

A photograph of a male teacher in a blue shirt and khaki pants standing in a school hallway with his hands on his hips, looking at a group of children who are running past him. The children are wearing backpacks and are in motion, creating a sense of chaos or disorder. The hallway has a green stripe on the floor and posters on the walls.

Before Calling in the Calvary

Simple, Evidence-Based Behavior Management Strategies for Classroom Teachers and Those Who Support Them

Financial disclosures

- I will mention my podcast, Behavioral Observations, from which I receive compensation through sponsorships, Patreon memberships, and CEU sales
- How to ABA is a BOP sponsor.
- I receive disappointingly small royalties from a book that I co-authored that you've likely never heard of
- I reference other professional development projects that I have an ownership stake in, including The Behavioral Toolbox
- I provide consultation to schools to help them with the challenges discussed in this presentation





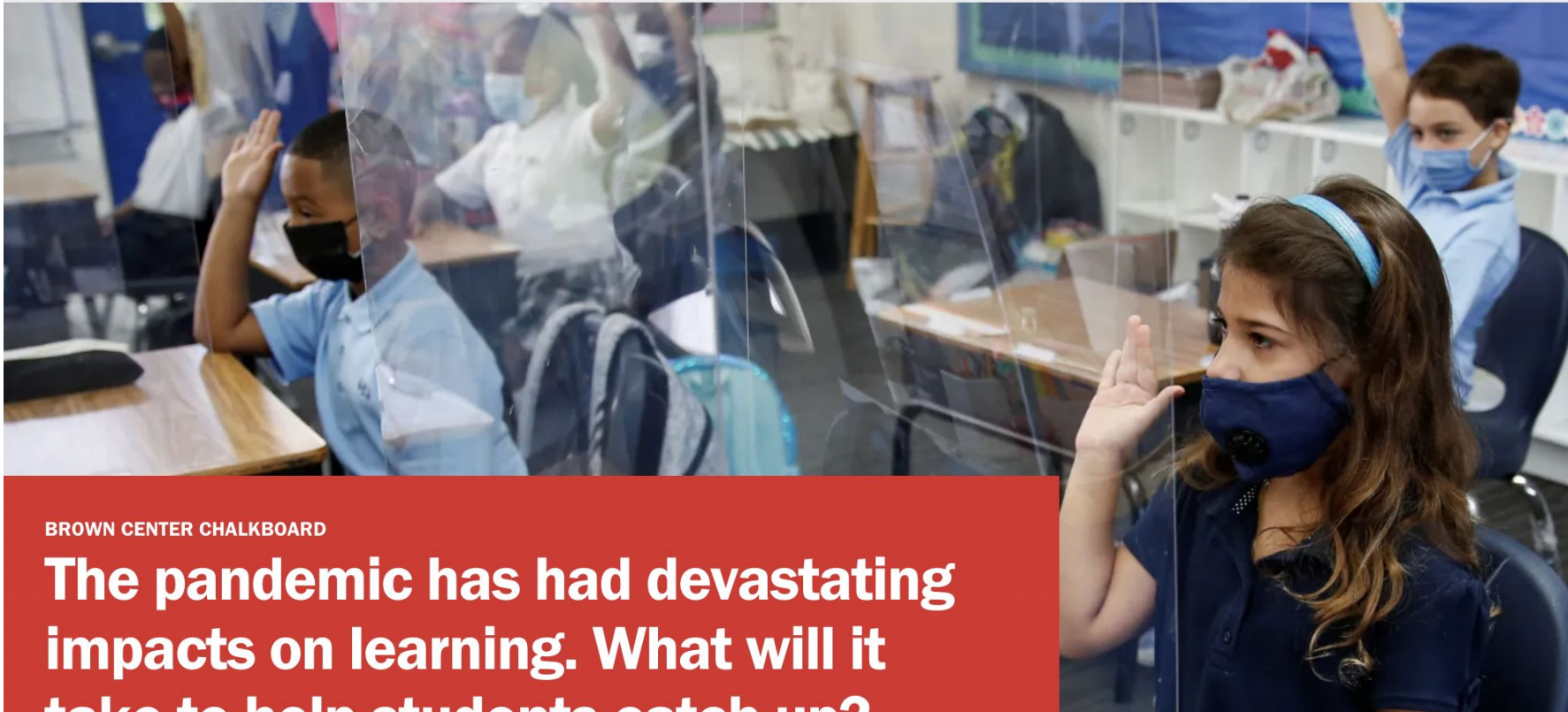
Learning objectives

1. Participants will be able to state key classroom routines to teach and reinforce.
2. Participants will be able to describe two whole-group classroom management strategies.
3. Participants will be able to describe a simple, point-based reinforcement system for individual behavior management interventions.
4. Participants will be able to state an example of how improving academic skills reduced problem behavior.

What you're up against

- In a May survey of 846 public schools conducted by the National Centers for Education Statistics, part of the Education Department, 87% of schools said the pandemic negatively impacted socio-emotional development during the past academic year
- Eighty-three percent of schools agreed that students' behavioral development also has been stunted
- Seventy-two percent of schools also say they saw a rise in chronic absenteeism — defined as missing at least 10% of the school years
- The survey also highlighted the struggle schools faced when teachers are absent, with 61% reporting that finding a substitute was difficult

Recent survey: <https://ies.ed.gov/schoolsurvey/>



BROWN CENTER CHALKBOARD

The pandemic has had devastating impacts on learning. What will it take to help students catch up?

Megan Kuhfeld, Jim Soland, Karyn Lewis, and Emily Morton · Thursday, March 3, 2022

BRO

[Recent Brookings Institute Report](#)

More from Brookings....

“Average fall 2021 math test scores in grades 3-8 were 0.20-0.27 standard deviations (SDs) lower relative to same-grade peers in fall 2019, while reading test scores were 0.09-0.18 SDs lower.”

“Test-score gaps between students in low-poverty and high-poverty elementary schools grew by approximately 20% in math (corresponding to 0.20 SDs) and 15% in reading (0.13 SDs), primarily during the 2020-21 school year.”

It looks like we're not alone...
[Fillingthepail.substack.com](https://fillingthepail.substack.com)

Senate launches inquiry into Australia's school behaviour crisis

And some folks are not happy about it

GREG ASHMAN
DEC 1



SAVE

▶ LISTEN



Photo by [Aditya Joshi](#) on [Unsplash](#)

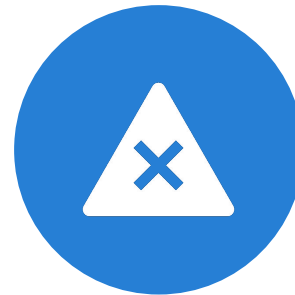
The Australian Senate is the upper chamber of the federal parliament and its Education and Employment References Committee has decided to embark on an inquiry into, “The issue of increasing disruption in Australian school classrooms”. This is a big deal because Australia’s school behaviour crisis has largely been ignored by everyone, including our politicians.



Questions for the chat



Have you seen a decline in student behavior over the last few years?



What types of disciplinary systems are in place at your school?



Do you have access to highly trained folks who can help you?



If so, how long do you have to wait to get assistance?

Some likely responses (my nomenclature)



“Traditional” approach



Tiered models or behavioral systems approaches (PBIS, MTSS, etc...)



“The Current Thing”™
(Restorative Justice, Choose Love, etc...)



Access to a behavioral professional (Board Certified Behavior Analyst, etc...)

Tiered support models (AKA, the Pyramids)

Pros

- Decades of research
- Off the shelf systems
- Actively teaches behavioral norms
- Supports intervention across school, classroom, and individual levels

Cons

- Requires considerable staff buy-in
- Requires administrative and personnel resources
- Prone to inconsistency
- Easily “perishable”

Problems with other approaches

- Can't punish your way out of many situations
- Punishments are inadvertently rewarding
- Responsive-only strategies doesn't teach new skills
- Haphazard models within schools, within districts, etc...
- Not much scientific evidence



Getting outside help

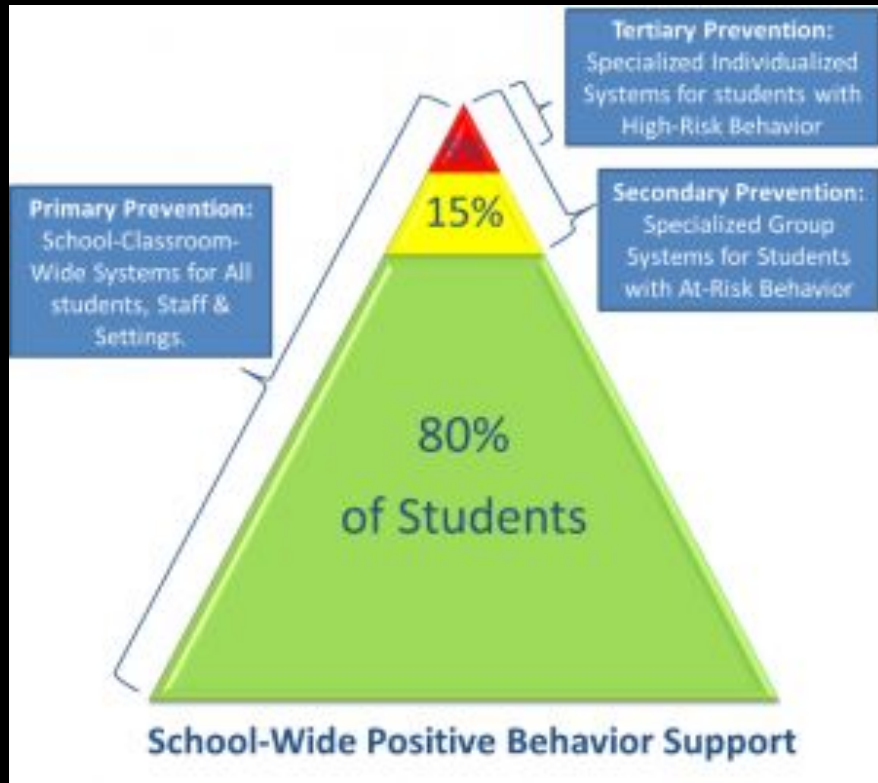
- Usually best-case scenario, but...
- Usually spread too thin
- May not understand your specific needs too



