



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

“Success is the Only Option”

**Angela Perry
Kevin Murdock**

Thanks for the Assignments...

Received Before this Session:

Assigned Dec. 18:

Describe (in detail) 10 or more “desired behaviors” for your classroom.

Practice **It's Just Junk, Stone Face** and **Flip It** strategies. Briefly describe the outcomes.

- Jacqueline Graham
- Janet Guerrieri
- Cecilia White
- Trinicia Brinson
- Glen Gasbarro

Assigned Jan. 8:

In 75-100 words, describe how you clarified expectations in your classroom.

- Glen Gasbarro
- Robert James Jr.



Why are we
here today?

Why We Are Here

- “Behavior Leadership Team Pilot Project”
 - Increase teacher satisfaction and retention
 - Increase student active engagement in instruction
 - Reduce student fights (and disruptive behaviors)
- Help design effective, teacher-friendly, “real” training materials for use in HCPS schools (and maybe other districts)
- 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)

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
- Or, some combination of the above purposes (aka “functions”)

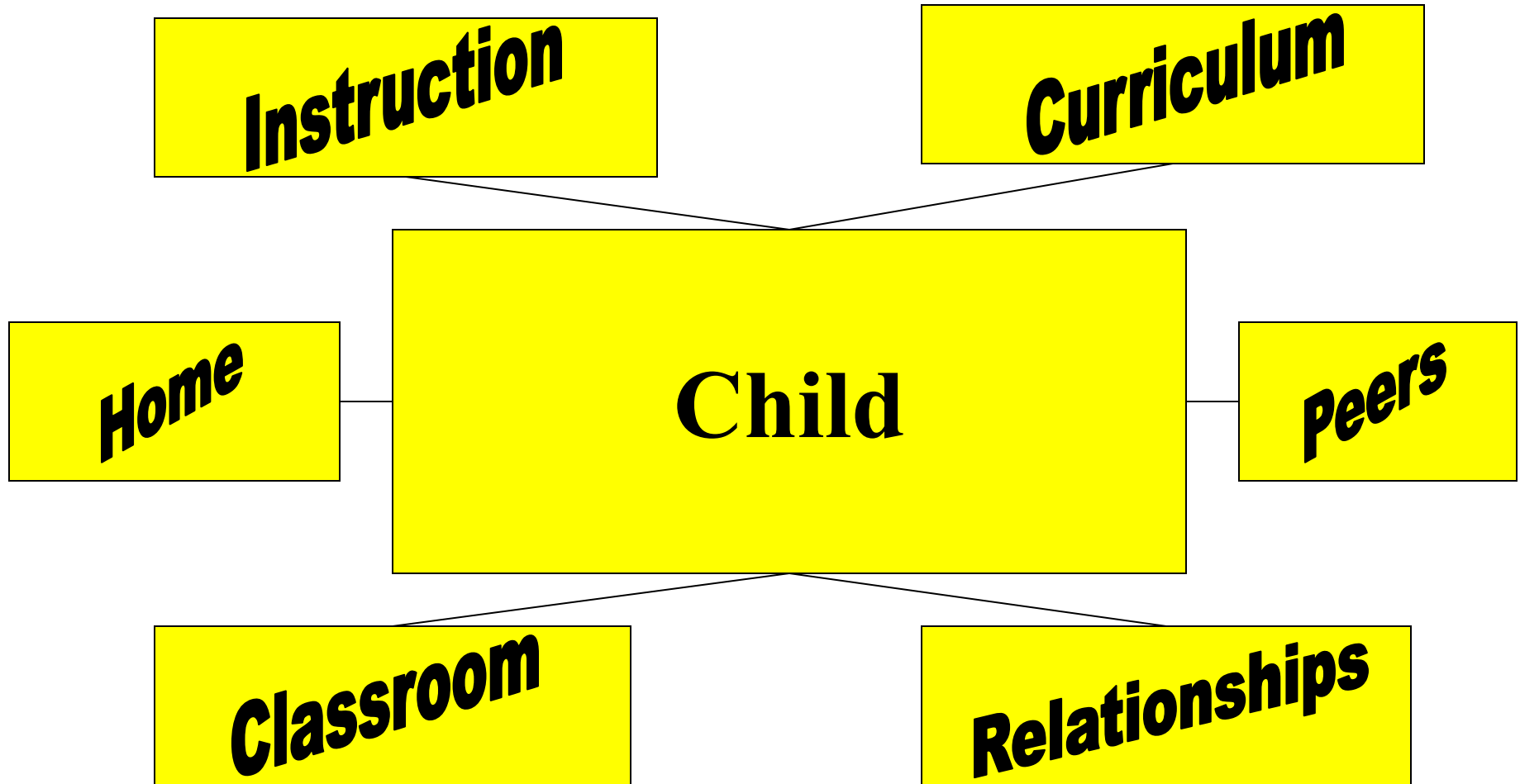
Successful behavior management is:

