



# CLASSROOM-MANAGED BEHAVIOR INTERVENTION #1

# TRAINING NORMS

## Be Responsible

- X Actively participate...ask questions

## Be Respectful

- X Allow others to listen, turn off cell phone, avoid sidebar conversations
- X Share “air time”
- X Attend to presenter, refrain from using your computer

## Be Safe

- X Take care of your own needs

# PURPOSE AND OUTCOMES

## Learning Intention

Increase strategies to reduce student maladaptive behavior

- X Behavior is anything a person says or does.
- X The Learning Intention is designed to be achieved over multiple sessions.

## Success Criteria

- X Lower teacher stress
- X Improved teacher student relationships
- X Increased instructional time
- X Retained and/or establish a positive learning environment

# RELEVANCE

Addressing behaviors in the **classroom**, can:

- improve consistency within the classroom
- increase instructional minutes
- free up administrative time spent on discipline
- increase structure
- promote feelings of safety
- create a positive learning environment
- provide more meaningful information for problem solving

# BEHAVIORS

- X Attention seeking behaviors
- X Difficulty transitioning
- X Poor social skills
- X Lack of waiting skills
- X Tantrums
- X Disrespectful to teacher
- X Inattentiveness
- X Elopement (wont stay in classroom)
- X Hyperactivity/Fidgety
- X Aggressive
- X Destructive (throw things, break chairs, etc)

# CLASSROOM-MANAGED

Involve  
opportunities  
for

teachable moments



A hand-drawn rectangular frame with rounded corners and a dark blue outline. In the top-left corner, there is a solid green irregular blob. A curved arrow at the top points from the right side of the frame towards the green blob. On the left side, a vertical line with a small circle at the top and a dashed line below it extends downwards. On the bottom-right side, a curved arrow points upwards and to the right, following the frame's edge. The text is centered within the frame.

