



# **Welcome to the “Behavior Success Group”**

***“Success is the Only Option”***

**Angela Perry  
Kevin Murdock**



# Participant feedback... Honor Roll:

- Trinicia Brinson
- Jennifer Charles
- Heather Dunger
- Diane Flanagan
- Glen Gasbarro
- Janet Guerrieri
- Jacqueline Graham
- Rob James
- Consuelo Marino
- *Terri Thurman*
- Cecilia White
- Donna Williams
- Tanya Williams



# Participant feedback...

- Longer sessions, 1 hour sessions



# Participant feedback...

- Longer sessions, 1 hour sessions **Good idea**



# Participant feedback...

- Longer sessions, 1 hour sessions
- No students in Media Center



# Participant feedback...

- Longer sessions, 1 hour sessions
- No students in Media Center **Good idea**



# Participant feedback...

- Longer sessions, 1 hour sessions
- No students in Media Center
- Some points repeated



# Participant feedback...

- Longer sessions, 1 hour sessions
- No students in Media Center
- Some points repeated **Frequent reiteration of the few key points that can be covered in 30 minutes. Frequent use of examples and non-examples.**



# Participant feedback...

- Longer sessions, 1 hour sessions
- No students in Media Center
- Some points repeated (few key points in 30 minutes, frequent reiteration, examples and non-examples)
- “Felt like a set up” for the rest of the course



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Yes



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- For teachers “struggling with classroom management”



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- No students in Media Center
- Some points repeated (few key points in 30 minutes, frequent reiteration, examples and non-examples)
- “Felt like a set up” for the rest of the course
- For teachers “struggling with classroom management”
- Also for teachers who are successful with classroom management





Why are we  
here today?



# Why We Are Here

- Part of “Behavior Leadership Team Pilot Project”
- Explore issues\* related to student disruptive behaviors and their impact on:
  - student learning, safety, and life-long success
  - teachers and other staff at Van Buren
- \* without spending excess time on “admiring the problem”



