

Structure for Success!

Preventative Behavioral Strategies

"Fairness is not giving everyone the same thing.
Fairness is giving each person what they need to succeed"



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What is The Advocacy Network on Disabilities?

MISSION

"The Advocacy Network on Disabilities champions the rights of individuals with intellectual, developmental, and other disabilities by promoting inclusion, providing services, and advancing systems change."



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Our Services

- **FAMILY SUPPORT:** Experienced, family-friendly staff help people with disabilities and their families identify and access services.
- **ALL CHILDREN TOGETHER (ACT):** An initiative of The Children's Trust, project staff work with the organizations it funds to increase their capacity to provide quality, inclusive programs.
- **SYSTEMS ADVOCACY:** Seeking change that can help many people at once, staff works to change policies, rules or laws that determine how services are provided.



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To successfully complete this training and receive a certificate, you must answer a minimum of 8 out of 10 questions correctly on the Learning Assessment at the end of today's session.

To receive your certificate, please visit:
<http://collaboration.net/login/advocacynetwork>

We welcome you to ask as many questions as you want, and to fully participate in today's activities.



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At the end of this workshop you will be able to...

- Understand the components of encouraging positive behavioral outcomes for secondary students
- Identify the four behavioral challenges and student needs that lead to those challenges
- Identify the routines and structures that assist in preventing disruptive behavior
- Identify strategies that lead to successful behavioral intervention



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What is in Your Phone?



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Your individual handouts include...

- Strategies and Notes Chart 
- Response cards 
- Kagan Smartcard
- Training Evaluation

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The Face of a Student

1. As a group, open the envelope titled, "Face of a Student" and take out the cards and figure
2. Collaborate to visualize a challenging student in your program
3. Name your fictional student, and write his/her name on the mat using a dry erase marker
4. Write down some positive characteristics about the child (likes, dislikes, interests, etc.)
5. Using the behavior characteristic cards, choose 4 or 5 that best represent the student and velcro the cards to the mat
6. Be ready to share out your student

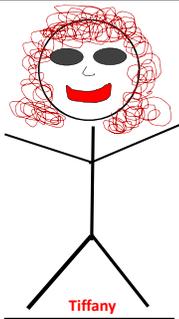


Time: 10 minutes

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- Loyal to her friends
- Loves music
- Dances
- Likes attention
- Dislikes looking like she doesn't understand something



- ✓ Out of seat
- ✓ Excessive talking
- ✓ Refuses to do work
- ✓ Does not study

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Aggression ABCD

Aggression is an attempt to hurt another.

The aggressive act can aim to harm the other **physically** or **psychologically**.

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Examples of Aggression

- Hitting
- Destroying Things
- Put-downs
- Kicking
- Throwing Things
- Swearing at others
- Slapping
- Taking Things
- Calling names, teasing
- Biting
- Hiding Other's things
- Insulting dress or possessions

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Break the rules ABCD

"Most rules can be derived from two basic principles:

- 1) show respect for others and
- 2) do not disrupt learning

Rules which flow from those principles include not interfering with the teacher's ability to teach and not interfering with other students' ability to learn."

Kagan Win-Win Discipline

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Examples of Breaking the rules

- Using cellphone during class
- Listening to music
- Coming late to class
- Not bringing materials
- Walking around instead of doing work



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Confrontation



A confrontation is a power play.

The student verbally or non-verbally asserts that the teacher is not in charge, shows disrespect for the teacher, or attempts to undermine the teacher's authority.



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Examples of Confrontation

- Talking back
- Refusing to comply
- Doing the opposite
- Telling others what to do
- Instigating



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Disengagement



The three previous types of disruptive behaviors usually disrupt the teacher and/or the rest of the class.

Disengagement can be a solo disruption, involving only the disengaged student. Disengagement can take many forms, including off-task behaviors, tuning out, or random activity.



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Examples of Disengagement

- Off-task
- Daydreaming
- Sleeping
- Grooming
- Asking off topic questions
- Writing notes
- Rushing through work
- Fidgeting with other materials



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Students engage in disruptive behavior because their needs are not being met and they do not understand how to get their needs met in a non-disruptive manner.



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Revisit your "student"

What category of disruptive behaviors do *most* of his/her behaviors fall into (A, B, C or D)?

Tiffany

- ✓ Out of seat
- ✓ Excessive talking
- ✓ Refuses to do work
- ✓ Does not study

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The 7 Needs

The NEED to...

