CLASSROOM MANAGEMENT FOR ALL TEACHERS

A LITTLE ABOUT ME

- I am not an expert.
- My greatest lessons have been learned through experience, not education.
- I have a passion for helping at-risk students, students with challenging behaviors, and the teachers who work with them.
- If I don't have the answer, I will find someone who does.

CHANGE THIS KID’S BEHAVIOR NOW!!!

There is no magic formula.
WE WANT “QUICK FIXES”

- Remove student from my class i.e. to hall or class next door
- Have administrator deal with student
- Change the student’s schedule
- Other examples from group

“QUICK FIXES” FIX NOTHING!!!

- Result in loss of power for teacher
- Behavior of student does not change
- Behavior of teacher does not change
- Climate of classroom does not change
- Learning environment continues to be disruptive for everyone
- Frustration level continues to be high

GET TOUGHER: INCORPORATE MORE CONSEQUENCES!!!!!
THERE ARE NO SIMPLE SOLUTIONS! PUNITIVE CONSEQUENCES ARE NOT ENOUGH! ROLE-BOUND POWER IS NOT ENOUGH! WISHING AND HOPING ARE NOT ENOUGH!

😊 CHANGED MINDSET: CHANGES EVERYONE’S BEHAVIOR 😊

• Student’s behavior changes begins with teacher’s behavior changes
• Teachers must change their way of thinking
• Implement positive behavior supports
• Focus on what students are doing right
• Celebrate the small successes
• It’s all about connecting with the student and forming relationships!

PROVIDED BY: ESC REGION 10
CAROL DWECK-
STANFORD UNIVERSITY
HOW IT BEGAN
• Early research focused on how people cope with failures.
  • Conducted study on how students handle difficult tasks.
  • Discovered that some students didn’t see failure as FAILURE, but instead saw it as a gift as an opportunity to learn.

LET'S SHED SOME LIGHT ON THIS..
• Two different implicit beliefs about intelligence and potential.
  • People believe that intelligence is either malleable or fixed.
  • Which ever you adopt dramatically affects the way you lead your life.

DOES THIS PERSON SOUND FAMILIAR?
• Do you know someone who is functioning under a fixed mindset?
  • Always trying to prove themselves
  • Overly sensitive about being wrong or making mistakes
FIXED MINDSET

• Human traits are innate
• Certain when it comes to brain and talent can’t be changed
• Worried about their traits and how adequate they are
• Have something to prove to themselves and others

FIXED MINDSET STUDENT:

• So wrapped up in looking smart therefore:
  – Avoids challenges
  – Gives up easily
  – See effort as fruitless or worse
  – Ignore useful negative feedback
  – Feel threatened by the success of others
  – Believe that talent alone creates success—without effort.

FIXED MINDSET STUDENT

• Intelligence or talent are simply fixed traits or qualities.
• Spend time documenting their intelligence or talent instead of developing them.
• Urgency to prove yourself over and over by choosing problems/situations with low risk and high probability of success
• Generally lose interest in a subject when it becomes challenging.
FIXED MINDSET

• They often plateau early and achieve less than their full potential.

DOES THIS PERSON SOUND FAMILIAR?

• Do you know someone who is functioning under a growth mindset?
• Realizes qualities can be cultivated through effort.
• Realizes they have to stretch themselves in order to grow and learn.

GROWTH MINDSET

• Belief that human traits can be developed through effort and dedication.
• Brain and talent does not determine success or failure.
• But practice and continual learning have a directly contribute to future success.
GROWTH MINDSET

• Leads to desire to learn, so tends to:
  • Embraces challenges
  • Persist in the face of setbacks
  • Sees effort as the path to mastery
  • Learns from criticism
  • Finds lessons and inspiration in the success of others

UNDERSTANDING OF SELF MINDSET

• Dweck doesn’t stress you either have a fixed mindset or growth mindset.
• Can have a fixed or growth mindset in one area, and the opposite mindset in all other areas.
• Important to recognize when you are operating under a fixed mindset.

