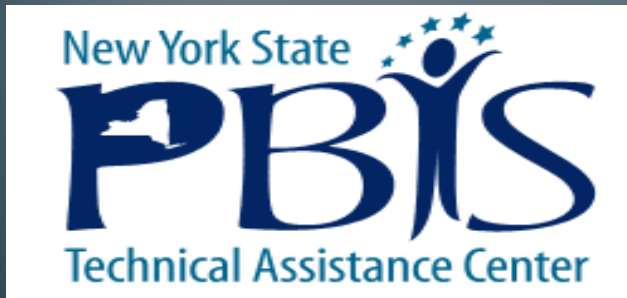


# Behavior Management & Building Relationships



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# Objectives

- Discuss best practices for behavior management
- Demonstrate the dovetailing of building relationships with effective behavior management
- Examine some of the subtleties and nuance of best practices
- Illustrate with real examples from schools in New York State

# Acknowledgements

OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports at the University of Oregon

Illinois PBIS Network

NYS PBIS Technical Assistance Center

New York 21<sup>st</sup> Century Community Learning Centers Technical Assistance Resource Center

# Disciplinary removal has negative effects on student outcomes

- Some researchers have concluded suspension acts more as a reward than a punishment (Tobin, Sugai & Colvin, 1996)
- Associated with higher drop out rates (Ekstrome, Goertz, Pollack, & Rock, 1986)
- Lower outcomes on standardized achievement tests (Davis & Jordan, 1994; Skiba & Rausch, 2006)
- Focus on punishment alone has no effect (Costengader & Markson, 1998)

# Time Lost to Discipline

(Barrett and Swindell-2002)

	Teacher	Student	Administrator
Referrals	5 minutes	20 minutes	10 minutes
In-School Suspension	5 minutes	6 hours	20 minutes
Out of School Suspension	5 minutes	6 hours	45 minutes

# Positive Behavioral Interventions & Supports Outcomes

- **Decreases in**

- Office Discipline Referrals
- Suspensions & Detentions
- Disruptive Classroom Behavior
- Disruptive Bus Behavior
- Physical Restraints
- Truancy
- Tardiness

- **Increase in**

- Academic Performance
- On-task Behavior and other positive behavior
- Attendance
- Parent, student, and staff satisfaction
- Staff retention

# Evidence Based Practices in Classroom Management

1. **Maximize structure** in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated **expectations**.
3. **Actively engage** students in observable ways.
4. Establish a **continuum of strategies** to **acknowledge appropriate behavior**.
5. Establish a **continuum of strategies** to **respond to inappropriate behavior**.

# “What the Worlds Greatest Managers Do Differently”

-- Buckingham & Coffman 2002, Gallup

Interviews with 1 million workers, 80,000 managers, in 400 companies.

## Create working environments where employees:

1. Know what is expected
2. Have the materials and equipment to do the job correctly
3. Receive recognition each week for good work
4. Have a supervisor who cares, and pays attention
5. Receive encouragement to contribute and improve
6. Can identify a person at work who is a “best friend”
7. Feel the mission of the organization makes them feel like their jobs are important
8. See the people around them committed to doing a good job
9. Feel like they are learning new things (getting better)
10. Have the opportunity to do their job well.



# 6 Components of PBIS

- 1) Select and define **expectations & routines** (OAT)
- 2) **Teach behavior & routines** directly (in all settings)
- 3) **Actively monitor** behavior (MIS)
- 4) **Acknowledge** appropriate behavior  
Predictable/Intermittent/Long-term
- 5) **Review data** to make decisions
- 6) **Correct** behavioral errors  
Pre-correction/Boosters/De-escalation/FBA

**Select and define  
expectations and  
routines**

# Non-Examples

**STAY IN  
TOW PATH**

**NO  
LOOSE  
CLOTHING**

**NO  
LOOSE  
SCARVES**

**NO  
LONG HAIR  
EXPOSED**

## **SKI RULES**

- **SKI AT YOUR OWN RISK**
- **ALL SKIERS MUST DISPLAY  
CURRENT MEMBERSHIP TAGS**
- **NO SLEDDING OF ANY NATURE  
IN SKI AREA**
- **NO WALKING IN SKI AREA**
- **NO LITTERING**
- **OBEY ALL SKI PATROL AND  
ATTENDANTS' INSTRUCTIONS**

