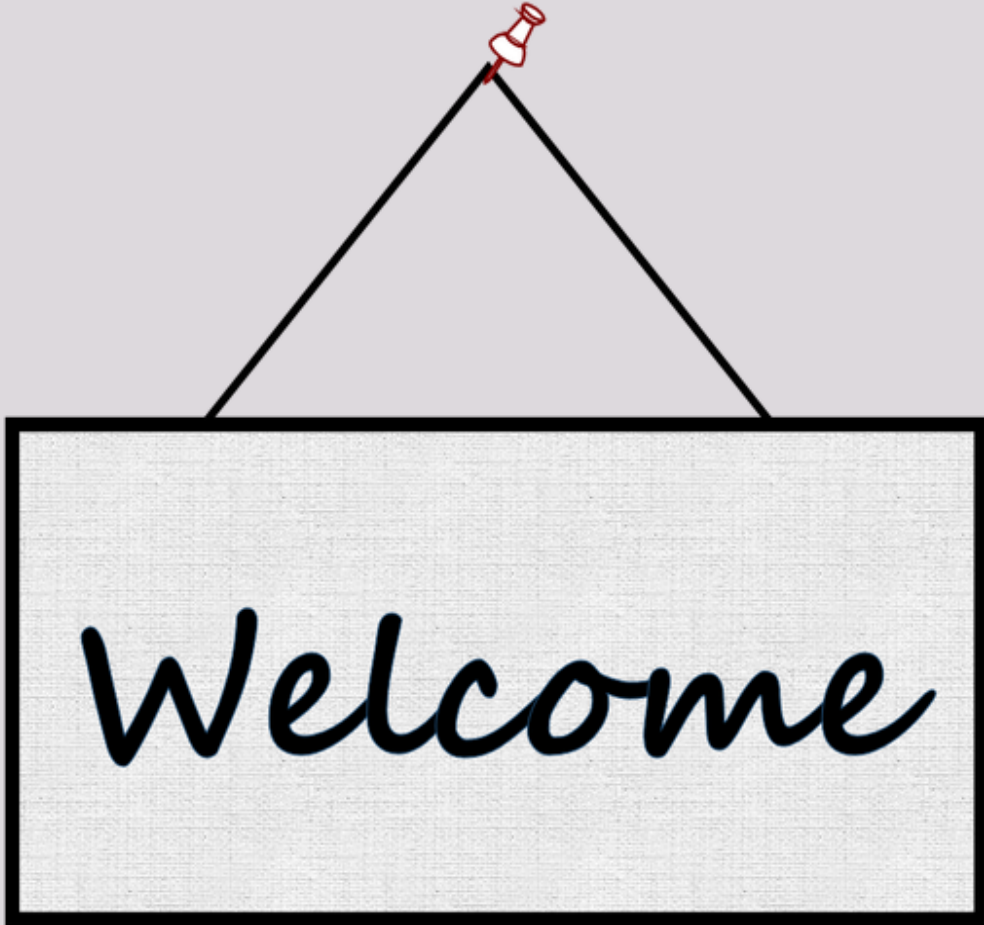# Managing Student Behavior

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UNIVERSITY OF NEBRASKA—LINCOLN | OCTOBER 26, 2016

- How long have you been a para educator?
- What type of school are you at? What roles do you have?
  ◦ One-on-one para
  ◦ Small group work
  ◦ Special Education papa

Session Overview

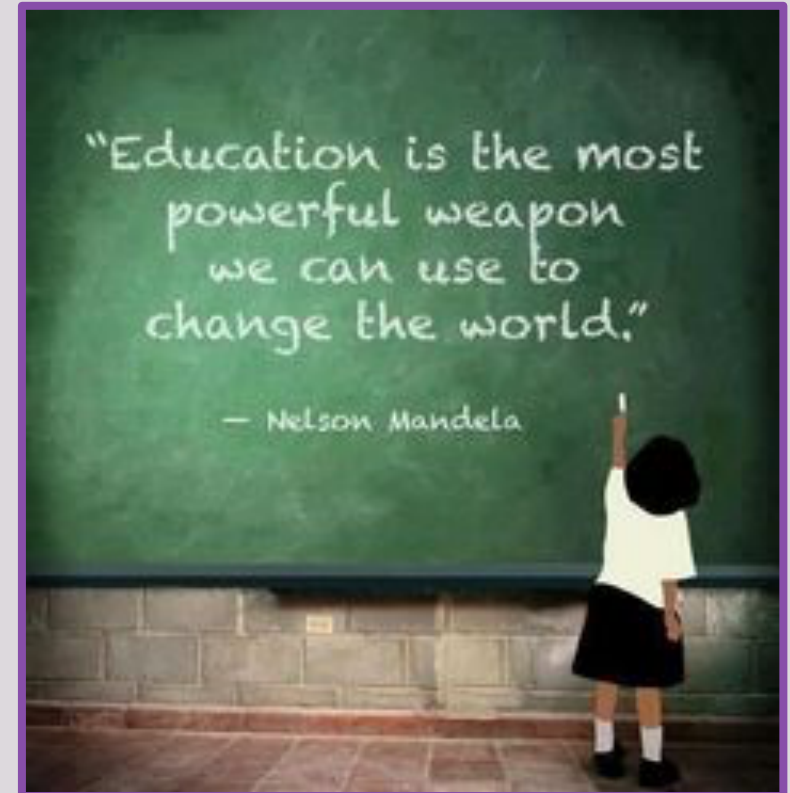What is Behavior Management?

