

## WHAT DO I DO IF THEY DON'T?

BEHAVIOR STRATEGIES THAT EVERYONE SHOULD KNOW

Presented by Matthew McNiff  
Behavior Consultant - ESU 5 - Beatrice

## Things I Have Learned . . .

- All behavior is purposeful
- Context gives behavior meaning
- People want to be good
- It is better to be bad than dumb
- Even if they know what's right, they may not do it
- Punishment works
- Reinforcement is better
- Practice makes perfect

## Strategies for today . . .

- Reinforcement
- Social Skills
- Over Practice
- Inconvenience
- Stay out of Arguments

## STRATEGY 1: REINFORCE, REINFORCE, REINFORCE

- Reinforcement** *increases* the probability that the behavior it follows will reoccur.
- Punishment** is anything that has the effect of *decreasing* the future occurrence of that behavior.
- Negative Reinforcement** is the process of removing a stimulus an individual finds to be aversive after that individual performs a behavior in order to increase the future occurrence of that behavior.

(Maag,2004)

## Why Use Reinforcement?

- I'm glad you asked.
- Encourages the use of the positive behavior in the future
- Reduces problematic behaviors
- Makes the student more accountable to school staff and themselves
- Why reward kids for doing what they should be doing anyway?
- Paycheck
- Make sure that you have the paycheck!!!

## Praise the Student

BE POSITIVE!!!

- Wheldall & Beaman (1994) 79 teachers 1:6 ratios of approvals to reprimands
- Beaman & Wheldall (2000) showed that even though there is ample evidence that positive praise is extremely effective, teachers do not use a systematic approach to consistently use verbal praise
- Sutherland (2000) showed that students get praised roughly once every 1.2 - 4.5 per hour per student
- White & Wills (2008) Roughly 1:3 ratio of approvals to reprimands - Class at about 56 % on task
- After teacher intervention went to about a 12:1 ratio and increased class on task behavior to roughly 85%.

## Praise the Student *(Continued)*

- Use a 4:1 ratio of positive comments to criticisms
- Strategies to increase praise
  - Cueing (Timer, MotivAider, PA System, Visual Cues)
  - Self Monitoring (Pennies, Marks, Tokens)
  - Student Recruiting - Asking teacher if they are doing a good job
  - Performance Feedback (Checking rate against other teachers, supervisor, public posting)
  - Written
  - Self-record and Goal Setting

## Types of Positive Reinforcement

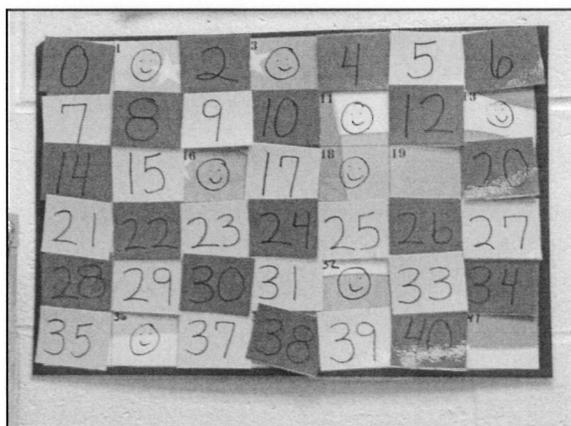
- Natural and Direct Reinforcement
- Social Reinforcers
- Activity Reinforcers
- Tangible Reinforcers
- Token Reinforcement

## REINFORCEMENT

- Types of Reinforcement Schedules
  - 49 Square Chart
  - Chart Moves
  - Compliance Matrix (Behavior Bingo)
  - Lottery
  - Token Economy

