

TRI-STATE WEBINAR SERIES

PROACTIVE BEHAVIOR MANAGEMENT Part 2: Procedural Strategies

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Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:



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Presenter Information



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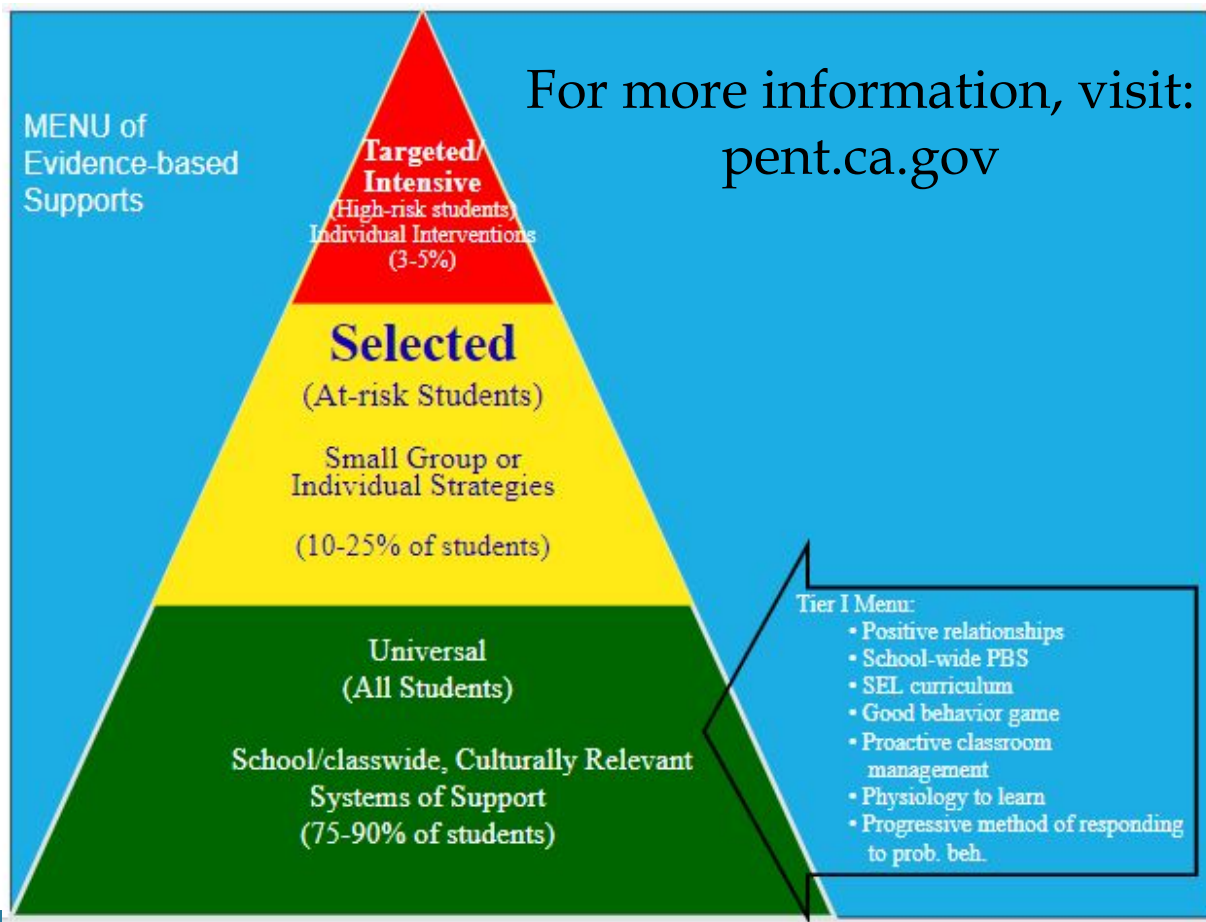
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Learner Objectives

1. Gain an understanding of 11 procedural proactive strategies
2. Identify the degree to which each strategy is currently being utilized in your setting / with your student(s)
3. Develop a plan for how to increase appropriate behavior and decrease problematic behavior through the consistent use of these strategies

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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 PROCEDURES #1: ORGANIZING A PRODUCTIVE CLASSROOM

