Motivating Students Through Positive Classroom Management

Jim Wright
www.interventioncentral.org
RTI Toolkit: A Practical Guide for Schools
Motivating Students Through Positive Classroom Management

Jim Wright, Presenter

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Onalaska Public Schools
Onalaska, WI

Workshop Materials Available at: www.interventioncentral.org/onalaska
Workshop PPTs and handout available at:

http://www.interventioncentral.org/onalaska
“The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students.”

—Wright (2005)

Why is a Social-Emotional RTI Model Needed?:
Zero-Tolerance Discipline Policies: The Hidden Cost

Schools that adopt a 'zero-tolerance' policy for disruptive student behaviors:

- have higher rates of school suspension and expulsion
- spend a "disproportionate amount of time" on discipline
- have lower rates of schoolwide academic achievement.

Why is a Social-Emotional RTI Model Needed?: Suspension: Impact on Students

While teachers and administrators may welcome school suspension as an appropriate consequence for student misbehavior, the data show that in fact suspension of particular students:

• is predictive of increased levels of misbehavior and further suspension, and

• is associated with greater probabilities of dropping out of school and failing to graduate on time.

What are risk factors that can prevent students from successfully completing school?
School Dropout as a Process, Not an Event

“It is increasingly accepted that dropout is best conceptualized as a long-term process, not an instantaneous event; however, most interventions are administered at a middle or high school level after problems are severe.”

Student Motivation & The Need for Intervention

“A common response to students who struggle in sixth grade is to wait and hope they grow out of it or adapt, to attribute early struggles to the natural commotion of early adolescence and to temporary difficulties in adapting to new organizational structures of schooling, more challenging curricula and assessment, and less personalized attention. Our evidence clearly indicates that, at least in high-poverty urban schools, sixth graders who are missing 20% or more of the days, exhibiting poor behavior, or failing math or English do not recover. On the contrary, they drop out. This says that early intervention is not only productive but absolutely essential.”

What Are the ‘Early Warning Flags’ of Student Drop-Out?

A sample of 13,000 students in Philadelphia were tracked for 8 years. These early warning indicators were found to predict student drop-out in the sixth-grade year:

- Failure in English
- Failure in math
- Missing at least 20% of school days
- Receiving an ‘unsatisfactory’ behavior rating from at least one teacher

What is the Predictive Power of These Early Warning Flags?

<table>
<thead>
<tr>
<th>Number of ‘Early Warning Flags’ in Student Record</th>
<th>Probability That Student Would Graduate</th>
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<tbody>
<tr>
<td>None</td>
<td>56%</td>
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<tr>
<td>1</td>
<td>36%</td>
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<td>2</td>
<td>21%</td>
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<td>3</td>
<td>13%</td>
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<td>7%</td>
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What is the national drop-out rate for students in the LOWEST fifth of socio-economic ranking?

1. 16 percent
2. 2 percent
3. 32 percent
4. 5 percent

What is ‘learned helplessness’ and how can this condition undermine student motivation?
Learned Helplessness: The Failure Cycle

Students with a history of school failure are at particular risk of falling into the learned helplessness cycle:

1. The student experiences repeated academic failures...
2. ...which undermine self-confidence in their intellectual abilities.
3. The student begins to doubt that their efforts will overcome their learning difficulties...
4. ...causing that student to reduce efforts toward academic achievement.
5. ...resulting in continued failure...
6. ...and reinforcing the student’s belief that they lack the ability to learn.

Learned Helplessness: The Effects

Students who experience a sense of ‘learned helplessness’ feel powerless to improve their academic performance and standing. They can also experience these negative effects:

1. Reduced motivation to respond in the classroom
2. Lessened ability to associate responding with desirable outcomes
3. Symptoms of depression or anxiety

How can the RTI model address student **behavioral** and **social-emotional** needs?
Social-Emotional & Academic RTI: Shared Elements

No single, unified model exists for either academic or behavioral/social-emotional RTI (Burns et al., 2007). However, RTI for both academics and behavior includes these elements:

- A range of services to which students can be assigned that span the levels, or Tiers, from universal through intensive supports.

- "Decision points": educators periodically looking at data, identifying students at risk, and deciding what specific academic/behavioral supports those students need.

- Ongoing progress-monitoring of student interventions.

- Provision of more intensive interventions when lesser interventions are not effective.

- Referral for special education services for students who continue to have significant academic or behavioral deficits despite best efforts to provide intervention support of appropriate intensity.


Response to Intervention

Positive Behavior Interventions & Supports (PBIS)

“[School-wide] PBS is ... a prevention framework or approach that highlights the organization of teaching and learning environments for the effective, efficient, and relevant adoption and sustained use of research based-behavioral interventions for all students, especially those with serious behavior challenges.” p. 228

<table>
<thead>
<tr>
<th>RTI Tier</th>
<th>Who Oversees?</th>
<th>Who is the Target?</th>
<th>What Supports for Students?</th>
<th>What Supports Needed for Teachers?</th>
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<tbody>
<tr>
<td>3</td>
<td>Intensive intervention team; case manager</td>
<td>Individual students</td>
<td>FBA-BIP (Customized intervention plans)</td>
<td>Demonstration of strategies</td>
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<td>Performance Feedback</td>
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<td>Intervention Integrity Check</td>
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<td>2</td>
<td>TIPS Team (Team-Initiated Problem-Solving Model)</td>
<td>Groups of students via SWIS data</td>
<td>• <strong>PBIS Package:</strong></td>
<td>Demonstration of strategies</td>
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<td>• Prevent</td>
<td>Performance Feedback</td>
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<td>• Define/Teach</td>
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<td>• Withhold reward/reinforcement</td>
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<td>• Use corrective consequences</td>
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<td><strong>Standard Protocol Tier 2</strong></td>
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<td>Behavior social-emotional programs</td>
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<td>1</td>
<td>Schoolwide PBIS implementation team</td>
<td>Entire student population</td>
<td><strong>PBIS Package:</strong></td>
<td>Refresher on Schoolwide Behavioral</td>
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<td>• Prevent</td>
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<td>• Define/Teach</td>
<td>Strategies to manage</td>
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<td>• Reward/reinforce</td>
<td>low-level classroom</td>
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<td>• Withhold reward/reinforcement</td>
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Interventions: Scheduled or Contingency-Driven?