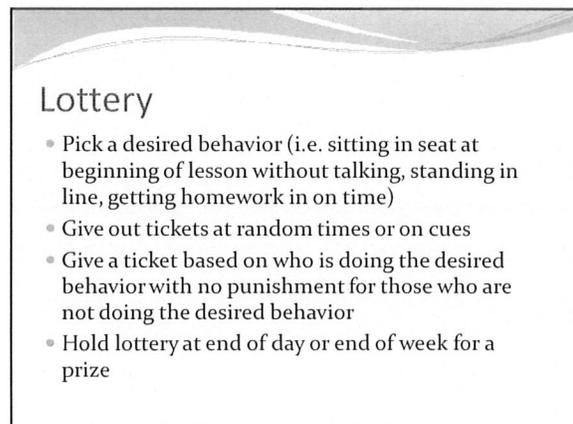
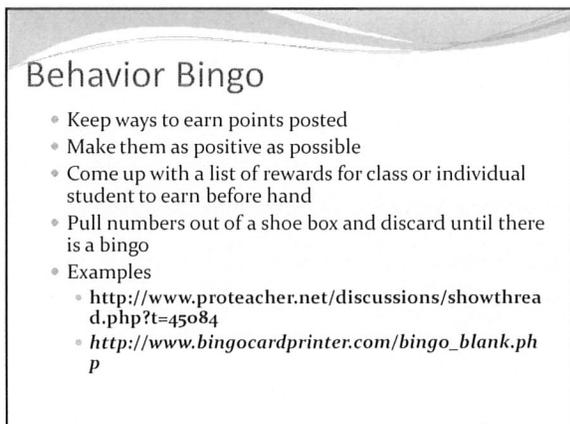
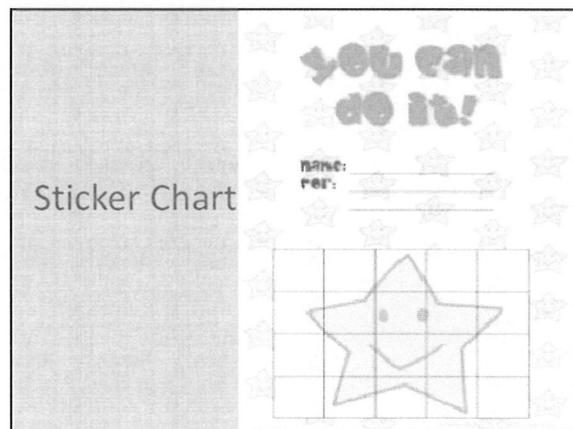
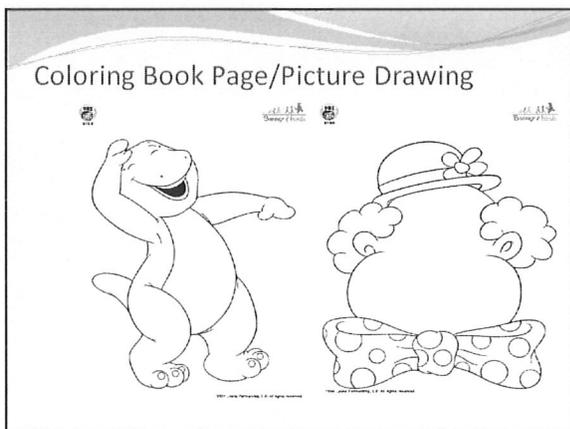
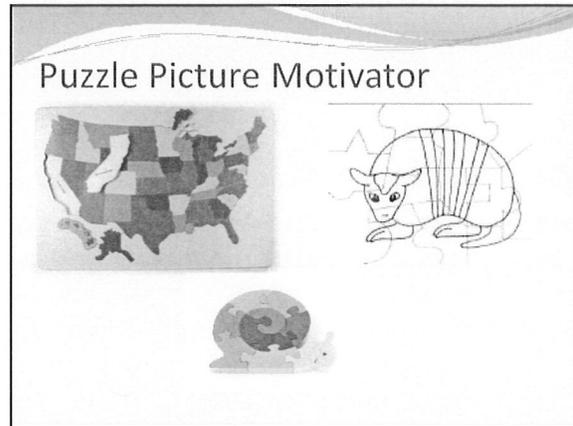
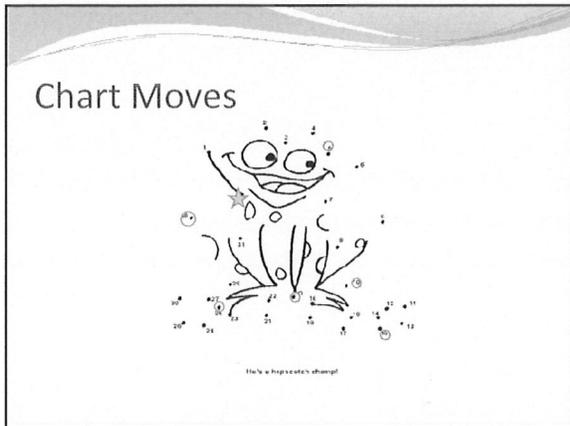
## 49 Square Chart

- Make two charts with 49 squares on poster board
- Randomly choose several boxes and mark an "X" on one of the charts
- Cut apart the other chart and velcro or tape the numbers to the other chart
- When a student does something well, have them choose a number and take off that square. If there is an "X", the class earns a reinforcer like a popcorn party or video.
- Decrease the number of "X"s over time so that they are increasing expectations
- Warning: Do not decrease the number of "X"s too quickly or they may not find the program reinforcing



## Chart Moves

- This is simply a connect the dot chart that connects dots when appropriate behaviors are performed.
- Child is reinforced when they reach milestones on the chart or complete the chart.
- This is an excellent way of using a visual graph to increase positive behaviors.
- It allows children to see their progress thus creating internal reinforcement while also creating external reinforcement through the reward they receive



## STRATEGY 2: Teach Social Skills

- Programs: Boys Town, Skillstreaming, Character Education Programs (Character Counts)
- Increase student's understanding of other people and their thoughts and feelings
- Increase student's respect and concern for self and others
- Have the ability to solve interpersonal problems
- Understand the consequences for all involved and find alternative solutions
- One of the most underused tools by classroom teachers.

