Practical Program Design for Behavioral Classrooms: Addressing Intensive Behavioral Needs

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Safe and Civil Schools
February 23, 2017

Session Objectives   **Notes:**

- Understand how to apply the STOIC framework to set the stage for a classroom of students who are responsible, motivated, and highly engaged in meaningful tasks.
    - Structure
    - Teach
    - Observe
    - Interact Positively
    - Correct Fluently

- Identify practical strategies that address problems you see in your classroom (or classrooms you support).

- Create a plan of action that identifies key variables you can manipulate to positively impact student behavior and learning.

Agenda

- 9:00–9:30 Session content
- 9:30–9:40 Break
- 9:40–12:00 Session content

Behavior Classrooms

- Dichotomous settings

    - _____
        - Behaviors under control
        - Teaching and learning occurring
        - Efforts to mainstream students

    - _____
        - Chaotic—lots of escalation
        - No escalation but no teaching
        - Place with no expectations so kids don't want to leave
        - Holding cell

Activity: Brainstorm the characteristics that make a classroom incredible or terrible.

Goals of Successful Behavior Classrooms   **Notes:**

- _____ students learning academic, behavioral, and social-emotional skills to be successful in _____ environments.

- Teachers having a clear vision (goals for what their classrooms can be and what their students can accomplish.

- All teachers accepting students as they are, while helping them get to where they need to be.

****

"I must do something" will always solve more problems than "something must be done".

****

"I must do something" Variables

- Structure
- Teach
- Observe
- Interact positively
- Correct fluently

STRUCTURE for SUCCESS

Introduction to Structure

- Structure is the _____,

  _____, and organization of the setting.

- The way a setting is structured has a huge impact on

  _____ and _____.

Activity: Think Disney! What problems do stanchion lines eliminate? What additional benefits do they bring?

Level of Structure   **Notes:**

- Low = Students are mostly self-managers, highly responsible, and highly engaged

- Medium = students can handle some independence but need some parameters to be successful

- High = more than one student is _____, emotionally _____, and/or has high risk factors

Consider level of structure in behavior class as well as potential mainstreaming classes.

General High Structure Principles

- Increase _____ and _____.

    o Minimize _____ movement.
    o Consider noise/conversation.

- Increase _____ of behavioral expectations.

- Make instruction manageable for students' behavior capacity:

    o Limit number of directions given at one time.

    o Provide finite amounts of _____ for each chunk of instruction and work.

    o Minimize _____ time.

Structure: Physical Layout

- _____ access to all parts of room

- Physical access to all parts of room

- Importance of _____

Whole Group Layout

- Seat students in _____ not _____.
- Students should face whole-group instruction area.
- No double desks!

Small Group Layout

Considerations for setup:

- Number of _____
- Number of ability groups
    o Number within each ability group
- Physical space
    o Inside classroom
    o Other locations

De-Escalation Spaces   **Notes:**

- Provide clear expectations for each space
  - Cool-down space
  - Timeout space
  - Room-clear space

- Cool-down space
  - Self-selected
  - Teacher recommendation

- Timeout space
  - Out of sight from _____

  - Student facing _____ from class

  - Only for limited time (use _____)

  - Create routine for reintegration

- Room-clear space
  - Preplanned and practiced _____
  - Determine where the student goes
  - Determine where the class goes

Other Spaces

- Computers
- Reinforcement area
- Teacher/Para desk
- Seclusion room**
  Know your district policy

Action Plan: Structure Physical Layout for Success

When you think about your class/classes you've been in, what were structural elements of the physical layout that:

- Contributed to the success of students

- Could use tweaks to increase the success of students

Structure: Classroom Rules

Activity: List inappropriate behaviors seen in classroom(s):   List classroom rules used in classroom(s):

Consider behaviors you have seen in the classroom and ensure rules are in place that address these behaviors.

Designing Rules

Design rules that communicate your most important expectations:

- Tell students specifically what to do

- Are measurable and observable

- Post this information in a _____

- Should be (for the most part) stated positively

- Avoid having over five rules

Rules on Rules

1. Need compliance – "Follow directions"

2. Task completion – "Work to the best of your _____"

3. Interaction rule – "Keep hands, feet, objects to self"

4. On-time rule – "Every second counts"

5. Language rule – "Use _____ words"

Structure: Schedule

Schedule should include time for:

- Content-area instruction
- Behavioral and social skills instruction (much embedded)
- Check-ins/outs (daily and weekly)
- Team time
- Reinforcement time
  - Immediate
  - Delayed