**BIG BASS COMMUNITY  
ASSOCIATION**

**SEP 13 2003**

# **WELCOME TO OUR SCHOOLS**

**FOR YOUR SAFETY PLEASE OBSERVE  
THE FOLLOWING RULES:**

## **PROHIBITED ON SCHOOL GROUNDS**

- 1. INTOXICATING BEVERAGES.**
- 2. GOLF.**
- 3. CLIMBING ON BUILDING AND FENCES.**
- 4. HORSEBACK RIDING OR WALKING OF HORSES OR DOGS.**
- 5. MOTOR VEHICLES, MOTORCYCLES AND BICYCLES.**
- 6. ALL ACTIVITIES AFTER DARKNESS.**

# Examples

# Hallway Behavioral Expectations

## BE SAFE

Walk quietly

Stay to the right at all times

Keep hands and feet to yourself

Move with the flow in the stairwells

## BE RESPONSIBLE

Use quiet voices

Use appropriate language, even without supervision

Treat others' property and lockers with respect

## BE RESPECTFUL

Get to class on time

# PBIS On Display

**PBIS**

**BE SAFE**

**BE RESPECTFUL**

**BE RESPONSIBLE**

**GOT TICKETS?**





Be respectful, responsible, positive, safe!!



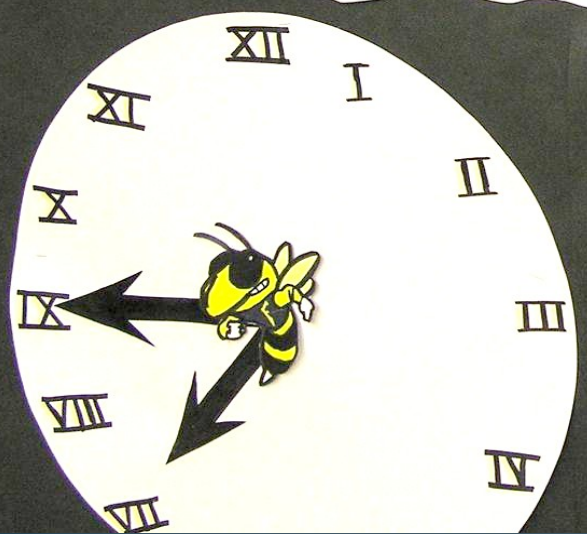
Be  
PRODUCTIVE



7:45

GET TO  
SCHOOL  
ONTIME

7:45



**Teach expectations  
and routines**

# Teaching Expectations

## Key research finding:

*“Children below 4<sup>th</sup> grade require a great deal of instruction and practice in classroom rules and procedures.... Effective management in the early grades, is more an instructional than a disciplinary enterprise.” (Cotton, 1990, p.8)*

## Key Research Findings:

“With older students, researchers have noted that the best results are obtained through vigilantly reminding students about the rules and procedures and monitoring their compliance with them” (Cotton, 1990, p.8).

In addition, Colvin, Kameenui & Sugai (1995) found an additional component of providing feedback also assisted in teaching classroom expectations.

# Positively Stated Expectations

- Teaching and reviewing expectations (i.e., social skills) and providing feedback is associated with
  - decreases in
    - off-task behavior
    - disruptive behavior (i.e., talking out)
  - increases in
    - academic engagement
    - leadership and conflict resolution

(Johnson, & Stoner, 1996; Sharpe, Brown, & Crider, 1995; Rosenberg, 1986)

- Pairing rule-instruction with feedback and reinforcement leads to the largest gains

(Greenwood, Hops, Delquadri, & Guild, 1974)

**Non-Example**

- NO TALKING
- NO SMILING
- NO WEARING WEIRD CLOTHES
- NO RUNNING
- NO EATING
- NO DUMB QUESTIONS
- NO KICKING
- NO SWEATING
- NO COMING IN LATE
- NO BITING
- NO SWEARING
- NO COMING IN EARLY
- NO LAUGHING
- NO BURPING
- NO LOOKING AT THE CLOCK
- NO TICKLING
- NO SNEEZING
- NO LOOKING OUT THE WINDOW
- NO HOWLING
- NO COUGHING
- NO SMART-ALECKY REMARKS
- NO SLEEPING
- NO DOORSLAMMING
- NO MAKING STUPID FACES
- NO TALKING BACK
- NO SCREAMING
- NO CRYING DURING TESTS
- NO SINGING
- NO GIGGLING
- NO GOOFY HAIRSTYLES



McPherson 9-7

**Mrs. Mutner liked to go over a few of her rules on the first day of school.**

(Close to Home c Reprinted with permission of Universal Press Syndicate. All rights reserved.)