REVIEW: DWECK’S FINDINGS: TWO MINDSETS

**Fixed mindset:**
• Intelligence and talent - fixed
• Innate talent creates success
• Effort will not make a difference
• You either get it or you don’t

**Growth mindset:**
• Intelligence can be developed
• Brains and talent are just the starting point
• Enjoy effort and process of learning
• You can always grow and learn
GROWTH MINDSET VS. FIXED MINDSET

LET’S SEE WHAT YOU LEAN TOWARD


7 IN 10 TEACHERS ARE NOT EMOTIONALLY CONNECTED

*For people who have a heavy influence on the engagement of young people, you’d think teachers would be more engaged in their jobs. Yet nearly 7 in 10 are not emotionally connected to or are dissatisfied with their workplaces, according to a new Gallup report.


WE ALL NEED CONNECTIONS.....

WE ALL NEED A CHAMPION!!!!
MS. SPANGLER

VIP

Values
Interests
Passion

Who inspires you?
How can you use VIP concept to touch the lives of our students?
Promoting Positive Teacher-Student Interaction

RELATIONSHIPS

- Nothing significant will occur without one
- Takes time to build one
- Only takes a moment to destroy one

“Students who are loved at home, come to school to learn, and students who aren’t, come to school to be loved.”
- Nicholas A. Perron
IT'S ALL ABOUT BUILDING RELATIONSHIPS!

RELATIONSHIPS MATTER!!!!

RELATIONSHIPS MATTER!!!!!!
ACCEPTANCE

• Teach it
• Speak it
• Tell the secrets
• Create opportunities

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CONNECTEDNESS

Empathy - to understand

PERCENTAGE OF 15 YEAR OLDS WHO SAYS ADULTS “GET” THEM TO DO THESE THINGS “A LOT”
WHAT DO THEY NEED FROM US?

- Rituals
- Routines
- Share yourself
- Humor
- Celebrations
- Pictures

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CREATING A HISTORY
**RESEARCH-BASED SCHOOL SUCCESS FACTORS**

- Create a positive classroom environment
- Foster high-quality teacher student relationships
- Improve learner self-concept
- Build student self-esteem
- Improve student decision making skills
- Develop student efficacy, responsibility, and self-control
- Foster positive teacher attitudes and perceptions
- Promote positive parental involvement
- Encourage a (hands-joined) style of teaching
- Create a positive classroom environment
- Foster high-quality teacher student relationships
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- Encourage a (hands-joined) style of teaching

**RESEARCH TELLS US....**

- Establish smooth efficient classroom routines.
- Interact with students in positive, caring ways.
- Provide incentives, recognition and rewards to promote excellence.
- Set clear standards for behavior and apply them fairly and consistently.

**WARM-UP ACTIVITY**

- Make a quick list of words of phrases that come to mind when you think of the word.......

**DISCIPLINE**
WHAT SHOULD WE BE ASKING?

- How is my classroom culture?
- Do my students know what behaviors are expected?
- Do students know how to deliver the expected behaviors?
- Are there incentives for demonstrating appropriate behavior?

THE THREE C’S

1. **Capable**—Do your students have the strategies they need to feel capable of succeeding academically and socially?

2. **Connect**—Are students able to connect with classmates and teachers in positive ways?

3. **Contribute**—Do you allow students to contribute in meaningful ways to the class?

**PBIS 5 Guiding Principles**

1. **Define** the behavior you want... what does it look and sound like?

2. **Teach** the behavior to STAFF AND STUDENTS!

3. **Encourage** the behavior you want... from STAFF AND STUDENTS!

4. **Supervise** student behavior. Protect, expect, connect!

5. **Correct** student behavior. Calm, brief, respectful!
IT’S A JOURNEY

The goal of classroom management is to develop a classroom of students who are:

• Responsible
• Motivated and
• Highly engaged in meaningful tasks.

WHAT “KIND” OF STUDENTS CAN DISPLAY PROBLEMATIC BEHAVIOR?

All students. Students with/without labels who are served in general/special education can display problematic behavior. This is not a special education issue. It is an education issue.

We need to learn more about the 5 critical features of effective classroom management to be able to help all students.

Three-Tiered Model of Supports

Universal

Targeted

Selected

Individual Student: Classroom-Based Interventions or 5% of Students

Schoolwide: Process and Support for 75% of Students
STOIC MODEL

• **Structure**/ organize all settings for student success.
• **Teach** students how to behave responsibly in every setting.
• **Observe** student behavior in all school settings. (Supervise!)
• **Interact** positively with students - build relationships.
• **Correct** irresponsible behavior fluently - calmly, consistently, immediately, briefly...