Importance of School Climate

Multi-Tiered Systems of Support and PBIS

Reasons for Misbehavior

Behavior Basics

Barriers for Para Educators

Specific Strategies for Para Educators

"Education is the most powerful weapon we can use to change the world."

— Nelson Mandela

Disclaimer:

- We understand that roles differ based on district, school, supervising teacher, etc.
  - Some teachers may not practice these procedures, make sure your practices align with theirs before starting
- We hope you take these strategies and apply them to your schools the best way you can!
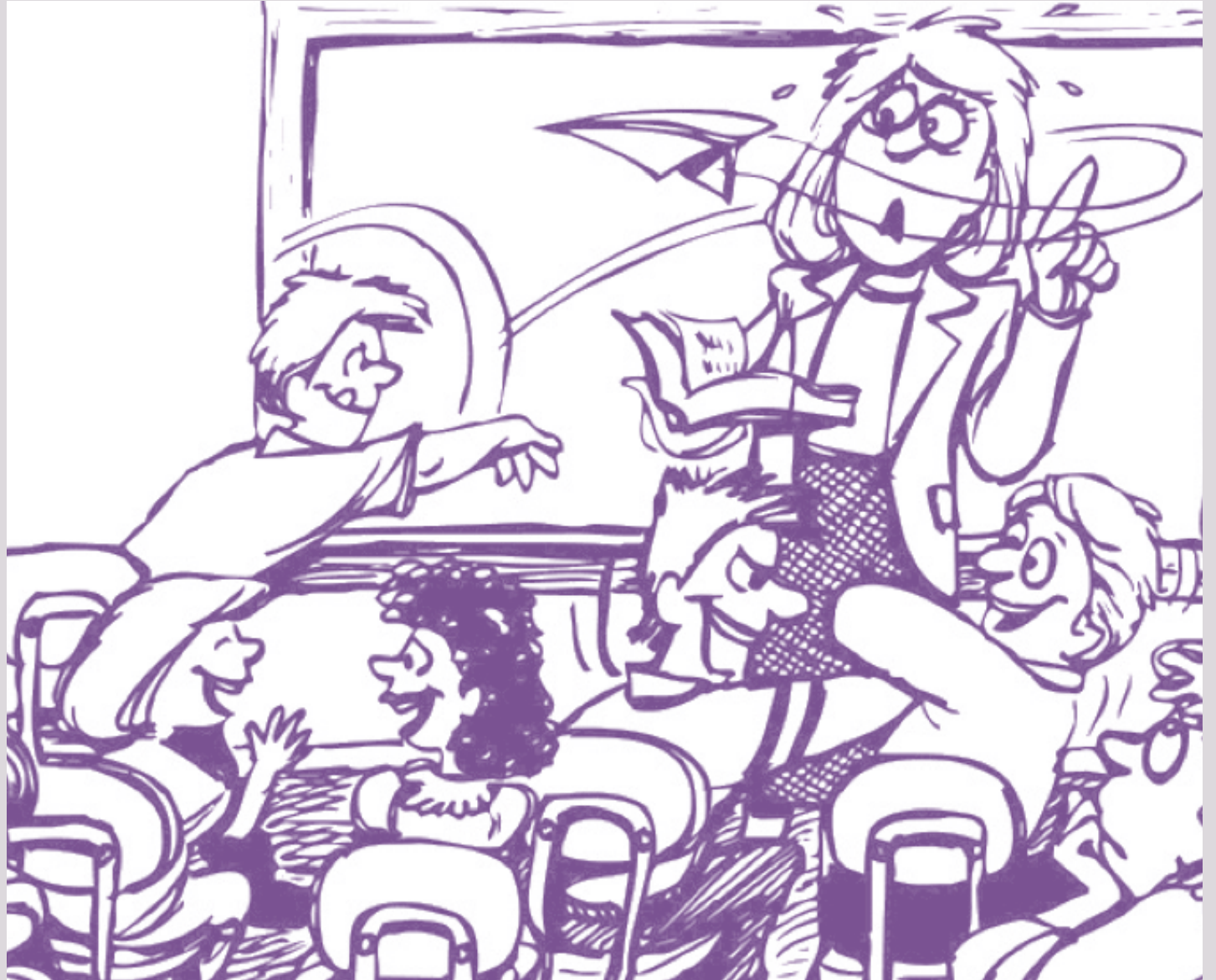- If something feels beyond your ability, ask for help!

What is Behavior Management?

- Establishing clear expectations and consequences

- Create an environment that facilitates learning

- Manage misbehaviors and increase appropriate behaviors

- Increase classroom engagement

- Improve relationships

School Climate

The Importance of School Climate

School climate is defined as "the quality and character of school life"
◦ How students, teachers, and staff feel about the school