- 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

All of the 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**

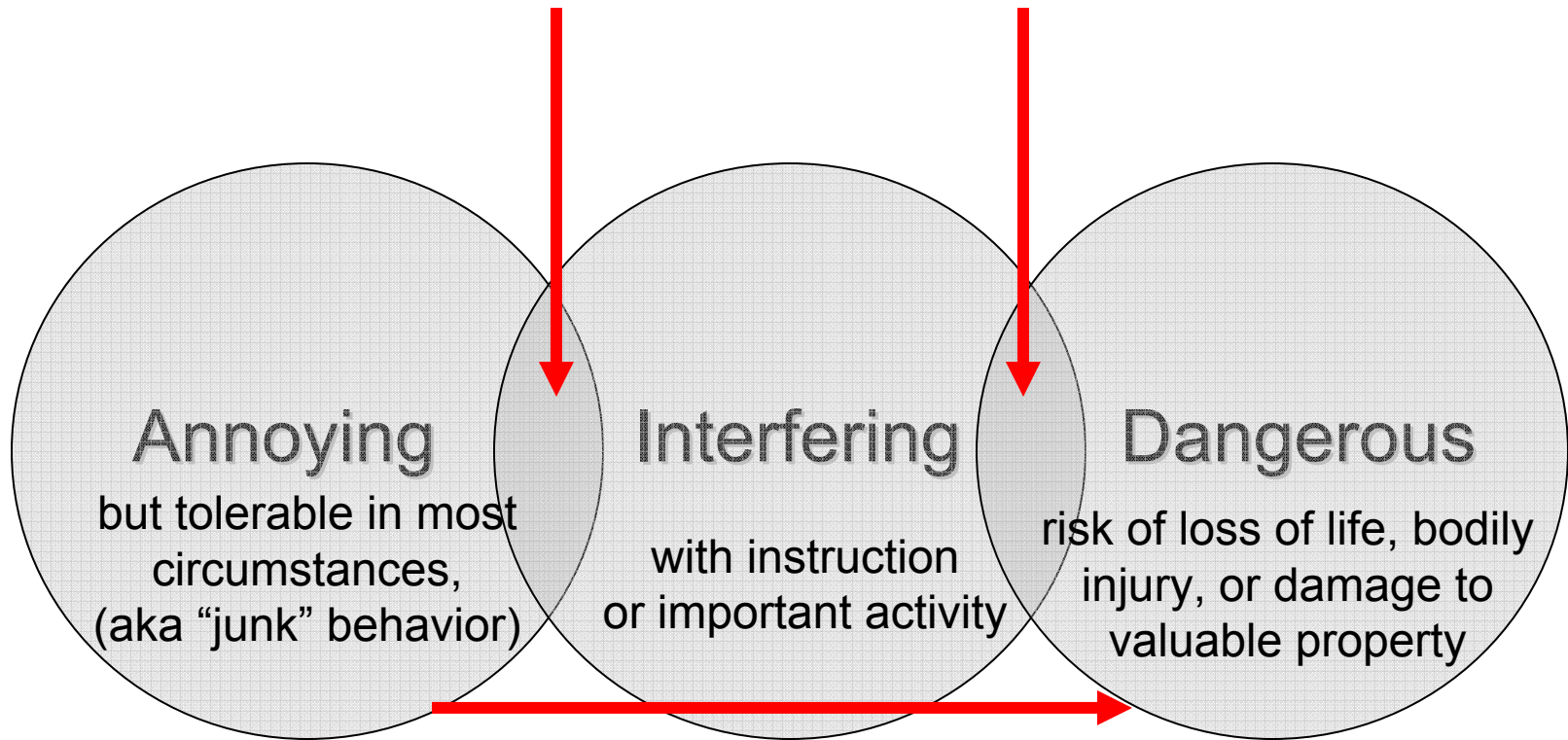
Don't take it personally

*It's the BEHAVIOR
that you don't like,
not the student.*

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

Powerful behavioral strategies:

- **It's Just Junk**
(for Annoying behaviors)

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

- “When I have an issue with a student I take care of it and it's over. There is no grudge or “I don't like this kid.” It's just over. Tomorrow is a new day and I tell them this.”
- “Don't keep a score card. They're just kids and they need for their instructors to be forgiving, but more rigid than a school say in the suburbs.”

Powerful behavioral strategies:

- It's Just Junk

(for Annoying behaviors)

- Stone Face

(for All problem behaviors)

Stone Face

Purpose: Reduce the “Attention” that may inadvertently be maintaining the behavior.

How to do it:

- First, clarify and teach your expectations (rules).
“Stone face can occur after your classroom is established.”
- Appear completely non-reactive
- Minimize anything that shows 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

Stone Face

Purpose: Reduce the “Attention” that may inadvertently be maintaining the behavior.

How to do it:

- Be an Academy Award winner
- Do NOT take it personally
- Precaution: The behavior may briefly become stronger. Hang in there! Soon, the behavior will weaken and reduce in frequency.

Powerful behavioral strategies:

- It's Just Junk

(for Annoying behaviors)

- Stone Face

(for All problem behaviors)

- Flip It

(for All problem behaviors)

Flip It

Purpose: Students who engage in problem behaviors often get the most attention after the problem behaviors.

- 90-95% of good behaviors usually go unnoticed.
- It is important to “flip” (change) the ratio so that most of your attention follows “good behaviors” and less follows problem behaviors.
