

TRI-STATE WEBINAR SERIES

PROACTIVE BEHAVIOR MANAGEMENT Part 1: Relationship-Based Strategies

Presented by: Meggin Funk, M.S.Ed., CCC-SLP,
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Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:



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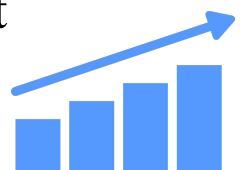
Learner Objectives

1. Gain an understanding of 6 proactive relational strategies
1. Identify the degree to which each strategy is currently being utilized in your setting / with your student(s)
1. Develop a plan for how to increase appropriate behavior and decrease problematic behavior through the consistent use of these strategies

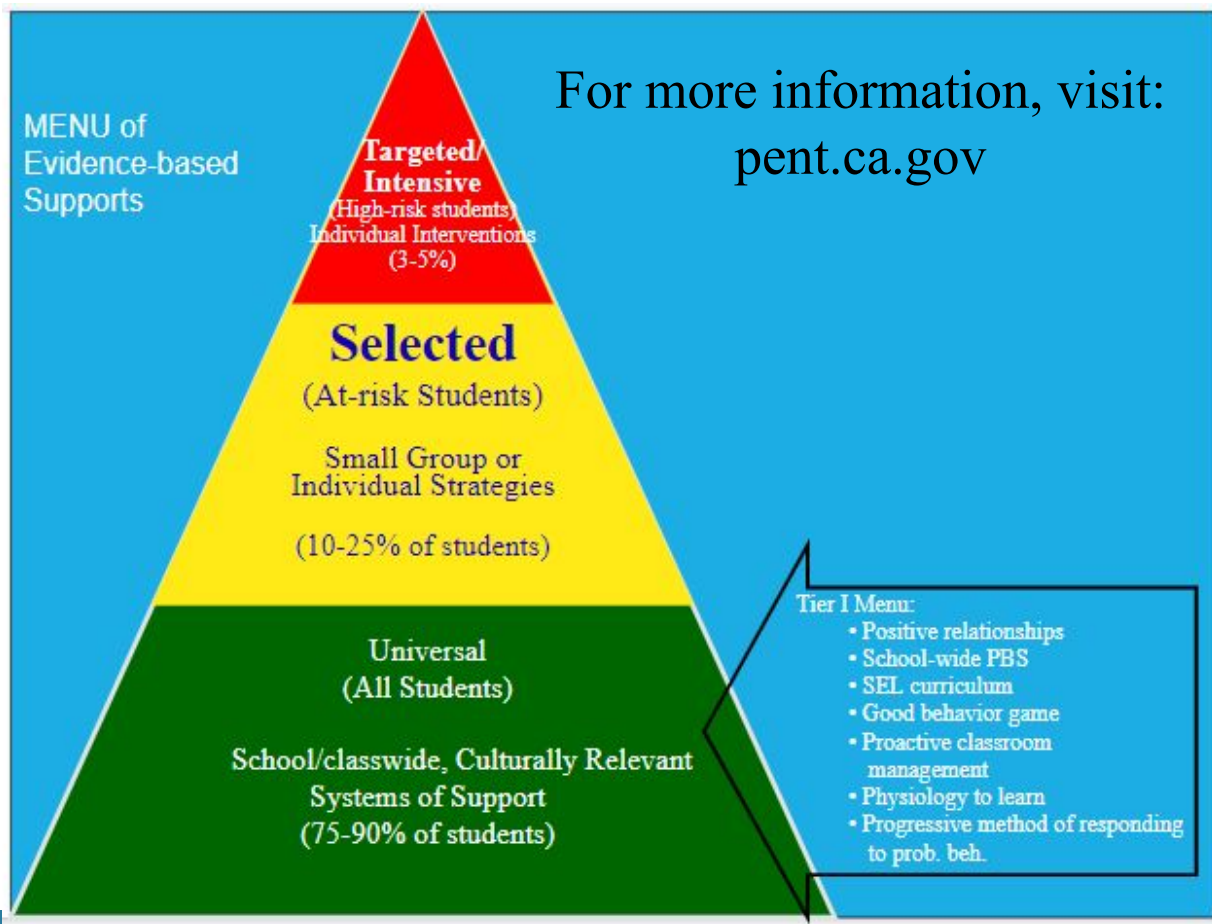
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Why focus on relationships with students?

