

Supporting Student Behavior



Standard #3: Learning Environments

Standard #10: Leadership and Collaboration

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- 10-1** List ways to connect with students.
- 10-2** Explain three aspects of a diversity responsive classroom environment.
- 10-3** Outline a plan for establishing and teaching rules, routines, and social skills and for encouraging compliance.
- 10-4** Describe types of selected behavioral interventions and when to use them.

CHAPTER OUTLINE

10-1 CONNECTING WITH STUDENTS

10-1a Responding to Diversity

10-2 CREATING A DIVERSITY RESPONSIVE ENVIRONMENT

10-2a The Physical Environment

10-2b The Social Environment

10-2c The Emotional Environment

10-3 UNIVERSAL BEHAVIORAL INTERVENTIONS

10-3a Developing Classroom Rules

10-3b Establishing Classroom Routines

10-3c Establishing Social Skills

10-3d Teaching Rules, Routines, and Social Skills

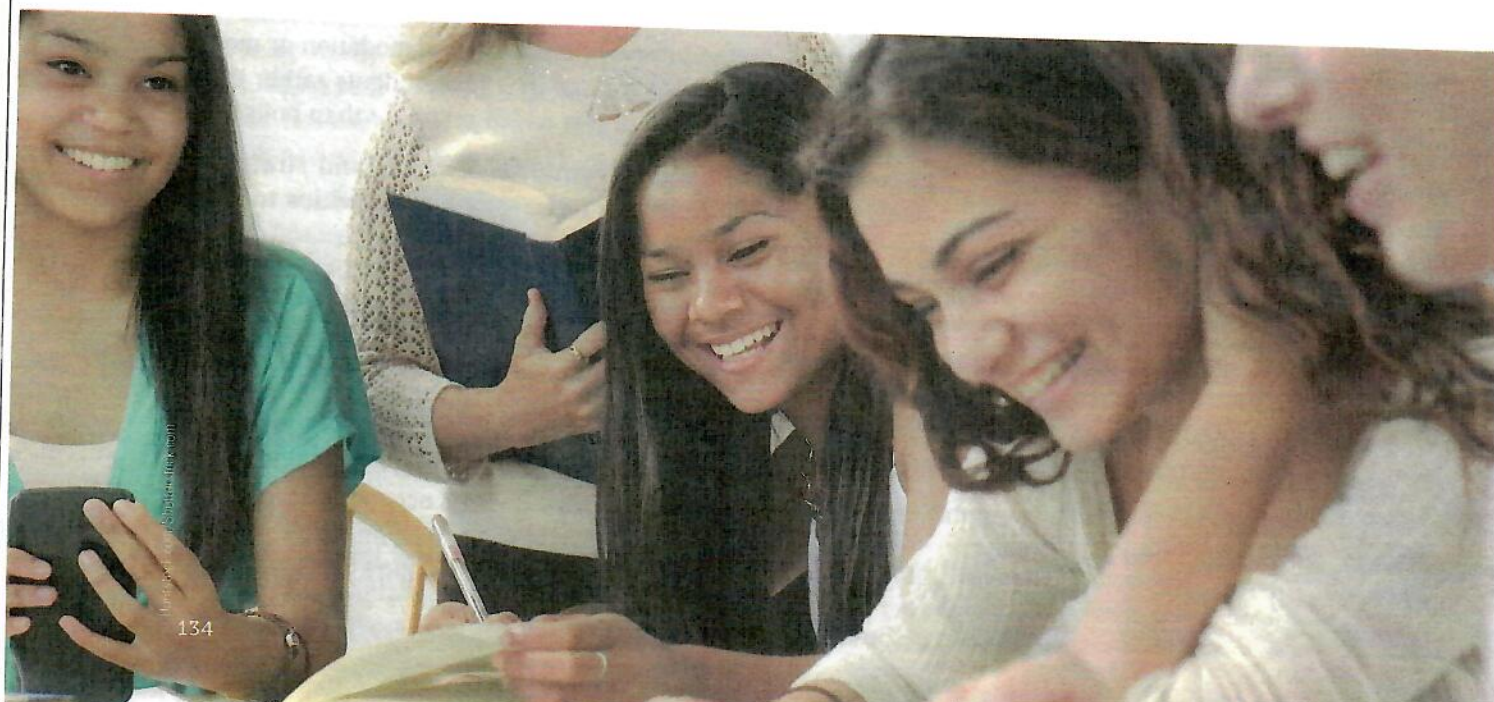
10-3e Encouraging Compliance

10-4 SELECTED BEHAVIORAL INTERVENTIONS

10-4a When to Use Selected Behavioral Interventions

10-4b Types of Selected Behavioral Interventions

10-4c Responding to Diversity



Introduction

An important aspect of diversity responsive teaching is creating a positive context for teaching and learning by supporting appropriate student behavior—that is, behavior that promotes, or does not interfere with, the learning of the student or classmates. Supporting appropriate student behavior begins with connecting with each student. Creating a diversity responsive environment that welcomes and includes each student is another fundamental aspect of this support. In addition, teachers must implement proactive universal behavioral interventions such as establishing and teaching classroom rules, routines, and social skills, and encouraging compliance. Finally, teachers must use selected or individualized interventions for those students who need them. In order to develop and implement the most effective behavior support plans, teachers will need to collaborate with students, families, and colleagues.

Schools are beginning to adopt response to intervention (RTI) because it provides a useful approach for designing teaching and learning environments. (See Chapter 3 for more information about RTI.) Positive behavior support (PBS) is a parallel system or an application of RTI to behavior (Sugai and Horner 2009). The emphasis is on the prevention of behavior problems by using a continuum of evidence-based positive

strategies, described in three tiers. Primary prevention or tier 1 (universal) interventions are used with all students and provide a strong foundation or core of proactive, positive classroom management. Some students may be unresponsive to tier 1 interventions alone and need secondary prevention or tier 2 (selected) interventions as well. A few students may need even more intensive supports, that is, tertiary prevention or tier 3 interventions. In this chapter, we discuss universal and selected interventions for teachers to use whether or not their schools formally adopt RTI or PBS. (Go to www.pbis.org for more information about PBS.)

