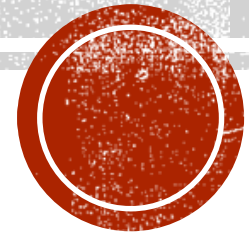


ESTABLISHING EFFECTIVE CLASSROOM MANAGEMENT

Gary Duhon, PhD, Professor of School Psychology OSU



IS DISCIPLINE A PROBLEM?

- One of the earliest education text was on classroom management (1907)
- Opinion polls rank behavior problems as the major issue in schools
- “Children today are tyrants. They contradict their parents, gobble their food, and tyrannize their teachers.”
 - Socrates Ancient Greek Philosopher, 470 BC-399 BC



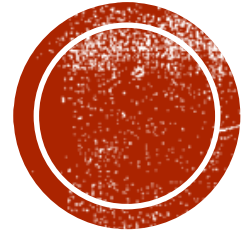
SO...IS DISCIPLINE A PROBLEM?

- Yes, but it's nothing new.
- Student behavior has been a problem ever since there were students
 - But it can be managed if we first can understand it.



**SOME PEOPLE JUST DON'T KNOW HOW TO
DEAL WITH BEHAVIOR.**





MYTHS ABOUT BEHAVIOR AND BEHAVIOR MANAGEMENT

Let's examine some myths and make our own decisions

CHANGING ANOTHER PERSON'S BEHAVIOR IS COERCIVE.

- Coerce = To cause to do through pressure or necessity, by physical, moral or intellectual means
- Is behavior change coercive?
 - Yes
- Is this bad?
 - Yes and No



USE OF REINFORCEMENT TO CHANGE BEHAVIOR IS BRIBERY.

- Bribery = the practice of offering something (usually money) in order to gain an illicit advantage
 - Typically has an illegal or illicit intent
 - Reward is provided before the behavior
- Reinforcement
 - Behaviors are typically agreed upon
 - Reinforcement is delivered after the behavior



IF YOU USE REWARDS CHILDREN WILL BEHAVE ONLY FOR REWARDS.

- If done incorrectly this is true
- However a good behavior management plan will promote a shift to less obvious or more acceptable reinforcement



CHILDREN SHOULD WORK FOR INTRINSIC REWARDS.

- Very few if any behavior is intrinsically reinforced
- Even if we are unaware of it most of what we do is the result of external reinforcement
- Even if you believe the above statement, it is a futile way to approach things,
 - So what do you do if a child is not intrinsically reinforced to do/learn something?



ALL CHILDREN SHOULD BE TREATED THE SAME WAY.

- Many teachers believe that treating one child in a different way will make other children act in different ways.
 - If Tom gets rewarded for good behavior why can't I?
 - This is not typically the case
- Children are usually aware of the differences other children possess
 - As well as the different needs they have
- Adults treat children differently even if they don't know it
 - And kids are keenly aware of this

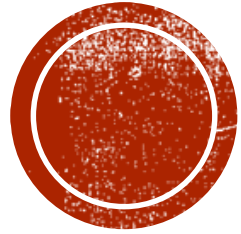


SO...

- Behavior can be a problem
- We can choose to admire the problem or act.

- When we act we need to
 - Understand Behavior
 - Prepare for Behavior
 - Respond to Behavior





UNDERSTANDING BEHAVIOR

Step 1

UNDERSTANDING BEHAVIOR

- What about behavior can be understood?
 - What
 - Why
 - When
- What cannot be understood?
 - Beliefs
 - Feelings
 - Drives



WHEN WE SAY BEHAVIOR, WHAT DO WE MEAN?

- An overt response
 - Things that a person does that is observable and measurable
 - Observable
 - It can be seen by all
 - Measurable
 - It can be counted
 - How much
 - How long
 - How intense



BEHAVIOR

Examples

- Hitting
- Running
- Sleeping
- Eating
- Talking

Non-Examples

- Aggression
- Anger
- Sad
- Sleepy
- Mad
- Controlling



OTHER IMPORTANT THINGS TO KNOW

- Antecedents
 - When
- Consequences
 - Why



ANTECEDENTS (THE WHEN)

- Setting or event that occur prior to behavior
- Anything that can be seen, heard, tasted, touched or smelled
- Signals that a particular behavior can or should occur
 - Light turning green
 - Whistle blowing at a football game
 - Smell of bacon in the morning



CONSEQUENCE (THE WHY)

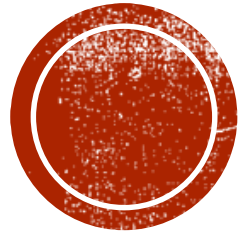
- Changes that results from or follow the behavior
 - The change can be the
 - Addition of something new
 - Removal of something already present
 - The consequence can strengthen or weaken a behavior
 - Reinforcement
 - Punishment



KNOW YOUR ABC'S

- If you know your ABCs you understand behavior
 - Antecedent (when)
 - Behavior (what)
 - Consequence (why)





PREPARATION

Step 2: Preparing for Student Behavior is a Great Strategies to Prevent Behavior Problems

A stitch in time saves nine.

Establish and Teach Expectations for Behavior

ALL CLASSROOM SHOULD HAVE BEHAVIORAL NORMS

- Norms are
 - Expectations of behavior the teacher has for the students
- Clear expectations from the teacher help
 - Enhance feelings of safety and security
 - Decrease the complexity of the classroom
 - Reduce ambiguity



RESEARCH HAS FOUND...