# Examples





and responsible



# PBIS Process IN PROGRESS

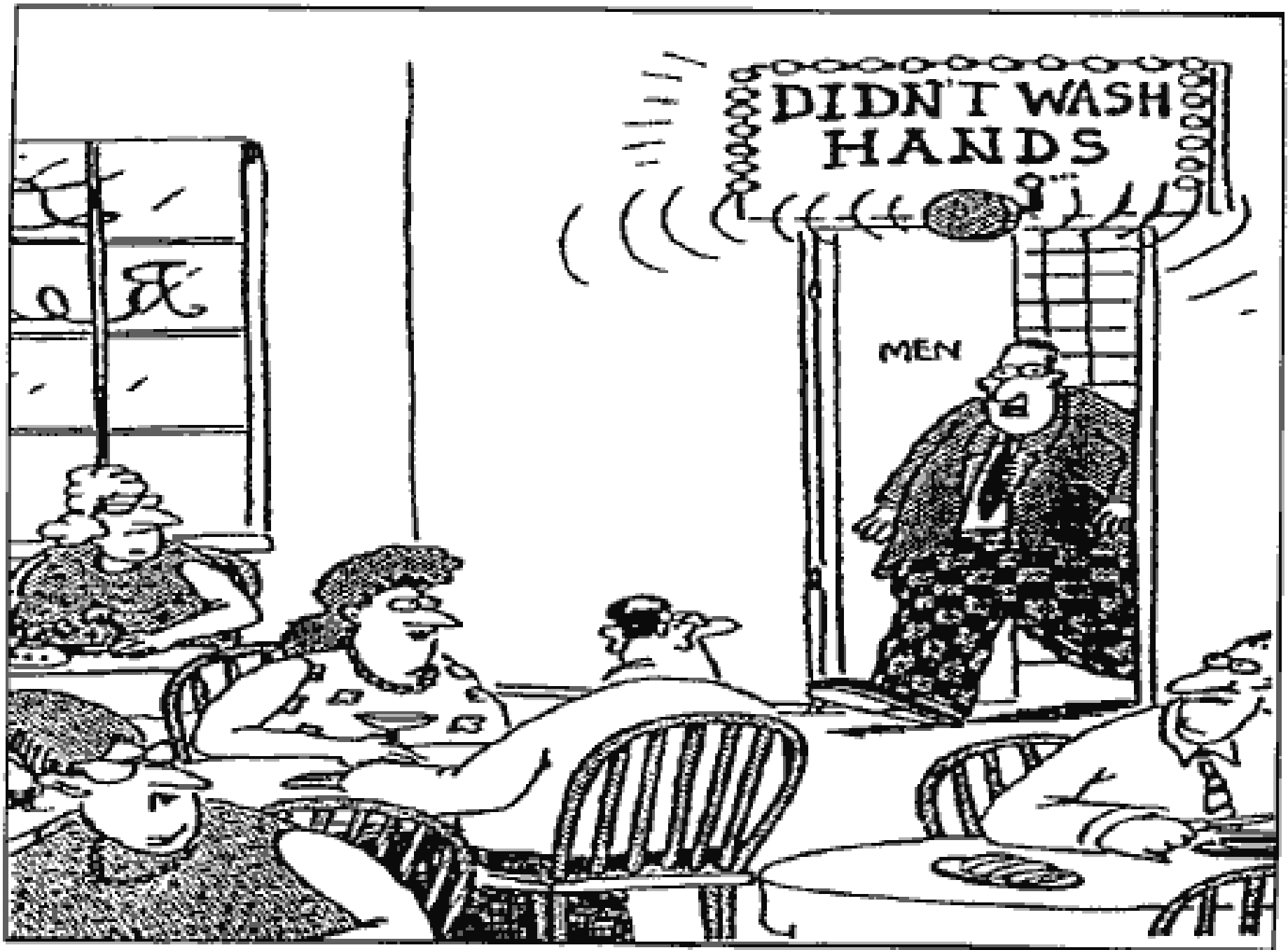
## Teaching: Cafeteria Behavior



Practice should be conducted in actual setting whenever possible

# Non-Examples - Routines

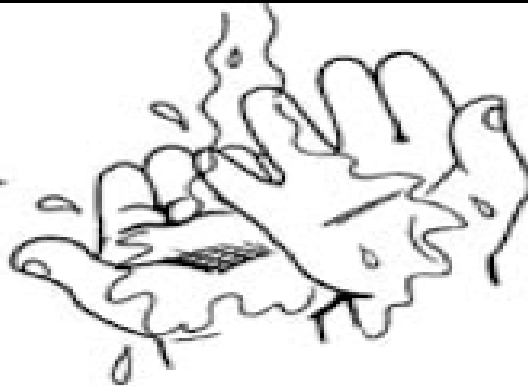
EMPLOYEES MUST  
"WASH HANDS"





# Examples - Routines

**START** →



**1. Wet hands**

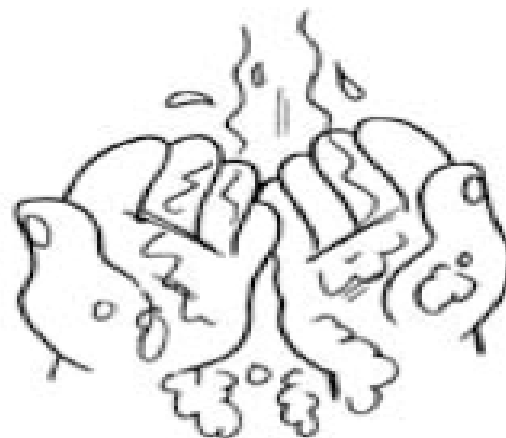


**2. Soap  
(20 seconds)**



**3. Scrub backs  
of hands, wrists,  
between fingers,  
under fingernails.**

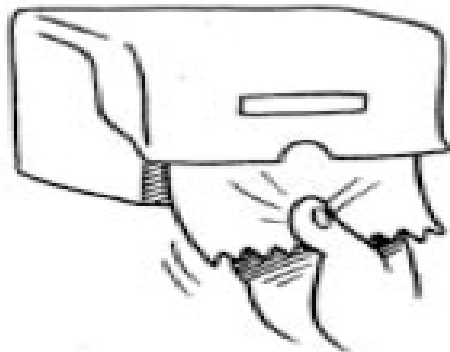
# **HAND WASHING STEPS**



**4. Rinse**



**6. Turn off  
taps with  
towel**



**5. Towel dry**

# Remember

to wash hands  
with soap and warm running  
water when ...

- Preparing and serving meals.
- Preparing meat, poultry, and fish.
- Feeding an infant.
- Eating or drinking.
- Changing diapers.
- Using the bathroom.
- Helping in the bathroom.
- Sneezing, coughing, and wiping runny noses.
- Coming in contact with body fluids.



# Sample Routines

## A. Exiting the room to another activity

- Put materials away, clear desk and push chairs in
- On signal move quietly to doorway
- Line up facing the door and keep one space between each person
- Keep hands and feet to self
- Listen to the teacher and wait for signal to depart

# Sample Routines

## B. Conducting Quizzes and Tests

- Put all materials in your desk not needed for quiz
- Listen carefully to directions (no talking)
- Raise your hand if you have a question
- Stay in your seat
- Complete the quiz without talking
- Follow directions for completing test (pass papers forward or give them to person collecting)
- Begin the designated activity following the quiz

# Sample Routines

## C. Beginning Physical Activity

- Students line up at the gym door
- On signal they enter the gym
- Students move directly to line on gym floor (basketball court line)
- Maintain a space, more than one arm's length
- Face the teacher
- On signal begin to jog in place