- **10: 1** - A good ratio is 10 or more praise events after desired behavior occur for every correction or response to a problem behavior.
- Very important for students with less successful histories

Flip It

How to do it:

- “Flip It” works best when you often “catch ‘em bein’ good.”
 - Make a detailed list of the “desired 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.

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“25 desired behaviors” for the classroom (prepared by Van Buren Teachers)

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

“25 desired behaviors” for the classroom (prepared by Van Buren Teachers)

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

“25 desired behaviors” for the classroom (prepared by Van Buren Teachers)

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

“Desired behaviors” in transition areas (prepared by Van Buren Teachers)

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

Powerful behavioral strategies (prepared by Van Buren Teachers):

- **Prevention**

Preventing most problem behaviors

(prepared by Van Buren Teachers):

- ***Discuss rules ahead of time*** so they know what I expect. Students must know the classroom rules and accepted behaviors.

“At the beginning of the year behavior and expectations should be impressed upon the students along with positive and negative consequences. This can work for new students added to the classroom throughout the year.”

- ***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 from me.

“Enforce, enforce, enforce! Grade level teams and similar teaching groups (teachers in the same hall) need to be on the same page with their discipline.”

Preventing most problem behaviors

(prepared by Van Buren Teachers):

- ***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.***
- ***Involve the parent(s).***
- ***Don't take things personally*** or hold grudges.
- ***Make each day a new beginning.*** Everyday, I remind my students (and myself) that we start fresh.