1. Feel cared about by others. **ATTENTION SEEKING**
2. Feel successful. **FEAR OF FAILURE**
3. Express displeasure. **ANGRY**
4. Feel able to influence people and events. **CONTROL SEEKING**
5. Move, touch, and be expressive. **ENERGETIC**
6. Be motivated and interested in learning. **BORED**
7. Know how to act and interact responsibly. **UNINFORMED**

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Attention Seeking

- Class clown
- Asking questions
- Draws attention
- Inappropriate dress



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Avoiding Failure

- Refuses to do work
- Does not participate
- Off-task behavior
- Excuses
- Does not study



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Angry

- Physically abusive
- Threatens others
- Yells at others
- Calls names
- Verbally abusive
- Destroys property
- Angry gestures



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Control Seeking

- Bossy
- Manipulative
- Confrontational
- Refuses to do what others ask or want
- Always wants to lead but never follow



Energetic

- Out of seat
- Restless
- Excessive talking
- Difficulty focusing
- Rocks chairs
- Plays with objects



Bored

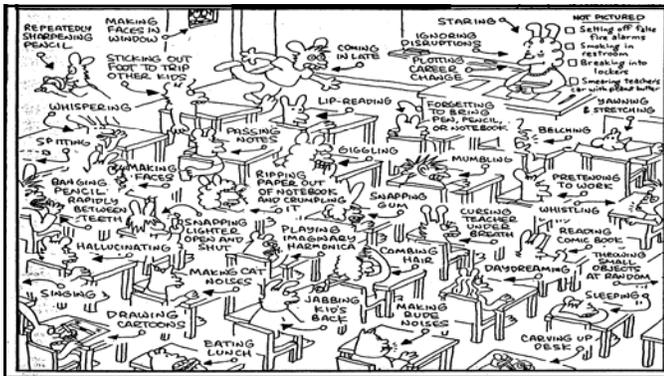
- Daydreams
- Doodling
- Sleeping
- Off-task behavior
- Off-topic conversation
- Listless



Uninformed

- Breaks rules inadvertently
- Doesn't know what to do
- Doesn't understand the rules of the game





Once we see disruptive behavior as merely an attempt by the student to meet their needs, our purpose becomes clear:

The student needs to learn **non-disruptive** ways to meet those needs.



If a child doesn't know how to read, we *teach*.
If a child doesn't know how to swim, we *teach*.
If a child doesn't know how to multiply, we *teach*.
If a child doesn't know how to drive, we *teach*.
If a child doesn't know how to behave, we.....
.....*teach?**punish?*

Why can't we finish the sentence as automatically as we did the others?"

Tom Herner (NASDE President, Counterpoint 1998, pg. 2)

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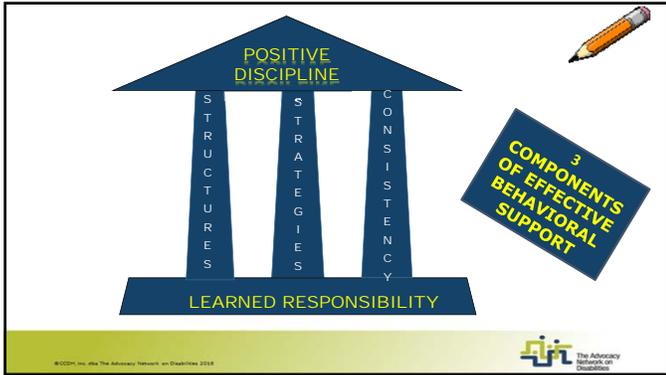


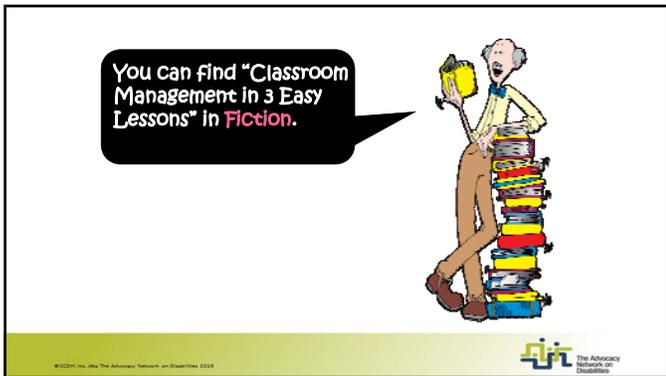
Why do some students have difficulty behaving responsibly?

1. What are the four types of disruptive behaviors?
2. Why do some children have trouble behaving responsibly?
3. How do you think this applies to the way in which you teach?

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What are STRUCTURES?

Structures are the rules, routines and rituals for all class activities that serve as a **PREVENTION** to disruptive behavior.

