Behavior Management Quick-Reference

Evidence-Based Tier 1 Teacher Strategies

Strategy	Tips
Classroom management	**Be mobile!** Teachers who are moving within the classroom environment can catch their student being good (reinforce them) or redirect them when they are off task. - Emphasize positive behaviors (ratio of 5 positive to 1 negative) - Build and consistently use routines that structure the learning environment. - Develop and post classroom rooms and expectations. - Teach and model positive social behaviors.
Physical arrangement	**Use space efficiently.** Be well-organized, and arrange for positive traffic flow. - Set up well-defined work areas: - Provide space for small group instruction. - Maximize student work space by arrangement of desks. - Establish well-defined pathways to doors, resources, and access to teacher. - Arrange for a common meeting area for students. - Create quiet work spaces for independent activities. - Establish areas for special activities. - Prepare visual displays of models for expected outcomes. - Design space around areas that will allow for minimal student distraction: supply areas, homework/activity worksheet turn-in areas, pencil sharpener. - Systematically arrange all materials and teach students how to access them. - Reinforce classroom routines using visual and verbal cues.
Classroom rules	**Develop classroom rules using school-wide behavioral matrix as foundation.** - Group rules into categories such as general expectations for beginning-and-end-of-day routines; transitions between activities or classes; use of materials, computers, equipment; seat work or small group expectations. - Teacher and model rules frequently. - Reteach rules after student breaks, holidays, and so on. - Visually display rules where students can easily see them.
Variables which affect compliance	**Deliver effective commands.** Do not use questions when redirecting students to rules and expectations. Give short statements of rules and expectations. - Consider distance. It is more effective to give redirection up close and in a private and personal manner; *do not* call out to the student from across the room. - Eye contact is critical. Establish eye contact before speaking to the student. - Provide more "start" requests by telling student the positive behavior that is expected rather than focusing on the negative behavior you are trying to stop. - Keep calm, and remove all emotion from the redirection. - Specifically tell student what you want him or her to do. - When student complies, reinforce with positive verbal statement conveyed in a genuine way.

Reference: Ogonosky, A. & Mintsioulis, K. (2010). *RtI-Three Tiers of Behavior.* Austin, TX: Park Place Publications, L.P.

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Behavior Escalation Continuum	

1. **Questioning:**
   a. Information-Seeking: student is asking a rational question and seeks a rational response
   b. Challenging: student is questioning authority or being evasive; attempting to draw staff into a power struggle
	Interventions:
	   a. Information-Seeking: give a rational response
	   b. Challenging: stick to topic (re-direct if needed); ignore challenge (not the student); set limits if the student persists

2. **Refusal**: noncompliance; slight loss of rationalization	*Intervention:* set limits by using concrete, simple instructions which are reasonable and enforceable; provide choices (all with desired outcomes)
3. **Release:** verbal acting out; emotional outbursts; loss of rationalization; blowing off steam; screaming; swearing; high-energy output	*Interventions:* allow student to let off steam, if possible; remove audience (classmates) or acting-out student from the area
4. **Intimidation:** student is verbally and/or non-verbally threatening a staff member	*Interventions:* take all threats seriously; seek assistance if needed and wait for team to intervene; avoid a "hands-on" approach
5. **Tension Reduction:** a drop in the student's energy occurs	*Intervention:* establish therapeutic rapport and reinforce communication between you and the student

Intervention Tips
DO: remain calm, isolate the situation, enforce limits, listen, be aware of nonverbal behaviors, and be consistent.
DON'T: over-react, get in a power struggle, make false promises, fake attention, be threatening, or use jargon.

Strategies for "Breaking the Conflict Cycle"
The goal is to utilize the least intrusive intervention necessary in order to direct or redirect the student away from inappropriate behavior, while encouraging him or her toward a more appropriate behavior.
Planning Ignoring: An inappropriate or undesirable behavior is being displayed by an individual who is trying to seek the attention of staff. The staff member ignores the negative behavior while providing positive attention to others who are displaying the desired behavior. As soon as the desired behavior is displayed, the staff member provides the individual with positive reinforcement. *(Example: A student is doodling rather than starting their work. The staff member commends the students who are working, while ignoring the student who is off-task. Once the student begins his work, the staff member praises him for his on-task behavior.)*
Proximity Control: When staff use their proximity with an individual who is off-task or beginning to disrupt others. *(Example: A teacher walks close to the student to allow him/her to feel their presence. This close proximity tends to interrupt the negative behavior, allowing the individual to redirect back to the task.)*
Restructuring: Changing the environment or the routine to reduce disruptive behavior. *(Example: By readjusting the seating or the type of work, we may allow a situation that was beginning to escalate to de-escalate or change negative dynamics in the classroom.)*
Signal Interference: Nonverbal signals used to stop or redirect inappropriate behavior. *(Example: As a negative behavior is just beginning, the teacher might use a nonverbal gesture to remind the student or group of students of the task at hand or to signal an undesired behavior.)*
Hurdle Help: Assisting an individual at a time of intense frustration that is beyond what he or she is capable of managing alone. Just the initial assistance in the right direction can often help the individual complete the task independently. *(Example: A student is overwhelmed by a math task, so the teacher helps by helping them work the first problem. Then, the teacher asks the student to work on the next problem while he/she tends to other students.)*
Hypodermic Affection: Providing individual attention and positive regard for the student in crisis. A caring response which provides positive expectations for the student's behavior. *(Example: "Things may seem tough right now, but I know you're good at making positive choices. You did such a great job last week in a similar situation.")*
Antiseptic Bounce: When a staff member observes restlessness or a build-up of frustration, it may be beneficial to allow the individual a break from the activity so that the student can refresh or regroup before continuing. *(Example: Allowing a student to run an errand or perform a "class job" before going back to an assigned task.)*