*Your best option
therefore may
be to put your
own oxygen
mask on first...*



You may have seen this before:

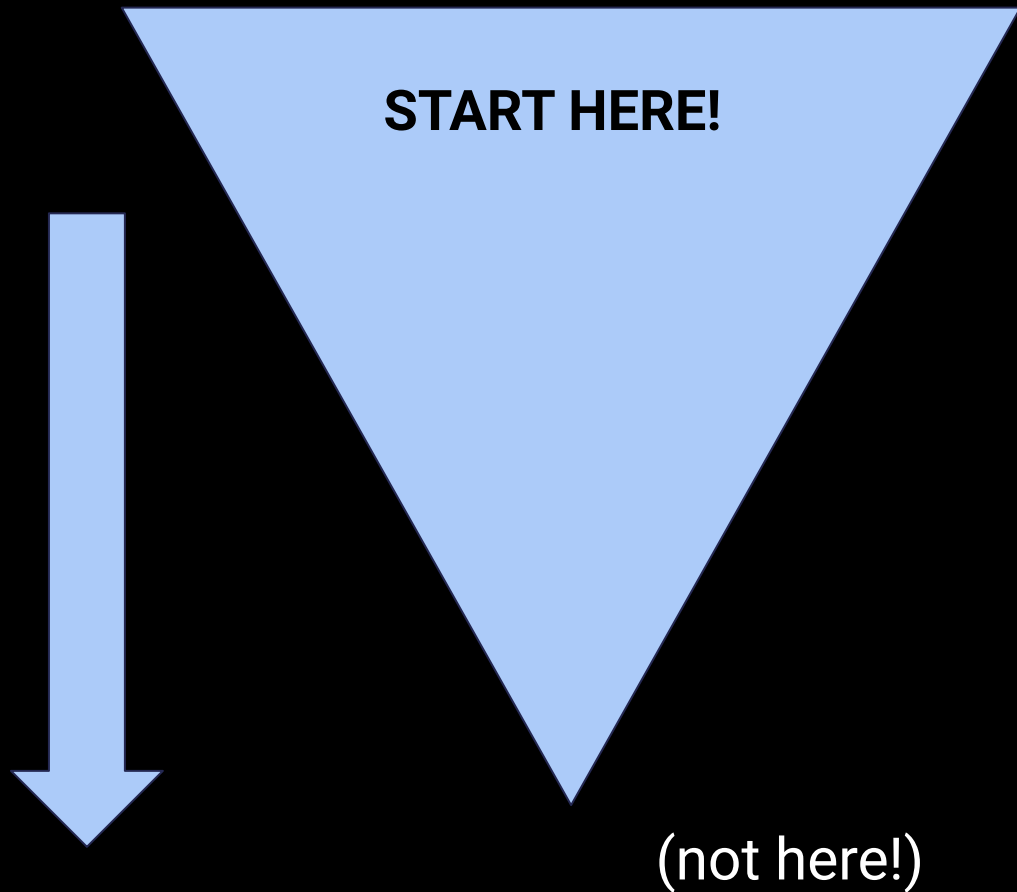


Which means, we're going to talk about...

- Refining classroom management
- Examining how instruction is delivered
- Shoring up skill deficits for behavioral gains



My modest proposal:



- Establishing routines
- Optimizing instructional practices
- Group reward strategies
- Individual strategies
 - Contracts
 - Check in/Check out
 - Home/school collabs
 - Skill remediation

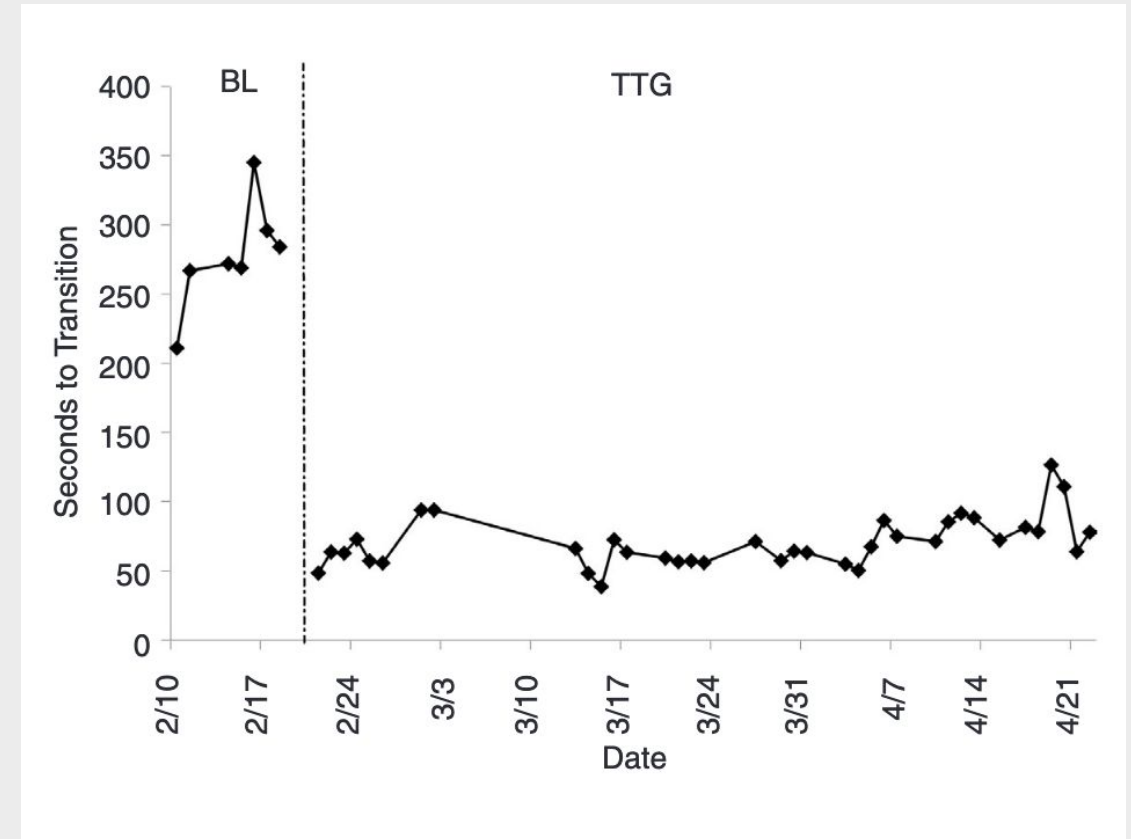


Are routines firmly established?

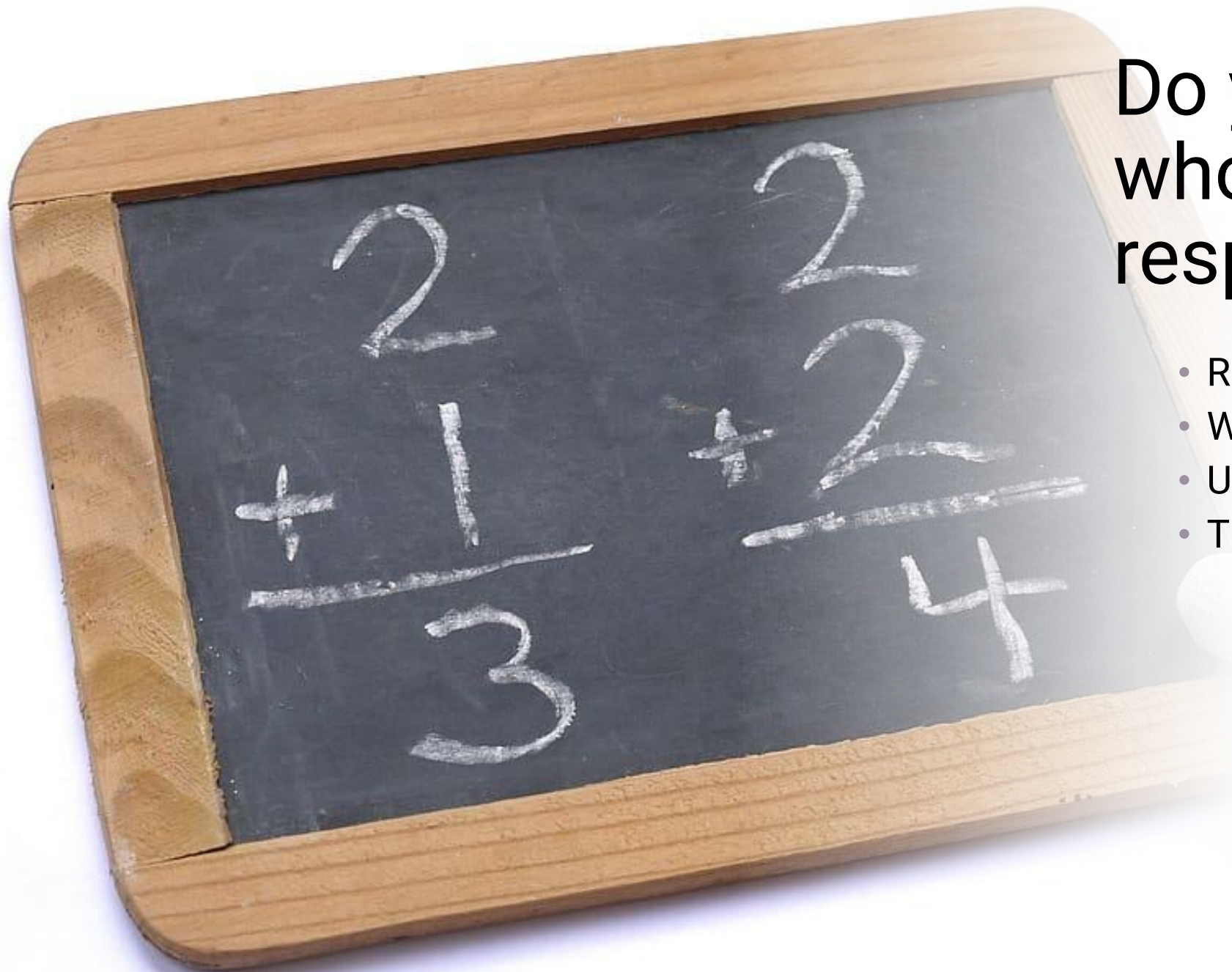
- Transitions from one space to another, one activity and another, etc...
- Entering and exiting the room
- Arrival/dismissal
- Snack time
- Are these routines orderly?

