

IMPACT ON BEHAVIOR

Presented by Thomas J. Stacho, Ed.S.



IMPACT ON BEHAVIOR Overview Handout

Research on behavior:

- Behavior is learned and it serves a purpose.
- Behavior is related to the context in which it occurs.
- Behavior is changeable! For every year a behavior has been in place, consider one month of consistent appropriate intervention to implement to see a change.
- Many schools rely on traditional methods such as role-bound authority, increase in emotional intensity and punishment to “make” kids behavior. These methods have minimal long-term effect.

The goal of classroom management is to develop a classroom of students who are responsible, motivated, and highly engaged in meaningful tasks.

Effective Behavior Managers routinely implement the following **IMPACT** strategies and practices.

In the **IMPACT** approach, there are six broad variables to implement and manipulate to prevent inappropriate behavior and promote positive, proactive behavior:

Interact positively with students
Monitor behavior
Prepare effective instruction
Arrange the environment
Correct effectively
Teach expectations (like a great coach!)

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized.

—Haim Ginott

I Interact Positively with Every Student

Build Positive Relationships with students:

- Take time to connect at the beginning of the day by greeting students individually
- Greet and say good-bye to each student at the end of the day
- Make one-on-one connections with students
- Make connections every day with students to learn about them as individuals
- Notice and acknowledge student effort and achievement
- Acknowledging students' efforts motivates them and gets them excited about learning
- Build trust with the student by pointing out students' strengths.
- Communicate with families frequently and in different ways such as emailing, calling, or welcoming parents into the classroom
- Provide frequent non-contingent attention to help create a friendly and welcoming classroom climate (e.g., greeting students, using student's names, asking them about their weekend etc.)

Notice and acknowledge positive behavior.

- Positive reinforcement begins with noticing. Be on the lookout to "catch" students doing the right thing
- Acknowledging positive behavior motivates the students to continue practicing that behavior
- Positive reinforcement promotes positive behavior in your classroom.
- Deliver feedback/reinforcement/praise that is specific, contingent, age appropriate and non-embarrassing. ("Great Mark, you're facing forward, feet on the floor and ready to learn")
- Be sensitive to students' needs for privacy
- Some students may feel uncomfortable with public praise so be sensitive to students' need for privacy

Feedback should be:

Specific and descriptive

Contingent

Following a behavior or skill that is new

Following a behavior or skill that is difficult

Following anything the individual is proud of

More frequent than attention to misbehavior—4:1 Ratio

- Strive to provide a 4:1 ratio of positive interactions to negative or neutral interactions. Provide positive interactions with students AFTER a negative behavior
- Develop a continuum of positive interactions systems (e.g., class-wide/group motivation systems, behavior contracts and token economies).

M Monitor Behavior and Actively Supervise

Move and Scan

- Move around the classroom in a random and unpredictable pattern so students can't predict where you will be. This will allow you to monitor student behavior more effectively
- Use your eyes and ears to scan the area
- Move and scan during instruction
- Moving throughout the room allows you to deliver positive reinforcement to lots of students.
- Deliver prompts and reminders and correct mistakes before they become a bigger problem
- Move and scan during unstructured activities
- Model respectful words and actions for your students
- Occasionally collect behavioral data on my students (% of students following rules and procedures, # of time outs/referrals, engaged time on activities)
- Being Positive (Connect with students by making it a point to me positive than corrective)
- You can move and scan anywhere in the school (playgrounds, cafeterias, hallways, etc.). Communicate effectively with students and staff when needed.

P Prepare and Deliver Effective Instruction

Instruction begins with organized and focused lessons, established learning goals, review (pre-skills & knowledge), introducing new knowledge, practicing, developing strategies for monitoring progress and, application.

