Creating Positive Change Through Classroom Intervention

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Robb N. Matthews
Nedra Malone
Texas A&M University

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Behavior IS Communication

Mellisa Williamson, 35, a Bullitt Avenue resident, worries about the effect on her unborn child from the sound of jackhammers.
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Behavior is about Communication

- Relationship types
- Expectations
- Opinions
- Context
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Behavior change is about changing existing relationships/expectations/opinions

- Temporary behavior change can be compelled
- Consistent behavior change is a process
"Henry! Our party's total chaos! No one knows when to eat, where to stand, what to ... Oh, thank God! Here comes a border collie!"
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Changing behavior is a **PROCESS** of having and applying the right tools

I'm the Worst-Buy tech, here to fix your laptop.

Boston Bomb Squad, here about the Lite-Brite you reported.

I'm Dr. Chicken, here to perform your prostate exam.

One tool for all occasions... Bad idea...

By Clark & Vizdos

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Where do we start?
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Positive Behavioral Supports
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Positive Behavioral Supports

Key Message:

Predictable is Preventable
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Positive Behavioral Supports

• Proactive
• Team-based
• Comprehensive
• Behavioral systems approach
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Targeted (Tier 3)
- Individual Interventions

Selected (Tier 2)
- Self-management programs
- Augmented academic/behavioral supports

Universal (Tier 1)
- Social skills instruction
- Positive, proactive discipline
- Teaching expected school behavior
- Firm, fair & corrective supervision
- Positive reinforcement
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Universal (School-wide) Strategies
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Specific Campus Settings

School-wide Strategies
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Classroom Systems

Specific Campus Settings

School-wide Strategies
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School-wide Strategies

- Classroom Systems
- Specific Campus Settings
- Individualized Systems
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Resources

- Classroom Systems
- Specific Settings
- Selected
- Targeted
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Successful Strategies Consider

• What the student is doing and why it is a problem
• When the student successful (less likely to misbehave)
• When the student is less successful (more likely to misbehave)
• Why the behavior occurs (student benefit)
• Other factors contributing to the behavior? (e.g., attention, escape, etc.)
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Successful Strategies Seek

- Direct skills measures
- Natural settings
- Efficiency (costs and time required)
- Sensitivity to small growth increments
- Explicit instruction
- Systematic intervention
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Successful Strategies
Support Expected Behavior

First pants, THEN your shoes
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Successful Strategies
Support Expected Behavior

Classroom Factors
- Arrangement
- Procedures/Routines
- Organization/structure
- Transitions

Instruction Factors
- Curriculum
- Instructional strategies
- Student engagement

Individual Factors
- Attitudes
- Expectations
- Verbal and nonverbal feedback
"Ha ha ha, Biff. Guess what? After we go to the drugstore and the post office, I’m going to the vet’s to get tutored."
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Successful Strategies
Clearly Communicate Expectations

Classroom Factors
• Arrangement
• Procedures/Routines
• Organization/structure
• Transitions

Instruction Factors
• Curriculum
• Instructional strategies
• Student engagement

Individual Factors
• Attitudes
• Expectations
• Verbal and nonverbal feedback
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Successful Strategies

• ALWAYS focus on Increasing Positives

• MAY include directly decreasing negatives
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Successful Strategies

• Change behavior through reinforcement

  • Positive
  • Negative
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Successful Strategies

• Focus on maintaining and increasing appropriate behaviors, academic and social
• Identify what children are supposed to do and what they can do (not just what they can’t)
• High ratio of positive to negative comments
• View misbehavior as a behavioral error, re-teach and reinforce appropriate behavior
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Successful Strategies

• Employ
  • Stimulus control (cues, directions)
  • Differential reinforcement
  • Restitution with and without overcorrection
  • Group contingencies (e.g., good behavior game)
• Self-monitoring, self management
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Successful Strategies

- Rarely focus solely on changing behavior through elimination
- Punishment
- Extinction
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Successful Strategies

• Establish a continuum of consequences
• Consider misbehavior a behavioral error
  • Re-teach appropriate behavior
• Respond consistently and efficiently
• Observe the effects of behavior reduction strategy
• Respond early: avoid escalation, prolonged existence
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A Successful Strategy

• Supports self-management techniques in producing behavior change
• There are a number of advantages
  • Improvement of target behavior
  • Focus on student’s role in behavior change
  • Generalization to nonschool environments
  • Teaching students responsibility/self-determination
• Reduction of time commitment for teacher
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Additional Packet Resources

Best Practices in Classroom Discipline:
Discusses development and modification of interventions using varying approaches and levels of intervention.

Effective School Interventions Sections
Proactive Interventions:
Gives ideas for specific intervention Strategies

Interventions to increase on-task behavior and reduce inappropriate behavior
Gives a variety of class-wide ideas and procedures
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Online Resources

Behavior strategies: interventioncentral.org

Positive Behavior Supports pbis.org

Challenging behavior with young children
challengingbehavior.fmhi.usf.edu/

K-6 prevention curriculum re aggression, acting out
modelprograms.samhsa.gov/pdfs/FactSheets/PATHS.pdf
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Online Resources

Student engagement and motivation
internationalsped.com/documents/C1%20Blackwell.doc
nwrel.org/request/oct00/textonly.html
safeandcivilschools.com/tips004.php

Classroom rules and routines
safeandcivilschools.com/news009.php

Classroom management
cde.ca.gov/ls/ss/se/classroommgmt.asp

Monitoring student behavior
safeandcivilschools.com/news001.php
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Online Resources

Positive reinforcement
education.umn.edu/ceed/projects/preschoolbehavior/tipsh eets/posrein.htm

usu.edu/teachall/text/behavior/LRBIpdfs/Token.pdf
Defining consequences

aft.org/teachers/downloads/consequencesworksheet.pdf

Time out (extinction)
jimwrightonline.com/pdfdocs/timeout1.pdf

excelgov.org/admin/FormManager/filesuploading/GBGMan ual.pdf
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Resource Citations