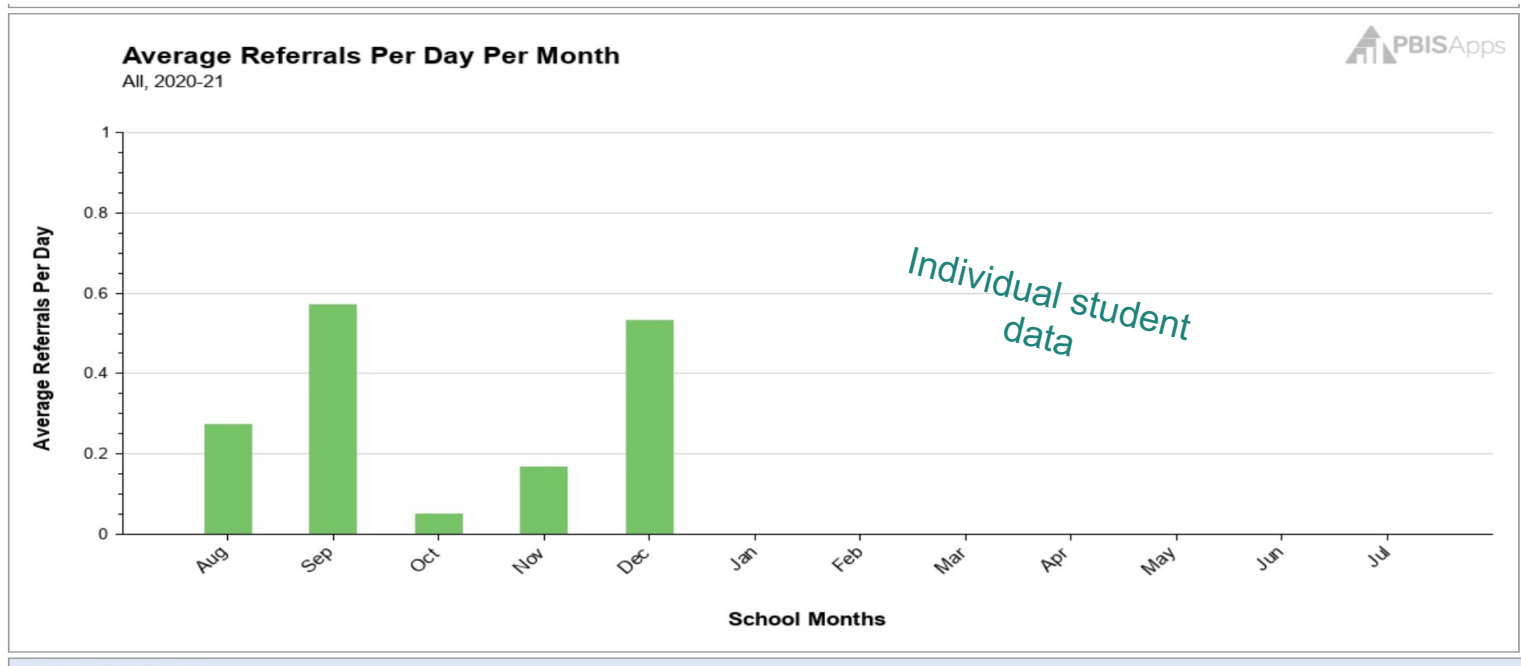
ALL BEHAVIOR HAS A PURPOSE  
Function



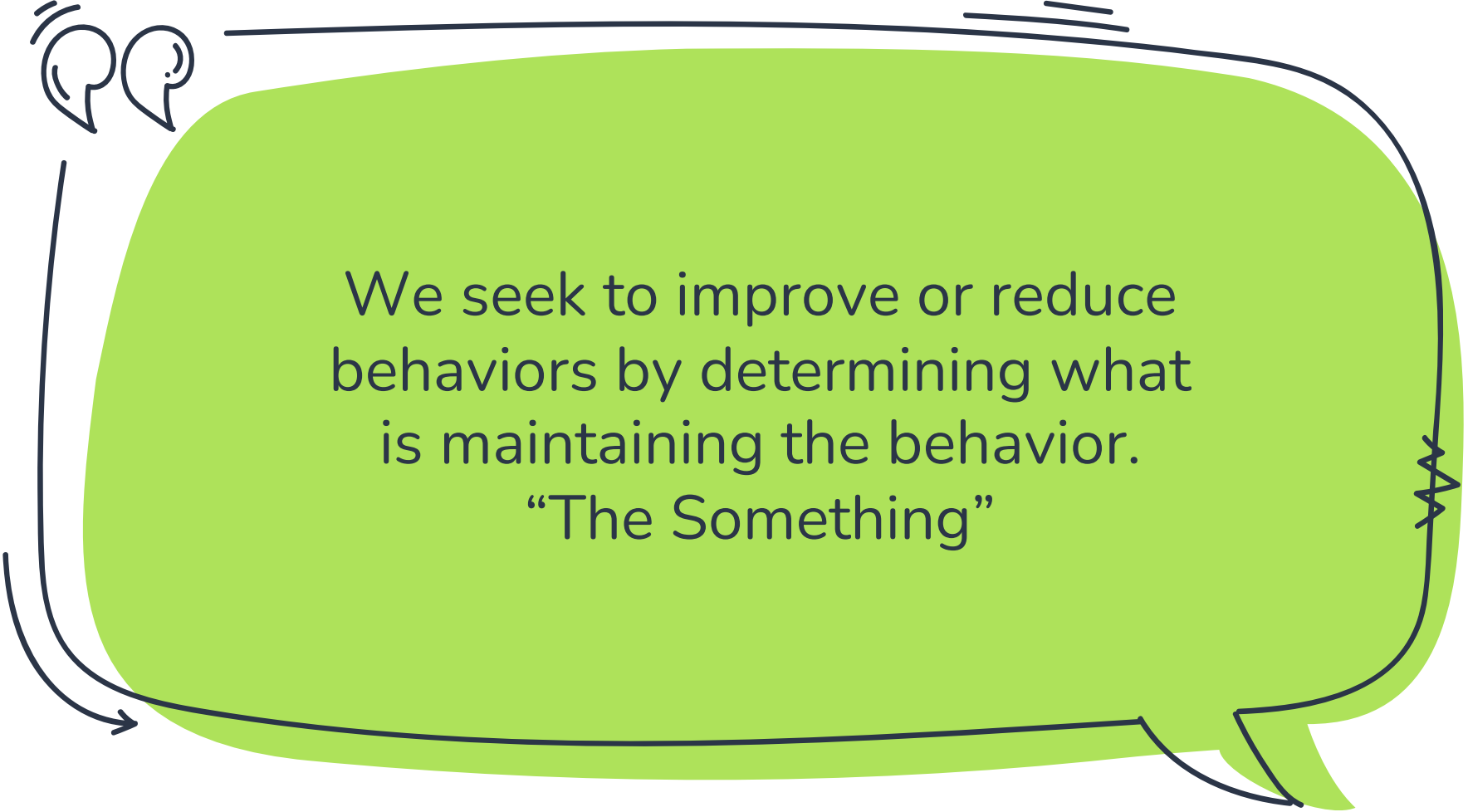
PERSISTENT BEHAVIORS ARE  
MAINTAINED OR STRENGTHENED BY  
SOMETHING







What do you notice?