STRUCTURE
ORGANIZE YOUR CLASSROOM FOR SUCCESS

• Is the classroom arranged so you can get from any part of the room to any other part of the room relatively efficiently?
• Can you and your students access materials and the pencil sharpener without disturbing others?
• Does the schedule create consistency, variety, and opportunities for movement?
• Do you have effective beginning and ending routines?
• Have you defined clear expectations for instructional activities?
• Have you defined clear expectations for transitions between activities?

TEACH
STUDENTS HOW TO BEHAVE RESPONSIBLY IN THE CLASSROOM

• Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?
• Have you created lessons and explicitly taught expectations for classroom routines and policies?
• Have you provided teaching and re-teaching as needed? (Think about a basketball coach re-teaching particular plays or patterns.)
OBSERVE
STUDENT BEHAVIOR (SUPERVISE!)

• Do you circulate and scan as a means of observing/monitoring student behavior?
• Do you model friendly, respectful behavior while monitoring the classroom?
• Do you periodically collect data to make judgements about what is going well and what needs to be improved in your management plan?

INTERACT
POSITIVELY WITH STUDENTS

• Do you interact with every student in a welcoming manner (e.g. saying hello, using a student’s name, talking to the student at every opportunity)?
• Do you provide age-appropriate, non-embarrassing feedback?
• Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior?

CORRECT
IRRESPONSIBLE BEHAVIOR FLUENTLY

• Do you correct consistently?
• Do you correct calmly?
• Do you correct immediately?
• Do you correct briefly?
• Do you correct respectfully?
• Do you have a menu of in-class consequences that can be applied to a variety of infractions?
• Do you have a plan for how to respond to different types of misbehavior fluently?
EVIDENCE BASED PRACTICES IN CLASSROOM MANAGEMENT

1. Maximize structure in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
3. Actively engage students in observable ways.
4. Establish a continuum of strategies to acknowledge appropriate behavior.
5. Establish a continuum of strategies to respond to inappropriate behavior.

PROVIDED BY: ESC REGION 10 (Simonsen, Fairbanks, Briesch, & Myers Sugai, in preparation)

1. MAXIMIZE STRUCTURE IN YOUR CLASSROOM.
   - Develop **Predictable Routines**
     - **Teacher routines**: volunteers, communications, movement, planning, grading, etc.
     - **Student routines**: personal needs, transitions, working in groups, independent work, instruction, getting, materials, homework, etc.
   - **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
     - Arrange **furniture** to allow easy traffic flow.
     - Ensure adequate **supervision** of all areas.
     - Designate staff & student **areas**.
     - **Seating** arrangements (groups, carpet, etc.)

WHEN THINGS ARE STRUCTURED WELL, YOU DON'T NOTICE THE STRUCTURE...
WHEN THINGS ARE STRUCTURED BADLY, YOU DEFINITELY NOTICE STRUCTURE!
1) I maximized structure and predictability in my classroom.

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<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>a) I explicitly taught and followed predictable routines.</td>
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<tr>
<td>a) I arranged my room to minimize crowding and distraction.</td>
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ASSESS

• Complete item for your own classroom (or a teacher with whom you consult)

ACTION PLAN

• Generate action plan content (observable and measurable behaviors to address deficits)

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PROVIDED BY: ESC REGION 10

2. POST, TEACH, REVIEW, MONITOR, AND REINFORCE A SMALL NUMBER OF POSITIVELY STATED EXPECTATIONS,

• Establish behavioral expectations.

• Teach rules in context of routines.

• Prompt or remind students of rule prior to entering natural context.

• Monitor students’ behavior in natural context & provide specific feedback.

• Evaluate effect of instruction - review data, make decisions, & follow up.
ESTABLISH BEHAVIORAL EXPECTATIONS

• A small number (i.e., 3-5) of positively stated expectations. Tell students what we want them to do, rather than telling them what we do not want them to do.

• Publicly post the expectations.

• Should match SW Expectations
Establish Behavioral Expectations

• **Operationally define** what the expectations look like across all the routines and settings in your school.

• One way to do this is in a **matrix** format.

### RULES WITHIN ROUTINES MATRIX

<table>
<thead>
<tr>
<th>Routines</th>
<th>Entering Classroom</th>
<th>Seat Work</th>
<th>Small Group Activity</th>
<th>Leaving Classroom</th>
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<tbody>
<tr>
<td>Be Safe</td>
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<tr>
<td>Be Respectful</td>
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<td>Be Responsible</td>
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Teach Rules in the Context of Routines

• Teach expectations directly.