Effective Instruction is Engaging

- I do it, we do it, you do it
- Connect with students during instruction
- Provide ample opportunities to respond (OTR's) throughout lessons (e.g., orally, written (response cards/slates) and/or through action (touch, act out, gestures, facial expressions, hand signals)
- Choral, partner and individual responses
- Teach and instruct among students as much as possible.
- Maximize student engagement (e.g., avoid down time, routinely start and end on time)
- Gain collective attention of students at beginning and end of class
- Teach with a "Perky Pace" (e.g., teach with enthusiasm and passion)
- Monitor through walk around, look around and talk around
- Feedback is immediate, specific and informative, focused on correct vs. incorrect, delivered with appropriate tone and ended with student giving correct response
- How well you teach = how well they learn -Anita Archer

A **Arrange and Organize Learning Environment**

Design classroom rules that communicate your most important expectations.

- 3-6 is length so they are easy to learn and remember
- Specific and observable behaviors
- Positively stated to prompt the teacher to catch kids doing the right thing, not just the wrong thing.
- Posted in a prominent place as a reminder to keep us accountable
- Not to be confused with classroom procedures or expectations

If you wish to work these out with the students, predetermine whether there are any rules that *you* need to establish in order to effectively teach.

Sample Rules:

Follow directions immediately.

Work during all work times.

Keep hands, feet, and objects to yourself.

Arrive on time with all materials (pencil, notebook, textbook, paper).

Develop and post Guidelines for Success.

- Design the Guidelines to be hierarchical, with the first describing the most important trait you want all students to learn to exhibit.

Sample Guidelines:

Be responsible.

Always try.

Do your best.

Cooperate.

Treat everyone with respect, including yourself.

- Use the Guidelines as the basis for positive feedback, corrections, class-wide discussions, monthly themes, assignments, celebrations of progress, guest speakers, and so on.

Develop an Attention Signal.

- The most effective signals can be given in any location and has a visual and auditory component (e.g., “if you can hear me, clap like this” “May I have your attention please” (as I raise my hand in the air)). Decide on a reasonable length of time between giving the signal and gaining all students’ attention.

Structured Daily Schedule

- A daily outline of classroom/period activities designed to maximize student learning
- First, list school activities that you have no control (gym, art, lunch)
- Next, identify non academic but necessary activities (announcements, taking attendance, recess)
- Next, schedule your instructional activities (language arts, math, history, science)
- Determine if schedule maximizes student learning (academics should comprise 70% of school day or more!)
- Determine if you should streamline non-academic activities and/or decrease transitions times)
- Post schedule prominently with pictures cues by the clock. Students can have own copy
- Note schedule changes
- Stick to the schedule and review routinely

Establish and teach routines and policies that create a calm, orderly, efficient classroom climate.

a. Reflect

- Reflect on the typical routines that take place each day.
- Think about how you want the students to perform those routines.
- Teach routines like any academic subject.
- Encourage student input.
- Break the routine into small steps.
- Use symbols, words, or pictures to help students remember the routine.

b. Model. Show the students what you want them to do.

c. Practice. After modeling, have students practice the routine. Give positive reinforcement. Correct mistakes with clear directions.

d. Review. Review and re-teach routines so that students become familiar with them.

Sample Routines:

Beginning routines
Procedures for assigning work
Procedures for collecting work
Homework routines
Ending routines

C Correct Misbehavior Effectively

Remind student(s) about expectations.

- For example, “Joey, the expectation in this class is to be safe. That means keeping your hands and feet to yourself.”

Offer a Choice. Use choice when there is a display of non-compliance and when behaviors are disruptive or involve more than one student.

- Instead of using threats and anger, stay calm and neutral when talking to students. Take some deep breaths.
- Maintain the flow of instruction
- Try not to draw attention to the students who are being disruptive.
- If students continue to engage in the disruptive behavior, offer them a choice. For example, “Joey, you have a choice. You can keep your hands and feet to yourself or you can sit in a seat that I choose for you.”
- Use a mild but irritating consequence.
- After offering a choice, give students time to consider the options. For example, “I’ll give you both a moment to decide what you want to do.”
- If students comply, give positive reinforcement
- If students decide to get back to work, praise them for their good choice.
- If not, deliver the consequences in a calm, neutral way
- If students continue the misbehavior, deliver the consequence

Establish consequences that fit the nature of the problem, but are as mild as possible. Pre-discuss consequences with students.