One of the elements that separate academic from behavioral interventions is that:

- **academic interventions** can often be scheduled (e.g., reading group meets for 30 minutes 3 times per week), while

- **behavioral interventions** are often contingency-driven (administered contingent on the occurrence or possibility of a student behavior), such as use of praise or pre-correction.

What percentage of students age 14 and older with a diagnosed mental illness drop out of school?

1. 30 percent
2. 22 percent
3. 50 percent
4. 12 percent

**RTI-Behavior Needs Assessment.** What issue(s) relating to student behavior and social-emotional functioning present the greatest challenge(s) to your school or district?
RTI-B Needs Assessment: Rationale

- Schools have limited resources to implement RTI for behavioral and social-emotional issues.

They should, therefore, conduct an RTI-B needs assessment to better understand what goals to work toward, how to allocate their limited resources, and how to prioritize their efforts.
RTI-B: Issues in Behavioral and Social-Emotional Functioning

1. **Disruptive Classroom Behaviors.** Problem behaviors in the classroom commonly interfere with effective instruction.

2. **Bullying.** Bullying and related hidden ('covert') student behaviors create an emotionally unsafe atmosphere for a substantial number of learners.
RTI-B: Issues in Behavioral and Social-Emotional Functioning


4. 'High-Amplitude' Behaviors. A small number of students with more severe behaviors ties up a large share of school support and intervention resources.
RTI-B: Issues in Behavioral and Social-Emotional Functioning

Teachers and other educators (e.g., paraprofessionals) vary in their knowledge of positive behavior management practices.

6. Inconsistency in Supporting Students with Intensive Needs. For students with more significant challenging behaviors, there are disconnects across staff, problem-solving groups, and time. These disconnects result in lack of coordination, communication, and consistent delivery of behavior-support services.
RTI-B: Issues in Behavioral and Social-Emotional Functioning

7. **Differing Philosophies about Behavior Management.** Staff are divided between 'reactive/punitive' and 'pro-active/positive' viewpoints about how to manage student misbehavior.

8. **No Decision Rules for Behavioral ‘Non-Responders’.** The district has no formal guidelines for judging when a general-education student on a behavior-intervention plan is a 'non-responder' and may require special education services.
RTI-B: Issues in Behavioral and Social-Emotional Functioning

9. No Data on Behavioral Interventions. Staff lack an understanding of how to set goals and what data to collect when monitoring student progress on behavioral interventions.

10. Vague Descriptions of Student Problems. Educators find it difficult to define a student's primary behavior problem in clear and specific terms: "If you can't name the problem, you can't fix it."
Activity: Conducting Your Own Needs Assessment

In your groups:

- Review the 10 items from the RTI-B School/District Needs Assessment (table on right).

- Discuss each item and its effect on your school or district; record main discussion points.

- Based on your discussion, CIRCLE the TOP 2-3 items from this list that you feel MOST impact your school or district.

RTI-B Needs-Assessment Items:

1. Disruptive Classroom Behaviors
2. Bullying
3. Motivation
4. High-Amplitude Behaviors
5. Variability of Behavior Management Skills
6. Inconsistency in Supporting Students with Intensive Needs
7. Differing Philosophies About Behavior Management
8. No Decision Rules for Behavioral ‘Non-Responders’
9. No Data on Behavioral Interventions
10. Vague Descriptions of Student Problems
1. 1 in 10  
2. 2 in 5  
3. 1 in 15  
4. 3 in 20  

How many children and youth have a mental illness serious enough to impair how they function at home, at school, and with peers?

Motivating Students Through Positive Classroom Management

**Tool 1: RTI & Group Behavior: Classwide Management Checklist.** Teachers can use this checklist to evaluate effective behavior management in their classrooms.

**Tool 2: Big Ideas in Behavior Management.** These important ideas can help teachers to more effectively manage challenging student behaviors.

**Tool 3: Growth Mindset.** Teachers can combat 'learned helplessness' by structuring classroom statements to encourage optimism and motivation.
RTI & Group Behavior: Classwide Management Checklist. Teachers can use this checklist to evaluate effective behavior management in their classrooms. pp. 4-7
RTI-B: Tier 1: Classwide: 80%

The foundation of RTI-B is built upon the strategies each teacher uses in the classroom to promote:

- strong core instruction
- classwide behavior management.

These strategies focus on the group. They ensure that the classroom will be orderly and that instruction will be engaging.
RTI for Behavior & Social-Emotional Concerns: 'Critical Elements' Checklist: Tier 1: Classwide Management

<table>
<thead>
<tr>
<th>Element</th>
<th>Verified?</th>
<th>Information Source(s)</th>
</tr>
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</table>
| Teaching Culturally Responsive Behavioral Expectations. Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007). Behavioral expectations are selected and framed in a manner that acknowledges the diversity of cultures within the school community and recognizes the need for students to be active rather than passive learners (Bai, Thorius, & Kozlowski, 2012). Training the Class in Basic Classroom Routines. The teacher has established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003). Examples of classroom routines include:  
- engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities).  
- assigning and collecting homework and classwork.  
- transitioning students efficiently between activities. Posting Positive Classroom Rules. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). 2. Instruction That Motivates. Academic instruction holds student attention and promotes engagement--to include:  
<table>
<thead>
<tr>
<th>Element</th>
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<th>Information Source(s)</th>
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<tbody>
<tr>
<td>Ensuring Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, &amp; Boice, 2008).</td>
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</tbody>
</table>
RTI for Behavior & Social-Emotional Concerns: 'Critical Elements' Checklist: Tier 1: Classwide Management

The 'Critical Elements' Checklist: Tier 1: Classwide Management (Handout: pp. 4-7) allows the teacher or an outside observer to evaluate whether key principles of strong behavior are being used consistently throughout the class.

