



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

***“Success is the Only Option”***

**Angela Perry  
Kevin Murdock**

# Thanks for the Assignments...

## Emailed Before the Session:

- Jacqueline Graham
- Janet Guerrieri
- Cecilia White
  
- *Trinicia Brinson*



Why are we  
here today?

# Why We Are Here

- Part of “Behavior Leadership Team Pilot Project”
  - Increase teacher satisfaction and retention
  - Increase student active engagement in instruction
  - Reduce student fights (and disruptive behaviors)

# Why We Are Here

- Many existing 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  - Outdated, likely to be rejected by trainees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)
- “Make it real” for HCPS school settings & students
- Our group includes participants with wide ranges of experiences and training
- If you are a successful “veteran” of classroom management, share your knowledge



# 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

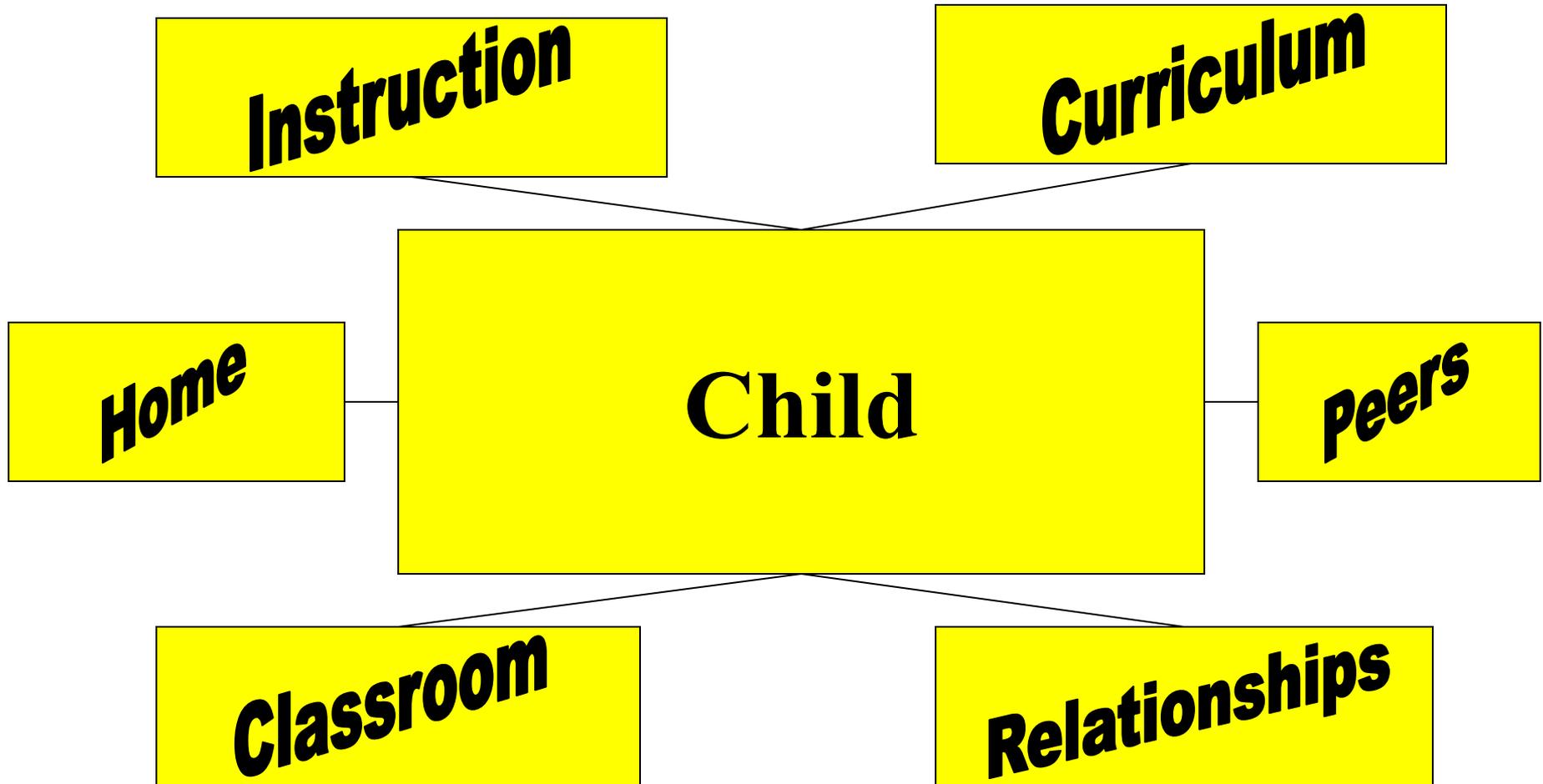
- Its about knowing and changing the Antecedents & Consequences related to the Behavior and the current Environment