Scheduling Considerations   **Notes:**

- Length of activities:
    - Consider student ability to stay on task (e.g., independent work)
    - May or may not correspond with _____ schedule

- Groupings
    - All students doing same content at same time or different?
    - Inclusion impacts on scheduling for students and adults

- Time of day
    - Student focus and behavior
    - _____ versus _____ tasks

Structure: Point Card

Point card benefits:

- Increase _____

- Increase opportunities for _____ of behaviors

- Increase opportunities for _____

- Increase opportunities to _____

- Increase opportunities to _____

Structure: Level System

Level system benefits:
- Increased generalization of skills to the LRE
- Fade behavior management techniques
- Motivate students to learn and _____ new behavioral skills and self-management

CAUTION: Point cards and level systems should be used as a behavioral coaching tool **NOT** a tool of torture.

Point Card Development

Determine what behaviors should be measured on the point card.

- Short-term behavioral goals (_____ behaviors)
    - Ask for breaks
    - Raise hand to request help (peer or adult)

- Long-term behavioral goals (_____ behaviors)
    - Stay in assigned area
    - Complete work independently

Determine Timeframe for Rating and Providing Feedback   **Notes:**

- End of period
    - Period 1, Period 2, Period 3

- Natural breaks during the day
    - Reading, Recess, Math, Lunch

- More _____ for students who struggle
    - 10 minutes
    - 15 minutes

- Fade point-card feedback as students advance through the level system

Determine Criteria for Goal

- Goals should be obtainable for students.
- Goals may match level system goals.
- Short-term goals should be between _____%.
    - If 70% seems too high – adjust the behavior being evaluated and be more specific or focus on fewer behaviors.
    - Manipulate STOIC to provide more supports.
- Goals should be realistic, reasonable, and obtainable.

Student _____   Date _____

Targeted Routine _____   Time _____ to _____

Number of Intervals _____ Interval Length (Total min./# of intervals)_____

Expectations	Routines/Class Period						
	1 <time>	2 <time>	3 <time>	4 <time>	5 <time>	6 <time>	TOTALS
<reducing problem behavior/ increase expected>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	/12
<reducing problem behavior/ increase expected/replacement>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	/12
<approximation of desired behavior>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	/12
TOTALS	/6	/6	/6	/6	/6	/6	/36

2 = Great! No problem.   1 = Needed a reminder   0 = Didn't follow direction

Goal = 80% - 29/36   Total Points = _____/36

Point Card Expectations

- Meeting classroom rules
- Specific IEP behavior goals
- Maximum of 5 behavior expectations
- Determine Likert rating

    - _____ increases reliability and ability to provide positive coaching
        - 0 = never/rarely
        - 1 = sometimes
        - 2 = always

Family Communication Component   **Notes:**

Consider options for daily/weekly communication:

- Xerox and send home
- Print point cards on carbon copy paper
- Send bottom half with only point total
- Require parent signature with bonus point if returned the following day

Pairing Point Card to Level System

- Goal: to help with awareness of necessary skills to be successful in LRE and facilitate generalization of skills to LRE

    o Triggers _____ about moving student into LRE

    o Does NOT determine _____

- Set criterion for level advancement, e.g.:
    o Level 1: 70% or below
    o Level 2: 80%
    o Level 3: 90%
    o Level 4: 95%

Level System Example

Level determines privileges in class and out of class:

- Level 1
    o Break time at desk
    o Student eats lunch in classroom

- Level 2
    o All level one privileges
    o Break time on computer

- Level 3
    o All prior privileges
    o Break time anywhere in classroom
    o Self-manage with teacher feedback

- Level 4
    o All prior privileges
    o Listen to music while working
    o Self-manage point card system

Level System Procedures   **Notes:**

Develop a procedure for monitoring students' progress and system evaluation:

- Frequently monitor the data associated with the point card and level system to determine student success.
- Adjust student program as needed.
- Review daily points with student at end of day.

- Review _____ averages to identify trends and problem-solve.

Action Plan: Structure for Success

When you think about your class/classes you've been in, what were structural elements of the schedule, rules, point card/level system that:

- Contributed to student success

- Could be changed to increase student success

TEACH EXPECTATIONS

Introduction to Teach   **Notes:**

- Remember goal: All students learning academic, behavioral, and social-emotional skills needed to be successful in all environments.

- Principles of quality instruction:

    o Teach specific, _____ lessons

    o Provide rationale and objectives

    o Utilize _____ techniques

    o Model, lead, test

    o Role play: students model the _____

    o Provide immediate positive and corrective feedback

    o Practice, practice, practice

    o Assessment and adjustment

Classroom Behavioral Expectations

- Prepare lessons on behavioral expectations for each major activity/transition

    o Critical content: "What do students need to know in order to behave responsibly"?

    o How do you define high structure in the activity/transition to set students up for success?