Positive school climate- safe, nurturing, good relationships

Benefits of positive school climate include:
◦ Positive influence on academics, students, educators, relationships, safety, and the physical environment
◦ Increase in life satisfaction
◦ Decrease in internalizing (depression, anxiety) and externalizing (aggression) problems
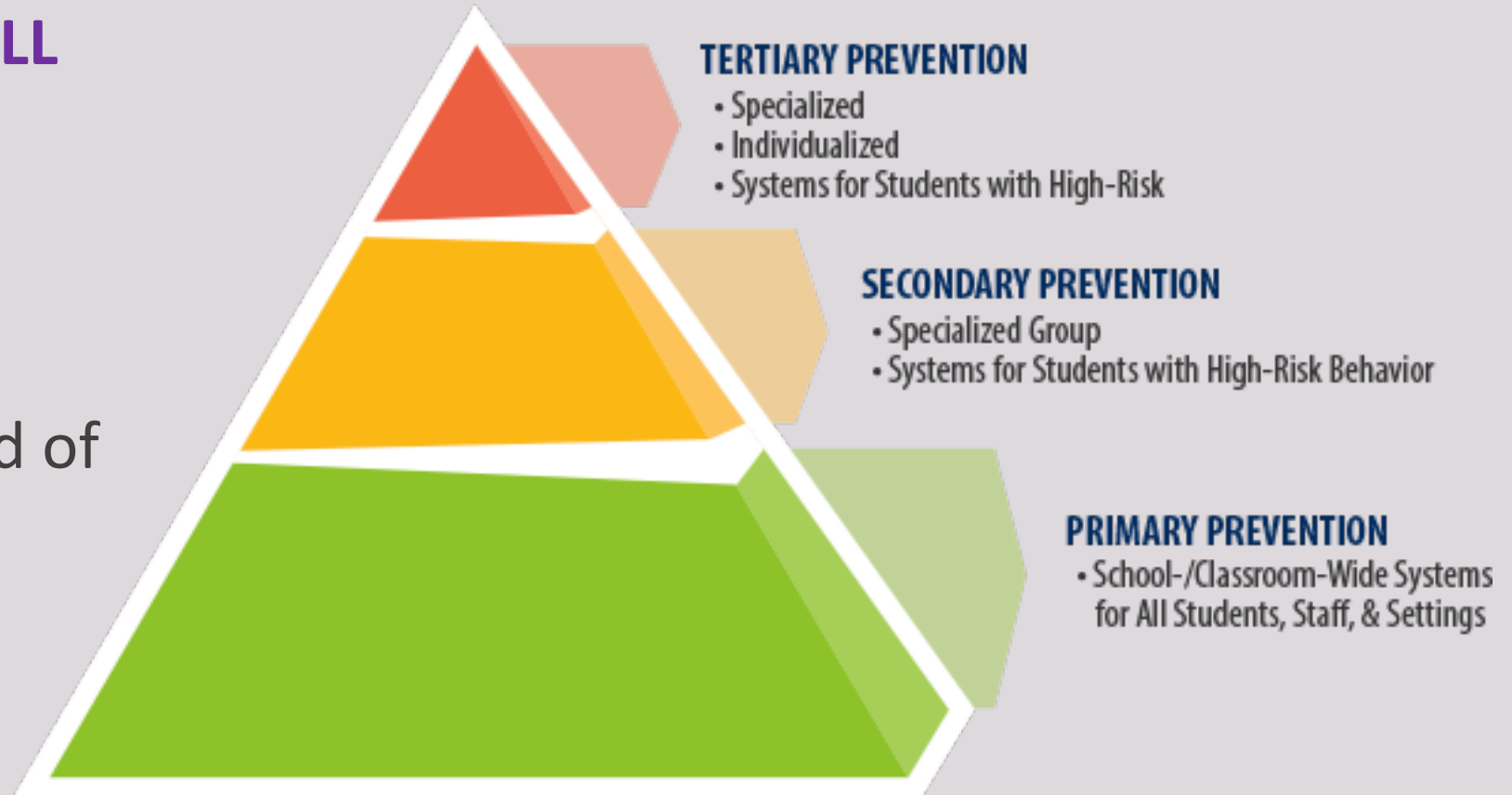
Positive Behavior Interventions and Supports (PBIS)

Tiers of Incremental Support

Systematic support for **ALL** students

- Tier 1 – all students

- Tier 2 – at-risk students

- Tier 3 – students in need of intensive intervention

TERTIARY PREVENTION
- Specialized
- Individualized
- Systems for Students with High-Risk

SECONDARY PREVENTION
- Specialized Group
- Systems for Students with High-Risk Behavior

PRIMARY PREVENTION
- School-/Classroom-Wide Systems for All Students, Staff, & Settings

Positive Behavior Interventions and Supports

Teach behavioral expectations in the same way we teach academics
- Don't expect kids know how to behave

3-5 school-wide behavioral expectations
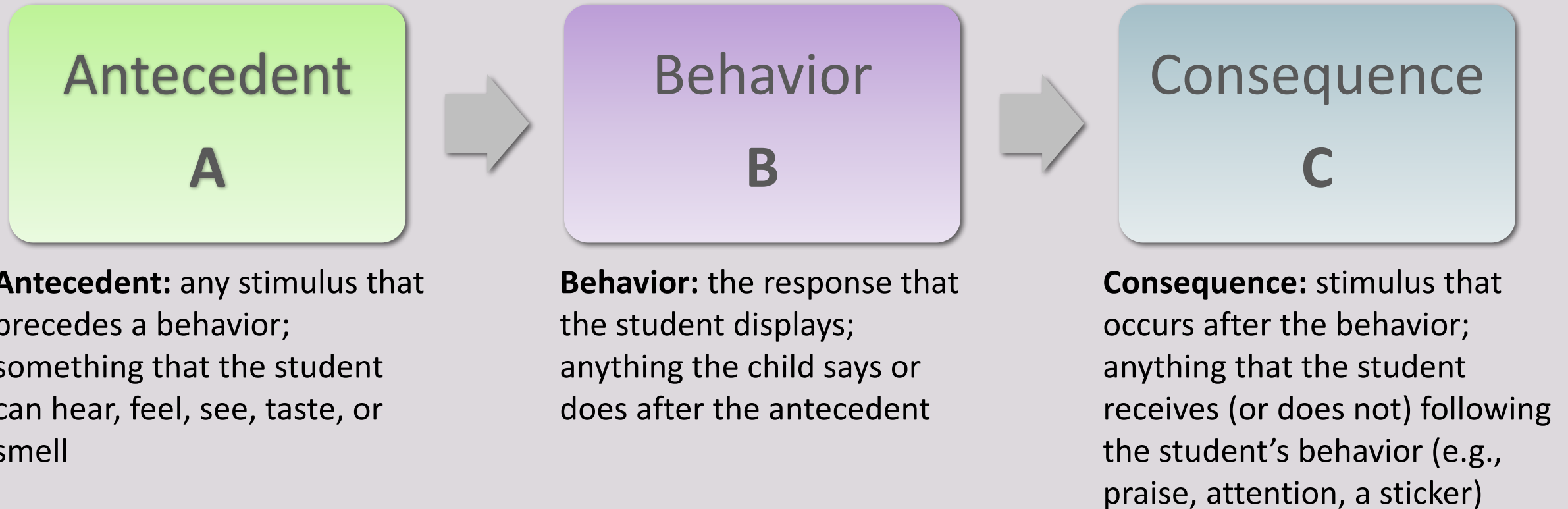- Focus on **DO behaviors** rather than do NOT (positive vs. negative)

