

Motivating weak and non-responders during small & large group instruction

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Agenda

- Introduction
- Group activity
- 5 Universal Principles of Positive Behavior Support
- Preventive Interactions
- Motivational Systems
- The Function of Inappropriate Behavior

What helps Mark

- organization
- Clear Expectations
- Adequate sleep
- Regular and healthy meals
- Exercise
- Humor
- A Hobbie (working with horses)

Why do most children misbehave?

1.

2.

Activity

- Think of a student who is a weak or non-responder in your classroom/group
- What “need” (attention, avoidance) is maintaining the inappropriate behavior meeting for the student.
- How do you typically deal with the student when unacceptable behavior occurs.
- How might your behavior maintain the problem behavior?

3-5%
FEW
(High-Risk)
Individual Interventions

- Functional Assessment
- Individual Behavior Management Plans
- Parent Training and Collaboration
- Multi-agency collaboration (wrap-around)

7-10%
SOME
(At-Risk Students)
Classroom and Small Group Strategies

- Intensive social skills teaching
- First Step to Success
- Adult mentors (checking in)
- Increased academic support

85-90%
ALL
(All Students)
School-Wide Systems
of Support

- Social skills teaching
- Positive, proactive discipline
- Teaching social behavior expectations
- Active supervision and monitoring
- Positive reinforcement systems
- Firm, fair, and corrective discipline
- Data-based decision Making

Five Universal Principles

1. Have Very Clear Expectations
2. Teach those expectations
Use examples and non-examples
3. Reinforce the expectations
4. Minimize a lot of attention for minor inappropriate behaviors
(Don't make mountains out of mole hills)
5. Have clear consequences for unacceptable behavior

What works?

- **Effective classroom management**
- **Knowing what need maintains the inappropriate behavior (e.g., attention, escape/avoidance)**
- **Figure out a way to meet the child's need in a positive way**

What works?

- **Stimulus Cue (Attention signal)**
- **Group behavior contingencies (You/other side game)**
- **Differential reinforcement (“*You never know when you get a surprise!*”)**
- **Teacher approval or disapproval**
- **Token systems**
- **Self-management (Green/Red card game)**
- **Differentiated Instruction**
- **Concentration /Focus Power Game**

Pro-active

vs.

Re-active

active teachers

- Pro-active teachers

- Re-active teachers

prevent

- problem behaviors

deal

- with problem behaviors

Punish

- Reduce reliance on punishment, time-out, office-referral and suspension, as a primary strategy
- If the “punished” behavior occurs again and again, the punisher is reinforcing to the child.
- Find out what the child is trying to get (e.g., attention, avoidance/escape or both).

What can be done?

- **Be organized**
- **Set up a positive and predictable classroom environment**
- **Develop and teach clear expectations**

How can we help make children more successful?

- Don't assume anything!
- Teach your expectations
 - *"This how you do it, this not how to do it.."*
- Model, model, model

Be Consistent with Expectations

- If you expect students to raise their hand quietly...Only call on students who raise their hand. Do not respond to talk outs.
- If you expect students to work quietly, reinforce the students who are working quietly.

Neatness and Organization

- Teach students respect for their space.
 - Coats on hangers, hats off, roll up sleeves
- When expecting writing tasks:
 - Reinforce students for putting name & date on right side
 - Start after the margin
 - Start each sentence with capital and end with end mark
 - Stay on the line
 - Leave a space between words
 - Keep paper neat

Extraneous teacher talk

- Start lesson immediately.
- Focus on the task
- When a student interrupts, use planned ignoring and repeat the task.
- When student is off-task, tell student what to do, not what not to do or other discussion.
- After a few minutes say: "That's a good choice. Can I help you?"
- Focus on positives! Don't fall into the criticism trap

Staying out of a power struggle

- Use the words:

“REGARDLESS”

“NEVER THE LESS”

Use Data-based Decisions

- Keep track of repeat “offenders”
 - E.g., turning card, name on board, send to office, call parents.