An observer employing this checklist can use teacher interviews, direct observation, and/or examination of artifacts such as lesson plans and student work, as evidence to verify that a key classwide behavior-management element is present or missing.
Activity: School Readiness at Tier 1: Classwide Management: Part 1

At your tables:

- Look over items on the Classwide Management ‘Critical Elements’ Checklist.
- Select 2-3 items that you find present the greatest challenge to implement well.
- Brainstorm ways that you can overcome these identified challenges.
High Expectations for Behavior…

• **Teaching Behavioral Expectations.** Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007).

Behavioral expectations are selected and framed in a manner that acknowledges the diversity of cultures within the school community and recognizes the need for students to be active rather than passive learners (Bal, Thorius, & Kozleski, 2012).
High Expectations for Behavior…

- **Training the Class in Basic Classroom Routines.**
  The teacher has established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003). Examples of classroom routines include:
  
  - engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities)
  - assigning and collecting homework and classwork
  - transitioning students efficiently between activities
  - independent seatwork and cooperative learning groups
  - dismissing students at the end of the period
High Expectations for Behavior…

- **Posting Positive Classroom Rules.** The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as ‘goal’ behaviors (e.g. ‘Students participate in learning activities without distracting others from learning’). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).
High Expectations for Behavior: Additional Resources

**Self-Check Behavior Checklist Maker.** This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.

The Self-Check Behavior Checklist Maker is a free application that allows teachers to quickly create checklists that students can use to monitor their behavior in the classroom. Behavior checklists can be used to help both general-education and special-needs students to manage their behaviors in academically demanding and least-restrictive settings. (For suggestions on how to use behavior checklists, download How To: Improve Classroom Behaviors Using Self-Monitoring Checklists.)

Directions

Click [HERE](http://www.interventioncentral.org) to download the full Self-Check Behavior Checklist Maker manual.

- To browse student self-monitoring items, select any of the categories from the ‘Select Checklist’ drop-down
Instruction That Motivates…

- **Ensuring Instructional Match.** Lesson content is appropriately matched to students’ abilities (Burns, VanDerHeyden, & Boice, 2008).
Instruction That Motivates…

- **Providing Explicit Instruction.** When teaching new material, the teacher delivers instruction in a manner that maximizes student understanding: starting with (1) modeling and demonstration, moving to (2) supervised practice with performance feedback, and concluding with (3) opportunities for independent practice with feedback (Rosenshine, 2008).
**Instruction That Motivates...**

- **Promoting Active Engagement.** The teacher inserts activities at key points throughout the lesson to ensure that learners are engaged in ‘active accurate responding’ (Skinner, Pappas & Davis, 2005) at rates sufficient to hold attention and optimize learning.
Instruction That Motivates…

- **Providing a Brisk Rate of Instruction.** The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of ‘dead time’ (e.g., drawn-out transitions between activities) when misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).
Instruction That Motivates…

- **Offering Choice Opportunities.** The teacher provides the class with appropriate opportunities for choice when completing in-class academic tasks (Jolivette, Wehby, Canale, & Massey, 2001). Offering choice options can increase academic motivation and focus while reducing problem behaviors. Examples include allowing students to choose (1) an assignment from among two or more alternative, equivalent offerings; (2) what books or other materials to select for an assignment; (3) whom to work with on a collaborative task.
Instruction That Motivates:
Additional Resources

Direct Instruction Checklist. Teachers can use this checklist to evaluate lesson plans to ensure that they provide appropriate direct-instruction support for struggling learners.
Managing the Classroom...

- **Scanning the Class Frequently.** The teacher ‘scans’ the classroom frequently—during whole-group instruction, cooperative learning activities, and independent seatwork. The teacher strategically and proactively recognizes positive behaviors while redirecting students who are off-task (Sprick, Borgmeier, & Nolet, 2002).
**Managing the Classroom…**

- **Employing Effective Verbal Commands.** The teacher delivers clear directives to students that are (1) spoken calmly, (2) brief, (3) stated when possible as DO statements rather than as DON'T statements, (4) framed in clear, simple language, and (5) delivered one directive at a time and appropriately paced to avoid confusing or overloading students (Kern & Clemens, 2007; Matheson & Shriver, 2005).

  These directives are brief and positive or neutral in tone.
• **Providing Active Supervision.** The teacher frequently moves through the classroom—strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002). As needed, the instructor gives behavioral reminders or prompts, teaches or reteaches expected behaviors, and praises examples of appropriate student behavior.
Shaping Behavior Through Praise. To increase desired behaviors, the teacher praises students when they engage in those targeted behaviors (Kern & Clemens, 2007). Effective teacher praise consists of two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher approval (Brophy, 1981; Burnett, 2001). The teacher uses praise at a rate sufficient to motivate and guide students toward the behavioral goal and maintains an average of 4 praise statements for every disciplinary statement (Villeda et al. 2014).
Managing the Classroom...

• **Establishing a Range of Consequences for Misbehavior.** The teacher has a continuum of classroom-based consequences for misbehavior (e.g., redirect the student; have a brief private conference with the student; temporarily suspend classroom privileges; send the student to another classroom for a brief reflection period) that can be used before the teacher considers administrative removal of any learner from the classroom (Sprick, Borgmeier, & Nolet, 2002).
Group Behavior Management:
Additional Resources

Assorted Classroom Management ‘Packages’.
Teachers can assert classroom control using one or more of these classwide packages: Zone Defense System, Good Behavior Game, Color Wheel, and Defense Management.
At your tables:

- discuss ways that your school might use a checklist like this one to create greater consistency in group management across classrooms.