Powerful behavioral strategies (prepared by Van Buren Teachers):

- Prevention
- “Frequent fliers” (students who seem to get in trouble daily)

“Frequent fliers” (students who seem to get in trouble daily)

(prepared by Van Buren Teachers):

- ***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.

“Make phone calls home. Ask if there are issues in their life that are giving them difficulty, and even offer to give extra help.”

“I have some parents on speed dial.”

Powerful behavioral strategies (prepared by Van Buren Teachers):

- Prevention
- “Frequent fliers” (students who seem to get in trouble daily)
- **Dangerous behaviors**

Dangerous behaviors

(prepared by Van Buren Teachers):

- Example - Riding bikes on campus:

- ***Stop and Redirect***

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.

- ***Do not get in his/her face. Be calm and show control, but concern.***

Powerful behavioral strategies (prepared by Van Buren Teachers):

- Prevention
- “Frequent fliers” (students who seem to get in trouble daily)
- Dangerous behaviors
- **Interfering behaviors**

Interfering behaviors

(prepared by Van Buren Teachers):

- Example - Violating classroom rules:
- ***Discuss rules ahead of time (clarify expectations)***
- They know what I expect as it pertains to each of the rules.
- “Our students need structure; their life will demand it when they are gone from us.”
- “Hold high standards for your students.”
- “Tell students often that you believe they can all be successful.”

Interfering behaviors

(prepared by Van Buren Teachers):

- ***Be consistent.*** Approach any and all students.
- “Your students will do what you allow them to. If you let them break school rules it will always be so.”
- “Don’t look so much for student acceptance. Instead, look for student accomplishment.”
- “By following through with positive and negative consequences, a student’s life will be enriched.”
- “Enforce school rules throughout the school.”

- ***Show respect. Consider the student’s perspective.*** New students may put up a hard exterior as if saying, “Who does she think she is?”
- ***Refocus the class*** to the assignment, give them praise, and continue to teach.

Interfering behaviors

(prepared by Van Buren Teachers):

- ***Glance at, and if needed, move to the student.***
- ***Stop and Redirect.***
- ***Calmly speak. Try not to escalate*** the behavior.
- ***(Re)explain my expectation.***
- “Go out in the hall with the student that is not having a successful behavior day. Communicate with them and reinforce what is expected.”
- “Ask if there are issues in their life that are giving them difficulty, and even offer to give extra help.”
- “Because I take students away from others when there is a behavior that needs correcting their business is generally between us only, unless they choose to tell their friends.”

Powerful behavioral strategies (prepared by Van Buren Teachers):

- Prevention
- “Frequent fliers” (students who seem to get in trouble daily)
- Dangerous behaviors
- Interfering behaviors
- **Annoying behaviors**

Annoying behaviors

(prepared by Van Buren Teachers):

■ Examples:

- Gum chewing (and not making noise such as blowing bubbles and popping the gum)
- Yelling the answer without raising hand
- Getting too loud during instruction

■ ***It's Just Junk Behavior.*** Ignore nuisance behavior. Acknowledge another student's proper behavior. Ignore it. Acknowledge other student's good behavior.

■ ***Use the Stone Face.*** Do not say a word or frown.

- Give myself frequent reminders so I won't accidentally roll my eyes.

Powerful behavioral strategies:

- It's Just Junk
(for Annoying behaviors)
- Stone Face
(for All problem behaviors)
- Flip It
(for All problem behaviors)
- **Clarify Expectations**
(for All problem behaviors)

Clarify 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

Source: Sprick – Ch. 4

Clarify Expectations for common transitions

both between and within activities

- Before / after the bell /bell work
- Prepare paper, pencil, paper heading, book
- 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)

Source: Sprick – Ch. 4

Get Help to Describe the Expectations

C - Conversation

H - Help

A - Activity

M - Movement

P - Participation

A - Activity

C - Conversation

H - Help

I - Integrity

E - Effort

V - Value

E - Efficiency

Prepare lessons for teaching (or re-teaching) your expectations to students

Source: Sprick – Ch. 4 – pp. 89-128 (lots of samples, easy reading)

