ESTABLISHING EFFECTIVE CLASSROOM MANAGEMENT

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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
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
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
UNDERSTANDING BEHAVIOR

- What about behavior can be understood?
  - What
  - Why
  - When

- What cannot be understood?
  - Beliefs
  - Feelings
  - Drives
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 result 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
If you know your ABCs you understand behavior
  - Antecedent (when)
  - Behavior (what)
  - Consequence (why)
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 are tools that attempt to understand the What, When and Why of a behavior.

- Result in a functional statement/hypothesis about the behavior

Without 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
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

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<th>Behavioral Deficit</th>
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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!
Questions?

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