# Why We Are Here

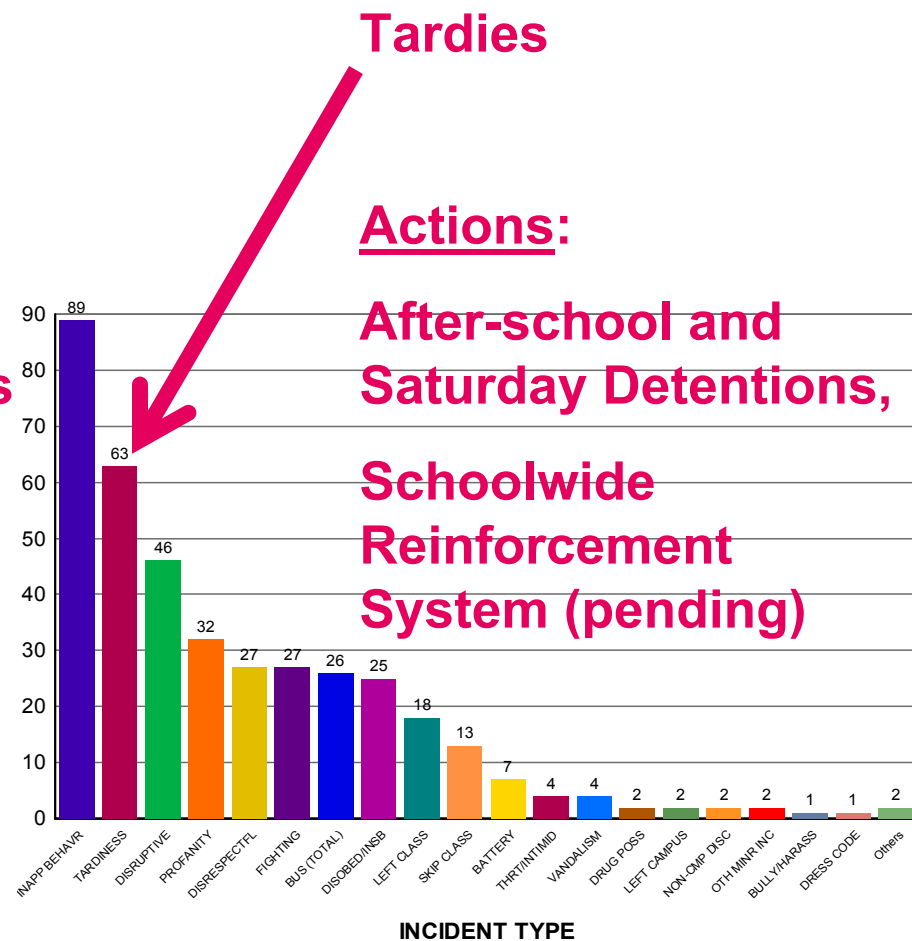
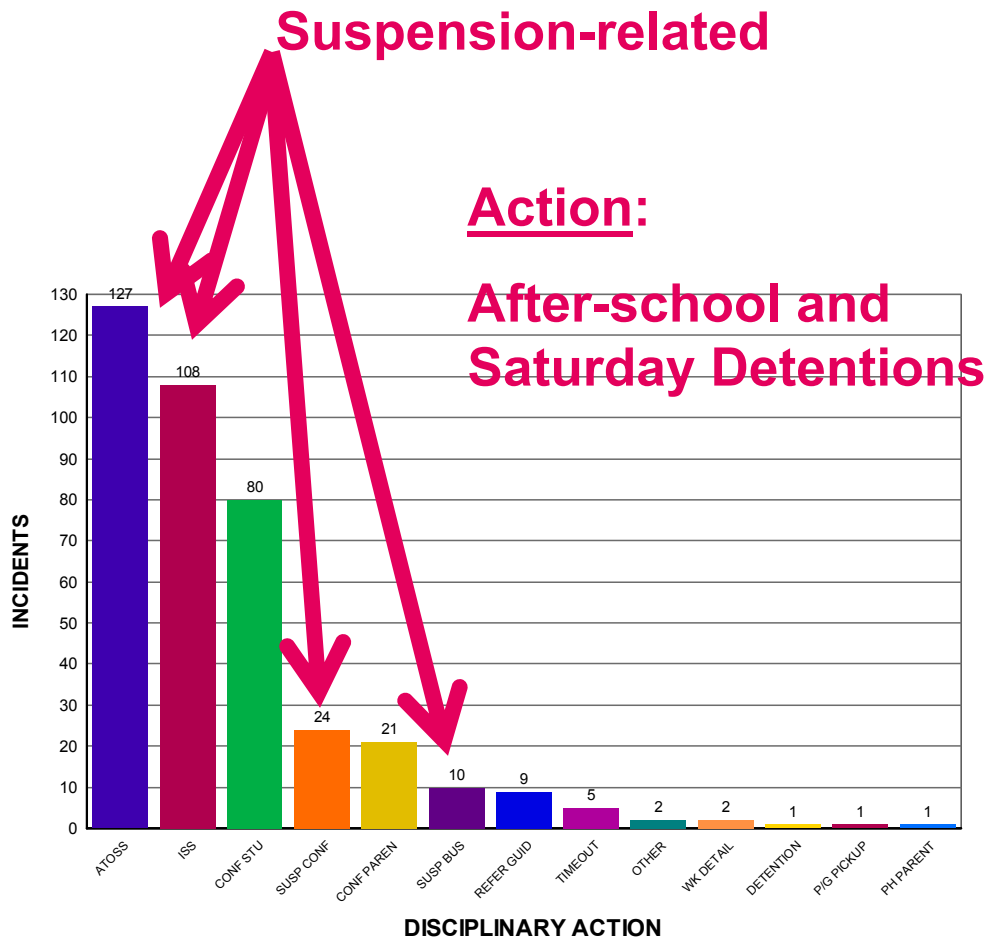
- “Make it real” for HCPS school settings & students
  - Many training programs are:
    - For rural settings or different student populations
    - Outdated, likely to be rejected by trainees
    - Do not reflect current student behaviors
- Help design effective, teacher-friendly materials for use throughout HCPS (and maybe other districts)
- Our group has participants with wide ranges of experiences and training
- If you are a successful “veteran” of classroom management, share your knowledge



# Behavior Leadership Team Objectives

- Increase teacher satisfaction and retention
- Increase student active engagement in instruction
- Reduce student fights
- Use data to make decisions and drive interventions at these levels:
  - Schoolwide
  - Classroom
  - Individual student (i.e., via STAT or IEP teams)







# Participant feedback...

- Student comment on Saturday Detention:

“They must be gone come get us  
cause ain’t nobody coming.”





# Fast Review



# Successful behavior management is:

- Knowing the basic purposes of problem behaviors (keeping it simple)



# Basic purposes of behavior

## **Parsimony....**

- When a simple explanation works, why bother with complex explanations?



# The basic purposes of behavior

## Examples:

- To get something:
  - Attention
  - Preferred activity or object
  - Sensory feedback (e.g., oral stimulation)
- To get out of (avoid or escape) something:
  - Hard or undesired classwork
  - Painful condition



# Multiple purposes of behavior:

Many behaviors have **more than one purpose:**

- Example: “Shut up, you’re not my momma. I don’t wanna do the worksheet. Get me away from your stink.”
- To get something:
  - Teacher Attention (frown and redirection “Just do your assignment”) and
  - Peer attention and
  - Preferred activity (walk to, hang out, in office) and
  - Staff Attention in office (“Why do you act that way?”)
- and
- To get out of (avoid or escape) something:
  - Undesired classwork



# Successful behavior management is:

- Knowing the basic purposes of problem behaviors (keeping it simple)
- Understanding the environment within which behavior occurs