Quit wasting time between activities!

- Time how long transitions take
- Decide what makes an ideal standard
- Practice & reward routines that meet this standard
- This 6th grade class got 1.5 hours back in instructional time!



<https://schoolpsychologistspeaks.blogspot.com/2011/03/timely-transition-game.html>



Do you use whole-group responding?

- Response cards
- White boards
- Unison hand raising
- Thumbs up/down

Study of a 4th-grade math block in an urban elementary school setting...

Imagine how much more these students learn when disruptive behavior is low!!!

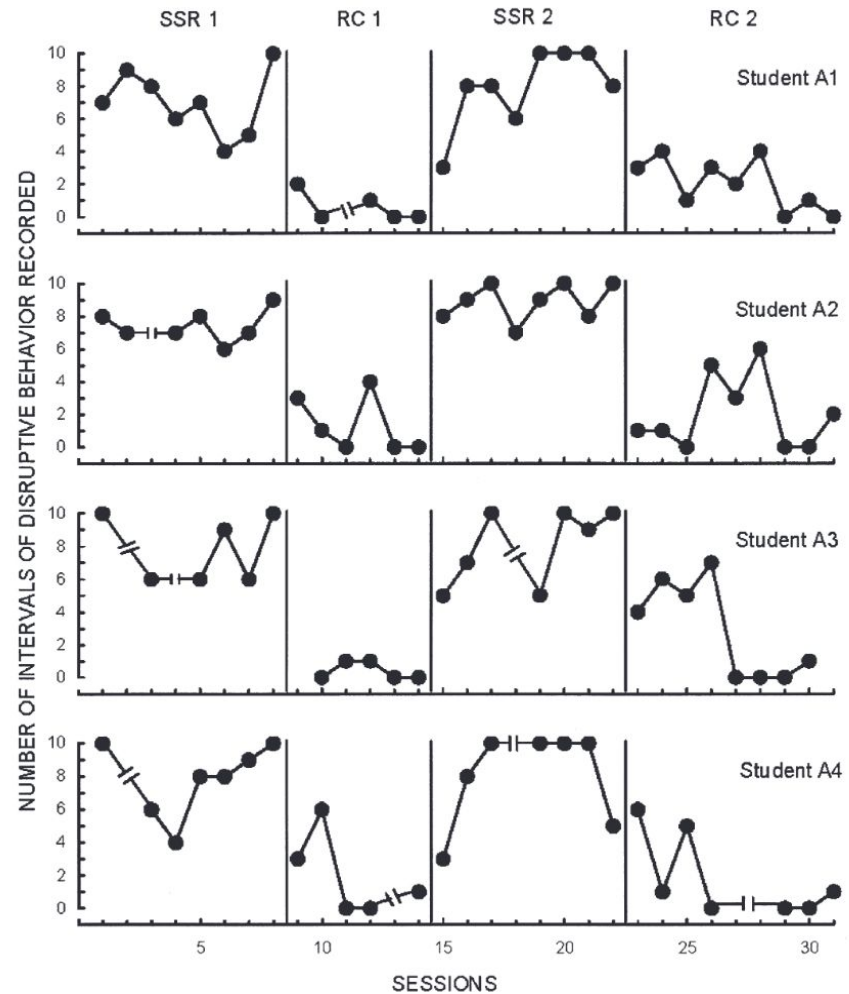


Figure 1. Number of disruptive behaviors during single-student responding (SSR) and response card (RC) conditions for the target students in Classroom A. Breaks in data points represent student absences.

