


Essential Behavior Principles for Classroom Success



Special Education Department  
Specialist Meeting  
January 2015

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Objectives

**Specialists will be able to:**

- Set up and implement effective routines and transition strategies in the classroom
- Identify and create effective classroom rules
- Identify and create an appropriate hierarchy of consequences
- Identify and implement strategies that increase compliance to teacher requests
- Identify strategies to increase the effectiveness of positive reinforcement
- Identify an effective strategy for decreasing problem behaviors that are driven by attention

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A-B-C Model

- **Antecedent**
  - *What happens before a behavior, makes the behaviors more/less likely to occur*
- **Behavior**
  - *What the child does. Behavior excess / behavior deficits.*
- **Consequence**
  - *What happens afterward, positive or negative.*

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### Antecedents

- *“An ounce of prevention is worth a pound of cure.”*  
-Benjamin Franklin-
- A few antecedents that make all the difference
  - Rules/Expectations/Routines
  - Requests



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### Rules for Rules

- Only a few (5-6 max)
- Straightforward and simple, no vague language
- Describe behaviors that are observable and measurable
- Stated Positively
- Important behaviors only
- Posted in a noticeable place

(Rhode, Jensen, Morgan, 2009)

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### Appropriate Types of Classroom Rules

- A compliance rule
- A preparation rule
- A talking rule
- A classroom behavior rule
  - Body and crowd control
- An “on-time” rule



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**Rules Activity**

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- With a partner, look over the rules that you brought in from the classroom that you visited.
  - Are changes needed?
  - How could you make these rules more effective?

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**Rules need to be taught!**

- Every day for the first week
- Booster sessions often

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**Classroom Routines**

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**Routines need to be taught too!**

- Coming into class
- Leaving class
- Transition from task to task

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What is the #1 antecedent to noncompliance?

## Teacher Requests

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**Behavior Escalation and Coercion**  
*(or How We Make Kids Worse Over Time)*

Withdraws or Changes Request/ "Negotiates"	Tantrum/Agg Stops
Large Threats	Tantrum/Agg
Small Threats/Warnings	Argue
Verbal Prompts	Delay
Request in Question Form	Ignore
↑ <u>Adult</u>	↑ <u>Student</u>

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Giving a Request

- Use direct requests (no questions)
- Get close to the student
- Eye contact
- Allow time to respond (5-10 Seconds)
- Be Specific
- Remain calm and unemotional
- Recognize and verbally reinforce students when they do as you ask

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**Precision Directions**

**1. "Name, direction, please"**  
 WAIT 3 - 5 seconds  
 (students with no language delays)  
 WAIT 7 - 10 seconds  
 (students with language delays)

Compliance  
REINFORCE!
Non-  
Compliance  
↙

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**Precision Directions**

**2. "Name, you need to direction."**  
 WAIT 3 - 5 seconds  
 (students with no language delays)  
 WAIT 7 - 10 seconds  
 (students with language delays)

Compliance  
REINFORCE!
Non-  
Compliance  
↙

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**Precision Directions**

**3. Pre-planned Consequence**

Label the behavior - "That's not following dir."

Label the consequence - "That's \_\_\_\_\_."

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**Precision Request Activity**

- Using an iPad, record a partner giving a precision request for the behavior assigned to your table.
  - Use the Variables That Increase Compliance handout.
  - Use the Precision Request Format handout.

Rocket Timer:  
<http://www.online-stopwatch.com/rocket-timer/full-screen/>

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**Consequences**

- The worst time to come up with a consequence is the moment a student breaks a rule
- When consequences are not chosen beforehand, the temptation is to use an **ULTIMATE** consequence
- A more effective approach is to create a hierarchy of preplanned consequences

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**Consequence Hierarchy**

- Small (4 or 5 steps)
- Inconvenient (for the kid, but not the adult)
- Hierarchy

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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**Negative Consequence: Recess Example**

1. 30 sec.
2. 1 min., 13 sec.
3. 1 min., 28 sec.
4. 1 min., 47 sec.
5. 2 min., 7 sec.

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**School**

- Recess minutes
- Free time minutes
- iPad minutes
- 10 min. free time at end of the day
- 3 min. at end of Resource or SLP time

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**Other Consequences - School**  
(10 min. computer, free time, reading time, )

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1. 1 min., 14 sec.
2. 3 min., 23 sec.
3. 4 min., 8 sec.
4. 7 min., 52 sec.
5. 10 min.

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**Activity: Hierarchy of Consequences**

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- With a partner, review the picture of classroom consequences that you brought.
  - Are they effective?
  - Re-write these consequences if necessary

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**Motivation**

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- There are two basic reasons why students do not do what we want:
  - Because they do not know how (Lack of skill)
  - Because they don't want to (Lack of motivation)

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### Reinforcement or Punishment?

- **Positive Reinforcement**
  - Occurs when something a students desires is presented after the appropriate behavior has been exhibited
- **Negative Reinforcement**
  - Occurs when students engage in a particular behavior in order to avoid or escape something they dislike
- **Punishment**
  - Occurs when something the student does not like or wishes to avoid is applied after the behavior has occurred, resulting in a decrease in the behavior

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“We’re trying to teach parents and educators that even though children have a disability, they still have the right to feel good about themselves; they still have the right to feel confident. It’s those feelings in the long term that determine whether the child is successful or not.”  
 - Terry Illes, Ph.D.

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### Effective Positive Reinforcement

**IFEED + AV**

- **I:** Immediately
- **F:** Frequently
- **E:** Enthusiasm
- **E:** Eye Contact
- **D:** Describe The Behavior



**Bonus Formula:**  
 $A + V = \text{Anticipation \& Variety}$

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### Dispelling Three Myths About Reinforcement

1. It is not the same as bribery!
2. It doesn't need to contain sugar or cost a lot of money.
3. It is not unfair to the other students.

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### Types of Reinforcement

- **Natural Positive Reinforcement**
  - use of playground equipment, work as a lunch server, pass out papers, help custodian, school dances, assemblies, first in line
- **Edible Reinforcement**
  - candy, pop, ice cream etc.
- **Material Reinforcement**
  - new pencil, toys, self-stick tattoos, hacky sack, games, etc.
- **Social Reinforcement**
  - smile, high five, praise in front of the class

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### Ways to Select Your Rewards

- **Watch and Try**
  - What do they do when left alone?
- **Asking**
- **“Think” like a student**
- **Reinforcer Checklist/ Menu**



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Attention Reinforces Behavior

Where attention goes, behavior grows!

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How much teacher time is involved?

These two sets of statements require *exactly the same amount of time*:

“Jake, what are you doing?”  
“Jake, don’t touch that.”  
“Jake, I said don’t touch that.”  
“Jake, are you supposed to be over there?”  
“Jake, don’t yell out. Raise your hand.”

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“Jake, thanks for following that direction.”  
“Jake, great working quietly.”  
“Jake, excellent job keeping your hands to yourself.”  
“Jake, good being in your seat.”  
“Jake, thanks for raising your hand.”

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1. Employ the power of your voice with discretion. Talk to the student when you are:

- Reinforcing good behavior
- Giving directions
- Teaching

2. Employ the power of *ignoring* for the small stuff.

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And finally...

Give strategies *time to work*.

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Behavior Philosophy

There is always something left to try

Every kid is motivated by something

Never  
give  
up.

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### References

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