Utilize CHAMPS

- Goal is to eliminate _____

- For each activity, clarify:

    o Conversation
    o Help
    o Activity
    o Movement
    o Participation

CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity _____

Conversation

Can students engage in conversations with each other during this activity?   Voice Level:
If yes, about what?   With whom?
How many students can be involved in a single conversation?
How long can the conversation last?

Help

How do students get questions answered? How do students get your attention?

If students have to wait for help, what should they do while they wait?

Activity

What is the expected end product of this activity? (Note: This may vary from day to day.)

Movement

Can students get out of their seats during the activity?
If yes, acceptable reasons include: pencil sharpener   restroom
                                             drink   hand in/pick up materials
                                             other:
Do they need permission from you?

Participation

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

Success!

Activity: Types of activities and transitions that may need to be "CHAMPed"

The more difficulty student(s) have in an activity or transition, the more specific CHAMPs expectations and practice should be.

Teaching Behavioral and Social-Emotional Skills

- Explicitly teach
- Embed instruction/practice
- Address _____ and _____

Activity: List behavioral or social-emotional skills that students need to learn:

Academic Instruction   **Notes:**

- Goal: Help students be successful in **all** settings (LRE)
    - Short term—Meet students where they are (accommodate)
    - Long term—Help students learn needed skills (remediate)

- Utilize evidence-based curriculum and practices
    - Explicit methods
    - Opportunities to respond
    - Curriculum must be "just right"—assess student abilities and needs

- Identify _____ related to academics
    - Common triggers
    - Individual triggers
    - Work to address through
        - Precorrection
        - Accommodation
        - Remediation
        - Reinforcement

- Create a _____ environment where errors are okay and corrective feedback is accepted

Activity: 8th Grade Vocab Review Video (Anita Archer)	
Tally OTRS	List modalities

Action Plan: Teach Expectations
Make note of ways to incorporate effective teaching of class expectations, behavioral/social-emotional skills, and academic instruction in a behavior class.

OBSERVE

- Circulate and scan
  - Prevent misbehavior
  - Stop behavior before escalation
  - Increase _____,
    _____ feedback

- Observe EAs and other adults to ensure best practices
  - Movement
  - Ratio of interactions
  - Delivery of instruction
  - Delivery of feedback

Observe: Behavior Data

- Point card considerations
  - Who enters the data
  - How often the data is entered
  - Which graphs best tell the story
  - How frequently you will review the data
  - How you will use the data to identify trends and patterns in behavior

- Use reports to:
  - Highlight strengths
  - Problem solve
  - Consider patterns by overall progress, behavior, class period, subject, staff member, day of week, classwork complete, homework complete, etc.

Observe: Academic Data

- _____ assessment
  - Screening measures

- Ongoing evaluation
  - Benchmark measures
  - Summative evaluations

- Instructional evaluations
  - Formative evaluations
    - Progress monitoring (CBMs)
    - On-going error analysis

Data-Driven Decision Making

- To predict behavior
- To pre-correct for behavior errors
- To determine additional behavior/social-emotional supports
- To _____ on days that are predicted to be rough
- To determine if interventions and instruction are effective
- To determine when to increase/fade feedback

02/03 SCHOOL YEAR   ORAL READING

| Student: | Gr/Age: 6 | Sch: | Tch: Wagner | Academic Area | ●-Correct X-Error |

Phase labels: Baseline | Phonics | Repeated Reading | Morning Side | Repeated Reading / Sentences-Rewards

Data (M row): 62 | 68 | 61 70 69 | 63 56 67 71 71 | 76 61 84 64 76 102 95 | No School | 94 114 123 91 115 119

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Activity: Observe — Data

Reflect on behavior classrooms you have been in.

What data were gathered and how were they used?

What additional data would you recommend, and how should teachers use the additional data?

INTERACT POSITIVELY

Provide feedback for following rules, meeting point card expectations, using replacement behavior, academic behavior, social behavior, and steps toward the desired behavior.

- Feedback should be specific, _____,

  contingent, and _____.

Interact Positively

- Early in the year, feedback should use the same vocabulary used to clarify your expectations.
- Provide feedback _____
  than you think is necessary.
- Recognize that the function of misbehavior may be adult attention.
- Become aware of your "Ratios of Interactions".

