2. Modify the Classroom Learning Environment to Decrease Problem Behavior

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- 1. Revisit, re-practice, and reinforce classroom behavioral expectations
- 2. Modify the classroom environment to encourage instructional momentum
- **3.** Adapt or vary instructional strategies to increase opportunities for academic success and engagement

1. Revisit, re-practice, and reinforce classroom behavior expectations

Behavior Escalation (*or* How We Make Kids Worse Over Time)

Withdraws or
Changes Request/
"Negotiates"Tantrum/
Aggression StopsLarge ThreatsTantrum/
AggressionSmall Threats/WarningsArgueVerbal PromptsDelay

Request in Question Form Ignore

↑ Adult

↑ Student The *adult* behaviors that contribute to behavior escalation are:

ASKING

NAGGING

ARGUING

THREATS

PRECISION DIRECTIONS

1. "Name, <u>direction</u> please."

WAIT 3-5 seconds (students with no language delays) 7-10 seconds (students with language delays)

Compliance REINFORCE!

Non Compliance ↓

2. "Name, you need to direction."

WAIT: same as above

Compliance REINFORCE! Non Compliance ↓

3. Pre-planned Consequence Label the behavior – "That's not following dir." Label the consequence – "That's ______."

CONSEQUENCE CHART

POSITIVE CONSEQUENCES

NEGATIVE CONSEQUENCES

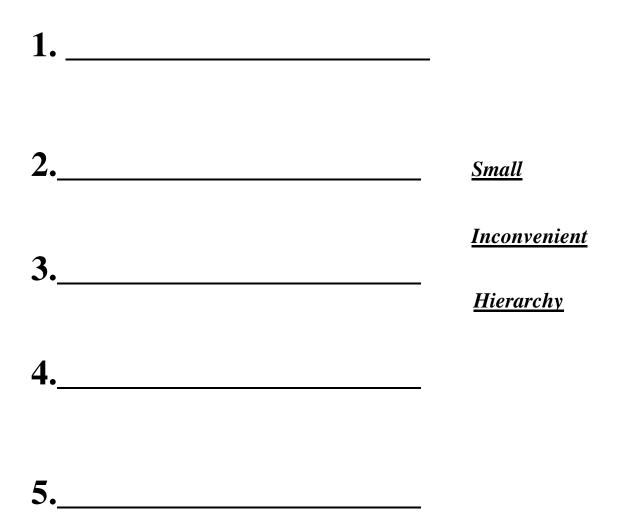
 1
 2
 3
 4
 5

<u>BONUS</u> (When student performance surpasses expectation)

<u>SEVERE</u>

<u>CONTINGENCY</u> (After all steps above, or for physical aggression toward others)

NEGATIVE CONSEQUENCES



When consequences are arranged in a *hierarchy* consisting of *small* steps, and are designed to be *inconvenient* for the student by affecting his/her agenda, they are much more likely to be effective in reducing the rate of inappropriate behavior. After students learn the consequence system, most will not continue with non compliant behavior past the second step.

POSITIVE CONSEQUENCES (reinforcement menu)

Rotate*

* Items should be rotated on and off of the reinforcement list/menu periodically, in order to maintain motivational intensity.

A class-wide reinforcement system may be developed along with individualized systems for selected students' target behaviors.

Recommended: Start with a class-wide system and one or two individual systems. Gradually add other reinforcement as needed.

The following must be posted in every classroom, large enough for all students to see:

- Posted schedule
- Posted rules

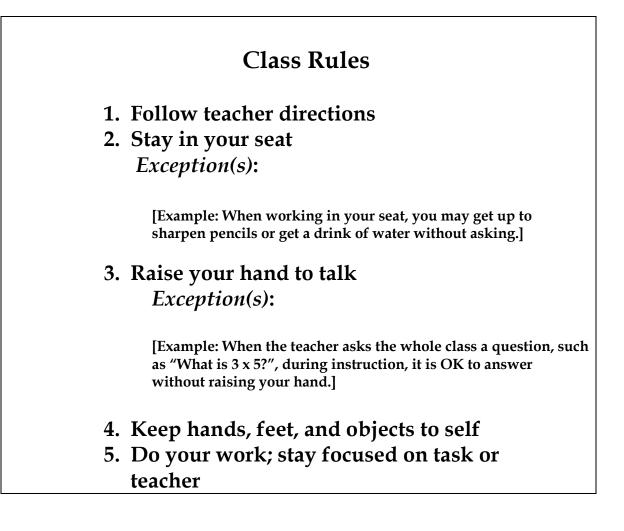
Rules for rules:

- Observable
- Measurable
- Clearly stated (no vague language)
- Stated positively
- About five
- Posted consequences (positive and negative)

Classroom Rules (sample)

- **1. Follow teacher directions**
- 2. Stay in your seat
- 3. Raise your hand to talk
- 4. Keep hands, feet, and objects to self
- 5. Do your work; stay focused on task or teacher

Embedded Exceptions to Rules



2. Modify the Classroom Environment to encourage instructional momentum

- Students must face *forward* for large group instruction
- Move student desks for short, structured cooperative group work
- Designate spaces for small group instruction
- De-clutter everything

Matching student skill levels to instruction

- Establish baselines with pre-testing
- Utilize small group instruction for reading, math, language arts
- Use mastery tests or daily data collection to measure progress and determine and/or adjust ongoing instructional levels

- 3. Adapt or vary instructional strategies to increase opportunities for academic success and engagement
 - There is *no substitute* for direct instruction (no teaching-by-worksheet only)

Direct instruction components

- Lesson rationale
- Multiple opportunities to respond (choral responding is crucial)
- Immediate corrective feedback (do not allow students to 'practice' errors)
- Guided practice
- Independent practice (worksheets may be used here)
- Utilize a variety of modalities within the direct instruction format: visual, auditory, written, choral responding, hands-on, etc.
- Discontinue student hand-raising for participation during large group instruction

Write all student names on name cards, tongue depressors, etc.; pull names from a can to have students participate in the instruction. When all names have been pulled, start over (Anita Archer's can-withina-can)

 Develop a class-wide reinforcement system (with a visual feedback component, such as a large chart) for listening, ontask, and following directions.

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