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.)*

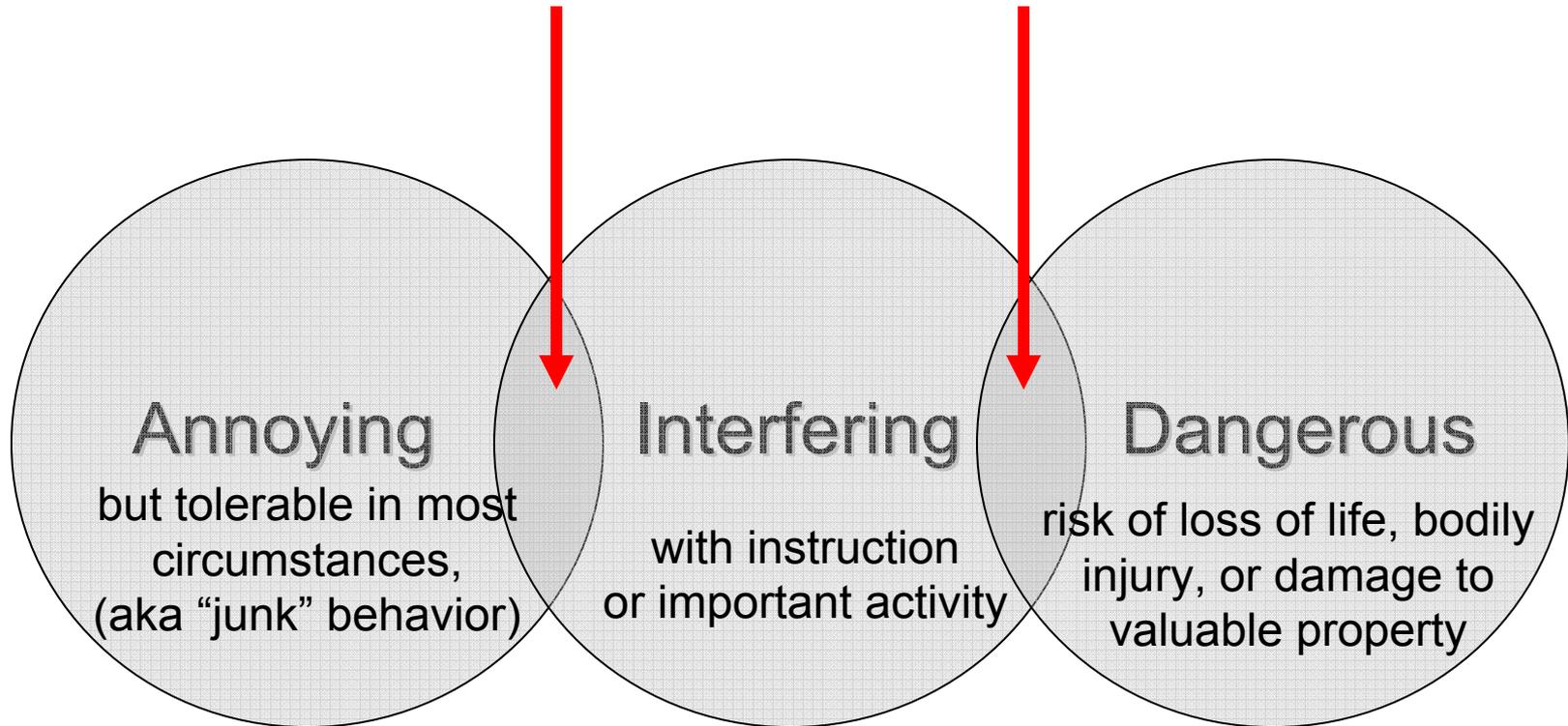
# Beware of unwanted outcomes

- 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

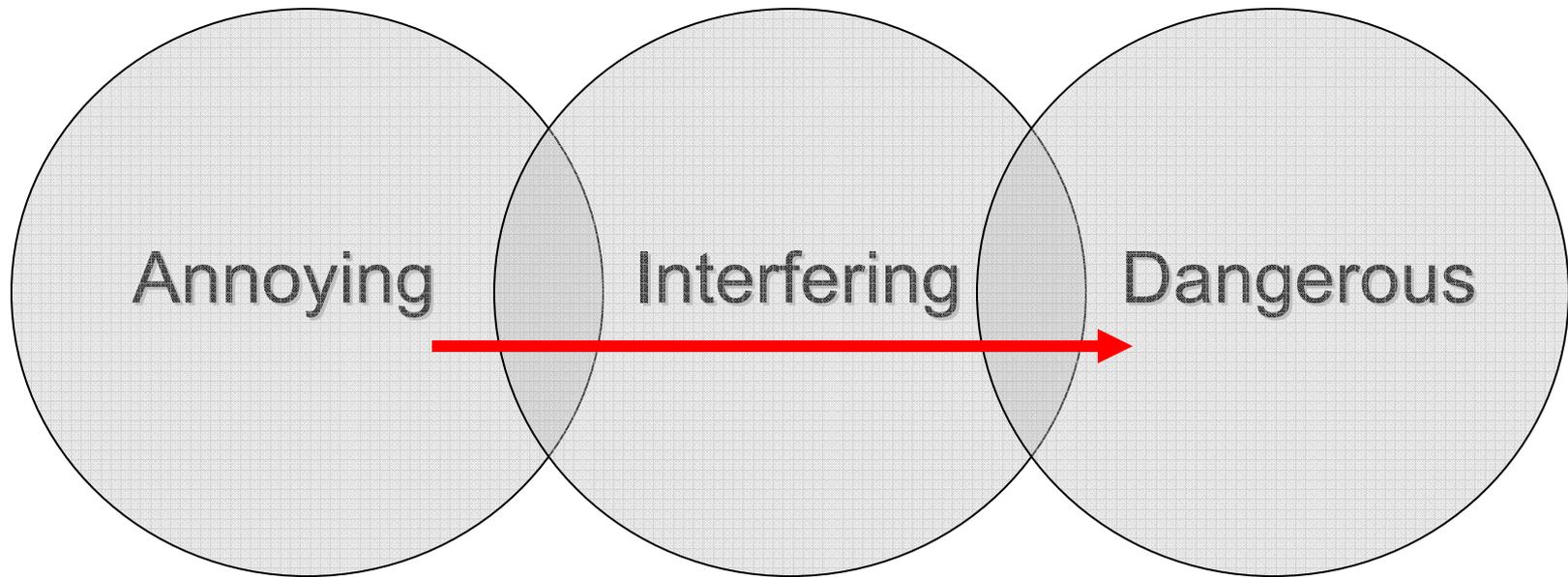
# Successful behavior management is:

- 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

# Gray areas between



# Behaviors may escalate



# **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
  - Sensory feedback (e.g., oral stimulation)
- 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.

# 10 or more “desired behaviors” for your classroom

Actively engage in learning (100% Participation, on-task)

- complete bellwork during bellwork time, do your best
- complete classwork during classwork time, do your best
- quietly read (when there is a reading assignment)
- apply learned skills, do your best

Help each other to understand concepts and assignments

Actively work together (show excitement about participating).

- Example: within individual teams on solving problems:
- be the first team with the correct answer
- call me over to check answers after all problems had been answered
- after getting feedback, work to correct any incorrect answers
- wait for other team to present the correct answers

# 10 or more “desired behaviors” for your classroom

Show eagerness to learn

Show satisfaction or happiness with self when finding a correct answer or learning a concept that was initially considered difficult

Respect adults and one another

- greet teachers and their peers with respect while passing in the hallways or outside
- exhibit Kindness (consider others feelings, be tolerant of peers with varying abilities)
- communicate properly
  - use appropriate language (no profanity)
  - personal matters, opinions not discussed

# 10 or more “desired behaviors” for your classroom

Show pride by respecting property (desk, textbooks, etc.)