Ratios of Interactions Formula

- 5:1, 10:1
- Ratio of Interactions isn't just for kids
  - Business teams
    - High performance teams = 5.6 to 1
    - Medium performance teams = 1.9 to 1
    - Low performance teams = 1 to 2.7
      (Losada, 1999; Losada & Heaphy, 2004)

  - Marriages
    - Couples that stayed married 10 years later = 4.7 speech/5.1 non-verbal to 1
    - Couples that ended in divorce = .08 to 1
      (Gottman Institute)
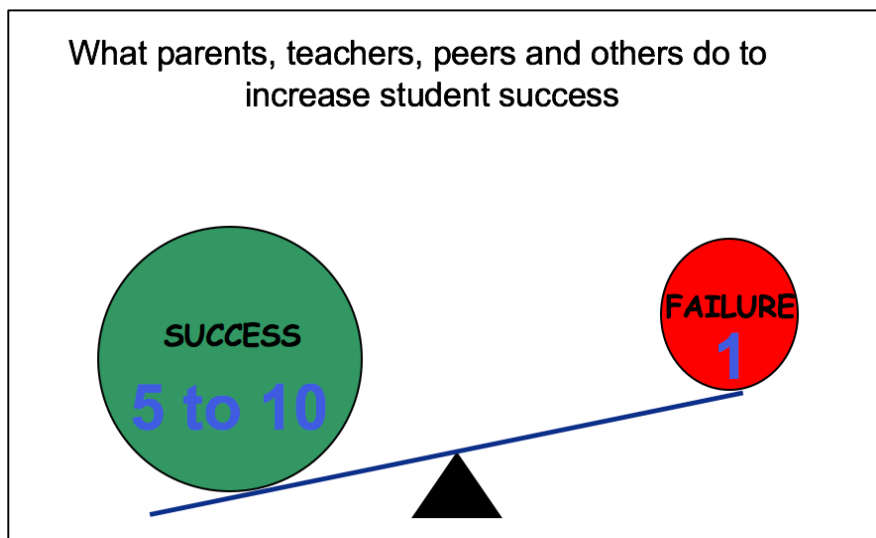
Activity: What is your best guess for what typically occurs in a classroom?

+   −

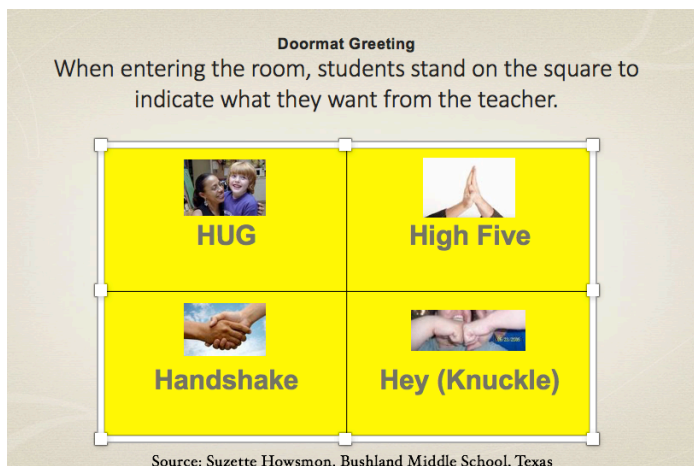---
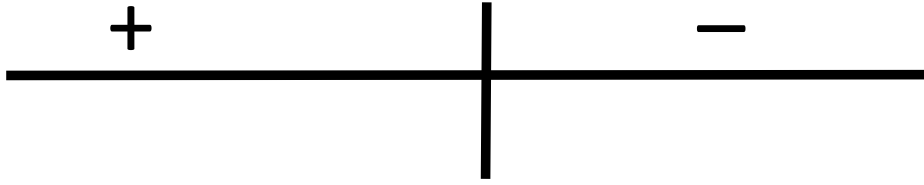
Ways to Build Positive Interactions   Notes:

Positive interactions come in two formats:
- Non-contingent attention—simply because the student exists
- EFFECTIVE positive feedback—communicate to the student what they are doing right

Non-Contingent Attention

- Use _____ opportunity possible to provide each student with non-contingent attention.

- What are times throughout the day that you can interact with the student simply because they exist?

Doormat Greeting
When entering the room, students stand on the square to indicate what they want from the teacher.

HUG	High Five
Handshake	Hey (Knuckle)

Source: Suzette Howsmon, Bushland Middle School, Texas

Effective Positive Feedback

- Quick and accurate—don't over-talk

- Specific—Avoid the _____ syndrome
- Contingent—based on behavior not trait
  - Something new

  - Something _____
  - Something the student is proud of
- Student first—Avoid "I" statements
- Reasonably private—non-embarrassing

It's About Building Relationships   **Notes:**

Educators can increase their ability to spot signs of trouble by establishing caring, responsive, and supportive relationships with students.

