

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

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Changing Adult Behavior

Kid behavior gets better when adults
are...

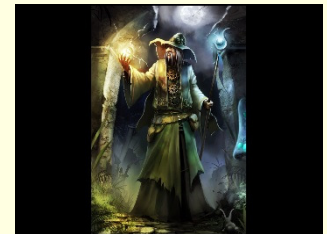
Predictable

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)



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)

Withdraws or
Changes Request/
“Negotiates”

Tantrum/Aggression
Stops

Large Threats

Tantrum/Aggression

Small Threats/Warnings

Argue

Verbal Prompts

Delay

Request in Question Form

Ignore



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Kid

Behavior Escalation

(or How We Make Kids Worse Over Time)

ASKING

NAGGING

ARGUING

THREATS



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*

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!

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Non-

Compliance



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



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

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.

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.)

X	X	X	

2. Use a *cumulative* system (as in #1) instead of an all-or-nothing rating

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

1 X	2 O	3 O	4	5
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Non example: 4/5 'good' class
periods = privilege at end of day

1st	2nd	3rd	4th	5th	6th	7th
X	O	X	O	O		

-
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

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.

Teach classroom expectations and
procedures

Listening

1. Sitting quietly
2. Looking at the teacher

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*

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

- Office referrals

2013-2014

476

2014-2015

90

■ Out of School Suspensions

2013-2014

390

2014-2015

288

- In-school Suspensions

2013-2014

515

2014-2015

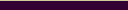
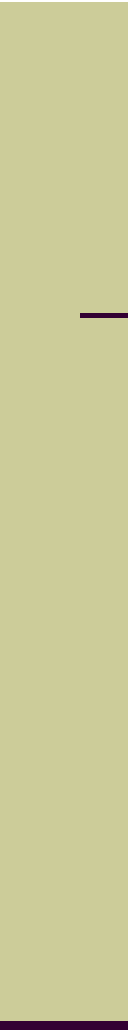
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And it all comes back to... relationships

- 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*



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References

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