Obey the classroom rules:

- the 5 P’s: Be
- Prompt (on time)
- Positive
- Productive
- Polite (Raise Hand To Speak, Do not "blurt out" answers)
- Prepared (have essentials pens, pencils, paper, etc.; read daily agenda)

Remind one another when rules are being broken

# 10 or more “desired behaviors” for your classroom

## Transitions:

- Walk to class during the 4 minute passing time
- Arrive on time
- Walk orderly in line on campus to lunch, media center, computer lab, office, etc.
- Put on and wear orange vest when in the hallways or outside

# Strategies

## To prevent most problem behaviors

- Discuss rules ahead of time so they know what I expect. Students must know the classroom rules and accepted behaviors.
- Consistent teacher behavior leaves no question in the mind of the student as to where they stand on their actions. They know what to expect out of me.
- Always circulate while giving full attention to students. A busy student is one who has no time to cause a problem. The last place a teacher needs to be during instruction is at his/her desk.
- Treat all students fairly and equally.
- Don't take things personally or hold grudges.
- Everyday, I remind my students (and myself) that we start fresh. Each day is a new beginning.

# Strategies

## For the few students who seemed to get in trouble daily

- *Flip-It.* I acknowledge the good behavior and frequently tell them I'm proud of something they have done or are doing. It may be how well they have done on work or following directions, etc. That does work.
- Frequent parent contacts, both positive and negative, show a student that you do have extra leverage. They may be less apt to continue to misbehave when they know a phone call is in their future.

# Feedback on strategies for Dangerous behaviors

- Example - Riding bikes on campus:
- I have asked students to get off and walk their bikes. Some have stopped and done as I have asked. I have had a few that ignored me. This was during the end of the day. Therefore, they did not get too far because someone else addressed the issue.
- When a dangerous behavior does occur, I do not get in his/her face. Be calm and show control, but concern.

# Feedback on strategies for Interfering behaviors

- Example - Violating classroom rules:
- Discuss rules ahead of time so they know what I expect as it pertains to each of the rules.
- When a violation occurs, calmly speak to or glance at student to describe the rule.
- New students may tend to put up a hard exterior as if saying, "Who does she think she is?"
- I respect them and explain to them my expectation.
- Approach any and all students about interfering behaviors. They expect it from me. Sometimes they get mad and don't like that I corrected them. Later they speak in passing and things are OK.

# Feedback on strategies for Interfering behaviors

- Try not to escalate inappropriate behavior.
- Refocus the class to the assignment, proceed with the lesson, give them praise, and continue to teach.
- If needed, move to the individual student (s) and quietly redirect them.
- For example, I go to the student and whisper, "the scholarship warning you received the other day, means you need to begin improving today." The student usually says "I will" and refocuses on the assignment.
- Involve the parent(s). Whisper to remind the student, "I spoke to your mother yesterday. Did she speak to you?" The student may respond, "She did talk to me I'll be good" or "Don't call again. Give me another chance."

# Feedback on strategies for Annoying behaviors

- *It's Just Junk Behavior.* Annoying behaviors are just small nuisances. Ignore junk behavior and acknowledge another student's proper behavior. Sometimes just ignoring the junk behaviors make them disappear.
- Example - Gum chewing (and not making noise such as blowing bubbles and popping the gum):
- Ignore it. Acknowledge other student's good behavior.
- Because my students know that I abide by the rules, if I happen to quietly look at them, they assume that I have noticed the gum and they will usually remove it (without me saying anything.)

# Feedback on strategies for Annoying behaviors

- Example - Yelling the answer without raising hand:
- I may glance in the student's direction. Usually they will say I'm sorry.
- Example - Getting too loud during instruction:
- I do not say a word or frown. I used the *Stone Face*. Another student in the class told the class , "She is teaching, y'all be quiet." The room got quiet and I proceeded.
- I am expressive, so I constantly give myself reminders of *Stone Face*". Sometimes, I accidentally roll my eyes. The students respond "Did you see that she rolled her eyes at me !?" I say, "I roll them, bat them, blink them, cross them." We all have a little laugh and proceed with the lesson.