Key Elements

1. **Administrative leadership**

2. **Team-based implementation**

3. **Defined behavioral expectations**

4. **Teach behavioral expectations**

5. **Acknowledge and reward appropriate behavior**

6. **Monitor and correct behavioral errors**

7. **Data-based decision making**

Behavior Basics

The A-B-C Analysis

Antecedent A	→	Behavior B	→	Consequence C

Antecedent: any stimulus that precedes a behavior; something that the student can hear, feel, see, taste, or smell

Behavior: the response that the student displays; anything the child says or does after the antecedent

Consequence: stimulus that occurs after the behavior; anything that the student receives (or does not) following the student's behavior (e.g., praise, attention, a sticker)

Reasons for Misbehavior – 4 Functions

Escape/Avoidance
◦ Acting out to get out of a task or escape an aversive activity
◦ Most commonly identified function in schools

Tangible
◦ Attempting to obtain an item or activity

Attention
◦ To gain attention of peers, teacher, other individual

Sensory/Automatic
◦ For inherent sensory experience of behavior (e.g., talking, screaming, head banging, etc.)

What is Reinforcement?

- A consequence which increases the likelihood that the behavior will recur or recur more frequently.
  ◦ Reinforce appropriate behaviors we want to see more of!

- Not a Reward

- Be careful to not unintentionally

  reinforce problem behavior
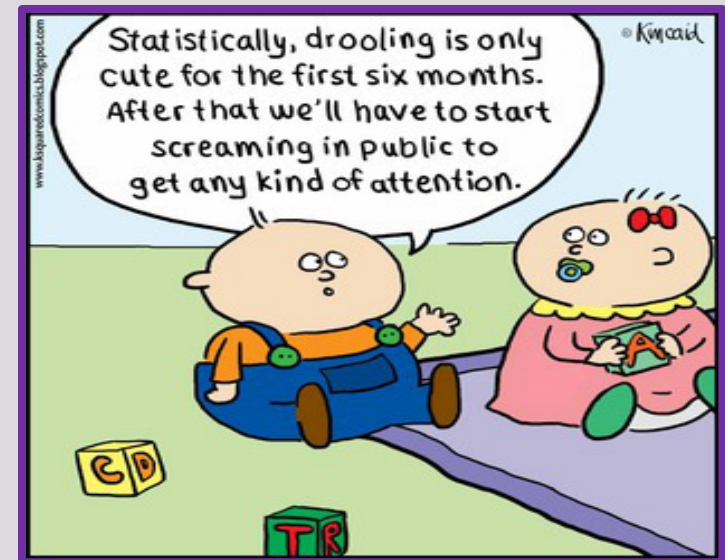
Using Reinforcement

- Reinforcement following every occurrence of a desired behavior results in most rapid learning.

- Reinforcement immediately following desired behavior results in best learning.