Developing a positive context for teaching and learning starts at the beginning of the school year and continues throughout the year. Planning for the support of appropriate student behavior in each lesson and activity can then rest on this foundation. (Note: Student teachers and long-term substitute teachers must also spend time establishing a positive context as they begin their time with a class.)

Read about Mr. Dees and his beginning-of-the-year planning in Teachers in Action 10.1. Then, as you read this chapter, think about what he can do to support appropriate student behavior from the start.

TEACHERS IN ACTION 10.1: A LOOK AT MR. DEES'S PLANNING

It's the beginning of the school year, and Mr. Dees is planning for his class. Last year wasn't so good, and this time he wants to start the year off right by creating a positive context for teaching and learning. He wants to encourage and support his students in appropriate behavior from the start rather than waiting for problems to arise and reacting to them. He has big goals for being proactive and positive, minimizing behavior problems, and creating a strong feeling of class community and mutual respect. He knows he needs to plan and implement concrete strategies to reach these goals—it won't happen just by wishing.

10-1 Connecting with Students

Connecting with students is fundamental to all else in creating a positive context for teaching and learning. Linsin (2012) writes that rapport results from making a connection with students based on their positive

feelings for you. This happens when your students like and trust you and when you show them you believe in and like them as well. He suggests that rapport isn't something you can force, but rather it is a by-product of you and your students getting to know one another. It is drawing students in by using your everyday personality—your talents and skills, your sense of humor, and other positive qualities. Some teachers seem to develop rapport easily; others have to make a concerted effort before it happens. Regardless, the results of a positive connection with students can make classroom management easier and teaching more enjoyable.

It is easier to connect with some students than others. The key is acting like you like your students. Let us repeat that. Act like you like them! *All* of them. Show that you are thrilled to have each of them in your class. Act like it makes your day when they walk in the door. There are many ways to connect with students. The following is a list of ideas for getting started:

- Greet them by name, smile, and make eye contact.
- Be available to them and listen—*really* listen.