Opportunities to respond: An essential tool to reduce idle time

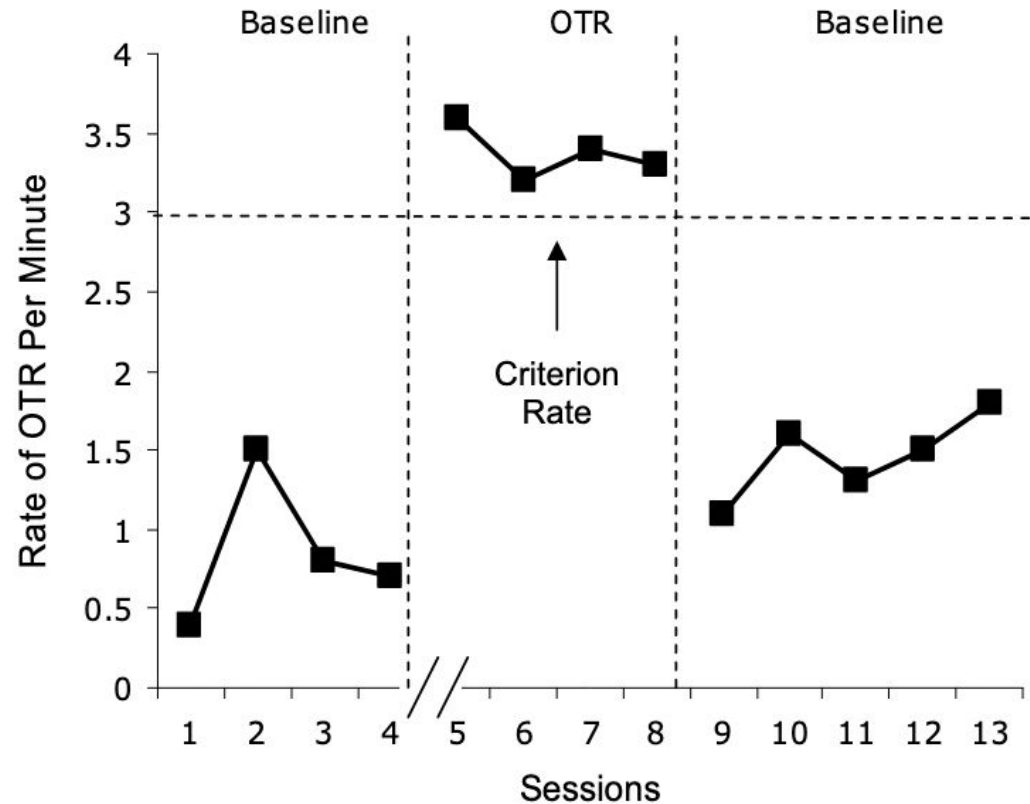
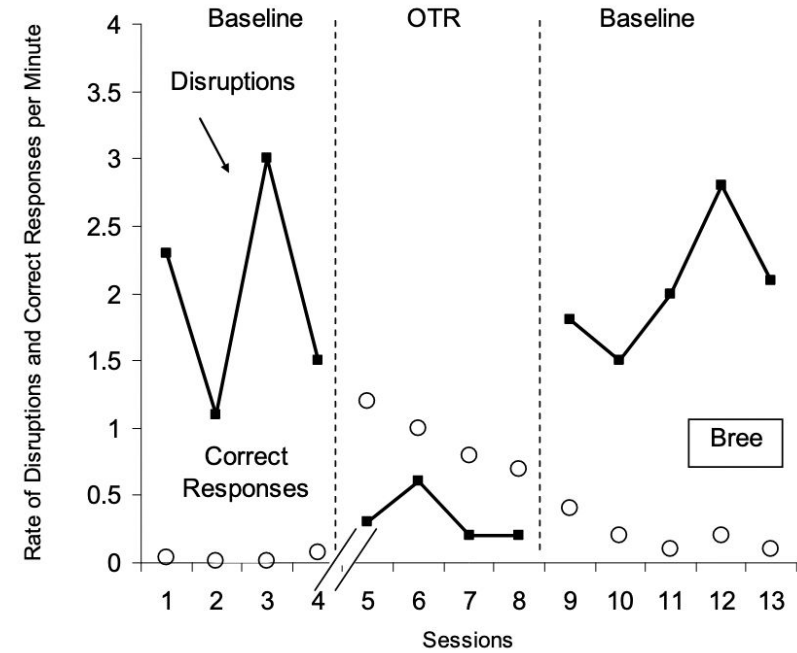
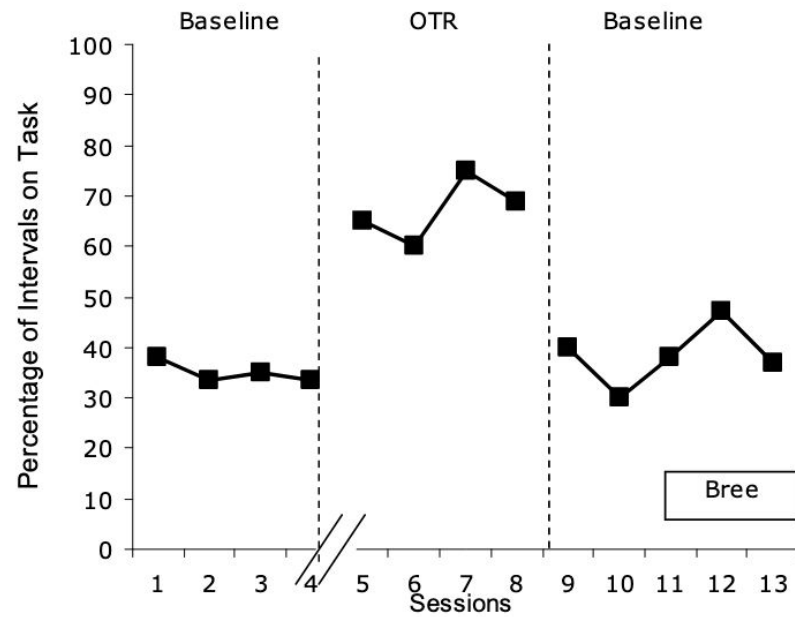
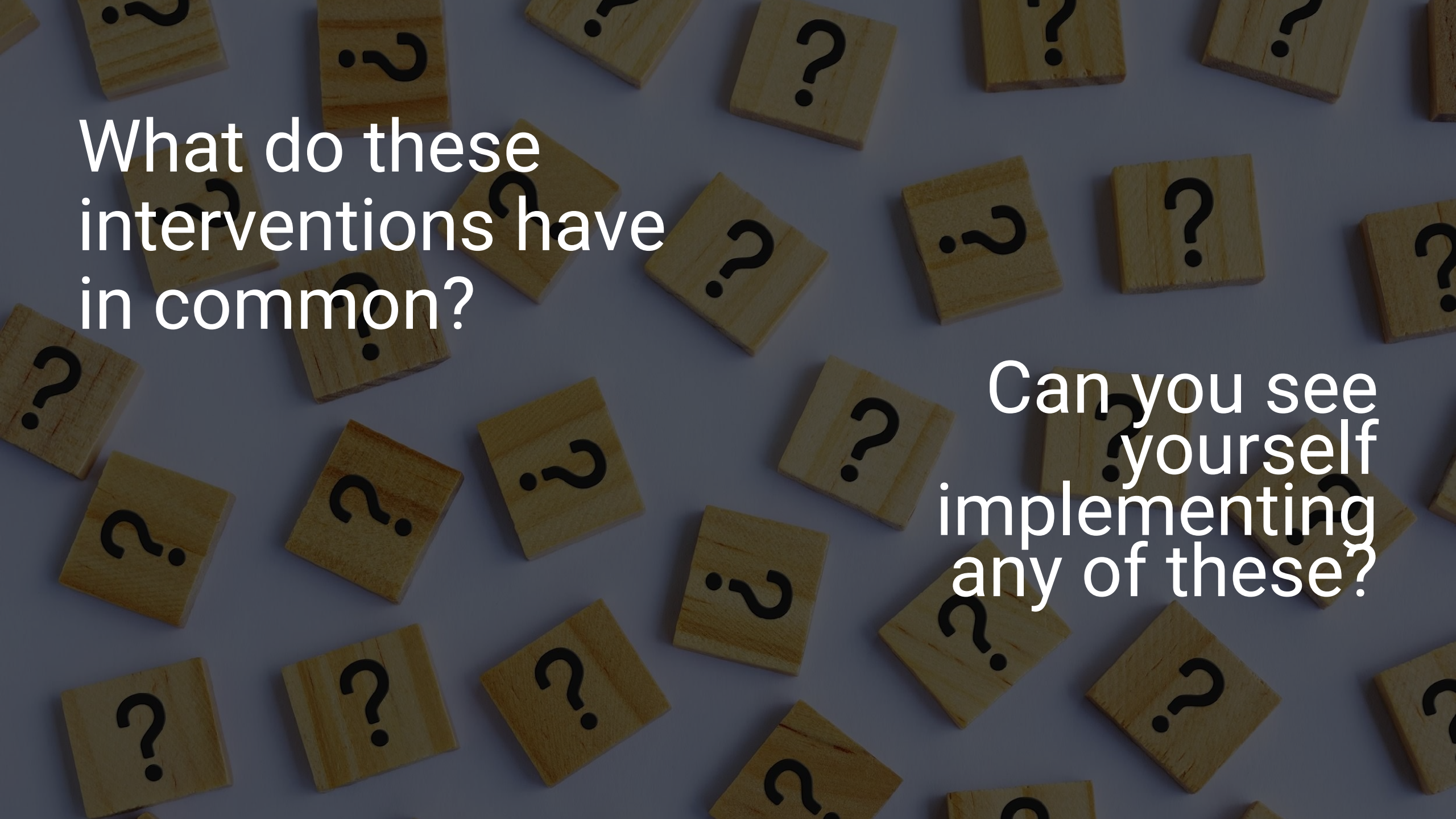


Figure 1. Opportunities to respond per minute during phases of the study. The dotted line shows criterion rate of three OTR per minute.



Look what happens by simply increasing OTR's!!!



What do these
interventions have
in common?

Can you see
yourself
implementing
any of these?

Consider the Good Behavior Game

- Played during teacher-directed lessons
- Divide class into 2-3 teams
- Describe the rules:
 - During lesson, talkouts earn teams points
 - Teams w/fewest points at end of lesson win
 - Both teams can win if they stay under a limit
- Teams compete for small rewards



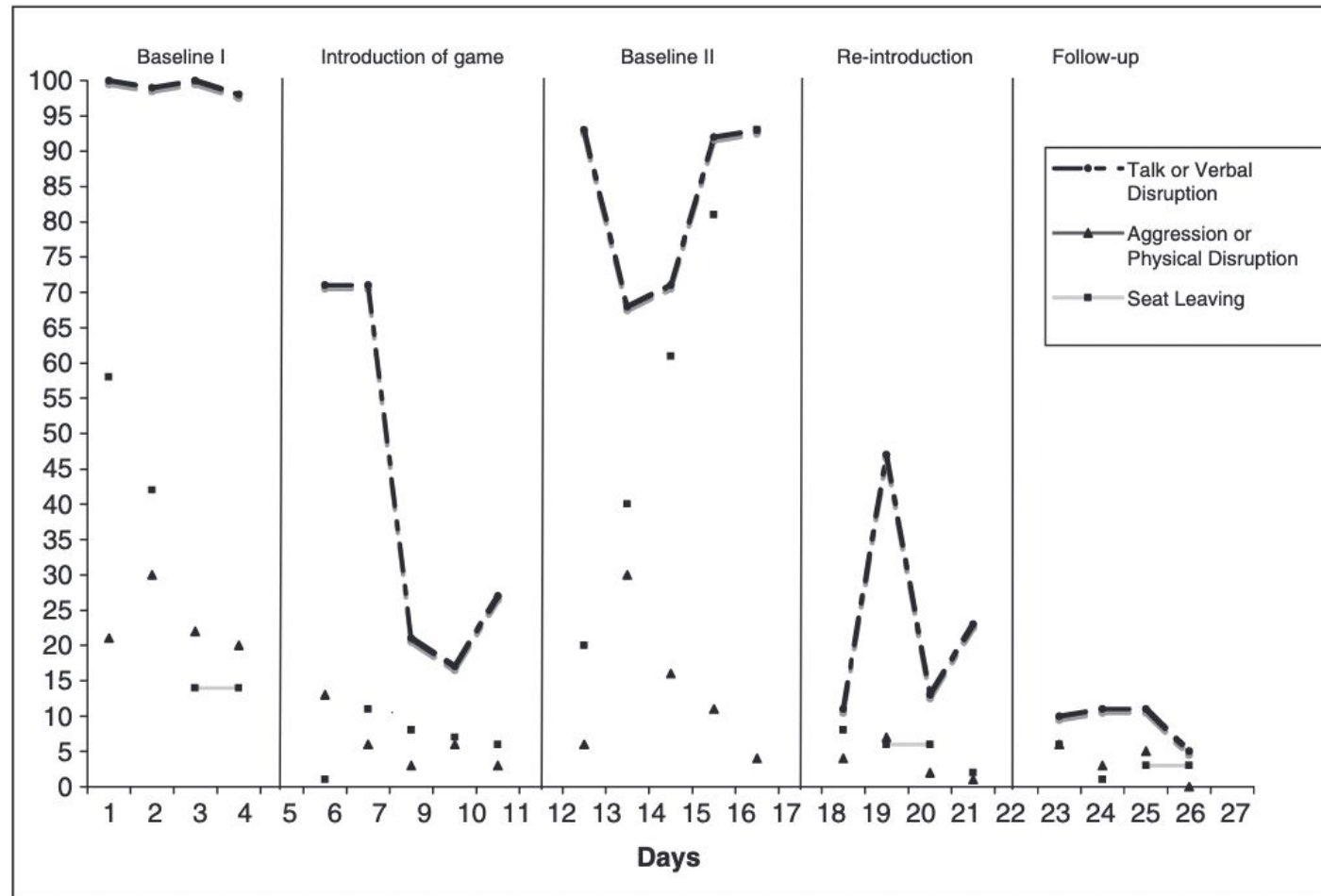


Figure 2. Percentage of disruptive behaviors across intervals

Kleinman, K. E., & Saigh, P. A. (2010). *The Effects of the Good Behavior Game on the Conduct of Regular Education New York City High School Students. Behavior Modification, 35(1), 95–105.*