- Well established behaviors are likely to persist if provided random and infrequent reinforcement.
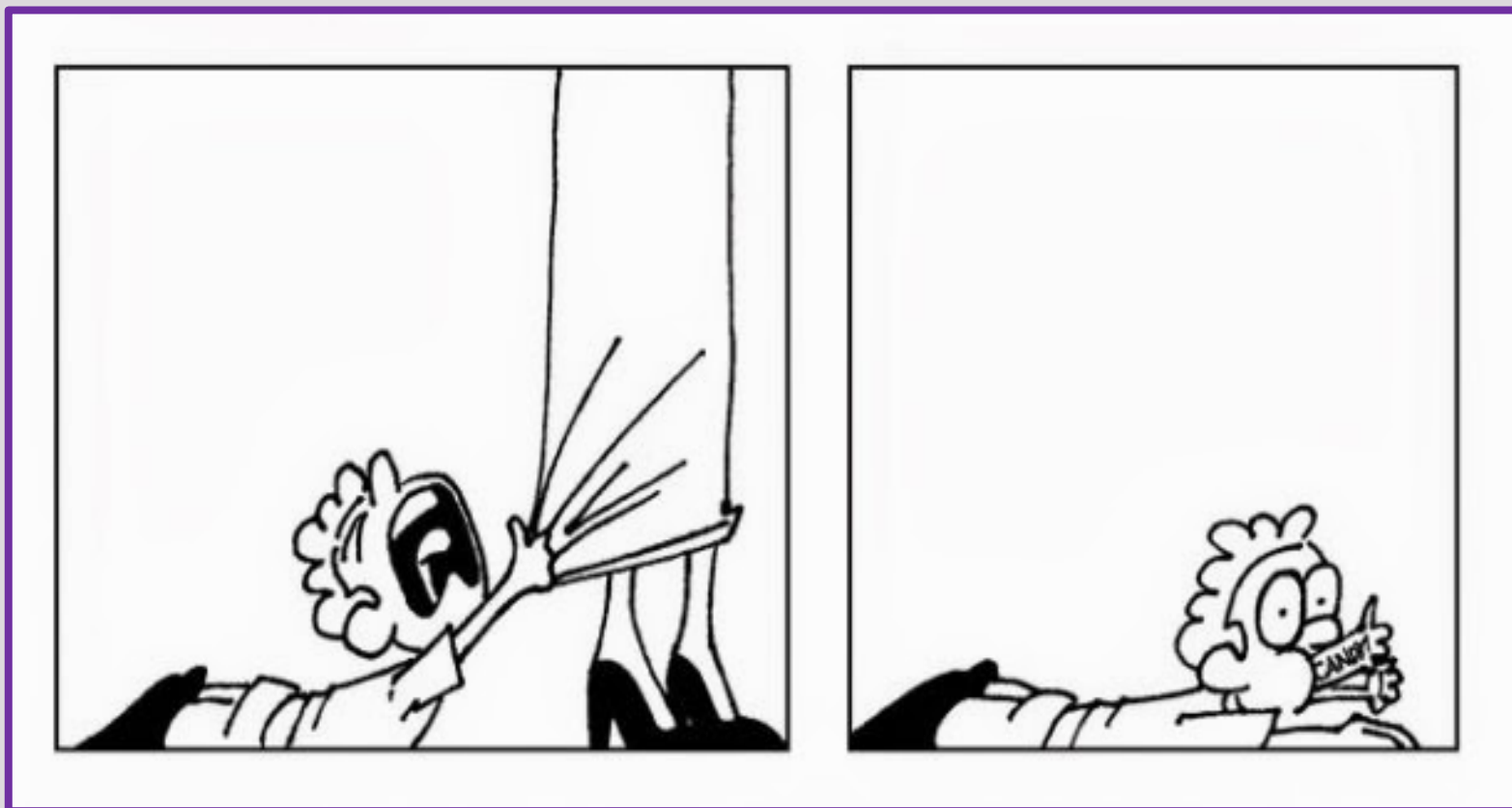
Positive Reinforcement

- Providing a student with something desirable contingent on an appropriate behavior
  - e.g., praise, free time, choice time, etc.

KEEP IT POSITIVE!

WAY TO GO! GOOD JOB WELL DONE

YOU'RE THE MAN THUMBS UP YOU ROCK

Negative Reinforcement

- Removing something undesirable from the student after appropriate behavior (e.g., not needing to complete a math worksheet)

- Behavior that results in removal of unpleasant conditions will be strengthened

- Both appropriate and inappropriate behavior may be strengthened by negative reinforcement

- Must be careful to not accidentally reinforce inappropriate behavior!
  ◦ Sending a kid out of the room for misbehavior that is escape-maintained (e.g., breaks for problem behavior)
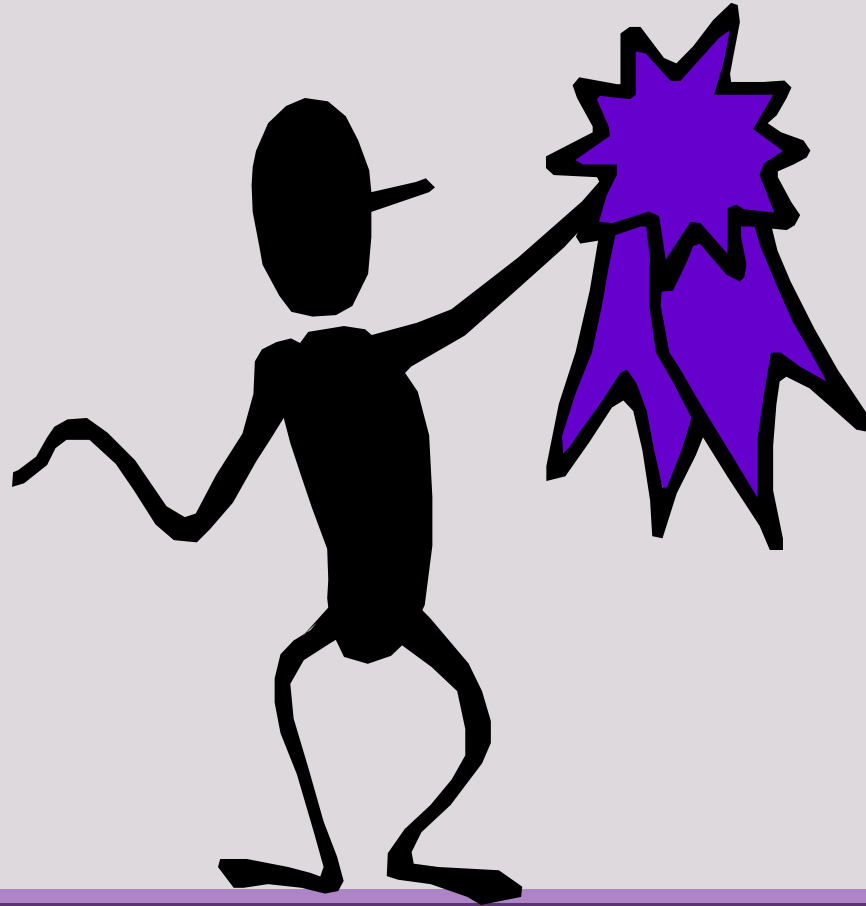
What type of reinforcement is this?