- Have informal conversations with them and spend time with them outside of class.
- Get to know their families, ask about them, and invite them to school.
- Attend their school and community activities.
- Remember their interests and concerns, and share yours.
- Joke with them and laugh at their jokes.
- Do favors for them and let them do favors for you. Plan surprises for them.
- Notice when they've been absent and welcome them back.
- Deal with their misbehavior calmly and matter-of-factly, and never hold a grudge (see Photo 10.1).
- Let them know you by sharing personal anecdotes, memories, and stories.

10-1a Responding to Diversity

Remember that student diversity results from the interaction of many variables, including but not limited to race, ethnicity, language, ability/disability, class, religion, gender identity, sexual preference, and so on. You will want to consider diversity as you attempt to build relationships with students. The following are some key ideas to think about:

- Students will vary in their expectations of relationships with teachers: Some will prefer close, warm, informal relationships, and others more

distant, formal relationships. They will have preferences about touching and being touched.

- Don't assume your students are just like you. Some may be horrified if you sit on the floor with them or ask them to call you by your first name. On the other hand, others may believe you don't like them if you don't hug them or ask about their families.
- Students' beliefs regarding talking and conversations will vary, such as the amount of talking that's polite, who initiates, sharing personal information, and what is considered private.

Take time to learn about your students' cultural backgrounds so you can reach out to them in ways with which they are comfortable, and recognize their attempts to reach out to you.

Make a special effort to connect with students who have emotional or behavioral disabilities and are typically rejected or ignored by their peers and by adults. They may resist your overtures at first, but stick with it. Connecting with you can make a huge difference in their lives.

10-2 Creating a Diversity Responsive Environment

As a diversity responsive teacher, you will attempt to make connections between the classroom environment and the students' experiences—at home, in their communities, and perhaps in other countries. You can develop these connections through instructional methods, curriculum, management, and all aspects of the environment. Mismatches between home and school culture can result in misunderstandings and a less-than-positive context for teaching and learning.

You may find it useful to use the "Planning the Context" component of the diversity responsive teaching framework as you develop the context for teaching and learning in your classroom. (see Figure 10.1). It is intended to support teachers in creating diversity responsive environments, that is, those that are welcoming, safe, supportive, and respectful to *all* students and families. This doesn't happen by chance; it takes careful planning. Think of the environment as being made up of physical objects, social interactions, and emotional climate.