We seek to improve or reduce  
behaviors by determining what  
is maintaining the behavior.  
“The Something”

# WHAT IT TAKES TO ESTABLISH "THE SOMETHING"

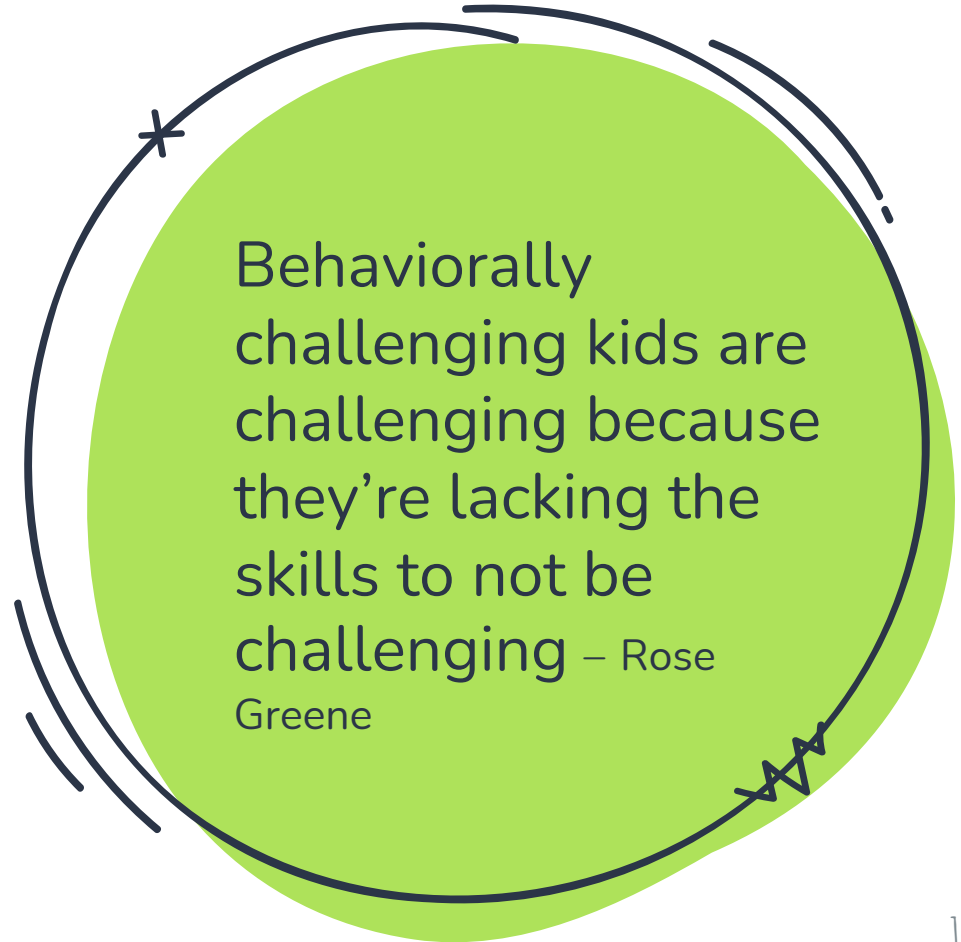
Patience  
Dedication  
Belief that behavior  
serves a purpose  
Empathy

The Day you plant the seed is  
not the day you eat the fruit.



# EMPATHY

- X Patience
- X Dedication
- X Belief that the behavior serves a purpose
- X **Empathy**





# COGNITIVE EMPATHY

- Known as perspective-taking
- Being able to put yourself into someone else's place
- It is possible to show cognitive empathy without having any sympathy
- Under-emotional
- Torturers have to have good cognitive empathy – and no sympathy



# EMOTIONAL EMPATHY

- You feel the other person's emotions
- When a mother smiles at her baby and the baby "catches" her emotion and smiles back
- Good – we can understand and feel other people's emotions
- Bad – it is possible to become overwhelmed and unable to respond
- Over-emotional



# COMPASSIONATE EMPATHY

- Feeling someone's pain and taking action to help
- Individuals need you to understand and sympathize with what they are going through and either take or help them to take action to resolve the problem
- The balance between logic and emotion

# WHAT IT TAKES

- X Patience
- X Dedication
- X Belief that behavior serves a purpose
- X Empathy





# THE SOMETHING

- X Sensory Stimulation
- X Escape
- X Access to Attention
- X Access to Tangibles





THE  $2 \times 10$  STRATEGY IS: SPEND 2 MINUTES PER DAY FOR 10 DAYS IN A ROW TALKING WITH AN AT-RISK STUDENT ABOUT ANYTHING SHE OR HE WANTS TO TALK ABOUT.