For the student?
For the teacher?

Four general types of reinforcers

Tangible Reinforcers
◦ objects, edibles

Activity Reinforcers
◦ special privileges, free time

Social Reinforcers
◦ attention, compliments

Tokens (pair with reward)
◦ checkmarks, stars, points

Ways to identify reinforcers

• Ask the student

• Observe the student
  • What he or she does a lot of is generally what he or she likes

• Use what has worked in other situations with that child or other children

• Give the student a choice
  • This permits tastes to change
  • Use a reinforcement menu

Keep them Interested!

- Reinforcement may become ineffective if used too frequently

- Type and amount of reinforcement should be matched to the difficulty level of the desired behavior

- Tips:
  - Have a reinforcement menu with several choices!
  - Use activity reinforcers over tangibles!

Reinforcement Menu

Computer

DVD

MP3 Player

Video Games

Toys

Cards

TV

Book

Gathering Data on Behavior

- Data can be used to track student behavior and gather more in depth information

- Data can be used to determine the function of a students behavior

- Intervention decisions should be based on data

- Might be asked to collect data on:
  ◦ Frequency, duration, intensity, latency

Example of how to collect data

Example of Event Sampling Data Collection Sheet

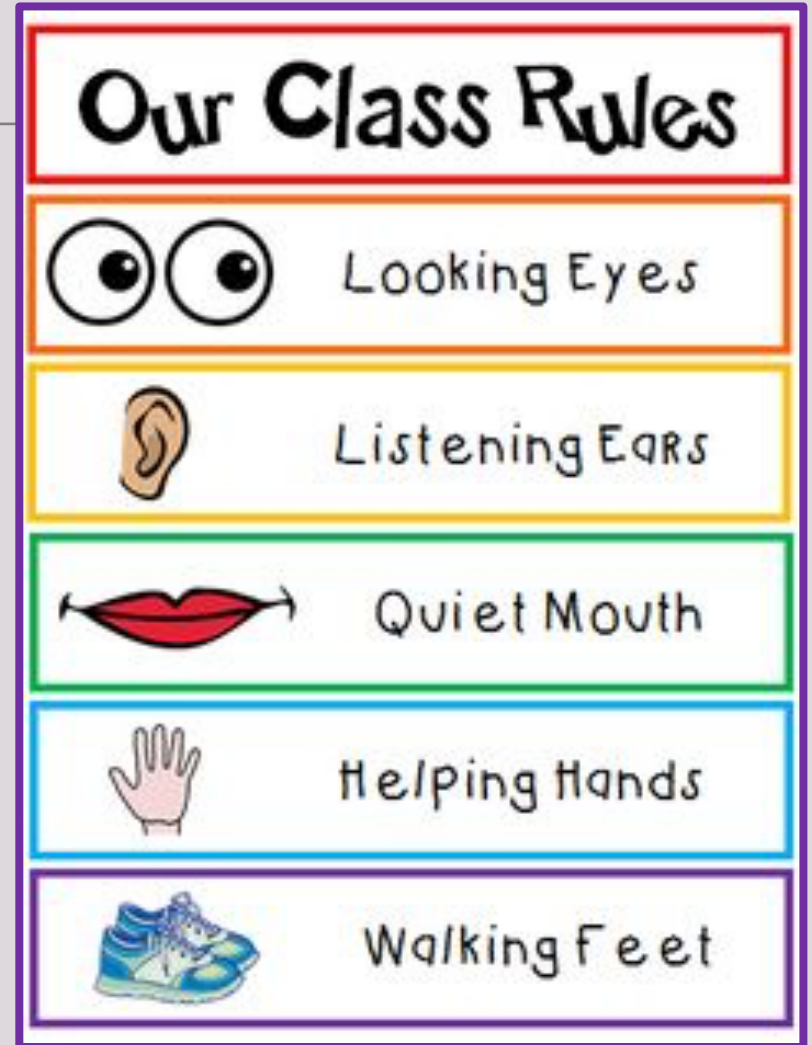| Date	Takes toy from peer	Total	Before, during, or after reinforcement
7/26/08	X	1	Before
7/27/08	X	1	Before
7/28/08	X	1	Before
7/29/08	XXX	3	Before
7/30/08	XX	2	During
7/31/08	XXX	3	During
8/01/08	XXXX	4	During

How can **you** have an impact?

Let's discuss some strategies you can use!

Rules and Expectations

Rules should be…

- Clear and explicit
- Modeled frequently
- Visible/observable
- Easily implemented and reinforced
- Stated positively– explain what to do
  - e.g., "Walk" vs. "No running"
- Simple and easy to remember
- Consistent with the PBIS model

Our Class Rules

Looking Eyes

Listening Ears

Quiet Mouth

Helping Hands

Walking Feet

Delivering Instructions

- Avoid "Can you _____?", "Do you want to _____?" statements
  - E.g., "Can you pick up your pencil?" vs. "Pick up your pencil, please"

- Stated positively – explain what to do

- One at a time

- Developmentally appropriate

- Clear and concise

- Use and follow through with "if ____, then ____" statements

"Catch 'em Being Good" – Reinforcement

- Reinforce desired behavior **immediately** after it occurs, **every** occurrence
- Strive for **5:1 ratio** of praise to corrective feedback
- Eliminate reinforcement of inappropriate behavior
  - Ignore if function is attaining *adult* attention
- Provide behavior-specific praise
  - e.g., "*I love how you are sitting quietly,*" "*Great job keeping your hands to yourself!*"