Knowing the Environment Leads To

More effective Antecedent conditions, such as:

- Modifying conditions that frequently precede problem behaviors
- Scheduling extra 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

- See Sprick text:
 - Grading (Ch. 2)
 - Organization (Ch. 3)

Knowing the Environment Leads To

More effective use of Consequences for:

■ Desired behaviors

- Clarified rules for active engagement
- Clear expectations for regular activities and transitions
- Giving positive feedback

■ Problem behaviors

- Redirecting early stage problem behaviors
- Giving corrective feedback
- Delivering effective consequences for serious rule violations

More Strategies

Motivate Students' Desire to Succeed

- Present the desired tasks so they generate enthusiasm in your students
 - Explain how the activity will be useful (make it real)
 - Give a vision of what students will eventually be able to do
 - Relate new tasks to previously learned skills
 - Rally enthusiasm, especially for more difficult tasks
- Use powerful teaching methods
 - Style
 - Active engagement
 - High rates of student success
 - Immediate performance feedback
- Source: Sprick Ch. 6

More Strategies

Give frequent positive interactions

- Accurate, specific feedback is important
- Describe the behavior – what s/he did and why it was important or useful
 - Beware the Good Job syndrome
 - Beware of stating judgments or giving general praise, such as “Kerry, you’re so intelligent today.”
 - It’s not about you. Beware of “I like the way you...”
- Give contingent feedback (immediately after):
 - New or emerging skills, improvements
 - Effortful behaviors
 - When pride is involved
- Give age-appropriate feedback

- Source: Sprick Ch. 6

More Strategies

When a student seems to resist positive feedback or appears embarrassed:

- Use a low volume voice or gestures
- Be more private - Don't make it public
- Be brief
- Be business-like (not too excited)
- Don't pause or linger afterward as if the student should respond
- If applicable, ignore the Junk Behavior
- Ask the student later about their resistance or embarrassment. Ask for other ways to give praise.
- Source: Sprick Ch. 6

More Strategies

- **Group-oriented interventions**
- **Please visit:**
interventioncentral.mysdhc.org

More Strategies

- Rules and Consequences for Chronic Misbehaviors
 - Proximity control
 - Gentle verbal reprimand – Stop and Redirect
 - Fit consequences to the severity of the behavior – Examples:
 - restitution
 - time out
 - time owed
 - detention
 - Stone Face
- Jenson’s Tough Kids - Hierarchy of Consequences
- Precision Commands
 - Jenson’s Tough Kids
 - Thomas Phelan’s 1-2-3- Magic
- Record data, Write Discipline Referrals,
- Seek support from STAT
- Individualized or small group teaching (“discipline”) procedures (e.g., Social Skills Training, Replacement behaviors)

For “frequent fliers,” reconsider the impact of common behavior control (“discipline”) or crisis management methods

- Giving a “conduct cut” (reducing the conduct grade)
- Going to the Student Affairs Office (SAO)
- Intervention or removal by School Resource Officer (SRO)

- Consider modified approaches:
 - Verbal de-escalation
 - Stop, Redirect, Restart Positive Consequences

Closing thoughts

Middle School Challenges are Significant !!!

- Students are growing toward more independence and learning adult responsibilities, while still clinging to dependent and child-like behaviors.
- Students are testing limits.
- Peer influence and status is greater.
- More modeling is occurring.
- Hormones!

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.

Thanks!