**RTI for Behavior & Social-Emotional Concerns: 'Critical Elements' Checklist**

**Tier 1: Classwide Management**

1. **High Expectations for Behavior.** Students receive explicit training and guidance in expected classroom behaviors—to include:
   - Teaching Culturally Responsive Behavioral Expectations. Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Suge, Guadino, & Lathrop, 2007).
   - Behavioral expectations are selected and framed in a manner that acknowledges the diversity of cultures within the school community and recognizes the need for students to be active rather than passive learners (Bel, Thorus, & Kozdelski, 2012).
   - Training the Class in Basic Classroom Routines. The teacher has established routines to deal with common classroom activities (Fairbanks, Suge, Guadino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003). Examples of classroom routines include:
     - engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities).
     - assigning and collecting homework and classroom.
     - transitioning students efficiently between activities.
   - Posting Positive Classroom Rules. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms or 'go-to' behaviors (e.g., 'Students participate in learning activities without distracting others from learning'). The rules are frequently reviewed (Simonsen, Fairbanks, Neserch, Myers, & Suge, 2008).

2. **Instruction That Motivates.** Academic instruction holds student attention and promotes engagement—to include:
   - Ensuring Instructional Match. Lesson content is appropriately matched to students' abilities (Bums, VanDeveer, & Boas, 2008).
Today’s Keynote: Highlights

At this session, we:

– defined the key elements of positive classwide management in checklist form.

– reviewed 6 essential ‘big ideas’ of behavior management that every educator should know.

– practiced using ‘growth-feedback’ statements with the potential to increase student motivation and school engagement.

– investigated ideas for strengthening teacher-student connections.
‘Big Ideas’ in Behavior Management. These important ideas can help teachers to more effectively manage challenging student behaviors.
Response to Intervention

Identifying the Big Ideas That Guide Effective Behavior Management

Teachers skilled in classroom management are able to respond appropriately to just about any behavior that a student brings through the classroom door. While having a toolkit of specific behavioral strategies is important, the real secret of educators who maintain smoothly running classrooms with minimal behavioral disruptions is that they are able to view problem student behaviors through the lens of these ‘big ideas’ in behavior management:

- **Check for academic problems.** The correlation between classroom misbehavior and deficient academic skills is high (Witt, Dely, & Noell, 2000). Teachers should, therefore, routinely assess a student’s academic skills as a first step when attempting to explain why a particular behavior is occurring. And it logically follows that, when poor academics appear to drive problem behaviors, the intervention that the teacher selects should address the student’s academic deficit.

- **Identify the underlying function of the behavior.** Problem behaviors occur for a reason. Such behaviors serve a function for the student (Witt, Dely, & Noell, 2000). The most commonly observed behavioral functions in classrooms are escape/avoidance and peer or adult attention (Packham, Shute, & Reid, 2004). When an educator can identify the probable function sustaining a particular set of behaviors, the teacher has confidence that interventions selected to match the function will be correctly targeted and therefore likely to be effective. For example, if a teacher decides that a student’s call-outs in class are sustained by the function of adult attention, that instructor may respond by shifting the flow of that attention—e.g., interacting minimally with the student during call-outs but boosting adult attention during times when the student shows appropriate behavior.

- **Eliminate behavioral triggers.** Problem behaviors are often set off by events or conditions within the instructional setting (Kern, Chouk, & Sokol, 2002). Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior. When the instructor is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and—by preventing class disruptions—result in more time available for instruction (Kern & Clemens, 2007).

- **Reframe the behavioral goal as a replacement behavior.** When a student displays challenging behaviors, it can be easy to fall into the trap of simply wishing that those misbehaviors would go away. The point of a behavioral intervention, however, should be to expand the student’s repertoire of pro-social, pro-academic behaviors—rather than just extinguishing aberrant behaviors. By selecting a positive behavioral goal that is an appropriate replacement for the student’s original problem behavior, the teacher reframes the student concern in a manner that allows for more effective intervention planning (Bebiche, Castillo, Dixon, & Forde, 2006). For example, an instructor who is concerned that a student is talking with peers about non-instructional topics during independent seatwork might select as a replacement behavior that the student will engage in “active, accurate academic responding.”

- **Focus on factors within the school’s control.** Teachers recognize that students often face significant factors outside of the school setting—e.g., limited parental support—that can place them at heightened risk for academic failure and problem behaviors. However, focusing solely on those student risks beyond the school’s ability to change can be counter-productive, sapping resolve and undermining intervention efforts. Instead, schools can best counteract the influence of negative outside factors and promote student resilience by providing supports within the educational setting such as skills instruction, tutoring, mentoring, and use of positive behavior management strategies (Hosp, 2008).

- **Be flexible in responding to misbehavior.** Teachers have greater success in managing the full spectrum of student misbehaviors when they respond flexibly—evaluating each individual case and applying strategies that logically address the likely cause(s) of that student’s problem conduct (Marzano, Marzano, & Pickering, 2003). An instructor may choose to respond to a non-compliant student with a warning and additional disciplinary
Identifying the Big Ideas That Guide Effective Behavior Management

These ‘big ideas’ can serve as guiding principles when creating student intervention plans:

1. Check for academic problems.
2. Identify the underlying function of the behavior.
3. Eliminate behavioral triggers.
4. Redefine the behavioral goal as a replacement behavior.
5. Focus on factors within the school’s control.
6. Be flexible in responding to misbehavior.
‘Big Ideas’ in Behavior Management...

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‘Big Ideas’ in Behavior Management...