Simple Strategies

- Planned ignoring

- Proximity control
  - Close physical presence of an adult

- Signal interference
  - Agreeing to a signal with the child, such as a tap on the nose, which communicates disapproval

- Interest boosting
  - If the child looks bored or restless, engage the student in conversation they are interested in

Staff-Student Relationships

- **2 x 10 strategy**
  - Talk to a student for two minutes, ten days in a row about anything they want to talk about

- **Communication Tips:**
  - Listen to students carefully
  - Align body language to message
  - Follow through with what you say you will do
  - Be consistent and fair
  - Look for opportunities to positively reinforce
  - Acknowledge changes
  - Avoid demands (say please and thank you)

Case Examples

- You notice that a student calls out often, disrupts others, and sometimes picks verbal fights with other kids. She hangs around the teacher and needs a lot of additional help with independent work and transition times. What are your next steps?

- You notice that a group of kids are coming into the classroom slowly and are not engaging with the teacher immediately when class begins. What are some strategies that you could use?
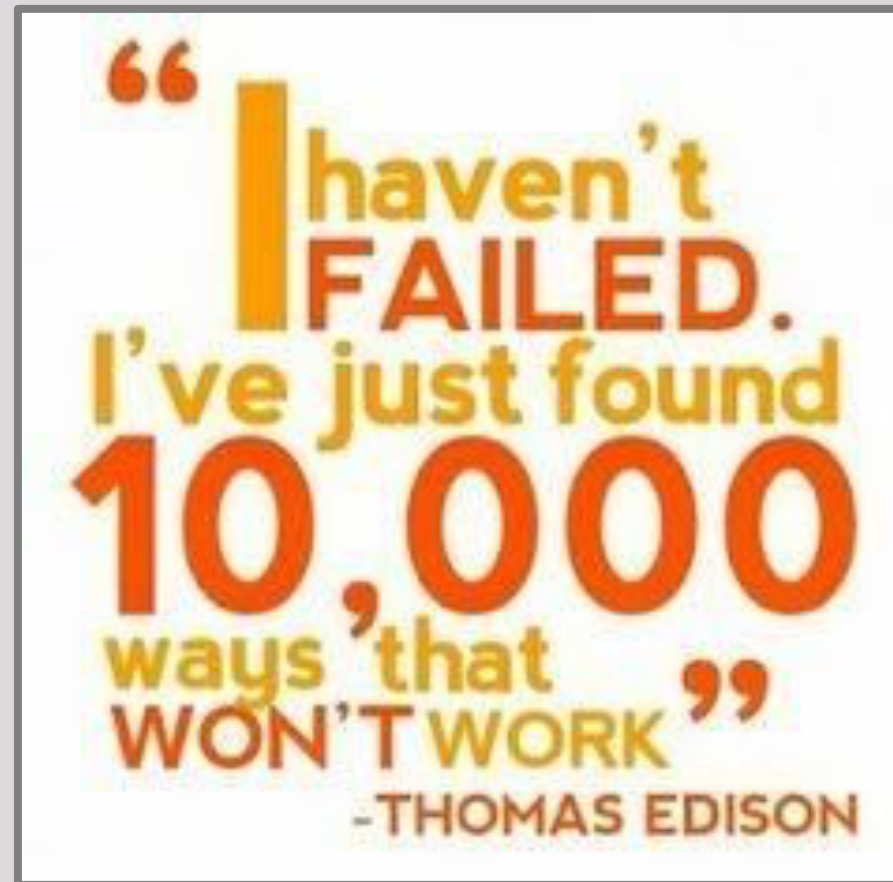
Concluding Tips

Focus on positive praise and behavior supports!