# Strategies To Improve Annoying, Interfering, and/or Dangerous Behaviors

- **Clarifying Expectations**
- Sprick – Ch. 4 – pp. 89-128  
(lots of samples, easy reading)

# Strategies To Improve Annoying, Interfering, and/or Dangerous Behaviors

Define clear and consistent behavioral expectations for all regularly scheduled activities

- Opening/attendance
- Teacher-directed instruction (lecture)
- Discussion – Q and A
- Independent seatwork
- Labs/stations
- Cooperative work
- Peer tutoring
- Tests/quizzes

# Strategies To Improve Annoying, Interfering, and/or Dangerous Behaviors

- C - Conversation
- H - Help
- A - Activity
- M - Movement
- P - Participation

# Strategies To Improve Annoying, Interfering, and/or Dangerous Behaviors

- A - Activity
- C - Conversation
- H - Help
- I – Integrity
- E – Effort
- V – Value
- E – Efficiency

# Strategies To Improve Annoying, Interfering, and/or Dangerous Behaviors

Define clear and consistent behavioral expectations for common transitions, both between and within activities, that occur during a typical school day

- Before / after the bell /bell work
- Preparing paper, pencil, paper heading, book open to assigned page
- Moving to/from locations (e.g., lab, board)
- Putting things away (clearing desks)
- Handing in homework/classwork
- Trading papers for correction
- Cleaning up after activities
- Dismissal, Exiting
- Handing things out (e.g., assignment, supplies)
- Handing things back (e.g., graded papers)

# Strategies To Improve Annoying, Interfering, and/or Dangerous Behaviors

Develop a preliminary plan and prepare lessons for teaching (or re-teaching) your expectations to students

# Successful behavior management is:

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

# Knowing the Environment Leads To

More effective antecedent conditions, such as:

- Modifying conditions that frequently precede problem behaviors
- Scheduling instructional time
- Arranging physical spaces & flows
- Signals to get immediate quiet and full attention
- Procedures to start and end class
- Methods for assigning, monitoring, and collecting assignments

# Closing thoughts

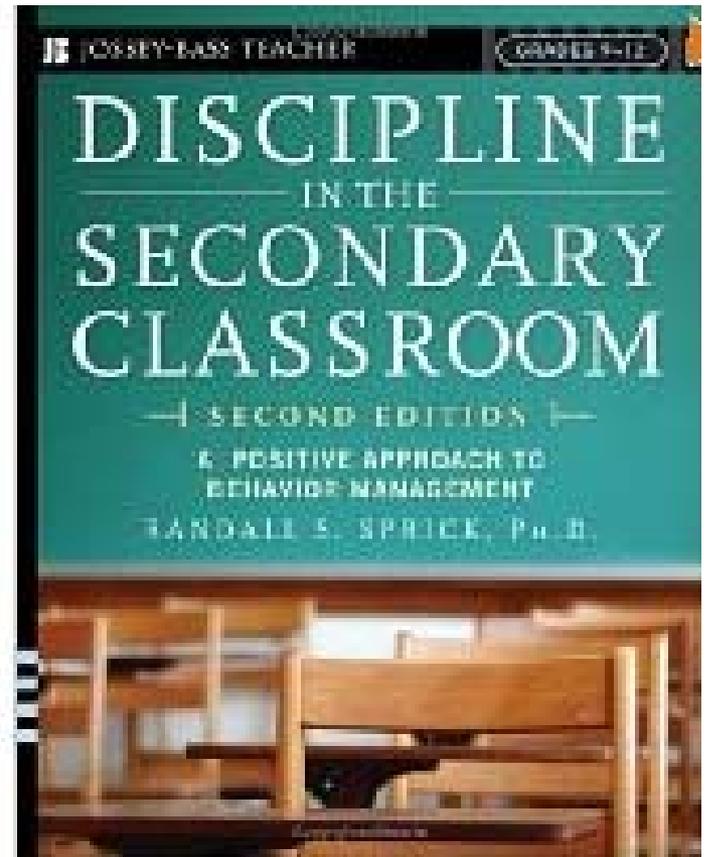
- There is NO MAGIC WAND to fix behavior problems.....it takes work, time and consistent application of a well thought out plan.
- You are not out there alone. You are part of a team. Work together and call on each other for support. Remember to give each other reinforcement for doing difficult work.

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

- Session 4:
  - Positive Consequences
  - Rules and Consequences
  - More Environmental Strategies:

# the Sprick text

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



# Homework

Download and print this presentation as your “handout.” Before the Jan. 15 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):

- In 75-100 words, describe how you’ve clarified expectations 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.