Adult Behaviors that Maximize Student Success in the Classroom

A Basic Logic
Student Engagement and Teacher Behavior

David Berliner (1990) suggests that the relationship between engaged time and student achievement *"has the same scientific status as the concept of homeostasis in biology, reinforcement in psychology, or gravity in physics."* (p. 3)

- Berliner, D. C. (1990). What's all the fuss about instructional time. *The nature of time in schools: Theoretical concepts, practitioner perceptions.* New York and London: Teachers College Press; Teachers College, Columbia University

Robert Pianta describes why teachers must create engagement: *"The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship"* (p 73).

- Pianta, R.C. (1996). *High-risk children in schools: Constructing sustaining relationships.* New York, NY: Routledge.
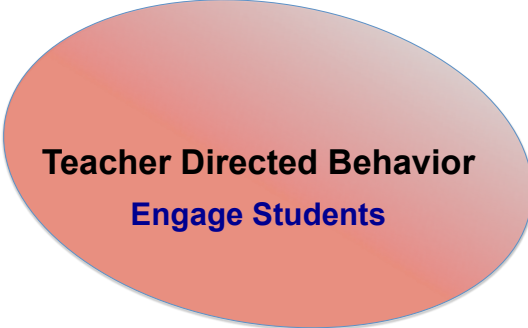
Characteristics of "Effective Classrooms"

Effective Classrooms

-low incidence of behavior problems

-high success rates (80% or better)

-Academic learning time/engaged time

  -time with materials or activities related to the outcome measures that are being used

Adult Behaviors Associated with "Effective Classrooms"

- **Organization and Consistency**
  - Schedules
  - Thoughtful routines and physical arrangements
  - Proximity
- **Explicit Instruction**
  - Clearly state objectives and key rules
  - Explain, model, & demonstrate all content
  - Prompts and reminders throughout lesson
- **Engage Students**
  - Provide opportunities for students to respond during instruction
  - Facilitate group and individual responses
  - Guide practice
- **Frequent and Consistent Feedback**
  - Specific praise
  - Correction

Teacher Directed Behavior
Engage Students

Opportunities to Respond

Providing students with opportunities to be engaged with instruction

- Asking questions
  - Group (choral) or individual responses
  - Closed or open ended questions
  - Why?
- Requests for student behavior
  - Raise hand to indicate agreement
  - Create and share
  - Demonstrate
  - Tell story (relevant)

Routines and Arrangements
Create Opportunities for Student Success

Schedule

- Consistency!!
- Expectations for arrival times
- Sequencing and length of activities
- Planned clean-up/transitioning routine
- Explaining changes

Advance Organizers

- Public display
- Consistency
- Prompts

9:00 – 9:30 spelling   –page 23
9:30 – 9:40 restroom break
9:40 – 10:30 math   –workbook p. 19
10:30 – 11:15 music   –walk quietly
11:15 – 11:25 wash hands
11:25 walk to lunch
11:30 – 12:30 lunch and recess
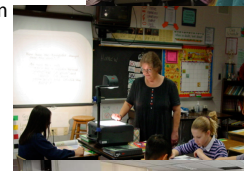
Physical Environment
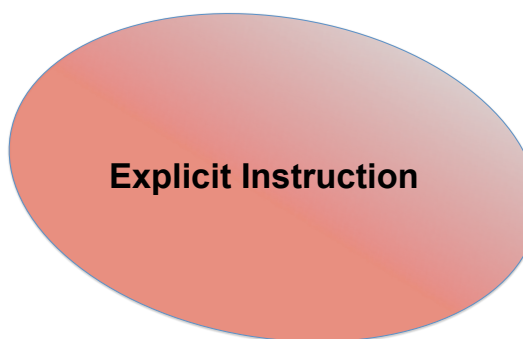
- Seating Arrangements
  - Teacher's desk
  - Students' desks
- Sight lines
  - Teacher positioning in the room
  - Furniture
- Traffic Flow
  - Associated activities
  (e.g., pencil sharpening, getting water, using the bathroom, beginning and end of day)

Proximity

- Proactive Proximity
  - Movement about the room
  - 1-second rule
  - Assigned seating
- Reactive Proximity
  - Start with eye contact
  - Approach and eye contact
  - Hover and eye contact
  - Hover and question
    - What should we be doing?

