Teacher’s Encyclopedia of Behavior Management: 100 Problems / 500 Plans

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Preventive approaches are essential (but are not the focus of this session).

- Classroom organization
- Clear and consistent expectations
- Classroom Management Plan


When prevention has not been successful, problem solving is required.

- Identify a behavioral/motivational problem. The problem may be an individual student or a problem exhibited by many students (e.g., not completing and turning in work).

Mental Self-Check!!

- Identify if you are optimistic or pessimistic about the possibility of finding strategies that will solve (or at least improve) the problems.

- If you are pessimistic,

Material for this session are taken from:


Overview of *The Teacher's Encyclopedia of Behavior Management*

This book was developed because teacher time is a precious and scarce commodity.

Cookbook, house plans, PDR—Sitting down with a blank piece of paper can be difficult, especially when you are busy.

Different contributing factors should lead to different interventions.

- Locate a problem that is similar to your concern.
- Analyze the nature of the problem.
- Develop and implement an intervention.

### Mild/Early-stage problems
- Awareness/ability

### Middle-stage problems
- Attention seeking

### Habitual/Long-standing problems
- Power/control
- Escape/avoidance
Early Stage/Mild Problems

Discussion—Increase awareness of the problem and the goal.

Respond consistently to inappropriate behavior.

- Signals
- Verbal reprimands—An effective reprimand is:

- Consequences—An effective consequence is:

Use reinforcement to encourage appropriate behavior.

- Praise
  Accurate
  Contingent
    - Following any new skill or behavior
    - Following any difficult skill or behavior
    - Following anything the individual is proud of
  Specific and descriptive
  Non-embarrassing
  Given in a manner that fits your style
- Praise for responding to the signal.
- Give the student frequent noncontingent attention.
Problems of Ability or Awareness

Respond consistently to the inappropriate behavior.

Conduct lessons to help the student learn when and how to exhibit the appropriate behavior.

Make accommodations or adaptations

- Change the structure.
  
  Set up an “Office” for out-of-seat problems.
  
  Modify the passing period for a secondary student.
- Develop a Goal Contract.
- Make expectations more overt (e.g., sign indicating “Talking” and “No Talking” times)
- Create a limit (e.g., tickets for each time).
- Teach the student to modify self-talk.
- Create a self-monitoring or self-evaluation system.
- Create prompts (e.g., use of a timer to record duration).
- Prompt by using precorrections.

Use reinforcement to encourage appropriate behavior.

- In addition to praise and attention, acknowledge the student’s efforts to use the strategies you are teaching.
- If using self-monitoring or self-evaluation, verify accuracy on an intermittent basis. Reinforce for accuracy of ratings.
Attention-Seeking Problems

Respond consistently to the inappropriate behavior.

- Use planned ignoring.
- If the behavior is severe and/or affects other students, implement consequences.
- If other students give the target student attention, gently correct them.

Use reinforcement to encourage appropriate behavior.

- Use frequent praise and attention.
- Use intermittent reinforcement.
- Ensure a 3:1 ratio of positive to negative attention.
- Monitor interactions with the student. Keep a card in your pocket or on a clipboard.
- If achieving this ratio is difficult, increase the positives by identifying some ways to prompt yourself.
Power/Revenge Problems

Respond consistently to the problem behavior.

- Clarify the difference between the positive and the negative behavior.
- Determine a consequence you will feel comfortable implementing every time the student engages in the negative behavior.
- Calmly implement a consequence each and every time the student exhibits the negative behavior.
- When the student exhibits the negative behavior, try not to show that you are frustrated—simply state the consequences and resume teaching.

Identify a positive trait for describing the positive behavior (or even the absence of the negative behavior), e.g., “positive leadership.”

- Praise the student when s/he is participating in positive ways using the positive label you have selected.
- When discussing this plan during the initial meeting with the student, be very direct about what a powerful person s/he is and how you want to help him/her learn to channel that power.

If possible, put the student in a position of positive power within the school as a way to reduce his/her need to engage in power struggles.

