

1. TEACH the Rules

2. Increase Supervision

3. Increase the Positives

4. Get Them On Task

5. Require Compliance

## Teach the Rules:

Tell students EXACTLY what type of behavior you expect.

Use rules as an opportunity to “catch them being good.”

Use rules as a framework for all behavior management

## **How to Teach Rules:**

1. Teacher selects the rules (5 is about right).
2. State rules positively and discuss consequences
3. Specifically describe/model/practice
4. Post rules
5. Provide positive feedback
6. Teach, re-teach, model, praise, re-teach, prompt, praise...**EVERY DAY, ALL YEAR LONG!**

## Increase Supervision

Student compliance increases 30% through  
change in antecedent control

Many behavior problems are  
**MANAGED**, not cured

Teacher attention is motivating  
(gain it or avoid it!)

Proximity **PREVENTS** problems

## How to Supervise Better/More:

1. Acknowledge each child every day!
2. Walk the room---YOU go to THEM  
(anticipate/prevent problems)
3. Be a “wandering reinforcer” (encourage, smile, wink, nod, comment, check work, whisper, etc.).
4. Make eye contact
5. Be random (Don’t let them figure you out!)

## **Get Them ON TASK:**

On Task=doing what they are asked to do

Less than 70% Academic Engaged Time  
is an enticement for disruptive behavior

Down time causes problems

## **How to Get them ON TASK:**

1. Begin on time
2. Have materials organized/ready
3. Increase supervision during transitions
4. Provide a menu of activities for “done time” (Lists on the board, individual folders, checkout stations, consistent routines)
5. Use peer tutoring
6. Use positive practice
7. Immediately/frequently reinforce (praise, individual points, class points, mystery motivator, grab bags, lottery, free time pass, library pass, class pet care, activity choice, IPOD use, friend time, assignment skip, errands, etc.)

## **Increase The Positives:**

Few teachers would show up at work if paychecks were not distributed periodically

Don't expect them to do stuff without some incentive

Positives work BEST for tough kids and work GREAT for easy kids



## **How to Increase the Positives:**

1. Use “grandma’s law”
2. Encourage them (and MEAN it!)
3. Use classwide systems (points=free time, games, party, “crazy days”, extra recess, computer time, treasure box, student store, “be the teacher”, etc.)
4. Use “hype” and marketing
5. Watch them and figure out what THEY like
6. Use them against each other

## Require Compliance:

They do what they are asked to do  
within 5-10 seconds.

If they don't do it, you have to  
**REQUIRE** (make) them to do it.

Difficult at first but pay off is **HUGE!**

## **How to Increase Compliance:**

1. Get and maintain their attention (“give me 5”, “1, 2, 3 eyes on me”, claps, wander and tap, praise specific behaviors, give points, raffle tickets, etc.)
2. Use precision commands (“Please do...” wait 5-10 seconds, “You NEED to...”)
3. Give only 2 requests before you intervene
4. Be Non-emotional
5. Use positives or reductive consequences following your 2 requests (“Table 3 got right to work; they get 5 points, thank you table 3”)

“Teacher decision making can be guided by scientific principles, rather than by trial and error. Knowing how students learn and how to motivate them is very valuable information.”

Wes Becker, 1986

“An understanding of behavior cannot only help you to be a better teacher, but perhaps even a better person.”

Wes Becker, 1986

# *Proactive Intervention Strategies*

(aka: Things that will keep us ALL sane and happy!)

# INDIVIDUALIZED PROGRAMS

1. Yes, it is necessary and appropriate! (Kids are all individual and DESERVE individual attention).
2. Point systems:
  - a. 10 points (tallies, smiley faces, sticks in jar, etc.)=sticker; 3 stickers=Reinforcer (treat, treasure, free time, helper, break, less work, etc.)
  - b. Response cost (loss of points)
  - c. Chart moves (tie to a reinforcer and don't drag it out—show them they CAN earn something!)
  - d. Self monitoring forms
3. Contracts
4. Tracking systems

## Students Who Have ADHD

1. Are EASILY distracted by sights and sounds
2. Are unable to concentrate for long periods of time on LOW stimulation tasks
3. Have a tendency to daydream
4. Often have performance deficits rather than skill deficits
5. Need IMMEDIATE, FREQUENT feedback
6. Are impulsive (they DON'T think first)