The “punishment” actually maybe reinforcing for the student.

How can we help make children more successful?

- Catch the child doing the right thing

Always use a neutral tone

Give a clear direction

Do not argue

Remain calm

Use humor, not sarcasm

- Always treat the child with respect.

Identify the Problem

Put it in observable & teachable terms..

"I need to teach the group to raise their hand quietly".

Not: *"They should know how to behave."*

Response to Intervention

- If you are doing the same thing again and again and the behavior doesn't change, you must change your intervention/interaction.
- The teacher always has to change first before the child will change!

PRESENTATION TECHNIQUES

- Pacing ----- Response -time
- Group response for single answer!
- Individual turns for open-ended responses.
- Monitor
- Frequent Feedback
- Diagnosis and Correction
- Motivation

Clear Directions

- Use short, clear directions such as:
“Open your book to page 5.” or
“Go to your seat and complete page 15 quietly.”
- Use a neutral tone

What Else Can We Do?

- Motivate All Students
- Provide lots of positive feedback
- Minimize attention for minor inappropriate behavior
- Focus on the behavior you want
- Use humor, never sarcasm.
- Have fun!

Motivation

- If the student **can't** do the task, it's a skill problem. **You have to teach or re-teach!**
- If the student **won't** do the task, it's a motivational problem. **You have to motivate!**

In both cases, you have to change your behavior.

It is your job to help the student be as successful as possible!

Motivation

- Make separate chart with 2 columns

You/ Me *or* You/make believe animal or object

- When they are doing the "right thing" they get a point
- When someone isn't doing "the right thing", the other side gets a point.

<i>YOU</i>	<i>TIGER WOODS</i>

(Chart with two columns you, and tiger woods.)

- If they have more points than the other side at the end of the period, they get a mark on the motivational chart

<i>YOU</i>	<i>TIGER WOODS</i>
<i>/////</i>	
<i>/////</i>	<i>/</i>

- When motivational chart is filled, there is a surprise for the entire class.

Motivation

This game is an excellent way to keep data on your positive interactions with the kids.

- Students should have at least 5 points for every point the other side gets
- If not....
 - Your instructions aren't clear or..
 - You are paying too much attention to inappropriate behavior.

Motivation

- Pick a motivational theme (e.g., rocket, thermometer, tree, basketball, map, ladybug, butterfly)
- Make a large poster with 10-20 marks
- Explain how students can earn a mark (e.g., when they have more points than the other side)
- Make it fun!

Motivation

- **Students can earn points for :**
 - **Following directions**
 - **Working independently**
 - **Raising their hand quietly**
 - **Lining up quickly & quietly**
 - **Cleaning up quickly & quietly**
 - **Transitioning quickly & quietly**

