Effective, Positive, and Practical Strategies that Create Safe Learning Environments

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Changing Adult Behavior

Kid behavior gets better when adults are…

*Predictable*

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Changing Adult Behavior

Next three sections:

- Getting compliance (it’s important)
- What to do about non compliance
- How to use reinforcement

… all like a wizard (practical magic)

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For each section

What we *tend to do* (non examples)

What to do *instead* (replacement behaviors)
Behavior Escalation *or* How We Make Kids Worse Over Time (non example)

<table>
<thead>
<tr>
<th>Withdraws or Changes Request/“Negotiates”</th>
<th>Tantrum/Aggression Stops</th>
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<tbody>
<tr>
<td>Large Threats</td>
<td>Tantrum/Aggression</td>
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<tr>
<td>Small Threats/Warnings</td>
<td>Argue</td>
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<tr>
<td>Verbal Prompts</td>
<td>Delay</td>
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<tr>
<td>Request in Question Form</td>
<td>Ignore</td>
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↑ Adult

↑ Kid

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

ASKING
NAGGING
ARGUING
THREATS
ASKING
NAGGING
ARGUING
THREATS

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Components of the Replacement Behavior

- Directions given in statement form
- 2x only
- Start with name
- Verbal cue that a consequence is coming
- Wait time
- Pre-planned consequences

Other factors that affect compliance:  
- proximity (about 3 ft.)
- eye contact
- reinforcement for compliance  

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Precision Requests

(what to do instead)

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 __________.”
Common adult responses to non compliance (non examples)

1. Anger, shaming, emotional reactions (all of Allan’s non examples)

2. Shoot from the hip:
   - send kid to the office
   - send kid to the school psych’s office
   - sit in the hall
   - warnings, warnings, warnings

3. Steps that are too big (all of recess—BOOM!)
Or (cue villain music)

4. All of the above, combined
Why don’t clipcharts work?

- Too subjective
- Adults aren’t consistent
- Often there are no clear criteria for moving
- Public shaming

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And, in addition…

When you use the same system for both positives and negatives, both types of consequences *lose their impact*.
Consequence Hierarchy (what to do instead)

- Small
- Inconvenient
- Hierarchy

1. _________________________
2. _________________________
3. _________________________
4. _________________________
5. _________________________
Negative Consequences (sample-recess min.)

1. 32 sec.

2. 1 min., 13 sec.

3. 1 min., 28 sec.

4. 1 min., 47 sec.

5. 2 min., 7 sec.
Negative Consequences (sample for secondary-passing time)

1. 17 sec.

2. 23 sec.

3. 38 sec.

4. 42 sec.

5. 1 min., 3 sec.
Other consequences for school

- Elementary–recess time
- Secondary–passing time
- Free time minutes
- iPad minutes
- 3 min free time at end of resource or other small group time (Speech-Language group; school psych group, etc.)
Sample Home Consequence Hierarchy

1. 13 min.

2. 27 min.

3. 48 min.

4. 1 hr., 2 min.

5. 1 hr., 30 min.

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Severe Clause

- After all steps above
- For physical aggression toward others or objects

This typically involves a removal from the instructional setting
Time-out to another classroom

In-school suspension

After-school detention

Lunch detention

When at recess:

Seat-away on designated spot for a pre-specified number of minutes
Correcting Myths about Positives (non examples)

1. It’s not the same as bribery.

2. It doesn’t need to contain sugar or cost a lot of money

3. It’s not unfair to the other kids.

Punishment STOPS behavior, but only reinforcement CHANGES behavior.
Pointers for Using Positives

1. Always include a visual feedback component (chart, point card, etc.)
2. Use a *cumulative* system (as in #1) instead of an all-or-nothing rating

Non example: 4/5 ‘good’ days = privilege on Friday

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Non example: 4/5 ‘good’ class periods = privilege at end of day

<table>
<thead>
<tr>
<th>1st</th>
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3. Keep positive and negative systems separate.

4. Use privileges, activities, and items that are already in the environment (that are now *free*).
Other Classroom Essentials

- Rules
- Routines
- Procedures
- Clear expectations from the beginning

*Having all of these in place helps teachers to say “yes” more often*

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Example

Classroom Rules

1. Follow directions.
2. Stay in seat.
3. Raise hand to talk.
4. Keep hands, feet, and objects to self.
5. Do your work.

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Teach classroom expectations and procedures

Listening

1. Sitting quietly
2. Looking at the teacher

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What happens when you have

1. *Consistency* in the way directions are given
2. *School-wide positives consequences* class and selected individual kids
3. *School-wide negative consequence hierarchies*
4. *School-wide setting of expectations with* built-in review

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Middle School (small school district in FL)
Data after School-wide Implementation

- Office referrals

2013-2014
476

2014-2015
90

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Out of School Suspensions

2013-2014
390

2014-2015
288

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<table>
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<td><strong>In-school Suspensions</strong></td>
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And it all comes back to…
relationships

- Kids want to behave for people *they like*

- Kids want to behave for people *who like them*

- Kids will behave when people and environments are *predictable… because this makes them feel safe*
References


References


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