# Understand the Environment

- Its about knowing and changing the Antecedents & Consequences related to the Behavior and the current Environment



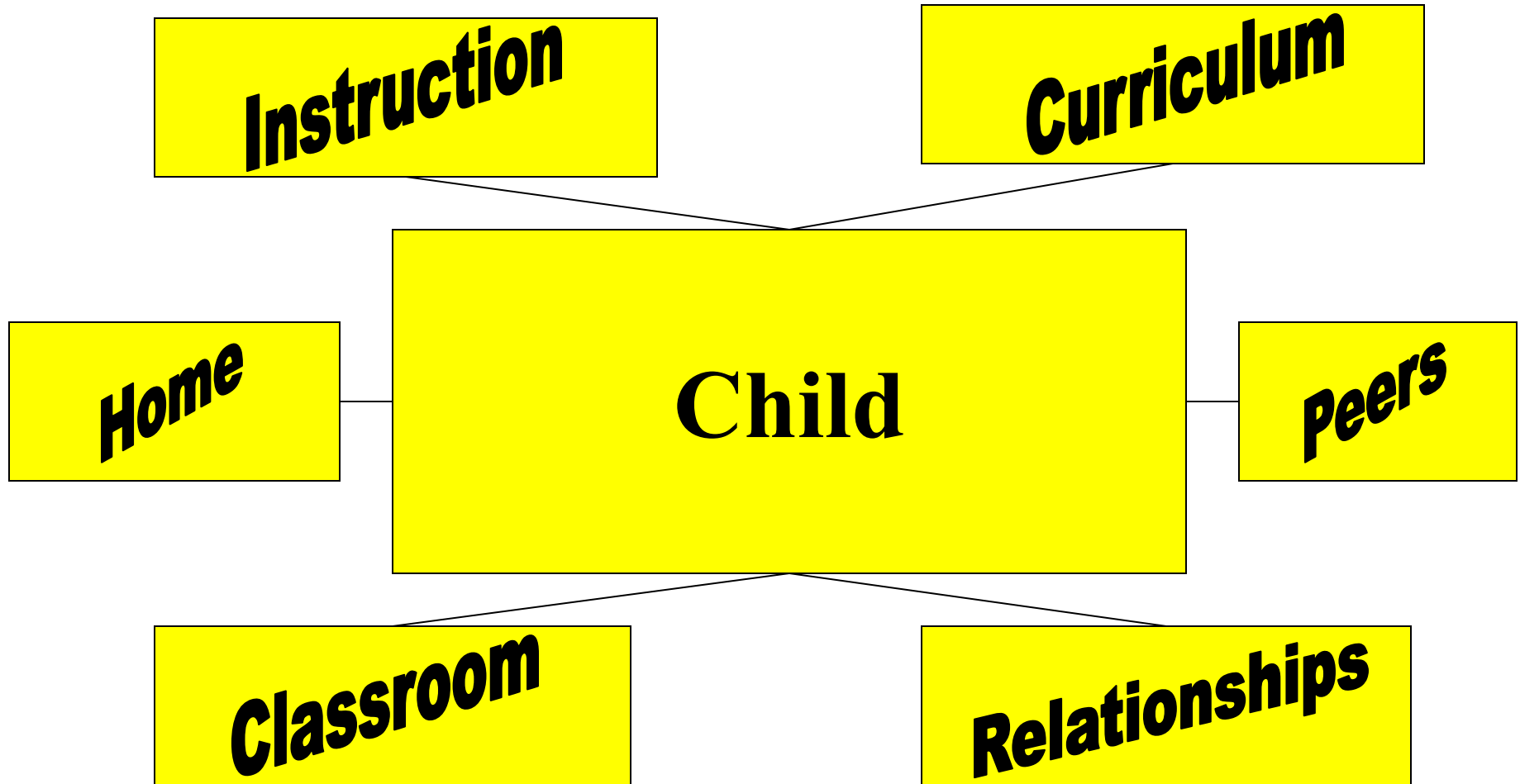
Many hypotheses assume the cause of problem behavior is within the child...



**Child**



But, many other boxes (environmental factors) should be explored...





# Successful behavior management is:

- Knowing the basic purposes of problem behaviors (keeping it simple)
- Understanding the environment within which behavior occurs
- Not taking it personally  
*(It's the BEHAVIOR that you don't like, not the person.)*



# Beware of unwanted outcomes

- If the purpose (function) of the student behavior is to get attention, beware of reactions that may inadvertently shape and maintain (reinforce) the problem behaviors
- Words
- Facial expression
- Body language
- Disciplinary actions



# Successful behavior management is:

- Knowing the basic purposes of problem behaviors (keeping it simple)
- Understanding the environment within which behavior occurs
- Not taking it personally
- Categorizing the type of behavior



# 3 categories

- Annoying
- Interfering
- Dangerous





Annoying

but tolerable in most  
circumstances,  
(aka “junk” behavior)