- **Identify the underlying function of the behavior.**

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<th>Behavior Function</th>
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<td>□ Peer attention</td>
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<td>□ Adult attention</td>
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<td>□ Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)</td>
</tr>
<tr>
<td>□ Acceptance/ affiliation with individuals or peer group(s)</td>
</tr>
<tr>
<td>□ Power/control in interactions with peer(s)</td>
</tr>
<tr>
<td>□ Power/control in interactions with adult(s)</td>
</tr>
<tr>
<td>□ Fulfillment of physical needs: e.g., sleep</td>
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</table>
‘Big Ideas’ in Behavior Management...

Eliminate behavioral triggers. Problem behaviors are often set off by events or conditions within the instructional setting (Kern, Choutka, & Sokol, 2002). Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior. When the instructor is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and—by preventing class disruptions—result in more time available for instruction (Kern & Clemens, 2007).
The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the **Antecedent**, or trigger; (b) the student **Behavior**; and (c) the **Consequence** of that behavior.
‘Big Ideas’ in Behavior Management...

Redefine the behavioral goal as a replacement behavior. By selecting a positive behavioral goal that is an appropriate replacement for the student’s original problem behavior, the teacher reframes the student concern in a manner that allows for more effective intervention planning (Batsche, Castillo, Dixon, & Forde, 2008). For example, an instructor who is concerned that a student is talking with peers about non-instructional topics during independent seatwork might select as a replacement behavior that the student will engage in "active, accurate academic responding".

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‘Big Ideas’ in Behavior Management…

Focus on factors within the school’s control. Teachers recognize that students often face significant factors outside of the school setting—e.g., limited parental support— that can place them at heightened risk for academic failure and problem behaviors.

Schools can best counteract the influence of negative outside factors and promote student resilience by providing supports within the educational setting such as skills instruction, tutoring, mentoring, and use of positive behavior management strategies (Hosp, 2008).
‘Big Ideas’ in Behavior Management...

Be flexible in responding to misbehavior. Teachers have greater success in managing the full spectrum of student misbehaviors when they respond flexibly—evaluating each individual case and applying strategies that logically address the likely cause(s) of that student’s problem conduct (Marzano, Marzano, & Pickering, 2003).

- Understand that all behavior—even undesirable behavior—has a valid function (purpose). Problem behaviors will persist until the student can achieve that purpose through more acceptable replacement behaviors.

- Remember that the two most common functions of behavior are attention-seeking and escape/avoidance.

- Regularly use verbal praise in the classroom as a powerful tool to increase positive behaviors.

- When students misbehave during academic tasks, investigate whether those tasks are too easy or too difficult.

- Teach appropriate replacement behaviors to the attention-seeker (such as raising a hand to be recognized, greeting a classmate, or smiling at a student) and the escaper-avoider (such as requesting a short break or seeking help on an assignment).

‘Big Ideas’ in Behavior Management

1. Check for academic problems.
2. Identify the underlying function of the behavior.
3. Eliminate behavioral triggers.
4. Redefine the behavioral goal as a replacement behavior.
5. Focus on factors within the school’s control.
6. Be flexible in responding to misbehavior.

Activity: Classroom Conflict

- Watch this brief video that shows a brief teacher-student confrontation.
- Review the 6 ‘big ideas’ presented here.
- Which of these big ideas do you feel are most important for the teacher to keep in mind when working with this student?
**Growth Mindset:** Teachers can combat 'learned helplessness' by structuring classroom statements to encourage optimism and motivation. pp. 4-6
Unmotivated Students: What Works

Motivation can be thought of as having two dimensions:

1. the student’s expectation of success on the task
   Multiplied by
2. the value that the student places on achieving success on that learning task

The relationship between the two factors is *multiplicative*. If EITHER of these factors (the student’s expectation of success on the task OR the student’s valuing of that success) is zero, then the ‘motivation’ product will also be zero.

Mindsets: Determining Limits on Potential

Research in cognitive psychology (Dweck, 2006) demonstrates that individuals’ performance as learners is profoundly influenced by

– their perceptions of their intelligence and/or abilities and

– their reinforcing these perceptions through an ongoing monologue as they encounter new challenges.

The habitual ways that people have of thinking about their abilities can be thought of as ‘mindsets’. Mindsets fall into two categories: Fixed vs. growth.

## Beliefs About Mindsets: Fixed vs. Growth

<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence (general ability) is fixed. <strong>Effort</strong> plays a <em>minor role</em> in determining one's level of accomplishment.</td>
<td>Intelligence and other attributes are <em>malleable</em>—they can increase with effort.</td>
</tr>
<tr>
<td>Thus, <strong>setbacks</strong> are viewed as a <strong>lack of ability</strong> and result in the student &quot;giving up or withdrawing effort&quot; (Blackwell, et al., 2015).</td>
<td>This perspective views <strong>struggle</strong> as a <strong>positive</strong>—&quot;an opportunity for growth, not a sign that a student is incapable of learning.&quot; (Paunesku, et al., 2015).</td>
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</tbody>
</table>
The ‘Malleability’ of Intelligence

“It is important to recognize that believing intelligence to be malleable does not imply that everyone has exactly the same potential in every domain, or will learn everything with equal ease. Rather, it means that for any given individual, intellectual ability can always be further developed.”

### Contrast Mindsets: Responses to Setbacks

<table>
<thead>
<tr>
<th>Fixed Mindset: The student may:</th>
<th>Growth Mindset: The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• give up</td>
<td>• view setback as an opportunity for learning</td>
</tr>
<tr>
<td>• withdraw effort</td>
<td>• increase effort</td>
</tr>
<tr>
<td>• ‘disidentify’ with challenge subject: e.g., “I don’t like math much anyway.”</td>
<td>• figure out deficiencies in work or study processes and correct them</td>
</tr>
<tr>
<td>• be at greater risk for cheating</td>
<td></td>
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Mindsets: Fixed vs. Growth

“[Fixed vs. growth] mindsets affect students' achievement by creating different psychological worlds.”