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What do Structures look like in the classroom

Structures are routines and rituals that are teacher developed and may include:

- How students enter the room
- What do they do immediately
- Room arrangement
- Where/when activities
- Where materials/supplies are kept
- When and where student movement is permitted



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More Structures for the classroom

- Sharpening pencils procedure
- Turning in assignments
- Visiting the restroom
- Using computers
- Answering questions/Asking for help
- Managing tardy students
- Working in groups
- Assigning seats



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- Attention Signal
- Smooth Transitions
- Teach routine

Start with a Bang!

- Limit the time for students to be ready
- Engage students immediately
- Be prepared (Have all materials ready to go)
- Clear explanations
- Create Focus with novelty/color
- Have anchor or filler activities
- Short and varied learning activities (individual, partner, group)



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Classroom Rules

- Simple, positive language
- Limit to five to six
- May be collaboratively developed with the students



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Sample Rules

1. Arrive on time
2. Put away phone
3. Attend to personal needs before arriving to class
4. Remain in your assigned seat unless you have been given permission to get up
5. Bring required materials everyday
6. Follow teacher directions immediately



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Determine your level of classroom structure

Medium to high structure based on your student's needs

Students with behavioral difficulties usually need a high level of structure and organization



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Structures must be explicitly taught, followed, modeled, reinforced, and retaught.



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Be back in 5 minutes!



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Why do some students have difficulty behaving responsibly in class?

Be ready to answer the following questions after listening to the lecturette:

1. What are the four types of disruptive behaviors?
2. Why do some children have trouble behaving responsibly?
3. How do you think this applies to the way in which you teach?



DIFFERENTIATED LECTURE:
PROVIDING STUDENTS WITH A PURPOSE FOR LISTENING



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Gallery Walk



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Gallery Walk Instructions

- In your group, go to your assigned chart
- Collaborate as a group to think of a strategy that would meet the NEED (posted) of a student
- Write down the strategy on the chart paper
- Be specific
- Do not repeat a strategy already listed
- At the sound of the chime, move to the next chart
- Take your marker with you
- Repeat the process



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What are STRATEGIES?



Strategies are *preventative* activities that respond to the needs of the student.

When student needs are being met in ongoing classroom procedures there is little need to be disruptive to get those needs met.



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A teacher that greets a student by name at the classroom door goes a long way in meeting the needs of a student who needs attention. A teacher that infuses out of seat activities in the lessons goes a long way in meeting the needs of a student that is high energy.



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ATTENTION SEEKERS

- Greet 'Em
- 2/10
- Affirmations



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FEAR OF FAILURE

- Model taking risks and making mistakes
- Advance questioning
- Signals



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ANGRY

- Count down/Control techniques
- Break it up
- Cool Down area



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CONTROL SEEKERS

- Choice/Cubing
- Collaborative Rule Making
- Responsibility Assignment



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Providing Choice through CUBING

- Write a one sentence summary of the content of this training.
- Create a non-verbal signal to use with students to focus on the learning activity
- Create a gesture to use to signal transition between activities
- Write a list of 3 rules that are most important for a positive learning environment
- Create a vocal (teacher/student) response for transitioning
- Create an symbol to represent one of the 7 needs of students



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Energetic

- Nonacademic energizers/brain breaks
- Integrate movement
- Jobs and roles



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Bored

- Change it up
- Integrate personal interests
- Creative Projects



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Uninformed

- Routines and procedures
- Task cards
- Response cards



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Assignment Task Cards

1
homework:
complete your
math homework

2
Literacy: Read
pages 23-26

3
Art break: take
5 minutes to
draw

4
Complete the
next lesson on
the computer



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Sample Responsibility Checklist

- I have my materials
- I know what my assignment is
- I begin my work
- I ask questions when I don't understand
- I finish my work on time
- I put my materials away
- I did a good job



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CONSISTENCY

SAY WHAT YOU MEAN
MEAN WHAT YOU SAY
THEN **STOP!**



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CASE STUDIES



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Instructions

1. Each table group will analyze a case study.
2. Choose a reader, writer, and presenter.
3. Reader: read aloud the student description to your group.
4. As a group, determine the disruptive behavior category and the dominant need.
5. Come up with 3 strategies that you would implement in the class in response to the scenario.
6. Be ready to share out your responses.



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1. Donna

Donna hits everyone on the way to class. Once in class, she pushes and shoves her classmates and intentionally bumps into the others. When another student tries to calm her, she pushes her away and tells her to "Back off!" She then stomps off to her desk and shoves everyone down so that she can sit in the back of the room. When the security approaches and asks her if there is a problem, Donna says, "It is none of your business; leave me alone."