- **Effective managers had**
 - Clear rules for general conduct
 - Procedures or routines for carrying out specific task
- **Effective managers also**
 - Spent the first few days teaching rules and procedures to students
 - Once taught, rules are reviewed regularly to ensure retention
 - Taught rules as carefully as they would have taught academic content



WHAT DOES THIS MEAN?

- Teachers must
 - Decide how we want our students to behave
 - Make these expectations absolutely clear to students
- Deliver these expectation as we would any curriculum material
 - Instruct, test, review as necessary
- So...
 - We should have a curriculum and lesson plans for behavior
 - This can be at the individual teacher level, grade level or site level.



TEACHING STUDENT HOW TO BEHAVE

- Behavior should be taught as a lesson or lessons
 - Define terms
 - Discuss rationales
 - Provide examples
 - Tell
 - Show
 - Do
- www.otiss.org
- www.pbis.org
- <http://projectachieve.info>



THE BIG IDEA

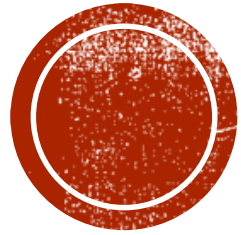
- Identifying the What (your expectations for behavior) and the When (the antecedents or setting for the What)
 - Don't wait for behavior to happen – indicate what you want and when you want it.
- Decide upon the Why (Consequence/Reward/Reinforcer)
 - Give kids a reason to meet your expectations
- Teach the What and the When
 - Make sure they know What and When
- Provide the Why
 - Reward them frequently and consistently



PREVENTION

- Good preventative strategies will reduce or eliminate most of your behavioral issues,
 - No preventative strategy will eliminate all problem behavior
- In order to deal with these behaviors we will need to develop small group or individual behavioral interventions.





DEVELOPING BEHAVIORAL INTERVENTIONS

Step II: Investigate functional relationships to change the What by addressing the When and/or the Why.

SOME INTERVENTIONS AREN'T GOOD IDEAS



FUNCTIONAL ASSESSMENTS

- Functional Assessments are tools that attempt to understand the What, When and Why of a behavior.
 - Result in a functional statement/hypothesis about the behavior
- W/O a Functional understanding:
 - **Billy** is violent because he is angry
 - **Susie** throws fits all the time for no reason



FUNCTIONAL ASSESSMENTS

- Functional Assessments are tools that attempt to understand the What, When and Why of a behavior.
 - Result in a functional statement/hypothesis about the behavior
- With a Functional understanding:
 - **Billy** hits peers (what) in unstructured settings (when) to access peer attention (why)
 - **Susie** tantrums (what) during independent seat work assignments (when) to escape difficult task (why)



4 COMPONENTS OF EFFECTIVE INTERVENTIONS

- Procedures to
 - Increase desired behavior
 - Decrease inappropriate behavior
 - Build skills
 - Address crisis



TO INCREASING DESIRED BEHAVIOR YOU MUST

Don't expect the student to just sit there and shut up

- Clearly identify the behavior you want to increase
- Set a criterion for success
- Decide on the components you will use
 - **Why** or **When** or both



GIVING THEM A WHY

(REINFORCE THE DESIRED BEHAVIOR)

- If you are developing an intervention then they probably won't do it because you tell them to, so...
- Identify an effective reward
- Provide the reward at a high rate early in the process
- Maintain consistency
- Modify as needed
 - When it stops working



LET THEM KNOW WHEN

- Identify when this behavior should occur
 - We want this to happen when the problem behavior was occurring
 - Use the when from the functional statement
- Instruct the child on the when
- Revise and Repeat as necessary



TO DECREASE INAPPROPRIATE BEHAVIOR YOU MUST

- Clearly identify the behavior you want to decrease
- Set a criterion for success
- Decide on the components you will use
 - **Why** or **When** or both



CHANGE THE WHY

- Stop behavior from producing the Why (Consequence)
- Provide Why (Consequence) for appropriate behavior only
- Decrease interest in Why (Consequence)
- Provide new Why (Consequence) for appropriate behavior



CHANGE THE WHEN

- Eliminate/Change the When (Antecedent)
- Teach new response to When (Antecedent)



TO BUILD SKILLS YOU MUST

- Clearly identify the skill you want to increase
- Establish a criterion for success
- Decide how you will teach the skill
 - Tell, Show, Do
- Teach skill



TO ADDRESS A CRISIS YOU MUST

- Define a crisis state and the point/level that necessitates response
 - Catch it as early as possible
- Identify the steps of the response
 - Should match with school policy
- Inform and train all involved
- Create oversight documentation
- Inform the child and the guardians of the procedures (as appropriate)



YOU DON'T ALWAYS NEED ALL 4 COMPONENTS

- Pick what you need and implement it

	Behavioral Excess	Behavioral Deficit	Combination
Reinforcement	✓	✓	✓
T/O; Punishment	✓		✓
Skill Building	✓	✓	✓
Crisis Plan	✓		✓



NO MATTER WHAT YOU IMPLEMENT YOU MUST

- Document, Document, Document
 - When you
 - reinforce and why
 - use time out and why
 - Effects of your skill building
 - Use of the crisis plan
- You must also document the overall effect of the intervention and all of its components



FINAL THOUGHTS:

WHEN DEALING WITH BEHAVIOR, DON'T TAKE IT PERSONALLY!



END

- Questions?
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