Dr. Carol Dweck

Mindsets: Fixed vs. Growth

Does a student’s type of mindset have a significant impact on school performance?

When students are not experiencing significant learning challenges, those with fixed and growth mindsets may do equally well.

However, during times of difficult academic work or dramatic changes in the learning environment (e.g., middle school), growth-mindset students tend to do significantly better than their fixed-mindset peers.

Fixed-Mindset Statements: What NOT to Say

Fixed-mindset statements are those that reinforce the (untrue) idea that individuals have a fixed quantity of 'ability' that cannot expand much despite the learner's efforts. Here are statements to avoid, because they send a fixed-mindset message to students:

- "Excellent essay. You are a natural-born writer!"
- "You need to work harder. I have seen your grades and know that you are smart enough to get an A in this course."
- "It’s OK—not everyone can be good at math."

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To Promote a ‘Growth Mindset’ . . . Use Process-Oriented Statements

Teachers’ growth-mindset statements are varied. However, they tend to include these elements:

- **Process.** Lays out a specific process for moving forward.
- **Challenge(s).** Recognizes difficulties or struggles to be faced and frames them as opportunities to learn.
- **Confidence.** Conveys optimism that the student can and will move toward success if the learner puts in sufficient effort, follows the recommended process, and makes appropriate use of any ‘help’ resources.

Mindsets: The Power to Help or Hinder Student Motivation

Motivation is central to student academic achievement. And research shows that there is one crucial factor that greatly impacts academic engagement and performance: whether a student has a fixed or open mindset (Dweck, 2006). Students with a fixed mindset view intelligence, or general ability, as having a fixed upward limit. Viewed from this perspective, accomplishments are explained largely by one's intellectual potential, with effort playing only a minor role. In contrast, students with a growth mindset see intelligence as malleable; they have faith that increased effort will result in more effective learning and accomplishment. When growth-mindset learners are challenged by academic tasks, they interpret these struggles as an opportunity for growth, not a sign that a student is incapable of learning (Paunescu et al., 2015, p. 785).

Why should teachers be concerned about students having a fixed mindset? When such students encounter difficulty or setbacks, they are likely to respond by becoming discouraged or withdrawing effort, or even giving up entirely. Of even more concern, a fixed mindset can result in learners ‘disidentifying’ with (e.g., disengaging from) those academic subjects or tasks they find difficult. Research indicates that rates of cheating may also be higher among students with a fixed mindset (Blackwell, Trzesniewski & Dweck, 2007).

Yet students with a growth mindset have a much more positive reaction to setbacks. When they experience difficulty with schoolwork, they respond by viewing the setbacks as an opportunity to learn, putting more effort into mastering the task, and analyzing where their work or study processes fall short and correcting them. It’s no surprise, then, that—because growth-mindset learners remain optimistic and engaged in the challenging task—they are likely to be successful (Blackwell, Trzesniewski & Dweck, 2007).

Teachers have an important role to play in promoting a growth mindset among their students. First and foremost, instructors should take care not to use statements in their classrooms that reinforce a fixed-mindset. For example, a teacher who says “Excellent essay, Rebecca. You are a natural-born writer!” is implying that writing is an innate talent, immune to skill-building. Similarly, when an instructor responds to the student with a poor math-test grade, “That’s OK. Not everyone is good at math,” the educator has suggested that “math ability” is a fixed quantity that cannot expand much despite the learner’s efforts.

On the other hand, when instructors structure their statements of praise, process feedback, and encouragement to reflect a growth-mindset attitude, even learners with a habitual negative fixed-mindset attitude can receive a boost of optimism and motivation. ‘Growth mindset’ statements can be as varied as the educators, students, and situations they address. However, they typically:

- lay out a specific process for moving forward.
- recognize difficulties or struggles to be faced and frame them as opportunities to learn.
- convey optimism that the student can and will move toward success if the learner puts in sufficient effort, follows the recommended process, and makes appropriate use of any ‘help’ resources.

In their day-to-day communication with students, instructors have many opportunities to craft statements according to growth-mindset principles. Below is a sampling of statements—praise, work-prompts, encouragement, introducing of assignments—that teachers can use to foster motivation in their classrooms.

**Praise**

Effective teacher praise has two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher (Hawkins & Helin, 2011). Because this process praise ties performance directly to effort, it reinforces a growth mindset in students who receive it. Here is an example of process praise:
Integrate ‘Pro-Growth-Mindset’ Statements into Classroom Discourse

In day-to-day communication with students, instructors have many opportunities to infuse their statements with optimism, including:

- praise
- work-prompts
- encouragement
- introduction of assignments

Process Praise
"Your writing is improving a lot. The extra time you put in and your use of an outline has really paid off."
Growth Mindset: Teacher Examples

Process Praise

Effective teacher praise has two elements: (1) a description of noteworthy student performance, and (2) a signal of teacher approval (Hawkins & Hellin, 2011). Because this 'process praise' ties performance directly to effort, it reinforces a growth mindset in students who receive it.

**EXAMPLE:**

"Your writing is improving a lot. The extra time you put in and your use of an outline has really paid off."
Work Prompt

"Sarah, please keep reading....you still have 10 minutes to work on the assignment.

It’s a challenging passage, so if you get stuck, be sure to use your reading fix-up skills.

Remember, it's also OK to ask a neighbor or to come to me for help.

Use your strategies and you will be successful!"

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Growth Mindset: Teacher Examples

Work Prompt

When students stop working during an independent assignment, the teacher can structure the "get-back-to-work" prompt to follow a growth-mindset format.

**EXAMPLE:**

"Sarah, please keep reading....you still have 10 minutes to work on the assignment.