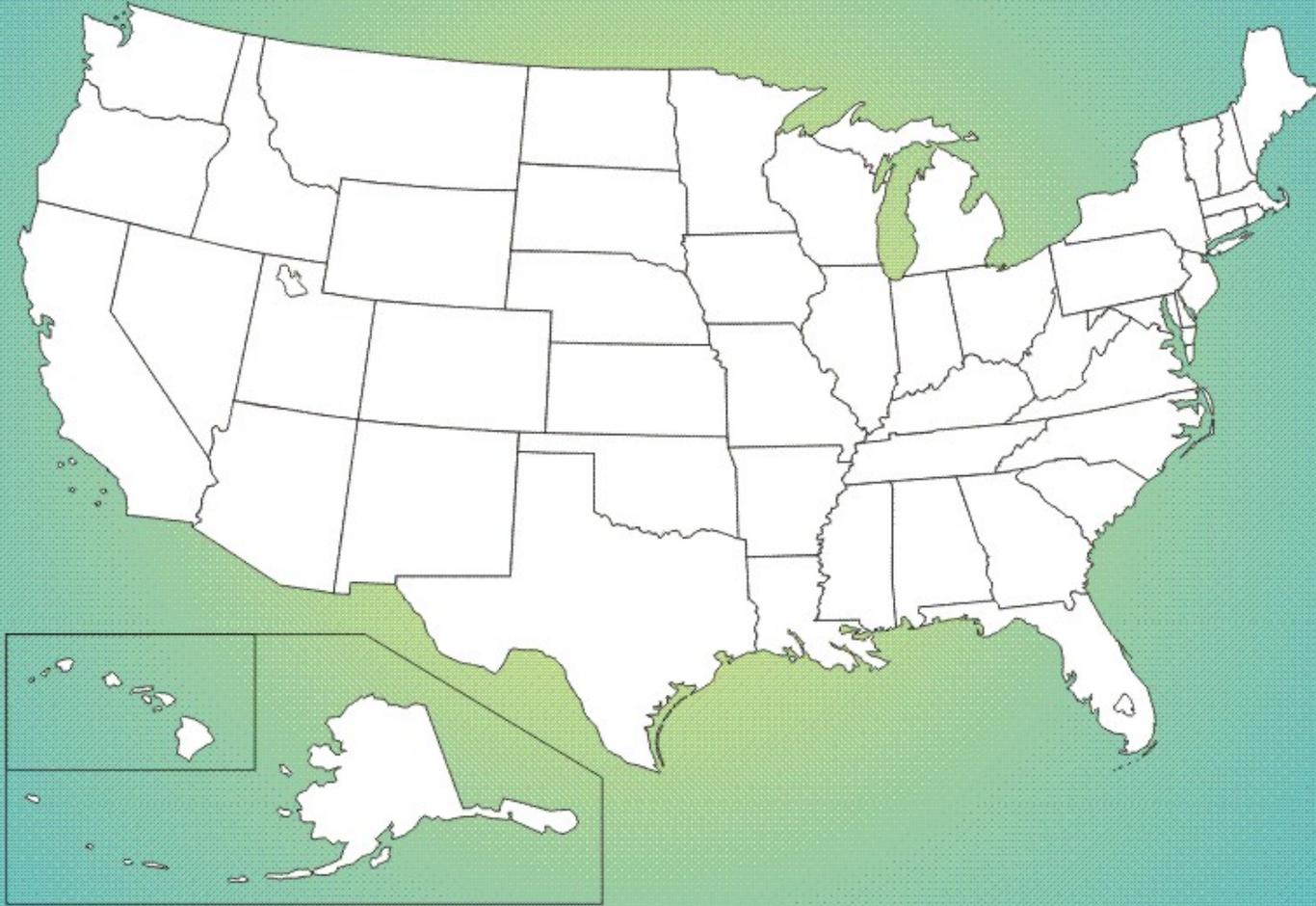
 - **Etc.**

Motivation

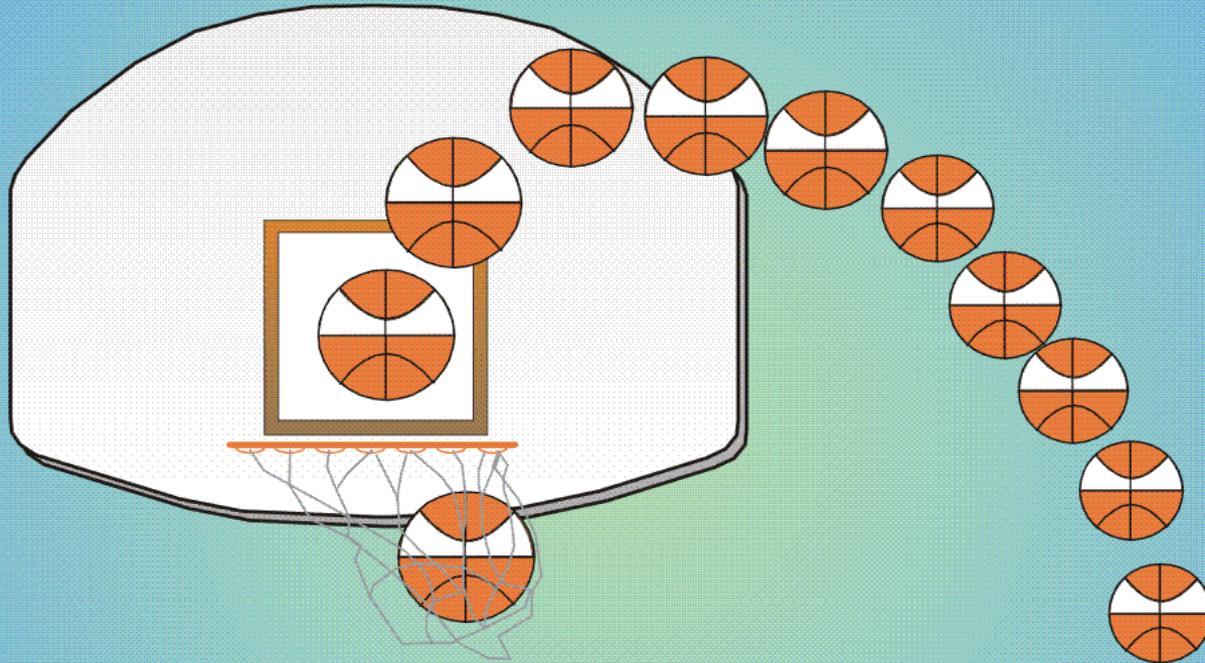
- Use terms like:
 - This group is incredible!
 - I see that everyone has the right page.
 - You are being so responsible by having your pencils sharpened before class.
 - You are showing respect by looking at me and listening.
 - You lined up quickly and safely.
 - That was very responsible the way you went to your seat quickly.
 - Thank you for raising your hand quietly.

We Know how to work independently

We know how
to work
independently
Officers of the
armed forces of
America
knowing the
different states



“We know how to be respectful!”



Shoot to win

Dealing with problem behavior

- Stay calm
- Be specific
- Use a neutral tone
- Avoid a power struggle!

Functional Assessment

- Try to decide as a team:
- What is the function of the behavior?
 - Attention
 - Avoidance
- What maintains the behavior?
 - Why does the behavior keep happening over and over?
- What does the summary statement look like?
 - Defined by routine

Functional Assessment

- Talk to the student
- Interview parents, teachers & others
- Observe the student
- Determine when the student behaves well and when the student does not behave well
 - What time of day
 - During what subject
 - With which adults or peers
- Develop a positive behavior plan.
 - How are you going to meet the student's need in a positive way?

Problem Identification:

✉ Describe the behavior.

✉ Identify

✉ where it happens,

