WHAT DO I DO IF THEY DON'T?

BEHAVIOR STRATEGIES THAT EVERYONE SHOULD KNOW

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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 1:5 ratios of approvals to reprimands.
- Beaman & Wheldall (2006) 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 (2006) 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 12:3 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
Chart Moves

Puzzle Picture Motivator

Coloring Book Page/Picture Drawing

Sticker Chart

Behavior Bingo
- Keep ways to earn points posted
- Make them as positive as possible
- Come up with a list of rewards for class or individual student to earn beforehand
- Pull numbers out of a shoe box and discard until there is a bingo
- Examples
  - http://www.proteacher.net/discussions/showthread.php?t=45084

Lottery
- Pick a desired behavior (i.e. sitting in seat at beginning of lesson without talking, standing in line, getting homework in on time)
- Give out tickets at random times or on cues
- Give a ticket based on who is doing the desired behavior with no punishment for those who are not doing the desired behavior
- Hold lottery at end of day or end of week for a prize
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 plausable 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."

10/3/2014
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


RESOURCES (continued)

- Other information obtained at:
  - http://www.behavioradvice.com/Dr_Tom_McInerney
  - http://www.terencejones.com/
- Information on the Motivator and how to get one: (http://www.habitchange.com/)
- Math Problem obtained at: (http://numable.com/games/products.html) Dr. John Vodunità

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