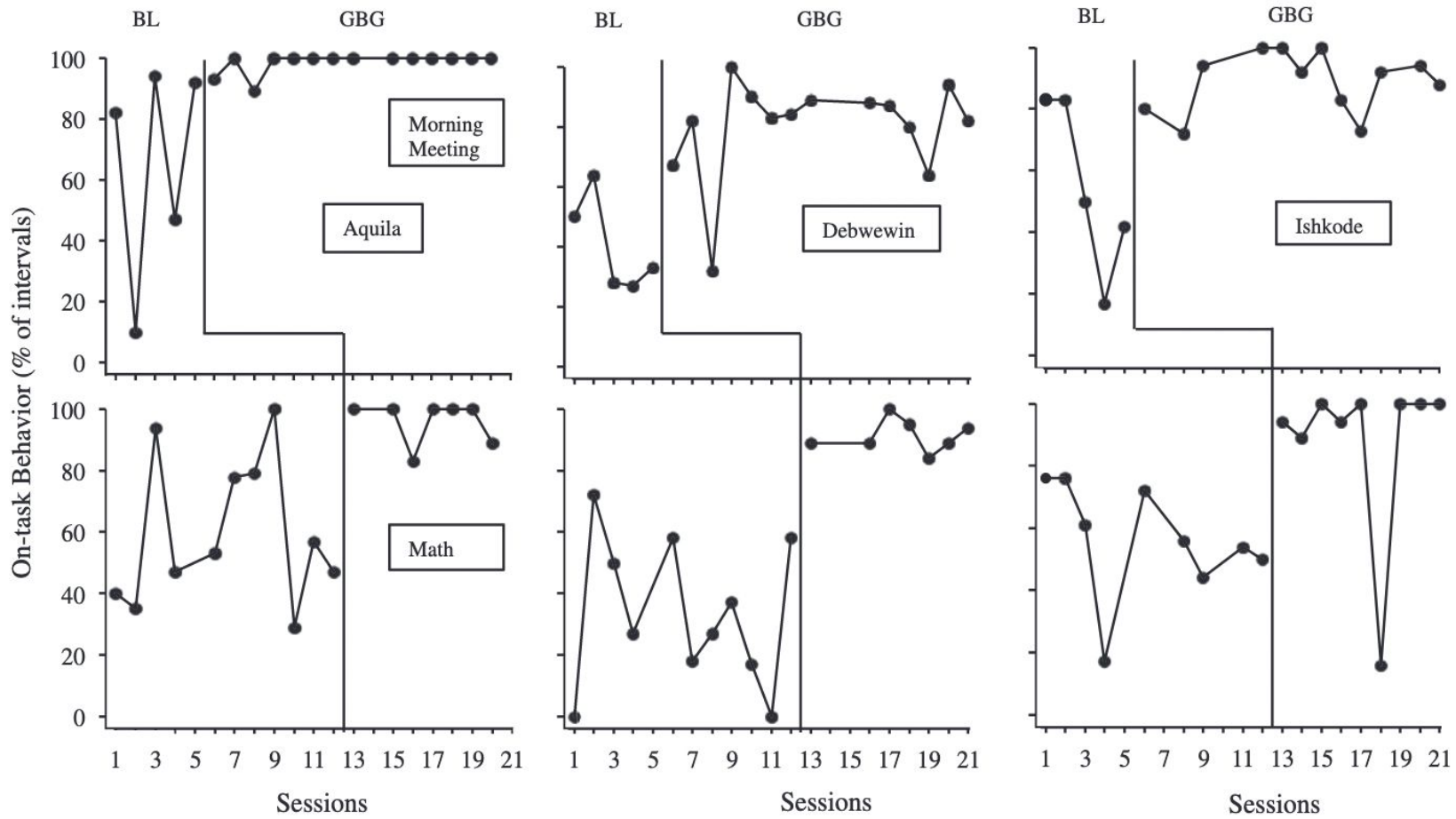
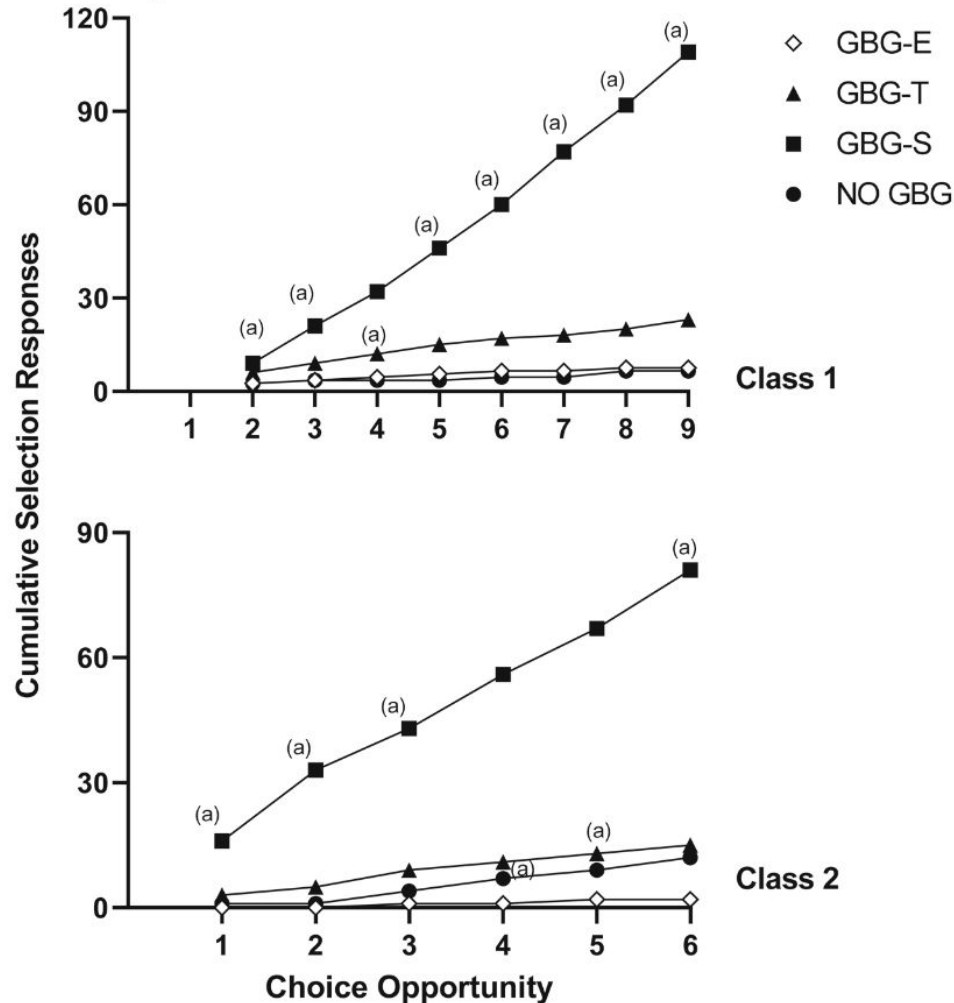


Figure 1. Percentage of intervals with on-task behavior during morning meeting and math rotations during baseline (BL) and the Good Behavior Game (GBG).

Pennington, B., & McComas, J. J. (2016). *Effects of the good behavior game across classroom contexts. Journal of Applied Behavior Analysis, 50(1), 176–180.*

Figure 2
Students' Cumulative Selections for Conditions



Note. BL = baseline, GBG = Good Behavior Game, GBG-E = GBG-Experimenter, GBG-T = GBG-Teacher, GBG-S = GBG-Student, (a) indicates condition experienced.