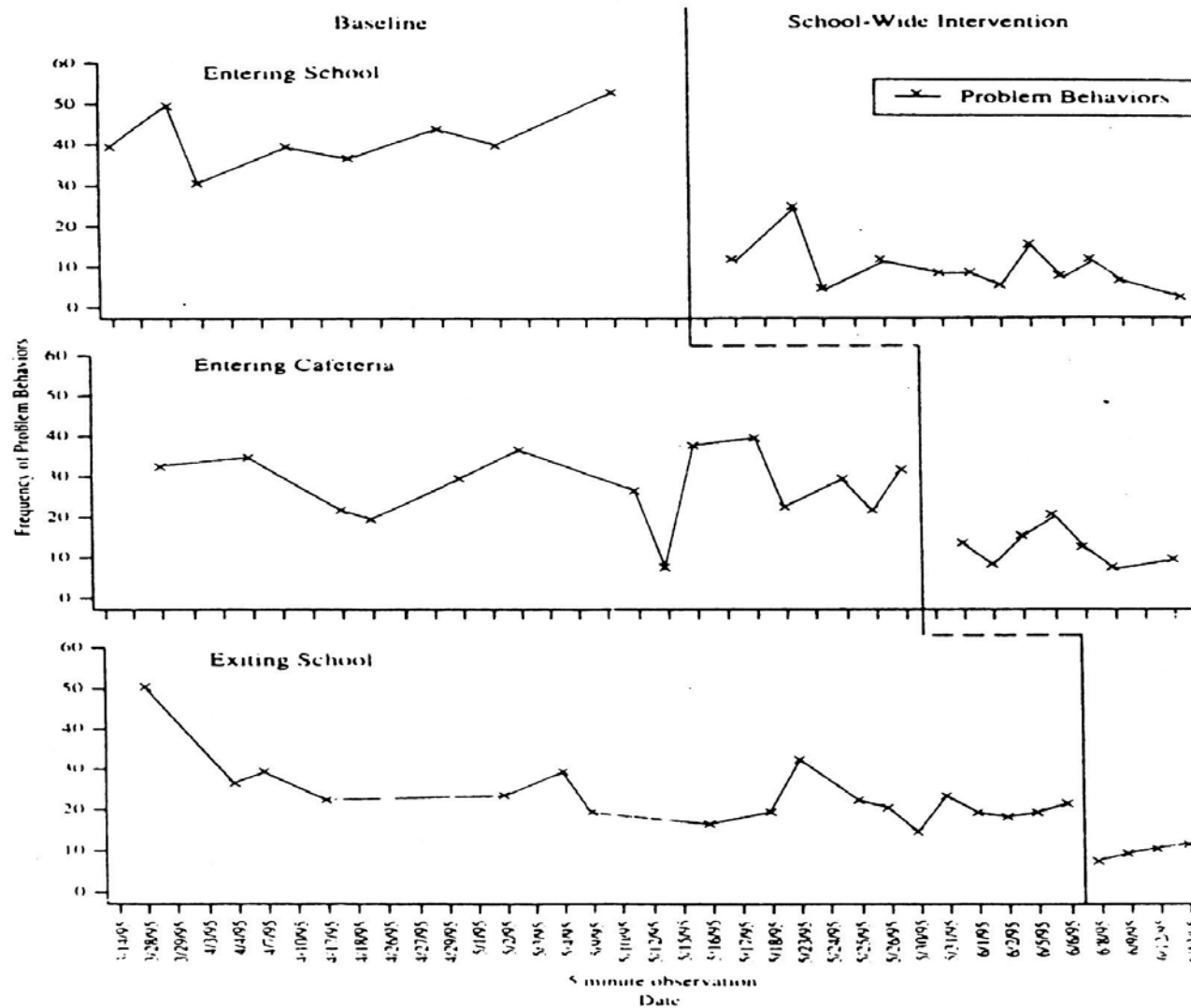
SPEED  
LIMIT  
25

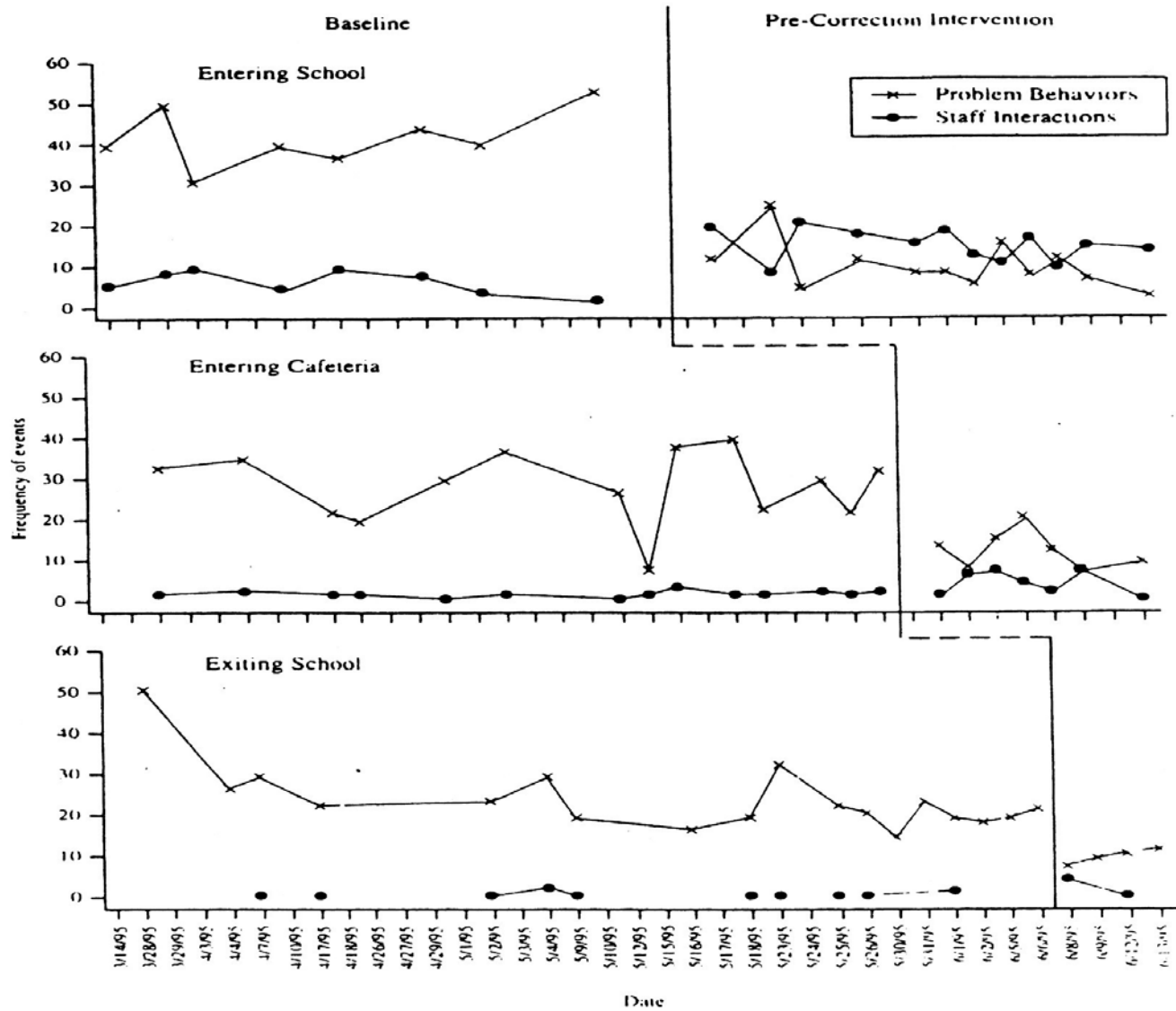
YOUR SPEED  
29

# Actively Monitor Behavior



Study: Colvin, G., Sugai, G., Good III, R.H., & Lee, Y. (1997). *Using active supervision and pre-correction to improve transition behaviors in an elementary school.* *School Psychology Quarterly*, 12, 344-363.





# Results of Pre-Correction Study

## Major Findings:

- Active supervision combined with pre-correction significantly reduced problems
- Active supervision defined as: *Moving around, looking around and interacting with children*
- Interactions between supervisor and children negatively correlated to high degree (-83%)
- Actual number of adults present did not affect student behavior (range 1-5)
- Some students persisted with problem behavior implying they needed a more individualized intervention.