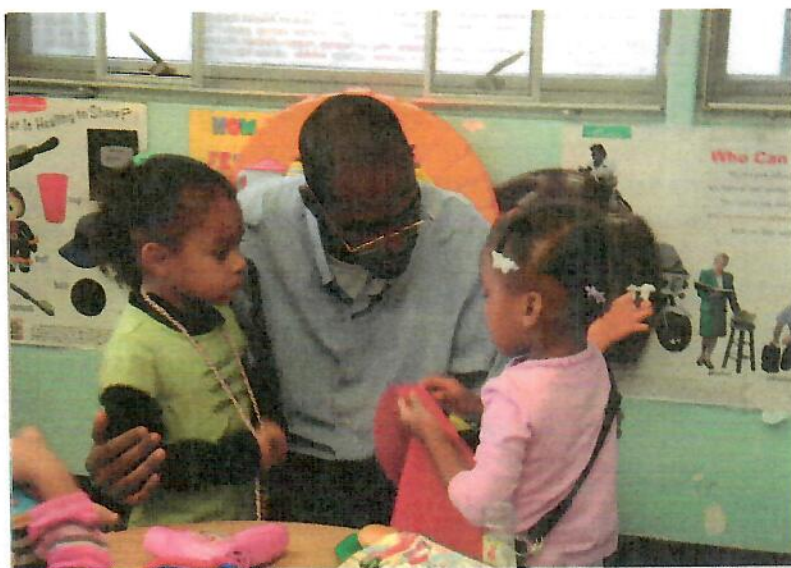
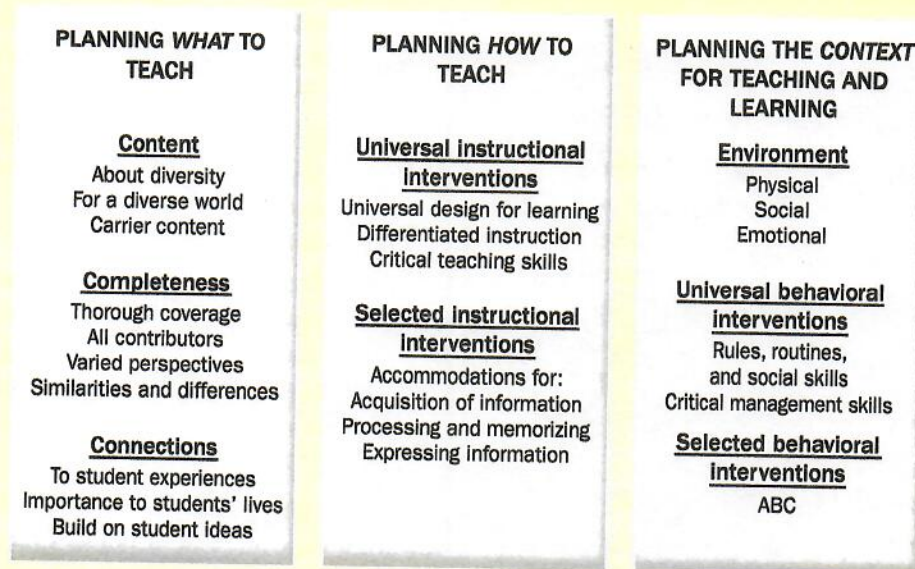


Photo 10.1 Deal with misbehavior calmly and matter-of-factly.

Figure 10.1 A Framework for Diversity Responsive Teaching

10-2a The Physical Environment

When planning a **diversity responsive physical environment**, think about how you can make the physical environment both welcoming and stimulating for all. A *welcoming* classroom environment is one where people feel considered and represented. When students and families walk in the door, you want them to think, "Hey, I can read that sign," "There's a picture of someone who looks like me," "Whew, the aisles are wide enough for my wheelchair," or "There's a poster about a holiday my family celebrates."

A diversity responsive environment is also one that *stimulates* interest in diversity. You want your students, when they enter the classroom, to think, "I wonder what language I'm hearing," "There's a book about someone who is deaf, I wonder what that's like," or "I'd like to know more about the people who make that art." Begin your planning by thinking about all of the things that make up the physical environment in a classroom, and then work at making these objects and materials fully representative of diversity. Think about the books you have available, the photographs you put on bulletin boards, the sizes and types of furniture in your classroom, the kinds of snacks you provide, the accessibility of equipment and materials, and so on. Look at Example 10.1 for more ideas.

EXAMPLE 10.1: OBJECTS IN THE PHYSICAL ENVIRONMENT TO MAKE REPRESENTATIVE OF DIVERSITY

- Books
- Magazines
- Photographs
- Drawings
- Posters
- Videos
- Recordings
- Music
- Signs
- Artifacts
- Art objects
- Dolls
- Toys
- Games
- Technology devices
- School supplies
- Furniture
- Food

The desired outcome is a physical environment where all students and families feel welcomed and comfortable, and where students are stimulated to learn about diversity.

10-2b The Social Environment

The creation of a **diversity responsive social environment** in the classroom is something else that must be carefully planned. The social

environment is made up of interactions among students and between adults and students. Your goal is to ensure that all students are part of these interactions, that no one is excluded, and that the interactions are positive. Building a community and fostering friendships is essential to creating a diversity responsive social environment. You want all to feel included, including those who look or speak differently from the majority, or who have different skills, different family structures, different economic resources, different sexual orientations, different beliefs, and so on. Again, this doesn't happen by chance—you must take actions that will promote a diversity responsive social environment. Here are some examples:

- Model acceptance by making warm, personal connections with *all* of your students.
- Demonstrate respect through correct pronunciation of names, culturally correct use of touch and gestures, and greetings in student languages.
- Encourage inclusion and interaction as you form cooperative groups, devise seating arrangements, and develop buddy systems.
- Build community as you help students develop cross-cultural social skills, teach students to be allies, and implement bullying prevention programs.