Explicit Instruction

Modeling

Show and tell students what it is that is expected under specific circumstances. Do not assume that they know and can.

- Use verbal prompts along with physical demonstration
  - "Watch me, notice how I use a quiet, inside voice when I say this - 'excuse me'."
  - "Right now I'm thinking that I need to do something smart because I'm feeling mad - so watch me take a deep breath and walk away."
- Use natural models
  - "Did you notice how Billy held that door open for Ben? That was very responsible."
  - "Remember how we talked about ignoring loud noises? Look at Andrea right now - that's great because she's focused on her work."

Adult Behaviors that Maximize Student
Success in the Classroom

Verbal Prompts and Pre-Correction

- Verbal Prompts
  - Clear statements that act as reminders
  - Delivered in contexts where failure is predictable
  - Use the smallest necessary to facilitate success
    - *"Remember to raise your hand."*

- Pre-Correction
  - Clear question that acts as reminder
 - Student is required to respond
  - Teacher praises or corrects student response
    - *"What will you do if you need my help?"*
      - *"Raise my hand."*
    - *"Exactly, good for you!"*

Practice
Fluency Building Over a Period of Time

Consistent Feedback

Negative Consequences to Decrease Behavior

- Does this look like a negative consequence for these students?
- Consequences don't need to be big to be effective
- Effective consequences for negative behavior make behavior decrease
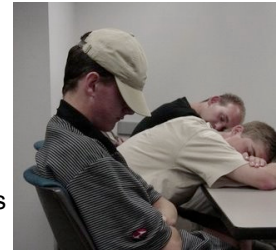
Acknowledge Errors with Correction

1. Feedback that behavior is inappropriate
   - *"is that the right way?"*
   - *"is there a better way?"*
   - *"are you being respectful – why not?"*
2. Re-teach appropriate behavior
   - *"what is a better way?"*
   - *"what would it look like if it was done better?"*
   - *"what is a more respectful behavior?"*
3. Facilitate success with positive feedback
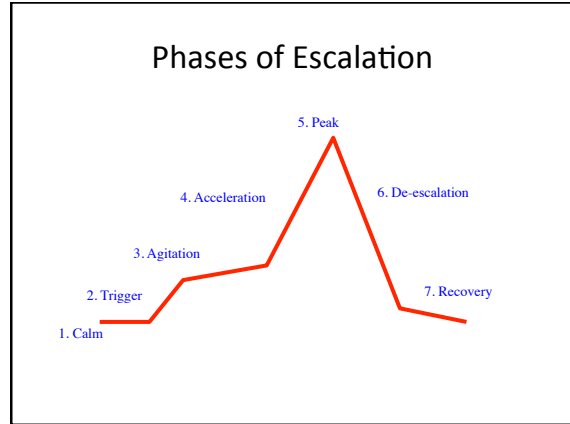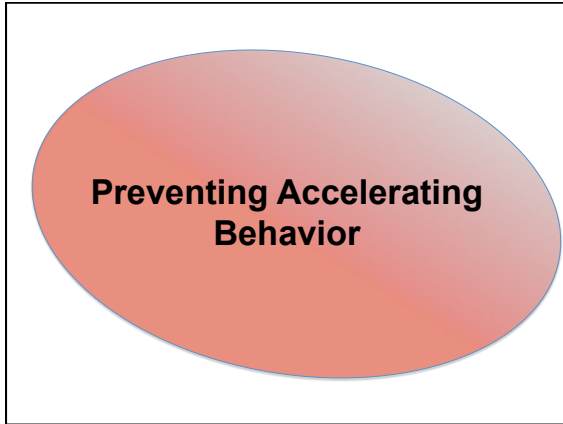   - *"Show me that --- thanks – remember to do that."*