• **Define rule in operational terms**—tell students what the rule looks like within routine.

• **Provide students with examples and non-examples** of rule-following within routine.

• **Actively involve students in lesson**—game, role-play, etc. to check for their understanding.

• **Provide opportunities to practice rule following behavior** in the natural setting.
Expectations & behavioral skills are taught & recognized in natural context

**PROVIDED BY: ESC REGION 10**

**PROMPT OR REMIND STUDENTS OF THE EXPECTATION**

- Provide students with **visual prompts** (e.g., posters, illustrations, etc).
- Use **pre-corrections**, which include "verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings were problem behavior is likely" (Colvin, Sugai, Good, Lee, 1997).

**MONITOR STUDENTS’ BEHAVIOR IN NATURAL CONTEXT**

- **Active Supervision** (Colvin, Sugai, Good, Lee, 1997):
  - Move around
  - Look around (Scan)
  - Interact with students
- Provide **reinforcement** and specific praise to students who are following expectations.
- Catch errors early and provide specific, **corrective feedback** to students who are not following expectations. (Think about how you would correct an academic error.)
EVALUATE THE EFFECT OF INSTRUCTION

• Collect data
• Are rules being followed?
• If there are errors,
  * who is making them?
  * where are the errors occurring?
  * what kind of errors are being made?

• Summarize data (look for patterns)
• Use data to make decisions

ASSESS

PROVIDED BY: ESC REGION 10

MINI ACTION PLAN

MINI ACTION PLAN 5 minutes

• Generate action plan content (observable and measurable behaviors to address deficits)
• Potential action plan items may include:
  • Choose three expectations and create posters
  • Complete matrix
  • Develop lesson plans

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3. ACTIVELY ENGAGE STUDENTS IN OBSERVABLE WAYS.

- Provide high rates of opportunities to respond
  - Vary individual v. group responding
  - Increase participatory instruction (enthusiasm, laughter)
- Consider various observable ways to engage students
  - Written responses
  - Writing on individual white boards
  - Choral responding
  - Gestures
  - Other: ____________
- Link engagement with outcome objectives (set goals to increase engagement and assess student change CARS verbal/written)

RANGE OF EVIDENCE BASED PRACTICES THAT PROMOTE ACTIVE ENGAGEMENT

- Direct Instruction
- Computer Assisted Instruction
- Class-wide Peer Tutoring
- Guided notes
- Response Cards

ASSESS

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<th>3</th>
<th>I actively engaged students in observable ways.</th>
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<tr>
<td>a</td>
<td>I provided a high rate of opportunities to respond during my instruction.</td>
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<td>b</td>
<td>I engaged my students in observable ways during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).</td>
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<tr>
<td>c</td>
<td>I used evidence based methods to deliver my instruction (i.e., Direct Instruction).</td>
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MINI ACTION PLAN

• Generate action plan content (observable and measurable behaviors to address deficits)
• Potential action plan items may include:
  • Ask a colleague to take data on my current rate of OTRs and increase by 10%
  • Use response cards during 1 additional lesson per day

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What? When? How? By When?

STUDENT DISCIPLINE
AND MOTIVATION

Proactive
Positive
Incentivized

4. ESTABLISH A CONTINUUM OF STRATEGIES TO ACKNOWLEDGE APPROPRIATE BEHAVIOR.

• Specific and Contingent Praise
• Group Contingencies
• Behavior Contracts
• Token Economies
SPECIFIC AND CONTINGENT PRAISE

Praise should be...

- **contingent**: occur immediately following desired behavior
- **specific**: tell learner exactly what they are doing correctly and continue to do in the future
  - "Good job" (not very specific)
  - "I like how you are showing me active listening by having quiet hands and feet and eyes on me" (specific)

BEHAVIORAL CONTRACTS

A written document that specifies a contingency for an individual student or in this case...whole class

Contains the following elements:

- Operational definition of **BEHAVIOR**
- Clear descriptions of **REINFORCERS**
- **OUTCOMES** if student fails to meet expectations.
- Special **BONUSES** that may be used to increase motivation or participation.