The desired outcome is a social environment where all students are welcomed and supported, where friendly and respectful interactions are the norm, and where there is full social inclusion and integration.

10-2c The Emotional Environment

A third area to think about when planning a positive context for learning is the creation of a **diversity responsive emotional environment** in the classroom. In this case, you will focus on the activities and assignments used. The goal is to ensure that no one is inadvertently made to feel embarrassed or abnormal. When you are planning holiday activities, writing assignments, and homework, consider individual differences and examine your assumptions about students and their families:

- If you use holiday activities in the classroom, be sure they reflect diversity in religion, ethnicity, and family structure. For example, think about

Mother's Day activities and the fact that your students may be mothered by a variety of people or not at all. That doesn't mean that making Mother's Day cards should be eliminated, but make sure that you are inclusive in how you design this activity.

- Another area in which to be respectful of varied family structures is in assignments for writing autobiographies or family trees, or interviewing grandparents (elders).
- Consider diversity in family resources if you assign students to bring treats for the class or to pay for field trips. When you give homework assignments, be careful of assumptions about materials available at home and the availability of help for schoolwork.

Being sensitive and respectful does not mean lowering expectations. It doesn't mean eliminating homework that's necessary for achievement, for example. Everyone should be challenged. The desired outcome is an emotional environment that is sensitive to all students and families, where all are considered and respected, and where feelings are considered as you plan activities and assignments. Collaborating with families is essential in making this happen.

Creating a diversity responsive environment and connecting with students are both important parts of establishing a positive context for teaching and learning. Remember Mr. Dees and his beginning-of-the-year planning? See Teachers in Action 10.2 for some of his ideas.

TEACHERS IN ACTION 10.2: MR. DEES'S PLANNING FOR CONNECTING WITH STUDENTS AND CREATING A DIVERSITY RESPONSIVE ENVIRONMENT

Strategies for connecting: Each day, Mr. Dees will ask several students to have lunch with him in the classroom until all have been invited.

Reasoning: Eating and conversing together in a small group creates a comfortable social atmosphere for getting to know students personally and for them to get to know him.

What else could Mr. Dees do to begin connecting with his students?

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Strategies for a diversity responsive environment:

Two students with disabilities, who seem to have low social status in the class and few friendships, use fun, interesting assistive technology devices (a scan-and-read pen and a talking calculator). Mr. Dees will arrange for them to share the devices during partner work with other students in the class and show their partners how to use the technology.

Reasoning: Adding to these students' desirability as partners and putting the students with disabilities in the position of experts may increase their status and help promote social inclusion.

What else could Mr. Dees do to create a diversity responsive physical, social, and emotional environment?

10-3 Universal Behavioral Interventions

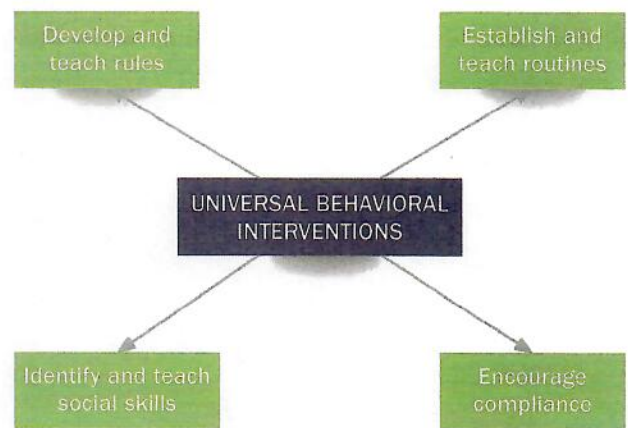
Another important part of developing a positive context for teaching and learning is the use of **universal behavioral interventions**, also called tier 1 interventions in the PBS and RTI approaches. Universal behavioral interventions are those interventions that are used proactively for the whole class. They are meant to encourage appropriate behavior by making expectations clear and specific and by teaching students the important behaviors they will need to be successful in learning and in getting along with others. We discuss the universal behavioral interventions of establishing and teaching rules, routines, and social skills, and interventions for encouraging compliance in this section. See Figure 10.2.