- The national average shows students spend over 1,000 hours each school year with their teachers (Camp, 2017).
- A Review of Educational Research analysis of 46 studies found that strong teacher-student relationships were associated in both the short- and long-term with improvements on practically every measure schools care about: higher student academic engagement, attendance, grades, fewer disruptive behaviors and suspensions, and lower school dropout rates (Sparks, 2019).



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17 Proactive Classroom Management Strategies

Relationship Strategies

1. 5 to 1 ratio of positive to negative interactions (Magic ratio)
2. Smiling and being nice
3. Positive greetings at the door to pre-correct and establish a positive climate
4. Communicating competently w/ students
5. Wise Feedback
6. Intermittent non-contingent reinforcement (individuals or whole-group)

Procedural Strategies

7. Organizing a productive classroom
8. Pre-correction
9. Teach, model, and reinforce social-emotional skills
10. Transitions are managed well
11. Independent seatwork is managed and used when needed
12. Teacher proximity and mobility
13. Motivation system
14. Goal setting, problem solving and performance feedback
15. Visual schedule of classroom activities
16. Effective cueing systems to release and regain attention
17. Providing numerous opportunities to respond (OTR)

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PCM RELATIONSHIP #1:

5-TO-1 RATIO

- Positive interactions consist of words, gestures (thumbs up), or physical contact (pat on the shoulder, high five) that have a positive quality to them and are delivered contingent on desirable behavior
- Helps students learn expected behaviors
- Keep in mind, the most effective praise is genuine, specific, contingent and emphasizes effort, behavior and/or process
- 5 to 1 is the “Magic Ratio” (Benson, 2017)

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Positive Attention Data Sheet

Positive Attention Data Sheet:

bit.ly/PositiveAttentionData

Date / Time / Activity

Positives(+)

Negatives / Redirects (-)

TASN POSITIVE ATTENTION DATA SHEET

Directions: Fill in date and time and activity being observed. Tally how many positives and how many negatives the target gave individually to the target student. The goal is for the final number to be approximately 5.

Date: Time: Activity	Positives (+)	Negatives / Redirects (-)	+/- = Ratio
Total:			
Total:			
Total:			
Total:			
Total:			
Total:			
Total:			
Example 12/7/17 9:00-10:00 am Math	TOTAL TOTAL TOTAL TOTAL TOTAL	TOTAL	33 / 6 = 5 3 : 1 ratio
Total: 25	Total: 5		

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What do you think?

What are some ways you have used
or could use to track 5:1 data?

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PCM RELATIONSHIP #2:

Smiling and Being Nice

Mirror Neurons! Neurons that fire when another person acts; thus, the neurons "mirror" the behavior of the other (Shinnick, 2018)

- Students learn via modeling from educators and peers
- Students will treat us how we treat them

Randomized trial of performance under smiling vs. no smiling conditions found that the smile group perceived:

- boring material to be more interesting
- neutral images to be more positive

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PCM RELATIONSHIP #3:

Positive Greetings at the Door

- Establishes a positive classroom atmosphere and pre-corrects problem behavior
- Positive verbal or non-verbal interactions with students as they walk into the room: use smiles, physical touch (high fives, fist bumps, hand shakes) and use the student's name in the greeting
- Reference successes that occurred the prior day
- Show enthusiasm that they are there to be taught!

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PCM RELATIONSHIP #4:

Communicating Competently

Delivering effective praise:

- Contingency
- Specificity
- Sincerity
- Process, effort, use of a strategy

Delivering effective reprimands or corrective statements:

- Empathy statement
- Don't get caught up in content
- Non-threatening, soft voice
- Proximity

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PCM RELATIONSHIP #5:

Wise Feedback

- Providing feedback to students by voicing high expectations to the student and belief in the students' ability to meet those expectations
- Be CLEAR, SPECIFIC, RESPECTFUL and IMMEDIATE with feedback
- Use language at your student's level
- Phrase feedback positively (what TO do)

Keep in mind individual student preferences with form of feedback

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What do you think?

What are some individualized ways your students like to receive feedback?

