

April 1, 2011

Volume 1,
Issue 3

Positive Behavior Support

Understanding Problem Behaviors

The Center on Positive Behavioral Interventions and Supports has an excellent tutorial on their website. Even if you've been working with challenging student behaviors for many years, these tutorials will provide you with a great end-of-the-year refresher. The sessions can even be used as a professional development opportunity to help teachers and staff members understand student behavior. Taken right from the website, here are some facts about the tutorials. The tutorials are available, for FREE, online at:

<http://serc.gws.uky.edu/pbis/>

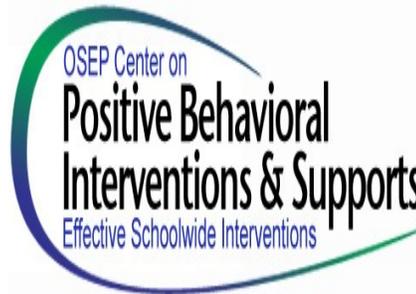
What is it about?

To deal effectively with students who exhibit challenging behaviors, it is important to approach such problems from a research-validated theoretical perspective. *Understanding Behavior: An Interactive Tutorial* provides a basic introduction to the behavioral model. By understanding and applying the behavioral model, you will increase the likelihood of intervening successfully with problem behaviors.

Who should use the tutorial?

Understanding Behavior: An Interactive Tutorial is appropriate for a wide variety of personnel who work with students who exhibit challenging behaviors, including:

- Regular education teachers
- Special education teachers
- School psychologists
- School administrators
- Counselors
- Pre-service teachers



What will I learn?

Upon completion of this tutorial, you will be able to:

1. Understand "behavior" from a behavioral model.
2. Identify and apply the elements of a behavioral model to students with challenging behavior
3. Communicate professionally about positive and negative behavior
4. Identify what behaviors require intervention and when

How long will it take to complete the tutorial?

Understanding Behavior: An Interactive Tutorial consists of four sections that are further divided into a total of 11 lessons. While the time it takes to complete the tutorial will vary depending on your circumstances, you should be able to complete any one lesson in about 10 to 20 minutes.

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Happy Spring!



Mystery Motivator

Have you ever tried using a classroom "Mystery Motivator?" Pick a reinforcer (something you know students will like), write it on a slip of paper, seal it in an envelope, and display in a prominent position in the classroom. You can use this on a daily, weekly, or monthly basis, reveal the mystery only if students are meeting your behavior criteria. Remember to define and practice your behavior expectations first.

Ratio of Interaction

“Recent discoveries suggest that *positive emotions are an essential daily requirement for survival*. Not only do they improve your physical and mental health, but they can also provide a buffer against depression and illness (T. Rath, D. Clifton, 2004).”



What's your ratio? Try tracking your positive to negative ratio using tally marks on a post-it.

finding that the *frequency* of small, positive acts is critical. John Gottman's pioneering research on marriages suggests that there is a "magic ratio" of 5 to 1 -- in terms of our balance of positive to negative interactions. Gottman found that marriages are significantly more likely to succeed when the couple's interac-

tions are near that 5 to 1 ratio of positive to negative (Gallup Press, 2004). The 5 to 1 ratio concept applies the same with student and teacher interactions. Page 3 provides a document with intervention ideas to increase your ratio of positive interactions with students.

So what's the magic number? "Positive Psychology experts are

“I've come to the 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 de-escalated and a child humanized or dehumanized.”

-Haim Ginott

Did You Know...

The School Social Workers and Psychologists will be meeting on Tuesday, March 24th, to revise and redraft Countywide E.I. guidelines for Lapeer. The goal is to create a document that will assist MET teams.

Professional Development Opportunity:

There will be another CHAMPS training on: **August 18, 2011 at the Macomb ISD from 8:30-3:30**

Social Emotional Skills

As teachers of children who have Emotional Impairments, you already know many students have a difficult time accurately labeling their own emotions and the emotions of others. The “Do 2 Learn” website has teacher activities, worksheets, and games that are designed to enhance perspective-taking skills and expand

emotional vocabulary. These materials can be used in classroom, small group, or one-to-one contexts. Check out the website at:

<http://www.do2learn.com/>
Click on “Activities”; then “Social Emotional Skills”

Great Website!

The screenshot shows the do2learn website interface. On the left, there are navigation buttons for Books, Make A Schedule, Learning Tools, and Software. The main content area features a 'Free Areas' section with a 'JobTIPS' video player and a 'NEW! JobTIPS Press Release' link. Below the video, there is a description of JobTIPS and a link to click for more information. At the bottom, there are three smaller images labeled 'Picture Cards', 'Feelings Game', and 'Teacher Toolbox'. The do2learn logo is visible in the bottom right corner.

Exhibit 6.4: Interventions at a Glance**Ratio of Interactions****Include:**

- ▶ A positive interaction marked when a student behaves appropriately and the teacher responds.
- ▶ A negative interaction marked when a student behaves inappropriately and the teacher responds.
- ▶ A calculated ratio totaling the number of positive to negative teacher interactions.

Goals:

- ▶ Ratio of positive to negative interactions of 3:1 or better.
- ▶ More specific praise (direct, descriptive, and nonattributive) than general praise.

Interventions*Increase noncontingent positive attention.*

- ▶ Commit to saying hello to every student who enters the classroom (verbal greeting, handshake, welcoming gesture).
- ▶ Show an interest in students' progress during independent work periods.
- ▶ Invite students to ask for assistance.
- ▶ Engage in conversation with students.
- ▶ Plan to greet or talk to any student with whom you recently had to interact with around misbehavior, showing that what happened is in the past.
- ▶ Avoid long discussions on tangential topics during teacher-led instruction or when monitoring independent work.

Increase the amount of praise or positive feedback.

- ▶ Identify a specific problem behavior that you would like to see less of in the classroom and define the opposite of this behavior. Teach the expected behavior, ignore the problem behavior, and "catch" students meeting expectations by providing specific positive feedback.
- ▶ Post a visual reminder to praise students in an area viewed frequently, such as the overhead projector, the clock, the corner of the desk, or the side of a whiteboard.
- ▶ After praising one student, find another student who is exhibiting similar behavior and praise that student as well.

- ▶ Provide more opportunities to respond.
- ▶ Acknowledge appropriate student behavior creatively using gestures (thumbs up, the "OK" sign, clapping, a nod of the head), tangibles (stickers, stars), points toward a whole-class or individual reward, calling a parent to report student success, and other systems of motivation.
- ▶ Publicly post examples of positive work, demonstrating pride in what students have done and increasing their sense of belonging.

Decrease the number of reprimands or corrections.

- ▶ Ignore minor misbehavior if the behavior is attention seeking in nature. In conjunction with the planned ignoring, provide positive feedback and attention to students who are engaged in appropriate behavior. Actively attempt to "catch" the students being purposefully ignored when they engage in appropriate behavior.
- ▶ Ensure that students know the expectations. Identify problem behaviors, teach behavior expectations, and provide positive feedback when expected behaviors occur.
- ▶ Provide "precorrections"—quick reminders of how to behave appropriately for an activity—when you anticipate that certain students may have difficulty behaving appropriately.