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2. Doug

Doug sits aimlessly in his seat. When it is time to start writing his essay, he never starts. The teacher approaches to encourage him to try, but Doug sits there and does not pick up his pencil. Even when the teacher reassures him that he will help him, Doug just looks away and does not pick up the pencil. The teacher asks him to try and Doug looks down at his desk and starts scratching at a glob on the desk. Doug asks if he can be excused to go to the bathroom and stays there until the bell for recess rings.

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3. Bob

Bob walks into the classroom, looking sullen and with lower jaw set and eyebrows in a frown. He slams his books down and slumps into the seat, looking disgusted. Someone taps him on the shoulder to alert him that papers are being passed, and he crumples the papers as he grabs them from Sue. The teacher asks him why he is being so disruptive and Bob replies in a grumpy tone, "Because I have to come to THIS stinking class and put up with YOU!"

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4. Sue

Sue is late yet again. She comes in quietly and sits down without making a sound. She quietly leans on her hand until she falls asleep. Soon her head is on the desk. She shows no interest in the language arts lesson. Each time the teacher wakes her by asking a question, she says, "I don't know." The teacher feels this is a case of not trying instead of not knowing the answers. When it is time to get started with the practice phase of the lesson, writing declarative sentences, Sue yawns and again puts her head on her desk.

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5. Kathy

Kathy will not stay in her seat and even when she does, she fidgets and seems to be very busy. The noise of rustling papers and digging in her bag fills the room, distracting the teacher and students. When answering questions, Kathy raises her hand, wildly waving it in the air and calls out answers. She seems to be bouncing out of her seat.

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6. Amy

Amy is late for the fifth time this week. When the teacher stops her and reminds her of the rule about being late, Amy replies, "What a stupid rule! You expect us to be here on time and we don't have time to get here. When am I supposed to see my boyfriend? I will get here when I GET here." Amy sits and immediately takes out her makeup case and begins putting on lipstick. When the teacher reminds her of the rules, Amy says, "YOU put on your makeup in class. Well, so can I, and you can't do a thing about it!" When the teacher asks her again to get out her books and begin reading, Amy replies, "Make me!"

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7. Jody

Jody seems to be listening for a while in class, but every time the teacher mentions an assignment, Jody mutters under her breath, "OH MAN!" and rolls her eyes. There are a lot of sighing noises coming from Jody, and she frequently stops work on her lesson to look out the window. The pictures that cover the side of her note taking page are incredibly detailed. To get Jody to do anything is like pulling teeth. She seems to have no energy, and even though she doesn't often sleep in class, she is "not there" and seems to do lots of things to stimulate herself, like getting out other books or reading a magazine in class.

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8. Alice

The teacher gives directions and then looks toward Alice because he knows she will now ask a question about directions he just gave. "So, you mean that the test won't count and we can do it again?" Alice always has questions, even when the assignment is very clearly explained. When the teacher asks for return of the permission slips for the field trip, Alice seems surprised that she needed one. The teacher thinks of her as an airhead and not very "with-it." Alice always comes to the teacher's desk with her paper and asks, "Is this right?" She will come up with questions for each of the problems if the teacher allows it. The teacher wishes Alice would become more attentive and feels like rolling his eyes in response to her questions.



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9. Carol

Carol comes into class today wearing blue hair, a too-short miniskirt with thigh-high boots and her nose ring in place. She makes a late entry just so that everyone will make comments about her dress, even though she realizes it is inappropriate for school. She asks loudly, "When is that paper due again, Mrs. Kennedy?" She laughs when Mrs. Kennedy looks in disgust at her dress today. Carol moves quietly from desk to desk showing her new nose ring piercing to all her friends, even though it is disrupting the class. When Mrs. Kennedy asks her to quietly sit down, Carol sits, but not too quietly!

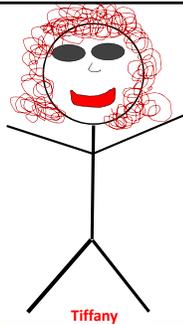


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REVISIT YOUR "STUDENT".

WHAT STRATEGIES DO YOU THINK WOULD MEET HIS/HER NEEDS?

USE THE KAGAN STRATEGY CARD FOR ADDITIONAL IDEAS.



Tiffany

- ✓ Out of seat
- ✓ Excessive talking
- ✓ Refuses to do work
- ✓ Does not study



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A final thought...

"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized."

Between Teacher and Child Haim Ginott



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You should now be able to...

- Understand the components of encouraging positive behavioral outcomes for secondary students
- Identify the four behavioral challenges and student needs that lead to those challenges
- Identify the routines and structures that assist in preventing disruptive behavior
- Identify strategies that lead to successful behavioral intervention



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Assessment and Evaluation



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