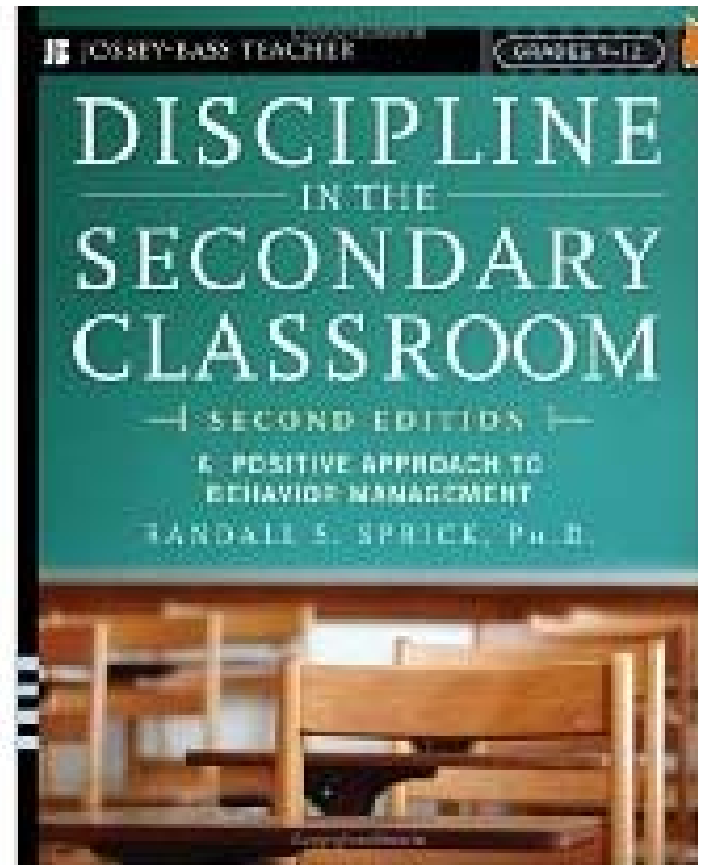
- For sharing your knowledge and concerns about classroom management.
- For helping design effective, teacher-friendly, “real” training materials.
- Revise and use training materials in Van Buren and other HCPS schools (and maybe other districts).

Future plans...

- Establish school-wide expectations and procedures for common problem behaviors (e.g., running, verbal threats, cursing)
- Offer in-class “coaching” and/or consultations
- Develop a Van Buren “Behavior Mentor” network
- Revise and use training materials in Van Buren and other HCPS schools (and maybe other districts).
 - Longer sessions with more interactivity.
 - Video examples and non-examples.
 - Mastery assessment (knowledge and skills).

the Sprick text

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



Homework

(highly recommended, but optional)

By Jan. 30, email kevin.murdock@sdhc.k12.fl.us (or give a copy to Angela):

- Download and print this presentation as your “handout.”
- Describe any strategies that you’ve successfully used for the Annoying, Interfering, or Dangerous behaviors listed in this presentation.
- Borrow (or buy) and read the Sprick text “Discipline in the Secondary Classroom – a Positive Approach to Behavior Management.”
- State if you are interested in participating in future training sessions on behavior management, or a related book group.
- Write “I give permission for Kevin Murdock to quote (with some edits) the homework I have submitted. This may be used without restriction in future training sessions or internet-based instruction.”
- Give feedback on the content or methods of this training.

Homework (required to complete course and earn inservice points)

By Jan. 30, email kevin.murdock@sdhc.k12.fl.us (or give a copy to Angela):

■ From Dec. 11 Session:

Describe 10 problem behaviors you've observed (no student names)

- Be specific (modify spelling if needed (f - - k)
- Categorize as Annoying, Interfering, or Dangerous

■ From Dec. 18 Session:

1. Describe (in detail) 10 or more “desired behaviors” for your classroom.
2. Practice the [It's Just Junk](#), [Stone Face](#) and [Flip It](#) strategies. Briefly describe the outcomes.

■ From Jan. 8 Session: In 75-100 words, describe how you've clarified expectations for your classroom.

■ From Jan. 15 (today's) Session:

1. Visit interventioncentral.mysdhc.org and click the Intervention tab. Review the list of Classroom (group-oriented) interventions and describe at least one you have previously used, or will consider for future use, in your classroom.
2. Prepare a custom list of at least 25 “desired behaviors” that you can praise in your classroom as part of the Flip It strategy.