It is important to establish classroom rules and routines at the beginning of the school year. Students are more likely to behave appropriately when they know what is expected and when they are involved in setting those expectations (Kaplan, Idol, and Nelson 2017). Further, this provides you with a solid frame of reference for communicating expectations for behavior throughout the year.

10-3a Developing Classroom Rules

Basic to planning the context for teaching and learning is developing classroom rules. The goal is to create a

Figure 10.2 Universal Behavioral Interventions



physically and emotionally safe environment with the right amount of structure. Ideally, school-wide general rules will be enacted and then made specific for the classroom (and other settings, such as the lunchroom and playground). Both types of rules are useful as part of a basic plan for classroom management.

- Some examples of **general rules** include "Respect others," "Be prepared," "Always do your best," and "Be kind." General rules establish standards of behavior. They define "ways to be." They are general enough to apply in a variety of settings and to a variety of situations. General rules by themselves don't tell students what (and what not) to do. They *must* be clarified with specific rules.
- Examples of **specific rules** include "Be inside the classroom when the bell rings," "Raise your hand and wait to be called on before speaking," "Turn in work on time," and "Keep your hands and feet to yourself." Specific rules describe what (or what not) to do; they specify how to behave. Specific rules help students understand what is expected and translate general rules into visible actions. Well-written specific rules are observable, measurable, short, simple, and stated positively—that is, what *to do* (walk) rather than what *not to do* (don't run) (Rhode, Jenson, and Reavis 1993).

Notice how the following paired examples of general and specific rules differ and how they connect:

General Rule

Be safe.
Be responsible.

Specific Rule

Walk inside the building.
Bring notebook and pencil to class.

Be respectful.	Touch people only with their permission.
Be a learner.	Ask questions when you don't understand.

As guidelines to follow in establishing rules, (1) develop and evaluate rules with students, (2) keep rules few in number so everyone can remember them, (3) post them, (4) refer to them often, (5) support students in following them, (6) teach the students what each rule means, (7) acknowledge students for following them, and (8) enforce them consistently.



TECH NOTE

Engage students by having them create a podcast about school and class rules to be downloaded at home. This can be a good way to communicate with busy families. Many families who do not have computers do have portable media players (such as iPods or smartphones), and a podcast can be downloaded to either.

Responding to Diversity when Developing Classroom Rules

General rules such as “Be respectful” or “Be responsible” are open to interpretation. People from different cultural backgrounds will have different ideas on how to show respect, responsibility, and so on. For example:

- Strong teasing and verbal sparring are valued in some cultures but considered disrespectful in others.
- Some people would see making independent choices (such as leaving class to use the restroom) as responsible behavior, whereas those who value adult permission would see it as irresponsible.
- Different cultures vary in valuing simultaneous talking, entering conversations at the briefest of openings, or leaving long pauses in discussions.
- In some cultures, silent listening to a speaker is respectful, whereas in others, calling out responses and affirmations is polite (Weinstein, Curran, and Tomlinson-Clarke 2003).

These differences are one reason it is important to have specific rules for common understanding

Hallway	
Respectful	Use "Quiet Voices" Safe space Appropriate language Hands/Feet to self
Responsibility	Walk to class Walk up/down stairs Go straight to class
Citizenship	Walk to the right Encourage peers to do right thing

Photo 10.2 Involve students in developing and posting rules, and make sure rules are specific.

(see Photo 10.2). They are also a reason it is so important to involve students in developing rules and to learn what you can about the cultural backgrounds of your students. Don't automatically impose your cultural view when establishing rules; make room for varied perspectives and compromises. For example, some of your students may have a strong sense of private property and may have difficulty sharing their school supplies unless permission is specifically asked. Others may come from a more communal background and are comfortable with general sharing. Through discussion, the students may compromise on a rule that says items inside student desks and backpacks may only be borrowed with permission but materials may be freely taken from the community resource boxes.