## What Do We Teach in Social Skills Training?

- Manners and positive interaction with others
  - How to approach others
- Appropriate classroom behavior
  - Skills that will help in later instruction (listening)
- Better ways to handle frustration/anger
  - Distracting oneself to a pleasurable task
- Acceptable ways to resolve conflict with others
  - Using words instead of physical contact

## General Steps in Teaching Social Skills

- Teach social skills like you teach academics
- Assess level of student
- Prepare materials
- Introduce material
- Model it
- Have them practice
- Provide feedback

## STRATEGY 3: Overcorrection

- Types of overcorrection that can be used with students.
  - **Positive Practice** - has the student practice the correct behavior that is related to the misbehavior
  - **Negative Practice** - This has the student repeating the inappropriate behavior over and over.
  - **Restitution** - This has the student performing better than expected.

## STRATEGY 4: Inconvenience

- Inconvenience can be used to change the context of the behavior.
- Inconvenience can be used to change **where** the behavior occurs.
  - Ex. - If child whines or complains, say that they can only whine or complain in a certain location such as a complaining chair.
- Inconvenience can be used to change **when** the behavior occurs.
  - Ex. - If child argues a lot, say that they can only argue with you during a certain time.

## How to use Overcorrection and Inconvenience

- These need to be presented in a positive matter. Never introduce these techniques out of anger.
- Do not use sarcasm when using these techniques. It is a way of masking anger.
- You might want to try being almost apologetic when suggesting these techniques.
  - Ex. "I'm sorry. I know that you really like to practice shooting paper balls into the waste basket, so I figure that this time would work out really well for you to practice doing it better."

## Strategy 5: Keep Out of Arguments

- Think of a child who argues as someone going fishing
- Students "Go Fishing" for a variety of reasons
  - Waste Time
  - Frustrate Adult
  - Enjoyment
  - Escape/Avoidance
- Adults argue for their own reasons
  - Refuse to give in to illogical arguments
  - Power/Control
  - To prove that they are right
  - Escape/Waste Time/Enjoyment

## How to Keep Out of Arguments

- Broken Record or go "Brain Dead"
  - Using the same response over and over
  - I know, Okay, Thanks for sharing, That's an option, I bet it feels that way, I am not going to argue with you.
- Give Choices
  - Offering options gives "power" to children
  - If/Then

## Things to Remember . . .

- Develop a relationship
- Reinforce positive behavior
- You are the adult – Keep your cool
- Don't sweat the small stuff
- Be nice

## RESOURCES

- Belini, S. (2006). *Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents With Autism Spectrum Disorders and Other Social Difficulties*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- Bianco, A. (2002). *One-Minute Discipline: Classroom Management Strategies That Work!*. San Francisco, CA: Jossey-Bass.
- Fay, J., Funk, D. (1995). *Teaching with Love and Logic*. Golden, CO: The Love and Logic Press, Inc.
- Glasgow, N., Hicks, C. (2002). *What Successful Teachers Do: 91 Research-Based Classroom Strategies for New and Veteran Teachers*. Thousand Oaks, CA: Corwin Press.
- Goldstein, A. (1999). *The Prepare Curriculum: Teaching Prosocial Competencies*. Champaign, IL: Research Press.
- Jensen, J. R., Rhode, G., Reavis, H. K. (1994). *The Tough Kid Tool Box*. Longmont, CO: Sopris West.

## RESOURCES (continued)

- Maag, J. W. (2001). *Powerful Struggles: Managing Resistance, Building Rapport*. Longmont, CO: Sopris West.
- Maag, J. W. (2004). *Behavior Management: From Theoretical Implications to Practical Applications* (2<sup>nd</sup> Ed.). Belmont, CA: Thompson-Wadsworth.
- Otten, K. L., Tuttle, J. L. (2011). *How to reach and teach children with challenging behavior: Practical, ready-to-use interventions that work*. San Francisco, CA: Jossey-Bass
- Rosenblum-Lowden, R., Kimmel, F. (2008). *You have to go to School . . . You're the Teacher!*. Thousand Oaks, CA: Corwin Press.
- Other information obtained at:
  - <http://www.behavioradvisor.com/> Dr. Tom McIntyre
  - <http://www.teachervision.fen.com/>
  - [http://www.bingocardprinter.com/bingo\\_blank.php](http://www.bingocardprinter.com/bingo_blank.php)
- Information on the Motivaider and how to get one: (<http://www.habitchange.com/>)
- Math Problem obtained at: (<http://venables.asu.edu/quant/probset2.html>) Dr. John Venables

## CONTACT INFORMATION

Matthew McNiff  
 Behavior Consultant  
 Educational Service Unit No. 5  
 900 West Court Street  
 Beatrice, NE 68310  
 mattmcniff@yahoo.com