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PCM RELATIONSHIP #6:

Intermittent Non-Contingent Reinforcement

- Providing a student the opportunity to get what they want before they use problem behavior to get attention or escape/avoid academic work
- Allow the student(s) to get attention in the absence of problem behavior
- Allow the student(s) to take a break at a time when the student is not engaging in problem behavior

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Reinforcement versus Bribery

Reinforcement

Reinforcement follows a behavior and results in an increase in future responding.

Reinforced behaviors result in motivated stimuli after the behavior occurs.

Reinforcement strengthens, maintains and increases behavior.

Reinforcement increases the likelihood of a behavior occurring again.

Learned behaviors are followed by reinforcement.

Reinforcement predicts the future probability of the behavior.

Reinforcement- the behavior occurs before access to the reinforcer.

Bribery

Bribery is the act of offering a preferred item or activity in attempts to influence a behavior in that moment.

Bribed behaviors occur only after receiving the item or activity first.

Bribery only influences the behavior in that moment.

Bribery does not result in an increase in future responding.

Influenced behaviors occur due to receiving a bribe before the behavior occurs.

Bribery only suggests a moment of the behavior.

Bribery- the reward is delivered before the behavior occurs.



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What do you think?

True or False:

Reinforcement happens after the behavior and makes it more likely that the same behavior will occur again under similar conditions.

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How are we doing now?

Self-Reflection for Proactive Classroom Management:
bit.ly/ProactiveClassroomManagement

17 PROACTIVE CLASSROOM MANAGEMENT STRATEGIES	
Relationship Strategies	Procedural Strategies
1. 5 to 1 ratio of positive to negative interactions (Magic ratio)	7. Organizing a productive classroom
2. Smiling and being nice	8. Pre-correction
3. Positive greetings at the door to pre-correct and establish a positive climate	9. Teach, model, and reinforce social-emotional skills
4. Communicating competently w/ students	10. Transitions are managed well
5. Wise Feedback	11. Independent seatwork is managed and used when needed
6. Intermittent non-contingent reinforcement (individuals or whole-group)	12. Teacher proximity and mobility
	13. Motivation system
	14. Goal setting, problem solving and performance feedback
	15. Visual schedule of classroom activities
	16. Effective cueing systems to release and regain attention
	17. Providing numerous opportunities to respond (OTR)

Target Student/ Brief History/Grade
Pick at least 1 problematic behavior (make sure you can describe it in observable and measurable terms)

Rate the degree to which this PCM strategy is currently being utilized with your target student. Could this PCM benefit the entire classroom? Create an Implementation Plan based on your ratings.			
17 Proactive Classroom Management Strategies	Rating	Benefit	Implementation Plan
	No idea 25%	Yes	
	50%	No	
	75%		
	100%		
Relationship Strategies			
1. 5 to 1 ratio of positive to negative interactions (Magic ratio)			
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We will focus on pages 1 and 2 for relationship-based strategies.

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Self-Reflection for Proactive Classroom Management

17 Proactive Classroom Management Strategies

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Target Student/ Brief History/Grade
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What do you think?

What are some problem behaviors you have experienced that could be used on this sheet to target with these proactive strategies?

Remember: observable and measurable

Self-Reflection for Proactive Classroom Management

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17 Proactive Classroom Management Strategies	Rating No idea 25% 50% 75% 100%	Benefit		Implementation Plan
		Yes	No	
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Rate the degree to which this PCM strategy is currently being utilized with your target student.

Could this benefit the entire classroom?

Create an implementation plan based on your ratings.

Self-Reflection for Proactive Classroom Management

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Benefit
Yes
No

25%
50%
75%
100%

Self-Reflection for Proactive Classroom Management

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Implementation Plan

- Prioritize strategies that you rated low on degree of implementation and rated 'yes' to benefiting the whole classroom
- Choose action steps that are concrete, measurable and obtainable
- Include who and by when

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What do you think?

What is one new idea that will help you set your students up for success?

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In Conclusion...

1. Gain an understanding of 6 proactive relational strategies
1. Identify the degree to which each strategy is currently being utilized in your setting / with your student(s)
1. Develop a plan for how to increase appropriate behavior and decrease problematic behavior through the consistent use of these strategies

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THANK YOU!

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