Interfering

with instruction  
or important activity



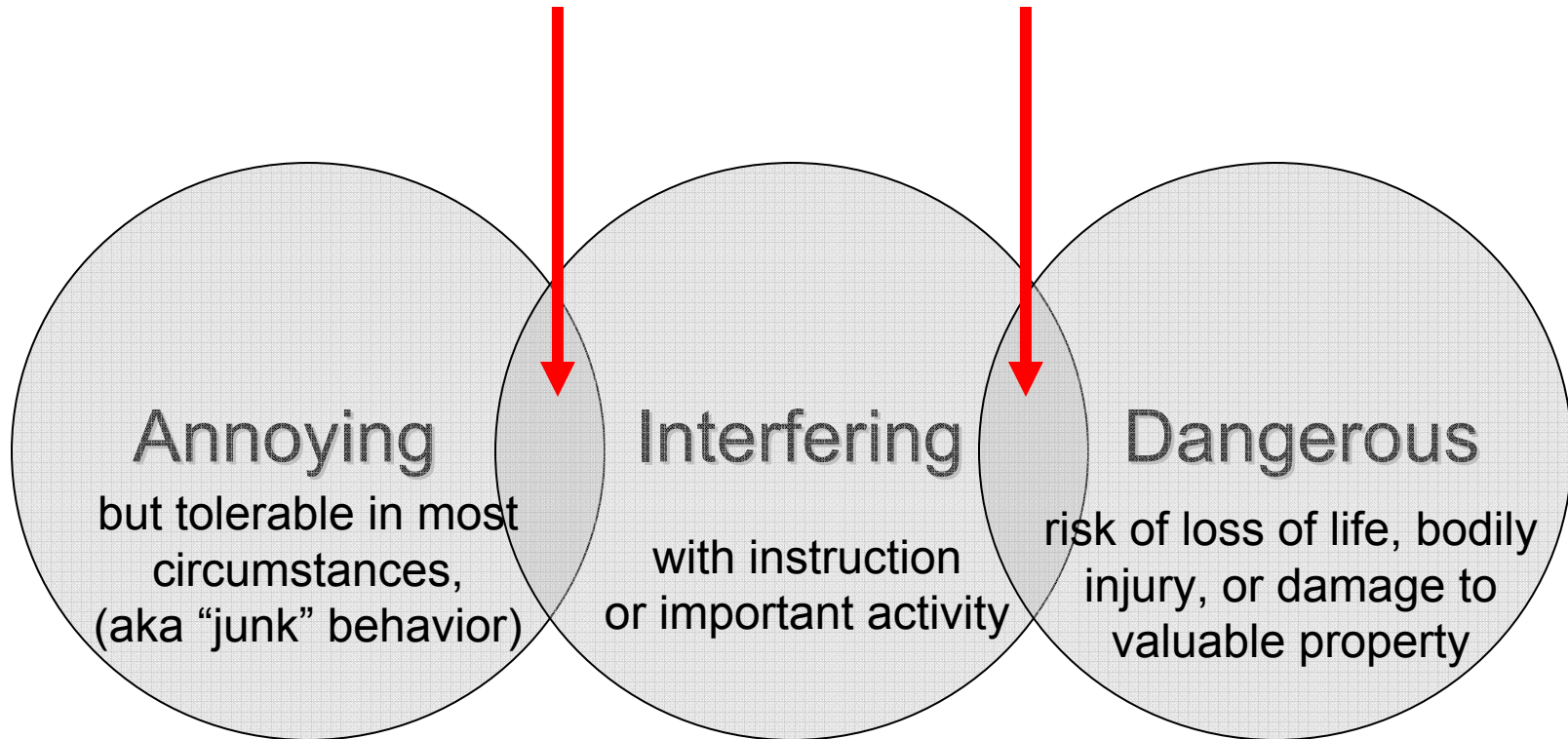


# Dangerous

risk of loss of life, bodily  
injury, or damage to  
valuable property

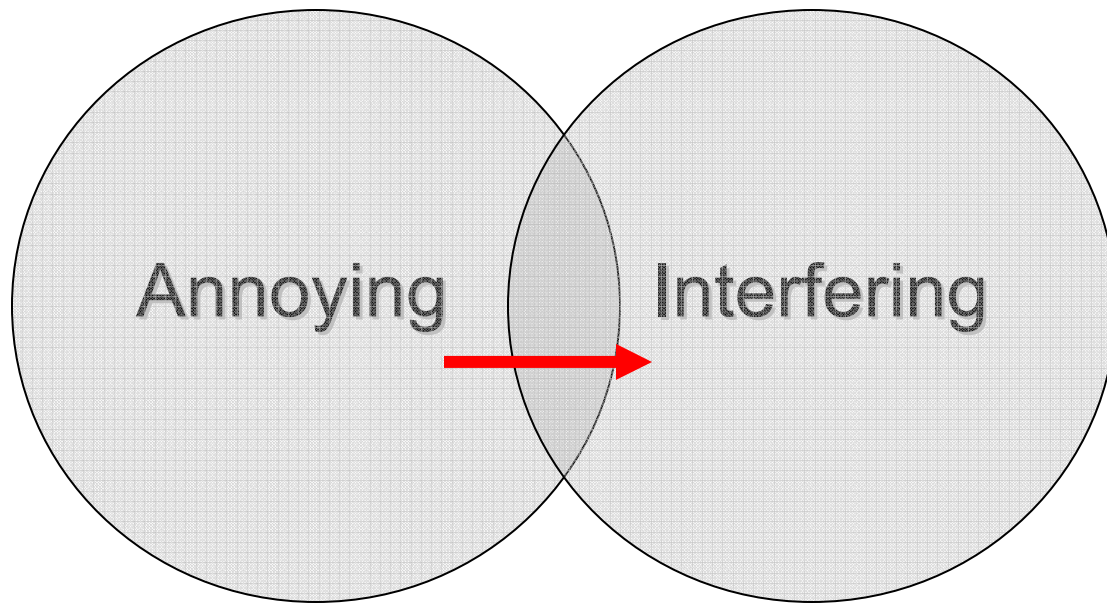


# Gray areas between



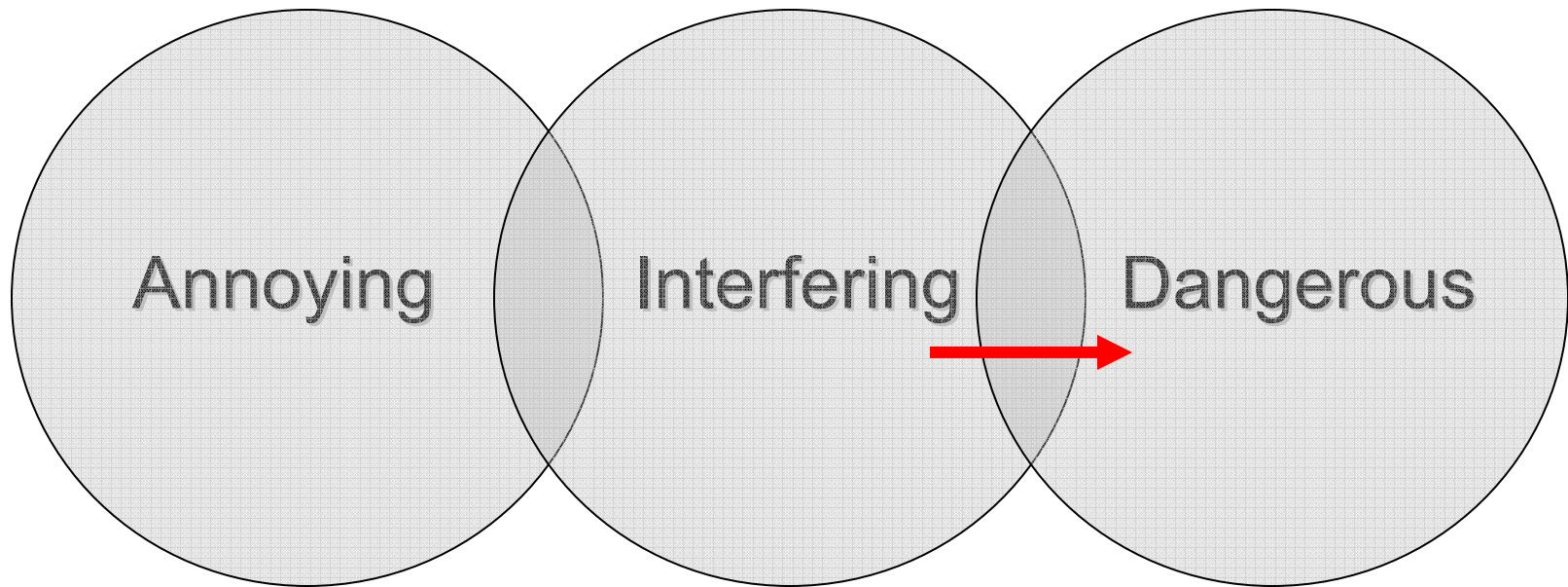


# Behaviors may escalate



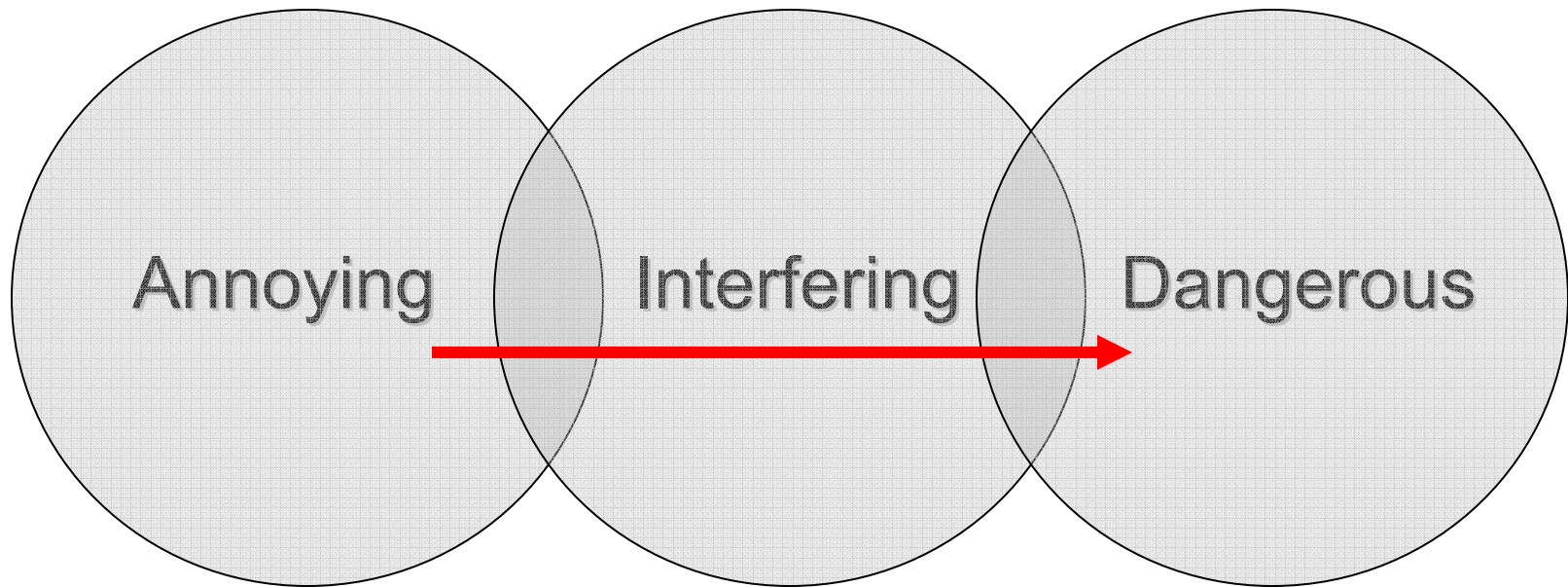


# Behaviors may escalate





# Behaviors may escalate





# Participant Homework...Dangerous

- Verbal/physical threat, posturing, shouting, in-your-face
- Run, push, hit in classroom, halls, or on patio
- Throw-push hard (e.g., pen) or large objects
- Fight
- Bump, push, shove, kick other student
- Ride bike on school grounds, near others
- Climb, jump off high objects
- Theft, deface, damage, or misuse of valuable property of other person or school



# What are the common behavior control (“discipline”) methods at Van Buren?

- “conduct cut”
- “go to SAO”
- Removal by SRO



# Dangerous behaviors

- What has worked for you?
- What has NOT worked for you?



# Participant Homework...Interfering

## (includes distracting others)

- Skip class, tardy, exit without permission, excessive long bathroom break, (missed instruction, if it distracts others)