- Use reinforcement to encourage appropriate behavior.
- Give the student increased praise and attention for behaving responsibly.
- In addition, acknowledge the student for any behavior that demonstrates a positive use of power. For ideas on school-based jobs, see Meaningful Work (2011), by B. J. Wise, K. Marcum, M. Haykin, R. S. Sprick, & M. Sprick. Eugene, OR: Pacific Northwest Publishing.
Habitual/Longstanding Problems

Establish a structured system for reinforcing appropriate behavior and providing a consequence for the inappropriate behavior.

- With the student, create a list of reinforcers s/he can earn.
- Set up procedures for monitoring behavior, assigning points, and keeping records. Determine assessment units (e.g., length of time interval, number of behaviors, quality of behavior).
- Assign “prices” (in points) for each of the rewards on the list and have the student choose the reward s/he would like to earn first, or build a "Reinforcement Menu."
- If the student's points are based on self-evaluation ratings:
  
  Establish a system to translate the evaluations into points (and time owed) that can be applied toward the reward the student has selected.

  Review the student’s rating and discuss whether it was better, about the same, or worse than the time before in that particular setting.

- At the end of each day, the student’s points should be totaled and added to the points from previous days.
- Plan to help the student chart the number of points earned each day.
- If the plan has been successful for two to four weeks, make the student’s next reinforcer more expensive.

Some types of systems might include Mystery Motivators, frequency count of reprimands, ticket systems (cost), and interval systems.

Establish appropriate consequences for misbehavior.

Give the student increased praise and attention for managing himself/herself well. In addition, show interest and enthusiasm about how the student is doing on the system.
Whole Class Problems and Plans

Publicly monitor the frequency of targeted classroom behavior(s).

• Discuss the importance and utility of improving the targeted behavior.
• Encourage the class to set daily performance goals.

Establish a group reinforcement system.

• Have the students brainstorm a list of various reinforcement ideas for the entire class, then eliminate the items that are not possible.
• Assign “prices” (in points) to the remaining items on the list.
• Have the class vote on the reinforcers.
• On days the group successfully achieves the goal, they earn pre-specified points toward the agreed-upon reward.

Alternative systems

• Team competition
• Lottery tickets
• Intermittent spot-checks
• Combine two or more of the above systems.
Conclusion

Punitive consequences are perfectly reasonable as part of a comprehensive plan, but should never be the entire plan.

The plan you build should be logically associated with the problem, taking into account:

- When
- Where
- With whom problems occur
- Why the problem behavior may be occurring

If the plan you build is successful, it will save you time and will help the student.

Although you are not the cause of the problem, you do represent the student's best hope for learning to behave more responsibly.

Therefore:
# Intervention Decision Guide: Teacher Interview

<table>
<thead>
<tr>
<th>Student</th>
<th>Age</th>
<th>Grade</th>
<th>Beginning Date</th>
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<tbody>
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</table>

**Interventionist**  
**Teacher(s)**

## Stage 1: Background

1. Reason for referral and description of the problem:

   **Code Red**: Is it an emergency situation?

   - The behavior is a threat to physical safety.  
     - **Intervention G**: Managing Physically Dangerous Behavior
   - The behavior is so disruptive the teacher cannot teach.  
     - **Intervention H**: Managing Severely Disruptive Behavior

2. Are there situations that seem to set off the problem behavior?

3. Where do the problems tend to occur?

4. When do the problems tend to occur?
   - Times of day:
   - Days of week:

5. How often do the problems occur? How long does the behavior last? How intense is the problem?

6. Is the student psychologically and neurologically capable of controlling his or her behavior?  
   - Is there evidence to support this opinion?

7. Is the student aware of the problem?

8. Does the student seem motivated to improve the behavior?

9. What is the function of the problem behavior? What seems to be maintaining or reinforcing the student’s misbehavior?
   - ☐ Ability  
   - ☐ Awareness  
   - ☐ Adult attention  
   - ☐ Peer attention  
   - ☐ Power or control  
   - ☐ Escape or avoidance  
   - ☐ Competing reinforcers  
   - ☐ Other ____________  

   (task difficulty/discomfort)

**Notes:**
10. **Strengths of the Student (list at least three):**

11. **The teacher’s goal or desired outcome:**
   - What would the teacher like to have happen?
   - What can't the teacher live with any longer?