It's a challenging passage, so if you get stuck, be sure to use your reading fix-up skills. Remember, it's also OK to ask a neighbor or to come to me for help.

*Use your strategies and you WILL be successful!*"
Encouragement

"I can see that you didn't do as well on this math test as you had hoped, Luis.

Let's review ideas to help you prepare for the next exam.

If you are willing to put in the work, I know that you can raise your score."
Growth Mindset: Teacher Examples

Encouragement

When students have academic setbacks, the teacher can respond with empathy: framing the situation as a learning opportunity, describing proactive steps to improve the situation, and expressing confidence in the learner.

**EXAMPLE:**

"I can see that you didn't do as well on this math test as you had hoped, Luis. Let's review ideas to help you to prepare for the next exam. If you are willing to put in the work, I know that you can raise your score."

- Empathy
- Process & Effort
- Confidence
Assignment

"You should plan to spend at least 90 minutes on tonight’s math homework.

When you start the assignment, some problems might look like they are too difficult to solve.

But if you give it your best and follow your problem-solving checklist, you should be able to answer them."
Growth Mindset: Teacher Examples

Assignment

The teacher can give assignments a growth-mindset spin—describing challenge(s), appraising the effort required, reminding what strategies or steps to use, and stating confidently that following the process will lead to success.

**EXAMPLE:**

"You should plan to spend at least 90 minutes on tonight's math homework.

When you start the assignment, some problems might look like they are too difficult to solve.

But if you give it your best and follow your problem-solving checklist, you should be able to answer them."
To Promote a ‘Growth Mindset’... Use Process-Oriented Statements

Teachers’ growth-mindset statements are as varied as the students and situations they address. However, they tend to include these elements:

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Growth Mindset: Scenario

Brian: Work Prompt

"Brian, it's time to start your math deskwork. You see that there are 10 word problems, which may seem like a lot.

But remember to use your checklist. It will take you through the right steps to solve each problem.

Follow the checklist and you should be OK. If you need help, though, just raise your hand."

Growth-mindset statements address:

- **Process.** Lays out a specific process for moving forward.

- **Challenge(s).** Recognizes difficulties or struggles to be faced and frames them as opportunities to learn.

- **Confidence.** Conveys optimism that the student can and will move toward success with effort.
Response to Intervention

Growth-Mindset Statement: A Motivational Push

Research studies have shown that even students with an ingrained ‘fixed-mindset’ view of academics can gain a brief motivation ‘push’ when the teacher reframes a past, present, or future learning activity in ‘growth mindset’ terms.

Each classroom, then, becomes its own motivational micro-climate.

And with the teacher’s continued expression of an optimistic, growth-mindset view, students are more likely to apply more effort, attain greater success, and become self-directed learners.

Response to Intervention

Mindsets Research: Effective Only If We Apply It...

Proponents of growth-mindset statements should be concerned that the average frequency in which teachers use classroom praise is generally low in general- and special-education classrooms (Hawkins & Heflin, 2011).

Frequency of praise is a useful indicator of the rate at which teachers might use ANY growth-mindset statement.

It is of little help if teachers agree that growth-mindset is important to student motivation but fail to actually implement the strategy.

Growth Mindset: Implementation

At your table:

- Look over the handout *Mindsets: The Power to Help or Hinder Student Motivation.*
- Discuss ideas to promote the regular use of growth-mindset statements in classrooms back at your school.

Growth-mindset statements address:

- **Process.** Lays out a specific process for moving forward.
- **Challenge(s).** Recognizes difficulties or struggles to be faced and frames them as opportunities to learn.
- **Confidence.** Conveys optimism that the student can and will move toward success with effort.
The Teacher-Student Relationship:
Student motivation can soar when that learner feels known and valued in the classroom.
• **Greeting Students at the Classroom Door.** A personalized greeting at the start of a class period can boost class levels of academic engagement (Allday & Pakurar, 2007).

The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.
• Emphasizing the Positive in Teacher Requests (Braithwaite, 2001). The teacher avoids using negative phrasing (e.g., "If you don't return to your seat, I can’t help you with your assignment") when making a request of a student. Instead, the teacher request is stated in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat"). When a request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance.
• Maintaining a High Rate of Positive Interactions. Teachers promote a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand) (Sprick, Borgmeier, & Nolet, 2002).
• Providing Attention With the ‘Two by Ten’. The teacher makes a commitment to have a 2-minute conversation with the student across 10 consecutive school days (20 minutes of cumulative positive contact) (Mendler, 2000). This strategy (‘non-contingent attention’) can be helpful with students who lack a positive connection with the instructor.
Tier 1 Case Example: Justin:
Non-Compliance
Case Example: Non-Compliance

The Problem

• Justin showed a pattern from the start of the school year of not complying with teacher requests in his English class. His teacher, Mr. Steubin, noted that – when given a teacher directive—Justin would sometimes fail to comply. Justin would show no obvious signs of opposition but would sit passively or remain engaged in his current activity, as if ignoring the instructor.

When no task demands were made on him, Justin was typically a quiet and somewhat distant student but otherwise appeared to fit into the class and show appropriate behavior.
Case Example: Non-Compliance

The Evidence

- **Student Interview.** Mr. Steubin felt that he did not have a strong relationship with the student, so he asked the counselor to talk with Justin about why he might be non-compliant in English class. Justin told the counselor that he was bored in the class and just didn’t like to write. When pressed by the counselor, Justin admitted that he could do the work in the class but chose not to.

- **Direct Observation.** Mr. Steubin noted that Justin was less likely to comply with writing assignments than other in-class tasks. The likelihood that Justin would be non-compliant tended to go up if Mr. Steubin pushed him to comply in the presence of Justin’s peers. The odds that Justin would comply also appeared to increase when Mr. Steubin stated his request and walked away, rather than continuing to ‘nag’ Justin to comply.
Case Example: Non-Compliance

The Evidence (Cont.)