✉ who it happens with,

✉ what time of day it is most likely to happen, and

✉ what events may make it more likely to occur.

✉ Define the problem - the difference between what is expected and what is occurring.

Information for Summary Statement:

- **Things that might be going on at home** (e.g., home stress, fight with parents, lack of sleep, medication).
- **What makes the student act inappropriately** (e.g., task, direction, person) ?
- **What does the student do that is inappropriate?** (e.g., talk back, whine, run away) ?
- **After the incident, what typically happens** (e.g., send to office, time-out, parent contact, scolding) ?
- **Why does he/she misbehave** (e.g., to get attention, to have power/control and/or to get out of doing a task) ?

Summary of Behavior(s)

Directions: Please use the items selected above and information you've gathered to complete section below.

**Setting
Events**

Predictor

**Problem
Behavior**

**Maintaining
Function**

Functional Assessment: Building A Behavioral Intervention Plan (BIP)

- ✉ **Logically link to functional assessment**
- ✉ **Understand the function (why it works for the student) of the behavior**
- ✉ **Make behaviors irrelevant, ineffective, and inefficient**

Individual Support Plan

- A good plan will address the following:
 - Stating the functional assessment hypothesis
 - Increasing desired behavior(s)
 - Strategies or accommodations provided
 - Providing positive consequences
 - Procedures for managing inappropriate behavior