12. **Methods for evaluating intervention effectiveness:**

13. **Notes on parental involvement:**
   - Contact date(s):
   - Notes on the contact(s):
   - What would the parents or guardians like to have happen?

14. **Other interventions tried and their results (in particular, Interventions A–F):**
   - For each:
     - Are copies of this information available?
     - How successful were the interventions?

15. **Other information the teacher is aware of:**
   - Input from other adults who know the student (teachers, assistants, specialists, school counselors)

16. **Review of the student’s records:**
### Stage 2: Preparation

Possible Interventions to Consider:

<table>
<thead>
<tr>
<th>Presenting Behavior</th>
<th>Intervention</th>
<th>Date of Implementation</th>
<th>Effectiveness (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several or many students in class misbehave.</td>
<td>Preintervention: Classroom Management</td>
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<tr>
<td>The student may not know what is expected.</td>
<td>Intervention A: Planned Discussion</td>
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<td>The student may have an underlying academic problem.</td>
<td>Intervention B: Academic Assistance</td>
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<td>The student has difficulty with motivation and may not understand how to reach a goal.</td>
<td>Intervention C: Goal Setting</td>
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<td>The student’s behavior appears to be chronic and resistant to simple intervention.</td>
<td>Intervention D: Data Collection &amp; Debriefing</td>
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<tr>
<td>The student gets a lot of attention from adults or peers for misbehavior or failure.</td>
<td>Intervention E: Increasing Positive Interactions</td>
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<tr>
<td>The reason the behavior is occurring chronically needs to be analyzed and incorporated into the intervention plan.</td>
<td>Intervention F: STOIC Analysis &amp; Intervention</td>
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<tr>
<td>The student’s escalating behavior is physically dangerous, or poses a threat to physical safety.</td>
<td>Intervention G: Managing Physically Dangerous Behavior</td>
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<td>The behavior is so severe that the teacher cannot continue to teach.</td>
<td>Intervention H: Managing Severely Disruptive Behavior</td>
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<tr>
<td>The student is impulsive and has difficulty maintaining emotional control.</td>
<td>Intervention I: Managing the Cycle of Emotional Escalation</td>
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<td>The student seems to be unaware of when he/she engages in inappropriate behavior.</td>
<td>Intervention J: Cueing &amp; Precorrecting</td>
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<tr>
<td>The student has some motivation to change or learn new behaviors.</td>
<td>Intervention K: Self-Monitoring &amp; Self-Evaluation</td>
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<tr>
<td>The student makes negative comments about him- or herself and others.</td>
<td>Intervention L: Positive Self-Talk &amp; Attribution Training</td>
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<tr>
<td>The student does not know how to meet expectations.</td>
<td>Intervention M: Teaching Replacement Behavior</td>
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<td>The student cannot or will not communicate verbally.</td>
<td>Intervention N: Functional Communication</td>
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<td>The misbehavior is a firmly established part of the student’s behavior.</td>
<td>Intervention O: Structured Reinforcement Systems</td>
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<td>It is difficult to be consistent with the student because it is not always clear when the student has crossed the line between appropriate and inappropriate behavior.</td>
<td>Intervention P: Defining Limits &amp; Establishing Consequences</td>
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<tr>
<td>Consequences for misbehavior seem necessary but do not seem to work.</td>
<td>Intervention Q: Relaxation &amp; Stress Management</td>
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<tr>
<td>Teacher feels anxious, worried, discouraged, or angry about one or more students.</td>
<td>Intervention R: Internalizing Problems &amp; Mental Health</td>
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<td>The student seems anxious, lethargic, or depressed.</td>
<td>Intervention S:</td>
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</table>
Stage 3: Intervention Design

1. Selected intervention(s):

2. Summary of responsibilities for implementing the plan:

3. Summary of the final plan:

Stage 4: Implementation

1. Initial follow-up notes:

2. First follow-up meeting:
   
   Date:
   
   Purpose:
   
   Summary:

3. Second follow-up meeting:
   
   Date:
   
   Purpose:
   
   Summary: