ If there is ignorance of the problem, practice will have little effect. There must be a focus on improvement

# Get Parents on Board



- ∞ Involve parents from the first day
- ∞ When parents see you as being on their side and liking their child, they are more likely to support your teachers
- ∞ Having teachers develop calling dates or emails that are collected that show positive presentation of their child to the parent (whether it is work or something that they said in class)
- ∞ Teachers can improve this relationship by communication

# Never Give Up



- ☞ Any teachers can teach the children who want to learn
- ☞ Only the best teachers can teach those who struggle to learn
- ☞ They don't write movies about teachers who instruct the best and brightest. The teachers that truly inspire are the teachers who can get across the importance of learning to children who struggle.
- ☞ Every child deserves to have a favorite teacher - Every child.

## RESOURCES



- ☞ Belini, S. (2006). *Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents With Autism Spectrum Disorders and Other Social Difficulties*. Shawnee Mission, KS: Autism Asperger Publishing Company .
- ☞ Bianco, A. (2002). *One-Minute Discipline: Classroom Management Strategies That Work!*. San Francisco, CA. Jossey-Bass.
- ☞ Fay, J., Funk , D. (1995). *Teaching with Love and Logic*. Golden, CO: The Love and Logic Press, Inc.
- ☞ Glasgow, N., Hicks, C. (2002). *What Successful Teachers Do: 91 Research-Based Classroom Strategies for New and Veteran Teachers*. Thousand Oaks, CA: Corwin Press.
- ☞ Goldstein, A. (1999). *The Prepare Curriculum: Teaching Prosocial Competencies*. Champaign, IL: Research Press.
- ☞ Jensen, J. R., Rhode, G., Reavis, H. K. (1994). *The Tough Kid Tool Box*. Longmont, CO: Sopris West.

## RESOURCES (continued)



- ☞ Maag, J. W. (2001). *Powerful Struggles: Managing Resistance, Building Rapport*. Longmont, CO: Sopris West.
- ☞ Maag, J. W. (2004). *Behavior Management: From Theoretical Implications to Practical Applications* (2<sup>nd</sup> Ed.). Belmont, CA: Thompson-Wadsworth.
- ☞ Otten, K. L., Tuttle, J. L. (2011). *How to reach and teach children with challenging behavior: Practical, ready-to-use interventions that work*. San Fransisco, CA: Jossey-Bass
- ☞ Rosenblum-Lowden, R., Kimmel, F. (2008). *You have to go to School . . . You're the Teacher!*. Thousand Oaks, CA: Corwin Press.
- ☞ Other information obtained at:
  - ☞ <http://www.behavioradvisor.com/> Dr. Tom McIntyre
  - ☞ <http://www.teachervision.fen.com/>
  - ☞ [http://www.bingocardprinter.com/bingo\\_blank.php](http://www.bingocardprinter.com/bingo_blank.php)
- ☞ Information on the Motivaider and how to get one: (<http://www.habitchange.com/>)
- ☞ Math Problem obtained at: (<http://venables.asu.edu/quant/probset2.html>) Dr. John Venables

## Contact Information



Matt McNiff, Ph.D.

[mattmcniff@yahoo.com](mailto:mattmcniff@yahoo.com)