- Students enjoy playing the GBG
- When given the choice, they **ask** to play
- Students as young as **Kindergarten** have been taught how to run the GBG
- When given the choice re: who runs it, they overwhelmingly prefer **student-led GBG!!!**

Peltier, et al., (2023). Effects of and preference for student- and teacher-implemented good behavior game in early elementary classes. *Journal of Applied Behavior Analysis, 56(1), 216-230.*

Shameless Plug



IMPROVING CLASSROOM MANAGEMENT WITH THE GOOD BEHAVIOR GAME




Session 171

Dr. Jeanne Donaldson

Let's say your
classroom
management is...
"on lockdown"





Easy individual incentive systems



Simple behavioral contracts



Daily point systems



Integrating these systems
with caregivers at home



First things first

- Get approval from parents/guardians
- Get an understanding student's motivation
- These are reward systems, not take-away systems
- Don't try this with chronic, dangerous behavior (i.e., know your limits ;-)

Simple contracts

- State the desired outcome in terms of a goal
- State what is earned when the goal is met
- State when contracts are reviewed

Example courtesy of:
<https://limened.com/behavior-contract-template/>



BEHAVIOR CONTRACT

Date: November 5

GOAL BEHAVIOR

I, Chris, agree to work on this behavior:
I will stay in my assigned area (in my seat, on my carpet square) during reading and independent work time. I won't leave the area unless I ask and Mr. S. gives me permission first.

REWARD

The reward I will receive for meeting this goal is:
I will get to choose who I sit next to for the day on Fridays if I reach my goal Monday through Thursday.

REVIEW

We'll check in on how this contract is going on this date: November 19

Ch
Student Signature

MS
Adult Signature

 Limened

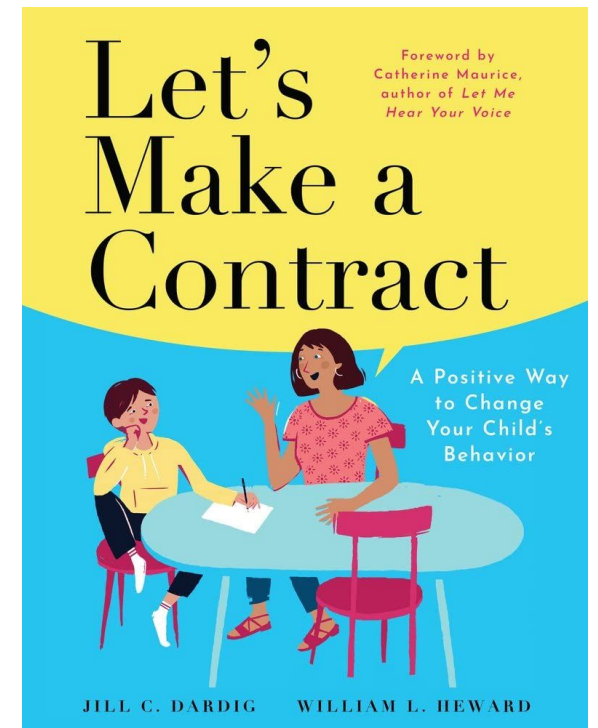
HOW TO WRITE A BEHAVIOR CONTRACT



Session 188: Jill
Dardig & Bill Heward






Perhaps one of the most
authoritative books on
the topic



Individual Point Systems

- AKA “Check in/Check out” plans
- Abundant evidence base in the literature
- Straightforward to implement
- Yields ongoing progress data

Today's schedule	How is my day going?		
Table Work	0	1	2
AM Meeting	0	1	2
Reading	0	1	2
Bathroom	0	1	2
Snack	0	1	2
Math Groups	0	1	2
Math	0	1	2
Word Work	0	1	2
Recess	0	1	2
Lunch	0	1	2
Bathroom	0	1	2
Special	0	1	2
Reading Groups	0	1	2
SSR	0	1	2
Total Daily Points:			
Rubric			
0 - I needed many reminders to keep my hands to myself and/or follow directions			
1 - I needed some reminders to keep my hands to myself and/or follow directions			
2 - I kept my hands to myself and followed directions			































I'm working for: _____

I need _____ points

Classes & Activities	Academic Participation			Behavior			Teacher Initials	
Science	0	1	2	0	1	2		
UA 1	0	1	2	0	1	2		
UA 2	0	1	2	0	1	2		
Reading	0	1	2	0	1	2		
Flex	0	1	2	0	1	2		
Writing	0	1	2	0	1	2		
Math	0	1	2	0	1	2		
Social Studies	0	1	2	0	1	2		
Daily Total Poin	/16			+	/16			= /32
Academic Participation Rating Rubric								
0 - Student does little or no work at all								
1 - Student does some work, but not all of it								
2 - Student completes all assignments (or works at a reasonable rate)								
Behavioral Rating Rubric								
0 - Student took/touched other peoples' stuff, and/or needed more than 2 reminders to be appropriate								
1 - Student required 1-2 reminders to be appropriate								
2 - Student refrains from disruptive behaviors for the duration of the activity								

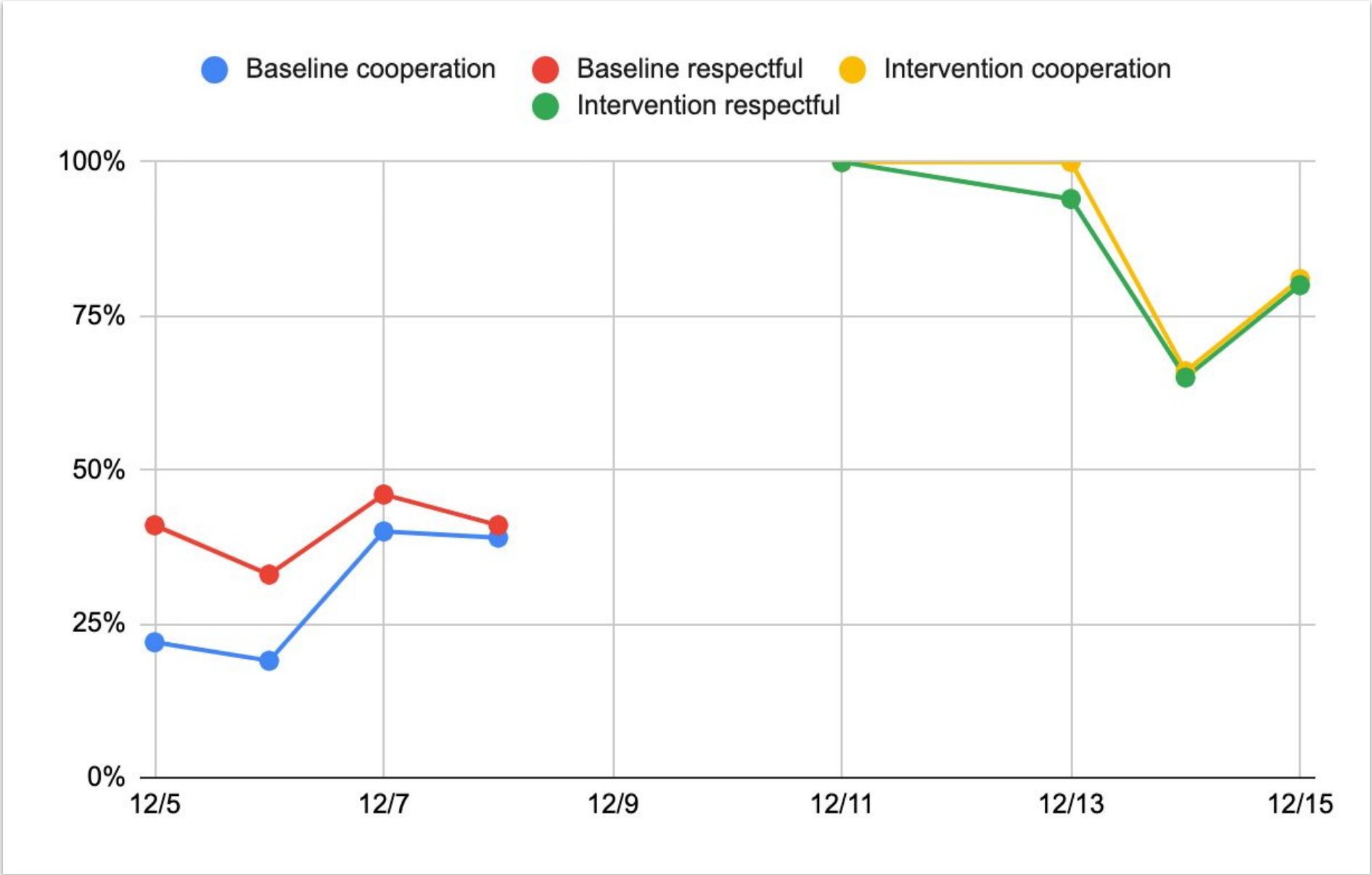
Middle School Example

- Do your best! Stay put! Say nice things!