~Jonathan Cohen (1999)

Counting Your Ratio of Interactions

- It is based upon _____ the student "accesses" your attention.
- Positive or Negative?

  Circle whether pos. or neg.

  - You completed your assignment and got 100% (Student is on-task at the time of praise)

    Positive   Negative

  - You need to sit down (Student is out of his seat)

    Positive   Negative

  - Do you have any questions? (Student is on-task in his assigned area)

    Positive   Negative

  - Do you have any questions? (Student is off-task in his assigned area)

    Positive   Negative

  - Great job sitting calmly and using your breathing deeply strategy to calm down (Student is sitting in the break area)

    Positive   Negative

Strategies to Increase Your Positives

- Become aware of your verbal and non-verbal statements.
- When a student is not behaving appropriately, choose a student nearby to praise.
- Focus on increasing praise for one student (classroom rate will also increase).
- Tangible tickets and token economies

- _____ systems

When is it a good time to check your Ratio of Interactions?
When you are dog-tired at night, could it be that…

Action Plan: Interact Positively
Brainstorm ways of increasing positives in your classroom.
- Whole class:

- With particular individual:

CORRECT FLUENTLY

- Corrections are an important part of any class/school system; however, they are the _____ variable we can use to change behavior.

- Most classes rely far too much on corrective consequences.

    Note: "Corrective"
    Whether something is punitive or reinforcing can only be known by the _____.

    - Behavior _____ = punitive

    - Behavior _____ or

        _____ = reinforcing

Corrective Consequences Have Inherent Drawbacks

- Negative relationship/climate
- Increase emotional intensity
- May allow student to gain or avoid something (reinforcing)
    o What might they gain?
    o What might they avoid?
- "Arguing with a student is like mud wrestling with a pig. You both get dirty and the student loves it!"

Effective Corrective Consequences

- Utilize effective delivery skills

What did the teacher do in Video 1 clips that should be avoided when correcting misbehavior?	What did the teacher do in Video 2 that was effective when delivering a verbal reprimand?

Effective Delivery   **Notes:**

- Get within _____ feet of the student.
- Use a quiet voice and non-confrontational body language.
- State the student's name.
- Do not use a question.
- Refer to the rule or expectation rather than yourself or "You need to".

Principles of Fluent Correctives

- Corrective consequences are delivered

    o   Briefly: as short an interaction as possible

    o   Calmly: _____ unemotional

        ▪   "Rule of one"

    o   Consistently: misbehavior addressed

        _____

    o   Immediately: when possible, delivered in the setting

    o   Privately: when possible, work to reduce attention

- Role-play with staff or family member (especially with difficult behaviors/particular student in mind

- It's perfectly acceptable to _____.

    o   **"**That was not acceptable. I will speak to you later so we can figure out what needs to happen next. Now class, as I was saying…"

    o   "That behavior violated our class expectation to…I will speak with the principal later about what we should do. Please show me appropriate participation, and I will take that into account when speak with the principal."

- It's okay if you make a mistake.

    o   Power of _____

Determine a Range of Possible Corrective Consequences

- Delivered for rule violations
- Range from mild to severe
    o   Gentle verbal reprimand
    o   Loss of point on point card
    o   Time owed
    o   Loss of privilege
    o   Timeout
    o   Restitution
    o   Out of class/school** Beware significant downsides

Out-of-Class/School Consequences   **Notes:**

- Loss of _____ instruction
- Access to desired environments
- Avoidance of undesired environments/activities
- Adverse community impact
- Can lead to cycles of escalating negative behavior and consequences

  These consequences should only be used in circumstances when

  you need to _____ to create and train all

  staff and students in a new plan. They are not _____.

Consequences Versus Intervention Plan

- Corrective consequences do not teach appropriate behavior.

  Only _____ teaching do you have the right
  to deliver a consequence.

- When a behavior continues to happen despite teaching and
  consistent and effectively delivered consequences, return to
  FBA and intervention planning.

- Analyze STOI(C) to change behavior.

Crisis Versus Intervention Plan

- Crisis plan = reactionary
- Crisis plan ≠ intervention

Action Plan: Correct Fluently

Pull three critical concepts from the discussion of effective corrective interactions and write them down.

Conclusion

- This is HARD work!
    - Be forgiving and take care of yourself.
    - See the humor.
    - Reach out to others on your team.
    - As a support personnel, consider how we help keep people in the profession.

- THANK YOU!
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