(Wolery, Bailey, & Sugai, 1988)

ESTABLISHING A TOKEN ECONOMY

- Determine and teach the target skills
- Select tokens
- Identify what will be back-up reinforcers
- Identify the number of tokens required to receive back-up reinforcers
- Define and teach the exchange and token delivery system
- Define decision rules to change/fade the plan
- Determine how the plan will be monitored

Guidelines from Sulzer-Azaroff & Mayer, 1991
4) I used a continuum of strategies to acknowledge appropriate behavior.
   a) I provided specific and contingent praise for academic and social behaviors (e.g., following expectations). | Yes No
   b) I also used other systems to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies). | Yes No

MINI ACTION PLAN 5 minutes

Generate action plan content (observable and measurable behaviors to address deficits)

- Potential action plan items may include:
  - Ask a colleague to take data on my current rate of specific and contingent praise and increase by 20%
  - Implement an additional reinforcement system to increase appropriate behavior

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What? When? How? By When?

5. ESTABLISH A CONTINUUM OF STRATEGIES TO RESPOND TO INAPPROPRIATE BEHAVIOR.

- Error Corrections
- Differential Reinforcement
- Planned ignoring
- Response Cost
- Time out from reinforcement
QUICK ERROR CORRECTIONS

• Your error corrections should be...

  • **contingent**: occur immediately after the undesired behavior
  • **specific**: tell learner exactly what they are doing incorrectly and what they should do differently in the future
  • **brief**: after redirecting back to appropriate behavior, move on

PLANNED IGNORING

Definition:

• If a behavior is maintained by adult attention ... consider planned ignoring (e.g., ignore behavior of interest)

Example:

• Taylor talks out in class and his teacher currently responds to him approximately 60% in the time (either + or -).
• The teacher decides to ignore all talk outs and instead only call on him when his hand is raised.

ASSESS

1) I used a continuum of strategies to respond to inappropriate behavior
   a) I provided specific, contingent, and brief error corrections for academic and social errors.
   b) In addition, I used the least restrictive procedure to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out.)*
MINI ACTION PLAN

• Generate action plan content (observable and measurable behaviors to address deficits)
• Potential action plan items may include:
  • Ask a colleague to take data on my current rate of corrective statements and ensure that this rate is far lower than my rate of praise statements
  • Review the consequences I give and ensure I am using the least restrictive procedures possible

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RECAP: EVIDENCE BASED PRACTICES IN CLASSROOM MANAGEMENT

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(prepared by: ESC Region 10 (Simonsen, Fairbanks, Briesch, & Myers Sugai, in preparation)

PREPARE TO COMMUNICATE

- Classroom Goals
- Guidelines for Success
- Classroom Rules
- Activities
- Grades
- Classroom Procedures
- Tardy to Class
- Paper or Pencil
- Daily Assignments
Model for Escalating Behavior Chain

Phases of Acting-Out Behavior

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
6. De-Escalation
7. Recovery

Intensity

Time

Phase One- Calm
Student is cooperative.
- Accepts corrective feedback
- Follows directives
- Sets personal goals
- Ignores distractions
- Accepts praise
- On-task

Phase Two- Trigger
Student experiences a series of unresolved problems
- Conflicts/Failure
- Changes in routine
- Pressure
- Ineffective problem solving
- Facing correction procedures
- Non-school based triggers
Phase Three - Agitation

Overall behavior is unfocused and distracted.
- Off-task
- Questioning/Arguing
- Out of seat
- Bothering others
- Social withdrawal

Phase Four - Acceleration

Overall behavior is staff-engaging leading to further negative interactions.
- Questioning/Arguing/Threats
- Noncompliance and defiance
- Provocation of others
- Rule violations

PHASE FIVE - PEAK

- Overall behavior is out of control creating safety concerns
- Physical aggression
- Severe tantrums
- Property destruction
- Self-injury
- Running, screaming
PHASE SIX - DE-ESCALATION

- Overall behavior shows confusion and lack of focus.
- Confusion
- Withdrawal
- Denial
- Blaming others
- May respond to concrete directions

PHASE SEVEN - RECOVERY

- Overall behavior shows an eagerness for busy work and a reluctance to interact.
- Eagerness for independent work
- Subdued behavior
- Defensive behavior
- Sleep

STRATEGIES
STRATEGIES- CALM

- Intervention is focused on proactive interventions. Focus on instruction and positive behavior support.
- Arrange for high rates of successful academic & social engagements
- Use positive reinforcement
- Teach social skills
- Communicate positive expectations

