

**IT SHOULD BE  
EASIER THAN THIS!!!**

Changing Teachers' Mindsets  
Regarding Challenging Behavior

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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.

# What I have learned . . .

- All Behavior is Purposeful
- Behavior is About Context
- Fair is Not Equal
- People Want to Be Good
- It is Better to Be Bad Than Dumb
- Even if they Know it, They May not Do it
- Don't Take it Personally
- Take it Personally
- Punishment Works but Reinforcement is Better
- Behavior is a Skill Deficit
- Improve Engagement Strategies
- Practice Makes Perfect
- Get Parents on Board

# 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

- Broken Record Strategy
  - Using the same response over and over
  - I know, Okay, Thanks for sharing, That’s an option, I bet it feels that way, I am not going to argue with you.
- Give Choices
  - Offering options gives “power” to children
- Remember that you are the adult
  - Reprimand Privately

# Working with Difficult Staff

- Must gain buy in
- Play to their strengths
- Play on their heart strings
- Flatter them
- Convince them it was their idea
- Tell them that it is the law
- Tell them that you will hold him back another year and keep him in his/her class
- Get their ideas to implement on the plan
- Bring in administration
- Tell them to not complain any more if they aren't willing to help solve the problem

# Praise the Student

- Wheldall & Beaman (1994) 79 teachers 1:6 ratios of approvals to reprimands
- 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
- Sutherland (2000) showed that students get praised roughly once every 1.2 – 4.5 per hour per student
- White & Wills (2008) Roughly 1:3 ratio of approvals to reprimands – Class at about 56 % on task
- After teacher intervention went to about a 12:1 ratio and increased class on task behavior to roughly 85%.

# More researchery stuff

- Research showed that the more frequent criticism and reprimands were associated directly with increased perception by teachers and students of hyperactive behavior and low self worth.
- Alternately, more frequent praise demonstrated less withdrawn behavior out of students and less hyperactive behavior.

(Split, Leflot, Onghena, & Colpin, 2016)



# Praise the Student

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

# CONTACT INFORMATION

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