Morning Check-In			
Morning Meeting			
Spelling/Writing			
Snack			
Math			
Math			
Lunch			
Recess			
Reading			
Reading			

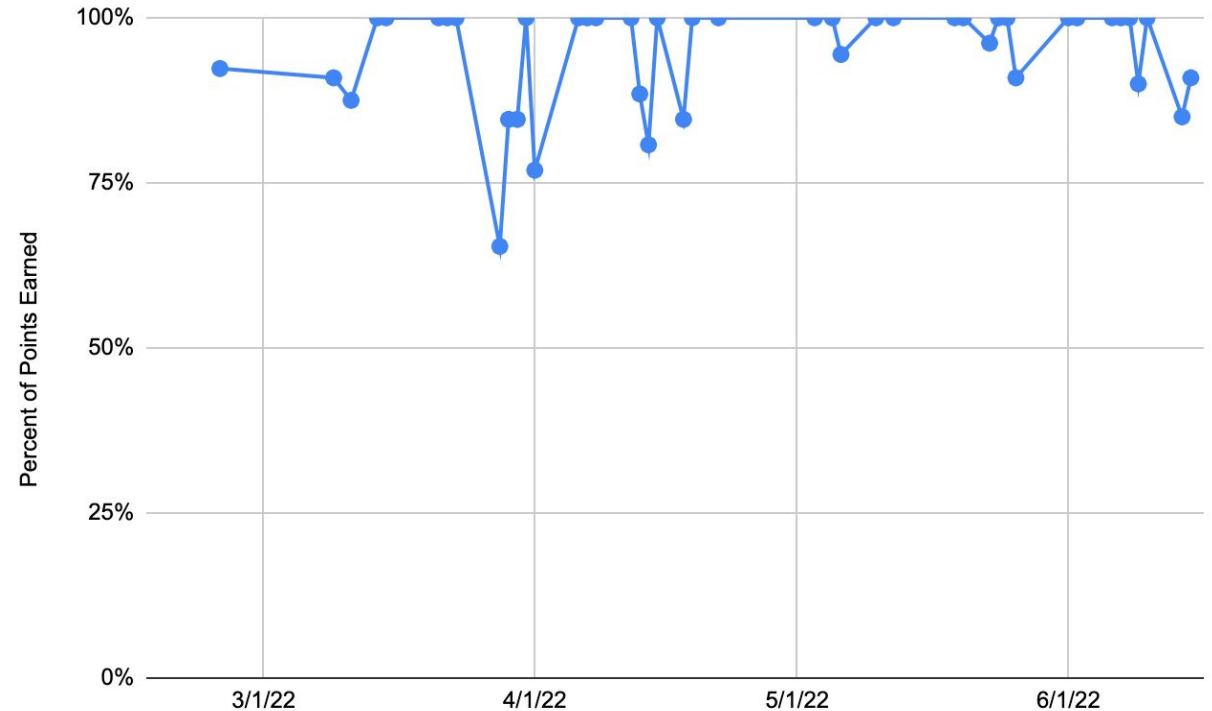
Primary Grade Example

CICO data from the real world

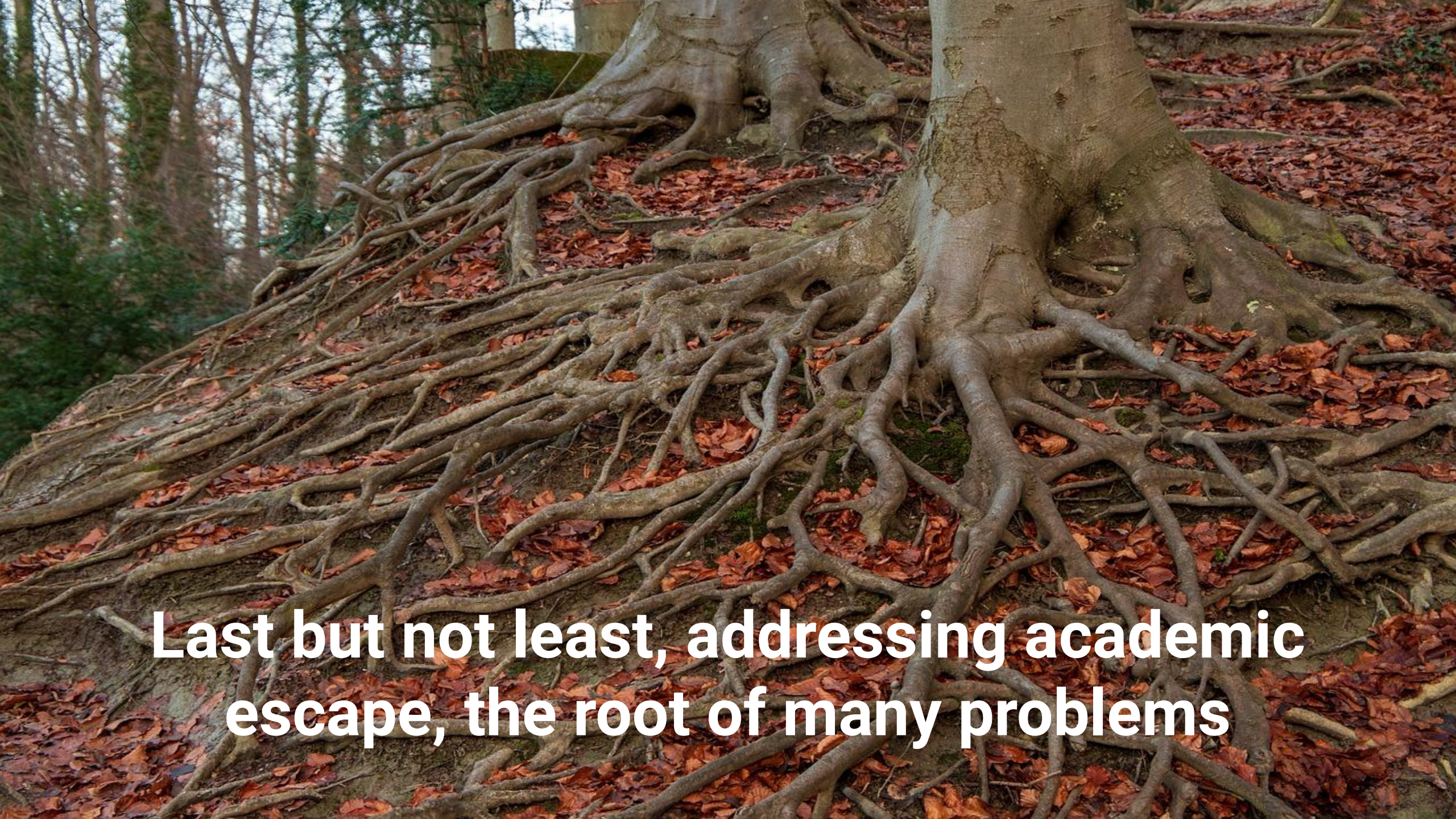


Incorporating with the Home Team

- Need 'gung-ho' parents
- Able to set limits safely
- Permit access when students meet goals
- Withhold when they don't
- Allow some leisure regardless



CICO data from long-term home/school partnership



**Last but not least, addressing academic
escape, the root of many problems**

MM

I am a Special Education teacher for 5th grade but we are doing inclusion, so I teach grade level to kids who can't read.

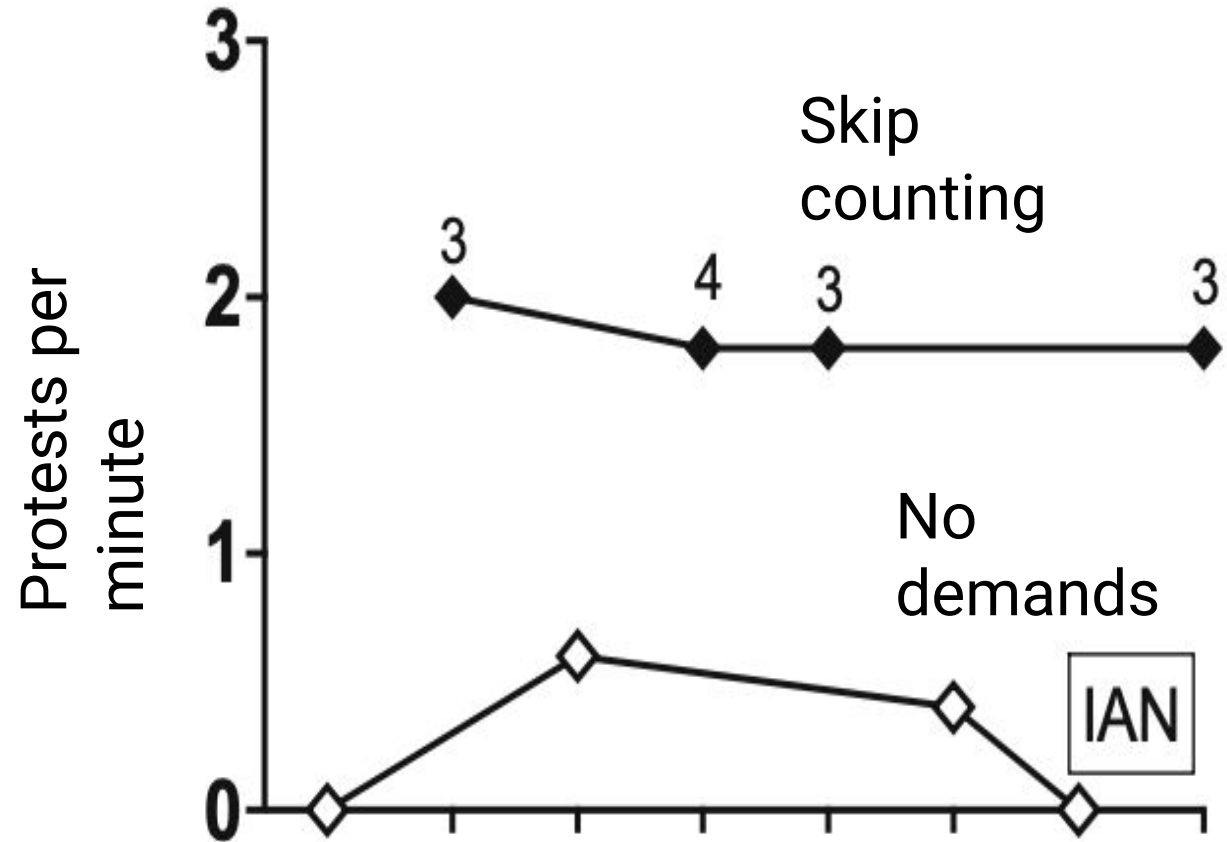
MC

Reply ...



