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
- Excercise
- 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 teachers

- Pro-active teachers
  - Prevent problem behaviors

- Re-active teachers
  - 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

<table>
<thead>
<tr>
<th>YOU</th>
<th>TIGER WOODS</th>
</tr>
</thead>
</table>

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.
• If they have more points then the other side at the end of the period, they get a mark on the motivational chart

<table>
<thead>
<tr>
<th>YOU</th>
<th>TIGER WOODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>/////</td>
<td>/</td>
</tr>
<tr>
<td>/////</td>
<td></td>
</tr>
</tbody>
</table>

• 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 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.
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
1. Is Jason following directions?
   - Yes: Say "You made a good choice". Turn card to GREEN.
   - No: Keep card on GREEN and give intermittent points & verbal praise.

2. Is Jason compliant?
   - Yes: Turn card to RED.
   - No: Give point on RED every 2 min.

3. Does Jason have 3 points on RED?
   - Yes: Say: "You've lost the privilege to be in Room 5. You need to go to Room 14."
   - No: Go to 1.

4. If Jason needs to be sent to Room 14 more than once, he loses the privilege to be in Room 5 for the rest of the day.

5. On Friday, send Jason to Room 14 at 1:45 for store.

6. At the end of the day, send Jason to Room 14 to turn points into pennies.

7. Say: "Open your book to page 5."