- Out of seat/area (e.g. walk, dance)
- Move furniture
- Without materials
- Write/pass notes
- Call out, laugh, talk, hum, sing, whistle during instruction (if it distracts others)
- Throw item (e.g., book) on floor, (if it distracts others)
- Curse: "My ass is freezin," "No f- -kin way" (if it distracts others)
- Verbal threat "Shut up or else..."
- Ride (put-down, cut-down, name call, antagonize): "You so gay," "Bitch you're stupid," "Come on boy, you too scared to do nothin," "Your momma so ugly"
- Repeatedly slap/touch/tap/lightly kick other student
- Verbal refusal: "I dun wanna do that" plus the next...
- Low level of active engagement, work completion
- Beat or bang hard on desk
- Throw soft, small objects (paper, eraser pieces, beads)
- Break pencil
- Food-candy-seed-drink items in mouth during oral response times
- Theft, deface, damage, or misuse of other person's or school property
- Violate dress code, low pants , too much skin (interferes if removed from class)
- Wear/listen to music player, cell phone



# Interfering behaviors

- What has worked for you?
- What has NOT worked for you?



# Participant Homework...Annoying

- Roll eyes
- Ask for materials repeatedly
- Repeatedly ask for hall pass, sharpen pencil
- Yell answer without raising hand
- Yell in halls or classroom
- Whine-complain: "I can't do this," "I need help"
- *Talking back*
- Arguing rules of classroom: "It aint fair. Mr. Jones lets us do it."
- Verbal refusal: "I dun wanna do nuthin," "Get outta my face"
- Verbal denial: "I dint do it," "I am not arguing"
- Diss: "I'm sick of you," "I hate this place"
- Curse: "I don't need your s--t"
- Call out, laugh, talk, hum, sing, whistle
- Noise making: drum or tap feet, pen; crumple paper
- Throw item (e.g., book) on floor
- Slam door
- Food-candy-seed-drink items in mouth
- Chew gum, loudly
- Stick gum on school property
- Touch/tap/lightly kick other student (e.g., when passing)
- Grooming self
- Violate dress code: low pants, too much skin (annoyed if no consequence; clipped belt loops?)
- Wear ear piece of music player, cell phone
- Sit during Pledge of Allegiance



# Annoying behaviors

- What has worked for you?
- What has NOT worked for you?