- Delivering the correction in a business like fashion.
(e.g., “Mary, when you talk out, you lose a point. Now, back to what we were reading...”)

Sample Consequences:

What if? Chart

Gentle verbal reprimand

Keep a record of the behavior

Behavior Improvement Form

Parental contacts

Restitution

Time owed

Timeout — Four possible levels include:

-Removal from small group instruction

-Isolation area in class

-Sent to another class

-Sent to the office

Reduction of points earned

Lunch/after-school detention
Student is required to devise a plan for own behavior
Restriction from privileges

- Correct consistently, calmly, immediately, briefly and respectfully
- Collect data...Are rules being followed? If not, **Who** is making errors? **Where** are the errors occurring? **What** kind of errors are being made?

T Teach Clear Behavioral Expectations

Identify most commonly used activities and transitions within your classroom such as teacher-directed instruction, independent seatwork, and cooperative groups, arriving at the classroom, beginning class/routines, getting out necessary materials changes in location, putting things away, cleaning up, leaving the classroom, school-wide settings (halls, cafeteria, playground, bus waiting areas, assemblies, and so on)

Articulate and clarify for each a activity and transition how students will:

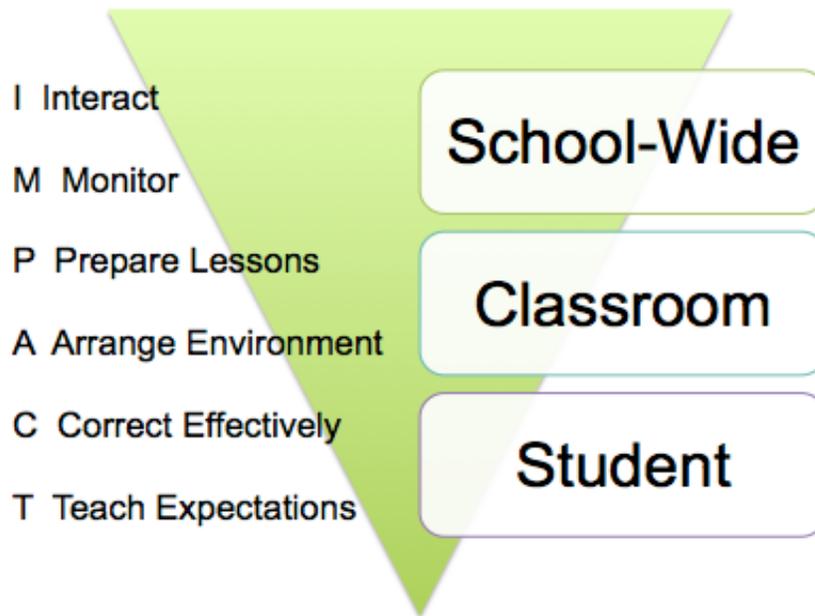
Conversation (talk)
Help (asking for assistance)
Activity (accomplish the assigned task)
Movement (can I leave my area to do...?)
Participation (what does it look like?)
= **Success**

Explore the following resources for teaching behavioral expectations:
CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd ed.
(Sprick, 2009)

Discipline in the Secondary Classroom: A Positive Approach to Behavior Management for Grades 9–12, 2nd ed. (Sprick, 2006).

Prepare lessons on your behavioral expectations for each major activity and transition.

Explicitly teach these lessons routinely and when new students enter your room.
Continue to monitor and reinforce, and re-teach if necessary throughout the school year.



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The IMPACT approach can be applied school-wide, within the classroom and with individual students.

Contact Tom Stacho at info@BehaviorInSchools.com for more information.

Resources and References

Dr. Anita Archer www.ExplicitInstruction.org
Dr. Laura Riffel www.BehaviorDoctor.org
Dr. Randy Sprick www.SafeAndCivilSchools.com