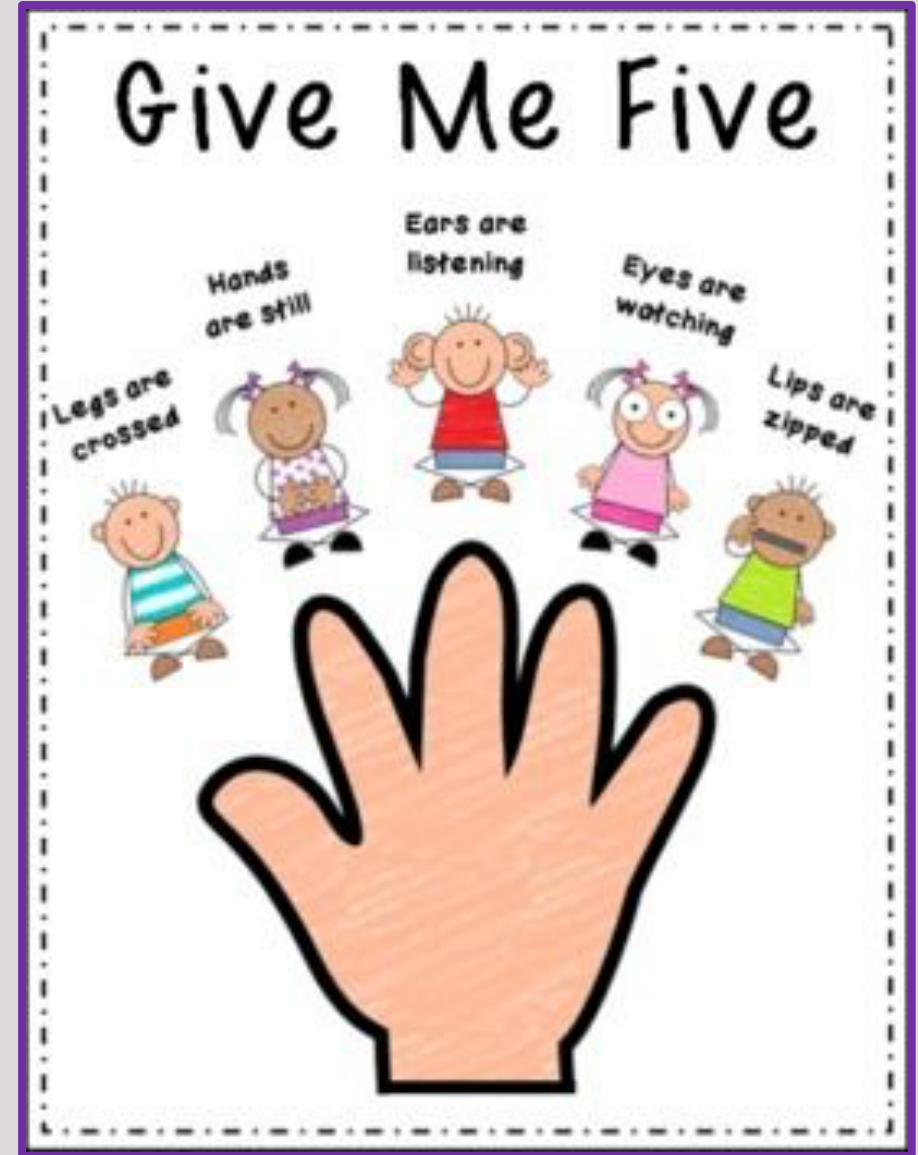# Treat others the way you want to be treated!

Sometimes you have to try a few strategies to find the one that works!

It's the little things!

Create opportunities for kids to succeed, and then praise them!
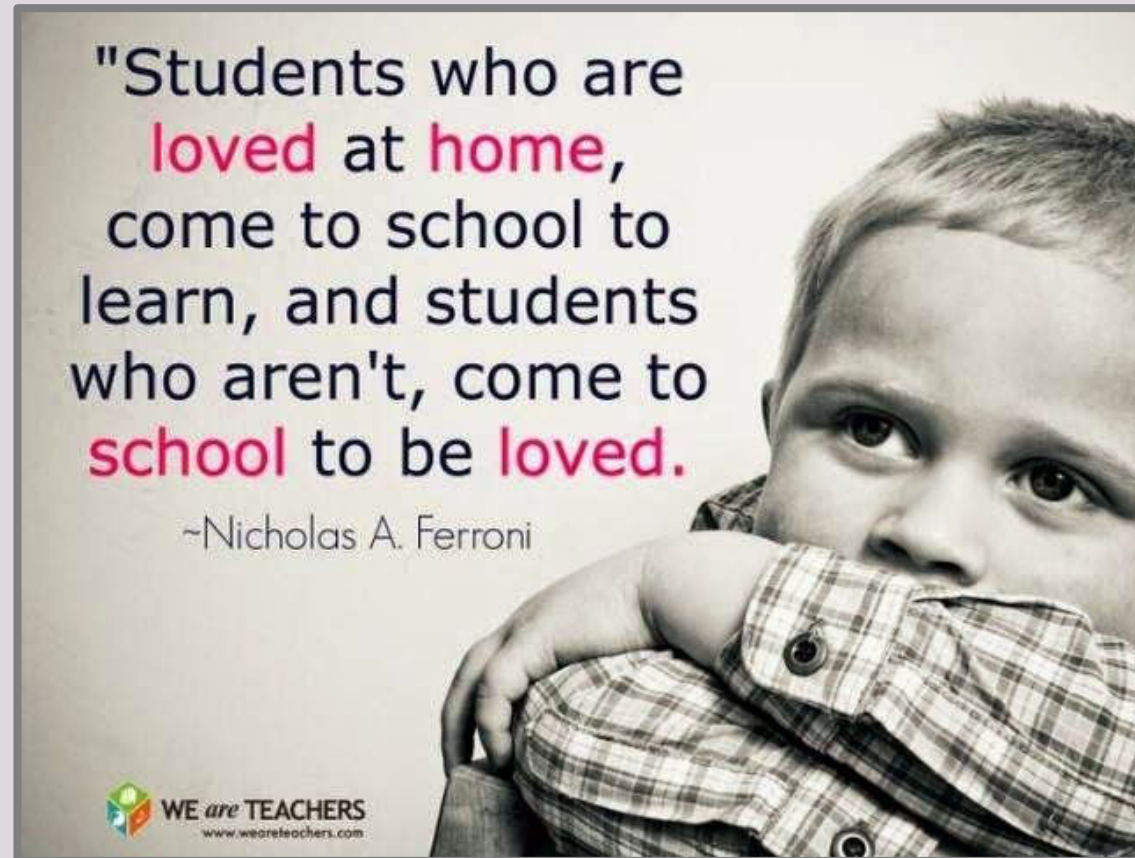
What if you don't know what to do?

KNOW YOUR LIMITS

Be a positive role model for students!

One of the most important things we adults can do for young children is to MODEL the kind of person we would like them to be.

Carol B Hillman

You have a powerful opportunity to connect with kids ☺

"Students who are **loved** at **home**, come to school to learn, and students who aren't, come to **school** to be **loved**.

~Nicholas A. Ferroni

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