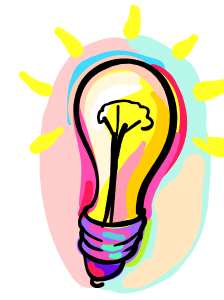


# **It's Just Junk:** a strategy for Annoying Behavior:

Purpose: Recognize that some behavior is just  
“Junk behavior.”



# Why Junk Behavior Happens



- ☞ To “push your buttons” (get an emotional reaction)
- ☞ To get you to give in to them
- ☞ To make you go away
- ☞ To get you to do something for them
- ☞ It is just a habit (learned behavior)
- ☞ It is typical of students at this age



# **It's Just Junk:** a strategy for Annoying Behavior:

## Avoid these common mistakes:

- Looking for anything the person is doing wrong and trying to weaken that behavior.
- Feeling the need to “teach that student a lesson.”
- Allowing your interactions to be controlled by your mood.
- Not having a plan.



# Having a Plan for Junk Behavior

## DO

1. Remain calm
2. Continue what you were doing
3. Listen
4. Look for non-verbal
5. Praise other students
6. Be consistent
7. Catch the student's next good behavior

## DON'T

1. (Over)react
2. Get in power struggles
3. Make false promises
4. Fake attention
5. Be threatening
6. Use jargon



# **Stone Face:** a strategy for ALL 3 categories (Annoying, Interfering, and Dangerous):

Purpose: Reduce the possibility that the student engages in the behavior (at least in part) to get your “Attention.”

- Appear completely non-reactive
- Minimize anything that the student may interpret as an emotional reaction
  - Movement of your body, hands, etc. (e.g., stomp feet)
  - Body language or posture (e.g., hands on hips, cross arms)
  - Facial expression (e.g., roll eyes, stare, frown)
  - Words
- Be an Academy Award winner



# Remember...

## Successful behavior management is:

- Knowing the basic purposes of problem behaviors (keeping it simple)
- Not taking it personally  
*(It's the BEHAVIOR that you don't like, not the person.)*



# The basic purposes of behavior

- To get something:
  - **Attention**
  - Preferred activity or object
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- To get out of (avoid or escape) something:
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# Beware of unwanted outcomes

- If the purpose (function) of the student behavior is to get **attention**, beware of reactions that may inadvertently shape and maintain (reinforce) the problem behaviors

Precaution: When you first begin to minimize attention, the behavior may briefly become stronger. Hang in there! Soon afterward, the behavior will weaken and reduce in frequency.



# Flip It: a strategy for ALL 3 categories (Annoying, Interfering, and Dangerous):

- Purpose: Students who engage in problem behaviors often the most attention after the problem behaviors.
- It is common for 90-95% of good behaviors to go unnoticed.
- It is important to “flip” (change) the ratio so that most of your attention follows “good behaviors” and less follows problem behaviors.
- 
- “Flip It” works best when you often “catch ‘em bein’ good.”
  - Make a detailed list of the desired student behaviors.
  - Frequently praise and reward those behaviors.
  - You may use a timer to remind you to do this often.
- Group-oriented reward procedures are also highly effective.
- More training will be provided in a future session.



# Closing thoughts

- There is NO MAGIC WAND to fix behavior problems.....it takes work, time and consistent application of a well thought out plan.
- You are not out there alone. You are part of a team. Work together and call on each other for support. Remember to give each other reinforcement for doing difficult work.



# Advanced Organizer – More Strategies To Improve Annoying, Interfering, and/or Dangerous Behaviors

## ■ Session 3:

- Discipline (teaching) procedures
- Environmental Strategy- Clarify expectations (Sprick 89-128)
- Positive Consequences – General (Sprick 149-158)
- Positive Consequences – Group-Oriented Strategies