- **Work Products.** Mr. Steubin knew from the assignments that he did receive from Justin that the student had adequate writing skills. However, Justin’s compositions tended to be short, and ideas were not always as fully developed as they could be—as Justin was doing the minimum to get by.

- **Input from Other Teachers.** Mr. Steubin checked with other teachers who had Justin in their classes. The Spanish teacher had similar problems in getting Justin to comply but the science teacher generally found Justin to be a compliant and pleasant student. She noted that Justin seemed to really like hands-on activities and that, when potentially non-compliant, he responded well to gentle humor.
Case Example: Non-Compliance

The Intervention

• Mr. Steubin realized that he tended to focus most of his attention on Justin’s non-compliance. So the student’s non-compliance might be supported by teacher attention. OR the student’s compliant behaviors might be extinguished because Mr. Steubin did not pay attention to them.

• The teacher decided instead that Justin needed to have appropriate consequences for non-compliance, balanced with incentives to engage in learning tasks. Additionally, Mr. Steubin elected to give the student attention at times that were NOT linked to non-compliance.
Case Example: Non-Compliance

The Intervention (Cont.)

- *Appropriate Consequences for Non-Compliance.* Mr. Steubin adopted a new strategy to deal with Justin’s episodes of non-compliance. Mr. Steubin got agreement from Justin’s parents that the student could get access to privileges at home each day only if he had a good report from the teacher about complying with classroom requests.

Whenever the student failed to comply within a reasonable time (1 minute) to a teacher request, Mr. Steubin would approach Justin’s desk and quietly restate the request as a two-part ‘choice’ statement. He kept his verbal interactions brief and neutral in tone. As part of the ‘choice’ statement, the teacher told Justin that if he did not comply, his parents would be emailed a negative report. If Justin still did not comply, Mr. Steubin would follow through later that day in sending the report of non-compliance to the parents.
Teacher Command Sequence: Two-Part Choice Statement

1. **Make the request.** Use simple, clear language that the student understands. If possible, phrase the request as a positive (do) statement, rather than a negative (don’t) statement. (E.g., “Justin, please start your writing assignment now.”) Wait a reasonable time for the student to comply (e.g., 1 minute)
2. [If the student fails to comply] **Repeat the request as a 2-part choice.** Give the student two clear choices with clear consequences. Order the choices so that the student hears negative consequence as the first choice and the teacher request as the second choice. (E.g., “Justin, I can email your parents to say that you won’t do the class assignment or you can start the assignment now and not have a negative report go home. It’s your choice.”) Give the student a reasonable time to comply (e.g., 1 minute).
Teacher Command Sequence: Two-Part Choice Statement

3. [If the student fails to comply] **Impose the pre-selected negative consequence.** As you impose the consequence, ignore student questions or complaints that appear intended to entangle you in a power struggle.
Case Example: Non-Compliance

The Intervention (Cont.)

• Active Student Engagement. Mr. Steubin reasoned that he could probably better motivate the entire class by making sure that lessons were engaging.

He made an extra effort to build lessons around topics of high interest to students, built in cooperative learning opportunities to engage students, and moved the lesson along at a brisk pace. The teacher also made ‘real-world’ connections whenever he could between what was being taught in a lesson and ways that students could apply that knowledge or skill outside of school or in future situations.
Case Example: Non-Compliance

The Intervention (Cont.)

- *Teacher Attention (Non-Contingent).* Mr. Steubin adopted the two-by-ten intervention (A. Mendler, 2000) as a way to jumpstart a connection with Justin. The total time required for this strategy was 20 minutes across ten school days.
Sample Ideas to Improve Relationships With Students: **The Two-By-Ten Intervention** (Mendler, 2000)

- Make a commitment to spend 2 minutes per day for 10 consecutive days in building a relationship with the student...by talking about topics of interest to the student.

  Avoid discussing problems with the student’s behaviors or schoolwork during these times.

Sample Ideas to Improve Relationships With Students: The Three-to-One Intervention

(Sprick, Borgmeier, & Nolet, 2002)

• Give positive attention or praise to problem students at least three times more frequently than you reprimand them. Give the student the attention or praise during moments when that student is acting appropriately. Keep track of how frequently you give positive attention and reprimands to the student.

Case Example: Non-Compliance

The Outcome

- The strategies adopted by Mr. Steubin did not improve Justin’s level of compliance right away. Once the teacher had gone through the full ten days of the ‘two by ten’ intervention, however, Mr. Steubin noticed that Justin made more eye contact with him and even joked occasionally. And the student’s rate of compliance then noticeably improved—but still had a way to go.

- Mr. Steubin kept in regular contact with Justin’s parents, who admitted about 8 days into the intervention that they were not as rigorous as they should be in preventing him from accessing privileges at home when he was non-compliant at school. When the teacher urged them to hold the line at home, they said that they would—and did. Justin’s behavior improved as a result, to the point where his level of compliance was typical for the range of students in Mr. Steubin’s class.
Motivating Students Through Positive Classroom Management

**Tool 1: RTI & Group Behavior: Classwide Management Checklist.** Teachers can use this checklist to evaluate effective behavior management in their classrooms.

**Tool 2: Big Ideas in Behavior Management.** These important ideas can help teachers to more effectively manage challenging student behaviors.

**Tool 3: Growth Mindset.** Teachers can combat 'learned helplessness' by structuring classroom statements to encourage optimism and motivation.
Today’s Keynote: Highlights

At this session, we:

– defined the key elements of positive classwide management in checklist form.

– reviewed 6 essential ‘big ideas’ of behavior management that every educator should know.

– practiced using ‘growth-feedback’ statements with the potential to increase student motivation and school engagement.

– investigated ideas for strengthening teacher-student connections.