Meet “Ian”

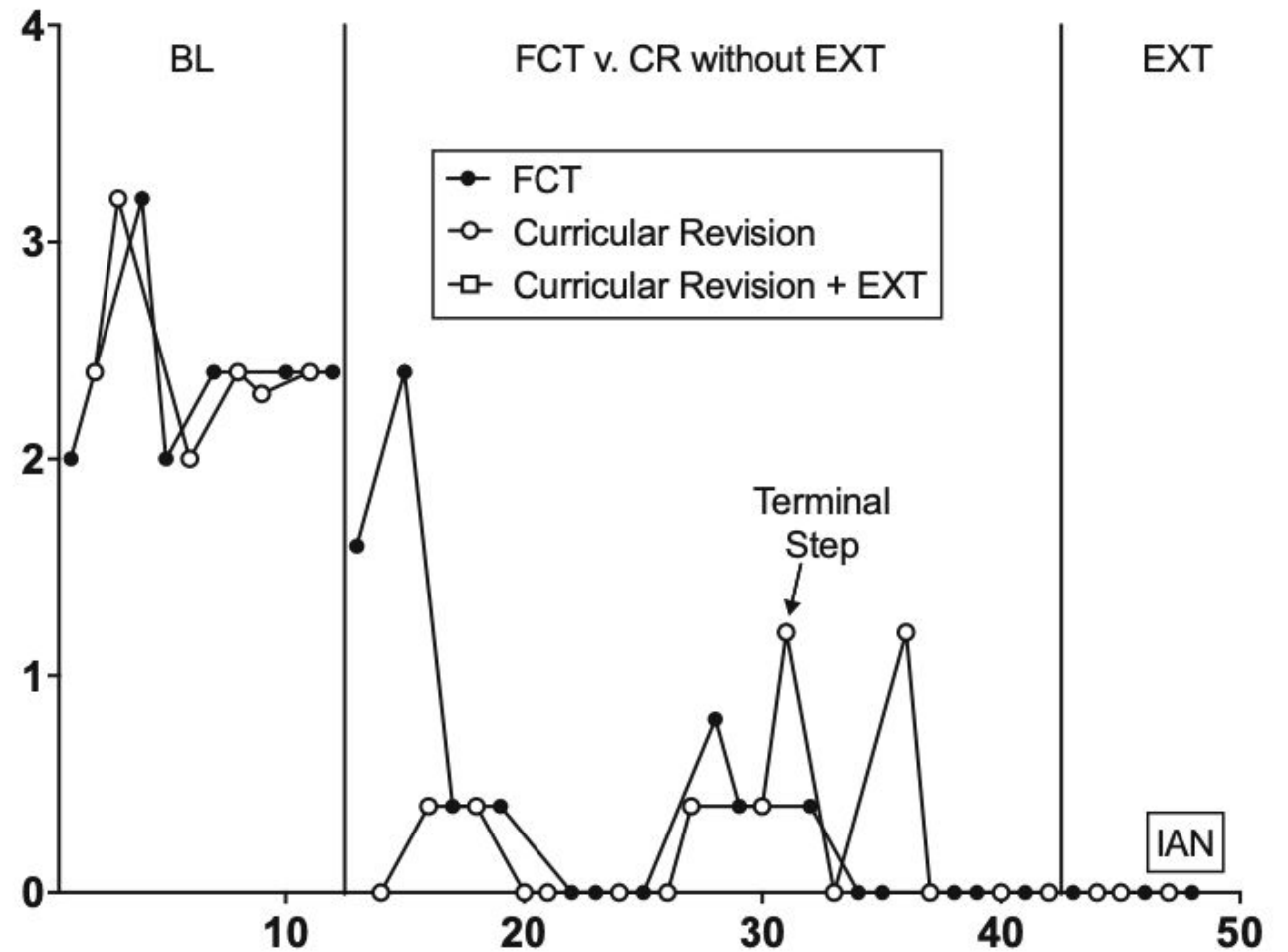
- 6 years old
- 1st grade
- Dx of ADHD & ODD
- Frequently protested / tantrummed during math, especially skip counting
- Attended an alternative education school



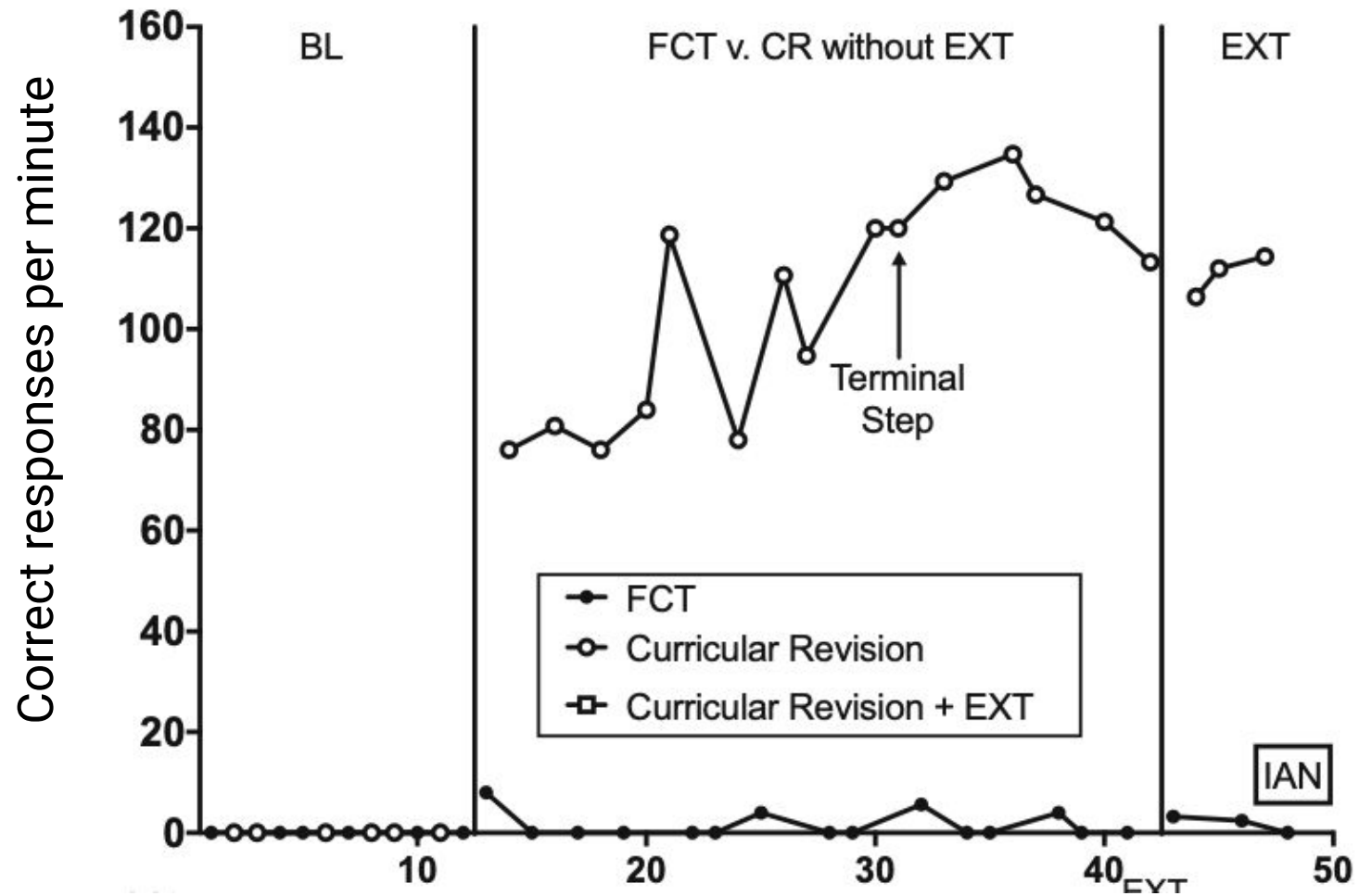
Romano, St. Peter, Milyko, Mesches & Foreman (2021)

Comparison of Functional Communication Training & Curricular Revision

- FCT = 30-sec break
- CR = practicing 15-second skip-counting timings



Both were effective, but check this out:



If you find yourself on your own...

Above all else, seek building approval and parental consent throughout this process. Seek consultation & supervision as necessary



Examine classroom management first (routines, predictable responses to problem behavior)



Consider using the Good Behavior Game, Whole-Group Responding, and high rates of Opportunities to Respond



Behavioral Contracts



Simple reward plans



Curricular revisions for academic escape



Thank you!

- [Behavioralobservations.com](https://behavioralobservations.com)
- [Thebehavioraltoolbox.com](https://thebehavioraltoolbox.com) (coming soon)
- [Instagram.com/behavioralobservations](https://www.instagram.com/behavioralobservations)
- [Facebook.com/behavioralobservations](https://www.facebook.com/behavioralobservations)
- [Twitter.com/behaviorpodcast](https://twitter.com/behaviorpodcast)



**THE
BEHAVIORAL
OBSERVATIONS
PODCAST** [BEHAVIORALOBSERVATIONS.COM](https://behavioralobservations.com)