Responding to Negative Behavior

Classroom Managed		Office Managed
Minor breakage of equipment, supplies, or student work	Property Damage	Willful damage to expensive items or dangerous situation created
Refusal to participate or complete work; Rude response or tone	Defiance Or Disrespect	Chronic minor defiance/disrespect (3 or more/qtr) or defiance leading to unsafe situation
Noisy/talking to friends; Out of seat, calling out of turn; Playing with supplies	Disruption	Chronic disruptions (three or more in a day)
Potty talk, Mature themes Unkind words	Inappropriate Language	Profanity
MINOR level of danger to others: Pushing in line, failure to keep hands to self, throwing small objects	Physical Aggression	SERIOUS danger to others: Punching, hitting, kicking, etc.
Unkind words directed at other students	Tease Threaten Or Harass	Chronic or repeated (2x/day or pattern of targeting someone) Threat of physical harm Intimidation of others Sexual Harassment

- Provide praise to those who are compliant (*"I appreciate those who are working hard on this"*)
- Begin with a question or statement of why it is a problem – lead to demonstration of correct way
- Give very specific directions (redirection – *"show me this"*)
- Inability to access reinforcers (*"those that have this done will be excused"*)
- Private talk after class (in a business-like manner – *"Let's talk about this after class, right now we need to get this done"*)
- Change seat (assigned seat)
- Make-up work for time off-task

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Preventing Accelerating Behavior

Phases of Escalation

5. Peak

4. Acceleration

6. De-escalation

3. Agitation

2. Trigger

7. Recovery

1. Calm

Big Ideas for Dealing with Student Misbehaviors

- Teach specific desired behavior prior to the problem
- Communicate consequences and have a bottom line
- Watch for predictors and redirect
- Provide clear choices Do not hover – allow student to make choice
- Have a crisis plan and teach it to students

Keys to Addressing
Disruptive Behavior

- Recognize and respond quickly to student agitation
- Redirect
  – Clearly state the expected task
- Communicate concern
  – Present options
  – Allow space –do not hover
  – Assist student to begin work
- Attend to other students and prepare for worst
- Acknowledge compliance or institute standard consequence in neutral manner

Keys to Addressing
Provocative Behavior
(profanity, vulgarity, inappropriate actions/attire)

- Teach what is and is not acceptable
- Have a standard consequence and teach it
- Provide warning and correction first
- Speak privately to student
- Identify as a problem for the student
- Ask the student to take care of the problem
- Present options and ask the student to select one
- Acknowledge cooperation
- Follow through with bottom line consequence

Keys to Addressing
Non-Compliance and Defiance

- Teach what student is to do and be clear about what student is to do
  – Provide reminders – especially at times where non-compliance is predictable
- Have a standard consequence and teach it
- Acknowledge the students who are on task/complying
- Speak to student quietly rather than in front of group
- Provide a single specific direction
  – Stay with the direction – broken record
- Acknowledge cooperation or implement consequence
- Continue to acknowledge other on-task students

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Keys to Addressing
Fighting and Aggressive Behavior

- Recognize conditions under which fights are likely and attempt to avoid
  - Assign seats & use teacher proximity
  - Space, options, preferred activities, Independent activities
- If altercation becomes verbal intervene verbally
  - Provide specific basic direction -get attention off altercation
  - Separate as much as possible without placing hands on
- If altercation becomes physical initiate crisis procedure
  - Call office or send runner
  - Provide clear, loud, and concrete directions to both students
  - Clear other students away -- Wait for assistance!

Keys to Addressing
Disrespectful Behavior

- Acknowledge on-task students
- Indicate follow-up to the disrespectful student
  - Do not overreact
  - Do not get angry or frustrated
  - Do not allow disrespect to distract from lesson
- Continue with instruction
- If it continues assign class a task and talk to student individually
  - Do not allow student to get peer attention by confronting in front of class

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Betting Guide

If positive behavior means you win your bet:
- Predict and prevent
- Invent tricks and traps
- Remind and prompt
- Encourage success
- Reinforce success
- Correct failure – and recommit to prevent

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