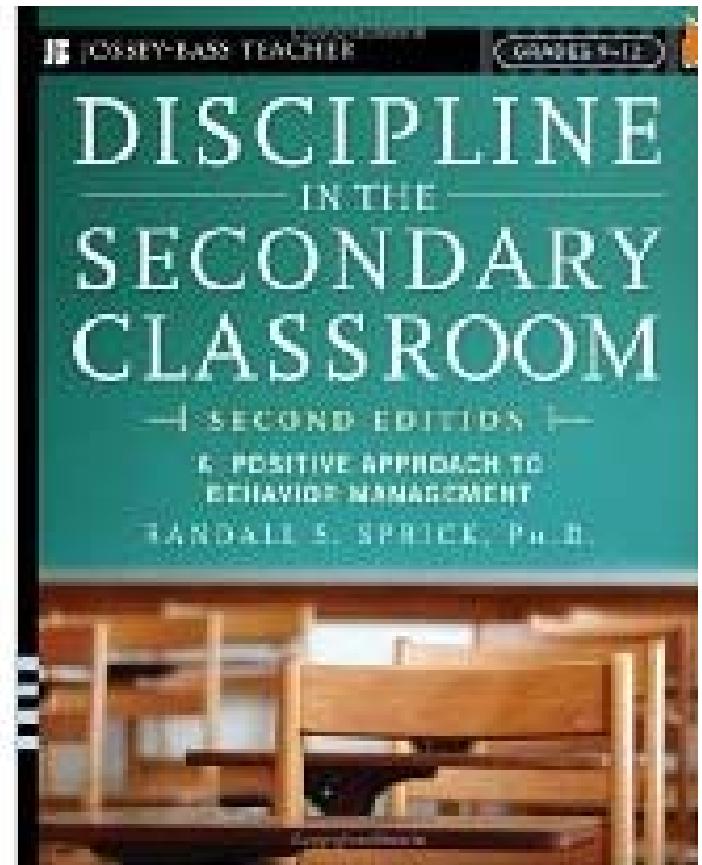
## ■ Session 4:

- Stop, Redirect, Restart Positive Consequences
- Rules and Consequences (Sprick Ch. 5, Jensen's Tough Kids Hierarchy of Consequences)
- More Environmental Strategies:
  - Motivation (Intro to Sprick Ch. 6)
  - Organization (Intro to Sprick Ch. 3)
  - Grading (Intro to Sprick Ch. 2)



# the Sprick text

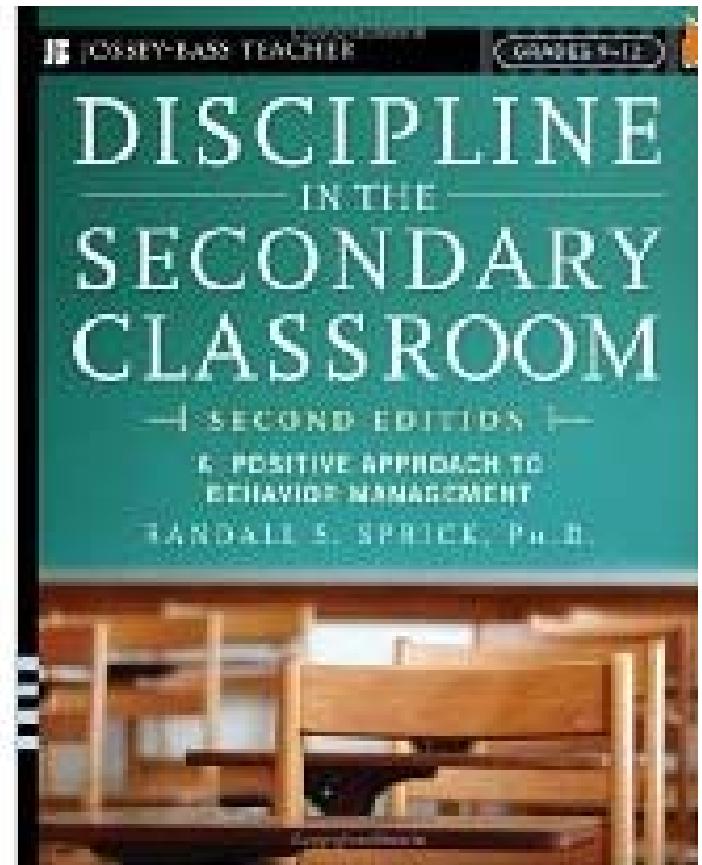
- Borrowing a school copy
- Buying @ Amazon.com  
Used: approx \$15  
New: approx. \$17-20  
*That's a good deal!*





# the Sprick text – Recommended (optional) reading before the next session

- Expectations –  
Chapter 4 –  
pages 89-128  
(lots of samples, easy reading)
- Motivation –  
Chapter 6 –  
Tasks 3 + 4 (attention and feedback)  
pages 149-158





# Homework

Download and print this presentation as your “handout.” Before the Jan. 8 session, email me [kevin.murdock@sdhc.k12.fl.us](mailto:kevin.murdock@sdhc.k12.fl.us) (or bring a printed copy to the next session):

- Describe (in detail) 10 or more “desired behaviors” for your classroom.
- Practice the It's Just Junk, Stone Face and Flip It strategies. Briefly describe the outcomes.
- Send feedback to improve the training content or methods.
- Optional: Describe any strategies that you've successfully used for the Annoying, Interfering, or Dangerous behaviors listed in this presentation.