Four Strategies:
- Classroom Structure
- Quality Instruction
- Managing Attention
- Teaching Behavior

STRATEGIES- TRIGGER

- Intervention is focused on prevention and redirection.
- Increase opportunities for success
- Respond to students exhibiting expected behavior
- Reinforce the student’s first on task response
- Intermittently reinforce on-task behavior
STRATEGIES- TRIGGER

Three major areas:
• Formal programs or services: curriculum interventions, counseling, community services, medical assistance
• Pre-Correction: anticipating the problem behavior and intervening beforehand
• Addressing non-school based triggers: parent conferences-partnerships, school support services, wrap-around services

STRATEGIES- AGITATION

• Intervention is focused on reducing anxiety.
• If not addressed student may escalate or remain distracted making instruction difficult
• Strategies are accommodations
• Implement before onset of escalation

STRATEGIES- AGITATION

• Make structural/environmental modifications
• Provide reasonable options & choices
• Involve in successful engagement
STRATEGIES - ACCELERATION

Intervention is focused on safety.

- Remove all triggering factors
- Avoid escalating prompts
- Maintain calmness, respect and detachment
- Approach the student in a nonthreatening manner
- Utilize non-confrontational limit-setting procedures

WHAT ARE ESCALATING PROMPTS?

- Agitated behavior from staff (shouting)
- Cornering the student
- Engaging in power struggles
- Moving into the student's space
- Touching or grabbing the student
- Sudden or very quick responses
- Making derogatory statements about the student
- Arguing/becoming defensive
- Body language that communicates anger or frustration

PROVIDED BY: ESC REGION 10
WHAT IS A NON-THREATENING MANNER?

- Speak calmly
- Speak privately
- Minimize body language
- Keep a reasonable distance
- Speak respectfully and privately
- Move slowly and deliberately toward the problem situation

STRATEGIES- PEAK

Intervention is focused on safety
- Focus is on crisis management
  - implement your plan (contact the office, clear the room, etc.)
- Safe strategies
- Behavioral Emergency
  - Assessment of Risk Factors
    - Behavior Support Plan
    - Mental Health/Other Assessment
  - Functional Analysis Assessment
    - Behavior Intervention Plan

STRATEGIES-PEAK

- Short-term interventions:
  - Isolation or removal of involved student
  - Allow time for student to “cool down”
  - Removal of other students
STRATEGIES- PEAK

- Legal Considerations
- Definition of Behavioral Emergency
- Use of Restraint
- Notification/Documentation
- Data Collection

STRATEGIES- DE-ESCALATION

Intervention is focused on monitoring for re-escalation of behavior
- Monitor for health/safety of all involved
- Avoid blaming
- Allow time and space
- Engage in independent work
- Cool-down time
- Determine appropriate time to debrief

STRATEGIES- RECOVERY

Intervention focuses on returning to normal activities
- Follow through with consequences
- Positively reinforce any displays of appropriate behavior
- Debrief/rehearse problem solving routine
STRATEGIES- RECOVERY

Effective consequences

Does the consequence……

- Model, instruct or teach a more appropriate behavior?
- Interfere with the flow of the lesson?
- Give the learner the choice to redirect and receive instruction?
- Is the consequence effective?

DEBRIEFING SESSION

- Facilitates transition back to program… not further negative consequence.
- Goal is to increase appropriate behavior
- Focus on problem solving
- Pinpoint events that contributed to the incident
- Teach replacement behaviors
- Debriefing activities and forms
The Starfish Story

"While wandering a deserted beach at dawn, stagnant in my work, I saw a man in the distance bending and throwing small starfish after each other into the sea. As he came near, I could see that he was throwing starfish, abandoned on the sand by the tide, back into the sea. When he was close enough I asked him why he was working so hard at this strange task. He replied that the sun would dry the starfish and they would die. I told him that I thought he was foolish. 'There were thousands of starfish on miles and miles of beach. One man alone could never make a difference, he yelled as he picked up the next starfish. Hurling it far into the sea he said, 'It makes a difference for this one.'"

MY STARFISH

EXIT TICKET

* What are two things you learned today that you can share with your team?
* What is one thing you would like to do differently that will impact your classroom management and routines?
RESOURCES

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THANK YOU SO MUCH!