Research has shown active supervision combined with precorrection practices have been useful with the following

- Reducing High School Tardy To Class (when paired with escorting students; interaction more important than moving and scanning)
  - (Johnson-Gros, Lyons & Griffin 2008)
- Improving Middle Level (6<sup>th</sup> grade) Classroom Behavior
  - (De Pry & Sugai 2002)
- Improving Elementary School playground behavior
  - (Lewis, Colvin & Sugai 2000)
- Increasing physical activity in Middle School physical education class
  - (Schuldheisz & van der Mars 2001)

**Acknowledge/  
Reinforce Behavior**

# Purpose of Reinforcement/Acknowledgement

- Help teach new behavior
- Encourage/establish infrequent and non-fluent behavior
- Strengthen replacement behaviors that compete with habitual undesirable behavior
- Improve relationships between adults and kids by increasing feedback

# Variables of reinforcement

## Types of reinforcement:

Tangible

Privilege

Social Recognition

## Rate of reinforcement:

High frequency/Predictable (Tickets)

Unexpected/Intermittent (Raffles/Drawings)

Long Term Celebrations (Trips)

Establish a **continuum of strategies** to **acknowledge appropriate behavior**. What does the research say?

- Delivering contingent praise for academic behaviors can increase
  - Correct responses (Sutherland & Wehby, 2001)
  - Work productivity and accuracy (Craft, Alber, Heward, 1998; Wolford, Heward, & Alber, 2001)
  - Language and math classwork (Roca & Gross, 1996)
  - Academic performance (Good, Eller, Spangler, & Stone, 1981)
- Delivering contingent praise for specific social behaviors can increase
  - On-task behavior (Ferguson, & Houghton, 1992)
  - Student attending (Brodin, Bruce, Mitchell, Carter, & Hall, 1970)
  - Student compliance (Wilcox, Newman, & Pitchford, 1988)
  - Positive self-referent statements (Phillips, 1984)
  - Cooperative play (Serbin, Tonick, & Sternglanz, 1977)



**Real Life Adventures** by Wise & Aldrich



You have to train them in simple, easy steps,  
followed by plenty of praise.

# Why focus on Behavior Specific Praise Statements (BSPS)? *Snapshot*

The research supports the use of behavior specific praise statements to:

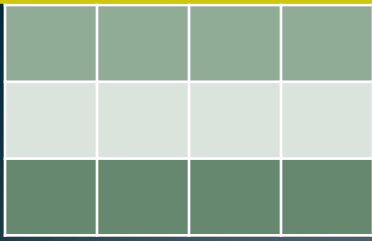
- teach new behaviors and support maintenance of acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005)
- to increase on-task behavior (Fullerton, Conroy, & Correa, 2009)
- to decrease problem behavior (Hawkins, & Heflin, 2010; Lampi, Fenty, & Beaunae, 2005; Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008; Mesa, Lewis-Palmer, & Reinke, 2005; Stormont, Covington Smith, & Lewis, 2007; Sutherland, Wehby, & Copeland, 2000)
- provide increased opportunities for building positive relationships with students



# Why focus on Behavior Specific Praise Statements (BSPS)?

- provide support to students with the most challenging behavior, needing targeted and/or intensive supports, through more frequent behavior specific praise statements delivered contingently for appropriate behavior coupled with less frequent reprimands for inappropriate behavior (*supports inclusive practices*)

(Lewis, Hudson, Richter, and Johnson, 2004)



# Behavior Specific Praise Statements

- **Specific:** tells learners exactly what they are doing *correctly* and encourages occurrence in the future (use language on teaching matrix)
- **Contingent:** occurs immediately following behavioral or academic expectations
  - teaching matrix
  - effort and achievement
- **Ratio of 4:1** (positive statements to negative statements) can improve student academic and behavioral outcomes
- **Sincere and credible**

(Gable, Hester, Rock, & Hughes, 2009; Hawkins & Hefflin, 2010; IES Practice Guide, Reducing Behavior Problems in the Elementary School Classroom, September, 2008)

## Effective Praise Statements

## Less Effective Praise Statements

“Excellent job listening and following directions the first time.”

“Good job!”

“Your eyes are on me and your mouth is quiet. Thank you for being ready to learn.”

“Excellent!”

“Way to go! You asked for help and completed your math work correctly before the end of class!”

“Good work!”



"I like how Bonnie's not stepping on my last nerve."

# Reinforcement is a practice used inside and outside education

- Safe Driver Discounts
- Insurance discounts for taking Defensive Driving
- Incentives for being a responsible customer
- Tax codes are structured to promote certain behavior
- We thank the ordinary all the time
- Merit pay and performance bonuses
- Reduction in sentence/time off for good behavior
- Dress-Down Fridays

**The legal  
drinking age  
is 21.**

**Thanks for not providing  
alcohol to teens.**



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**Review data to  
make decisions**

# Referrals By Location