Ingredients to a well organized classroom

- All students can see instruction without having to strain or engage in effort (*limit response effort*)
- Limit visual and auditory distractions in the room
- Problem students are not seated next to one another
- Flow in, out, and about the room with minimal disruption
- Optimal seating arrangements to enable whole group, small group and individual instruction

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PCM PROCEDURES #2: PRE-CORRECTION

- Use interspersed practice not massed practice
 - 4 easy, 2 harder, 3 easier, 1 harder
- Use procedural prompt cards
- Review procedure for the task and how to signal need for help
- Focus on process and trying new things

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PCM Procedures #3:

Teach, model, cue, and reinforce behavioral expectations

Establish 3 to 5 behavioral expectations (safe, respect, responsible)

- Teachable
- Positively stated (Dos not Don'ts)
- Memorable

Teach and model expectations on an ongoing basis

Cue students visually to prompt and activate behavior

Reinforce students when they exhibit behavioral expectations

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PCM PROCEDURES #4: TRANSITIONS ARE MANAGED WELL

Expectations for *transitions* are taught and managed

- Establish how long the transition will take
- Establish the components of transition

Give signals:

- Prepare to transition
- Now take action to succeed at transition
- Signal completion of transition
- Periodic reinforcement for success, challenge improvement with a payoff that can be earned, debrief what is going well and what can be improved as a group, or privately if an individual needs transition assistance

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PCM PROCEDURES #5: INDEPENDENT SEATWORK

Independent seatwork is managed and used when needed

- Independent seatwork is associated with lower rates of engagement and student achievement than teacher-led activities
- Clear expectations
- Have backup assignment/activity for those who finish early
- Peer-assisted assignment correcting

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PCM PROCEDURES #6: TEACHER PROXIMITY AND MOBILITY

- Teacher movement throughout the classroom increases academic engagement & prevents up to 40 to 50% of problem behavior
- Proximity to students is an effective and simple corrective procedure for problem behavior

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PCM PROCEDURES #7: MOTIVATION SYSTEMS

Can be individual, small group, or whole group

- Allows students to receive payoff for maintaining on-task behavior
- Remember that items/activities that could reinforce behavior can change over time and are individualized based on personal preferences
 - Satiation and Deprivation
 - Capture and Contrive
 - Do preference assessments frequently!
 - Pair yourself with the students' favorite items/activities

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PCM PROCEDURES #8: EFFECTIVE GOAL SETTING

Goal setting, planning strategies to overcome barriers and performance feedback

- For problematic behaviors, establish a reasonably ambitious behavioral goal
- Try to prioritize 1 behavior or 1 function at a time
- Train the expected behavior
- Deliver periodic feedback to the students based on their progress toward goal attainment
- Reward the individual students and/or entire class for meeting preset goal

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PCM PROCEDURES #9: VISUAL SCHEDULE

Visual schedule of classroom activities – *posted daily*

- Students know precisely what to expect (be specific)
- Students know when to expect which activities
- Students know how much time will be devoted to each activity
- Students can better self-manage their behavior and time

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PCM PROCEDURES #10: EFFECTIVE CUEING SYSTEM/ATTENTION SIGNALS

Effective cueing systems to release and regain attention

- Develop signals that release and regain attention
 - Avoid shouting or using the light switch
- Utilize students to prompt one another to give attention back to the teacher
 - “If you can hear me raise your hand.”
 - Clap three times...snap three times
 - “When I say class, you all say” “Class”

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PCM PROCEDURES #11: OPPORTUNITIES TO RESPOND

Choral Responding is a teaching technique in which all students respond in unison to a teacher-posed question

- Students have more opportunities to participate and receive feedback during instruction

Random solicitation of responses

- Consists of randomly selecting students to provide answers
- Students never know when it will be their turn to provide an answer

Cooperative learning/Peer mediated

Think-Turn-Talk (T³)

- Provides students with an opportunity to interact with one another around the topic.
- Has been shown to be highly effective when taught and modeled for students

References

Wright, D. "17 Proactive Classroom Management Strategies" 2018, http://www.pent.ca.gov/mt/proactive_mgt.pdf

THANK YOU!

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