The purpose of rules should be to promote comfortable, predictable, orderly environments where people can teach, learn, and feel safe. The purpose should not be obedience for its own sake. Carefully examine rules about being quiet, sitting still, walking in lines, and so on to make sure they are in the students' best interest and are not overcontrolling. Don't automatically require certain behaviors (such as raising hands) in every situation without thinking about whether they will encourage learning for all students.

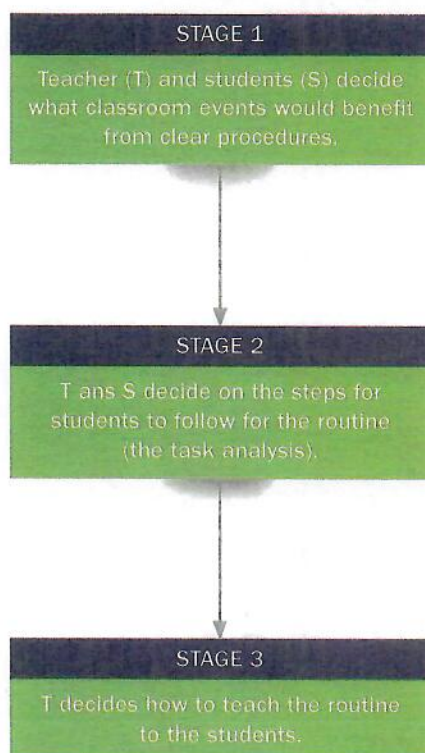
10-3b Establishing Classroom Routines

Classroom routines are ways of getting things done. Many events, such as the beginning or ending of class, turning in assignments, or lining up, need to happen efficiently to avoid wasted time and behavior problems. It is important that teachers establish and teach routines to students, just as it is important to establish and teach rules. Once students are familiar with classroom rules and routines, the teacher can state behavior expectations at the beginning of each lesson or activity by telling the students what specific rules and routines apply. Some examples of events for which you may want to establish classroom routines include the following:

- correcting assignments in class
- leaving class to use the restroom
- using the pencil sharpener
- getting assignments when absent
- free time, snack time
- finding a partner, forming groups

There are three stages in establishing routines. See Figure 10.3. First, you and your students decide

Figure 10.3 Stages in Establishing Routines



what classroom events would benefit from clear procedures to avoid wasted time, prevent behavior problems, and foster student independence. For example, perhaps you want to prevent the problem of students having nothing to do and disturbing others when they finish tasks early. You choose to establish a routine for “Finishing Tasks Early.”

Second, you and your students will decide on the steps for students to follow for the routine. This is called a task analysis. See Example 10.2. Chapter 1 includes more information on task analyses.

Finally, you will decide how to teach the routine to the students. (This is discussed in the following section.)

EXAMPLE 10.2: TASK ANALYSIS FOR A ROUTINE

WHAT TO DO WHEN YOU FINISH A TASK EARLY

1. Check that your work is correct and complete.
2. Turn it in to the teacher or to the assignment box.
3. If there is time left, read a book at your desk.

Responding to Diversity when Establishing Classroom Routines

Established routines are helpful for English language learners (ELLs) because they help these students predict what’s expected and to follow what is happening even when they don’t understand what is said. They are especially important to students new to this country and unfamiliar with the school system. Routines create stability, reduce anxiety, and allow ELLs to be more fully involved in the classroom. Consider using buddies to teach or model routines (Law and Eckes 2000; Curran 2003; Herrell and Jordan 2004). Established routines are also very helpful to students who have difficulty with change and novelty, such as students with autism spectrum disorders.

10-3c Establishing Social Skills

An important aspect of the context for teaching and learning is the social environment, the interactions between people. Students need many **social skills** to

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A basket of number tiles is kept on the teacher's desk, and a list of numbers from 1 to 15 is permanently written on the board. Each pair or group selects one person. That person draws a number for her group and writes her name next to that number on the board. The groups present in order from lowest to highest number.

Reasoning: Establishing a routine that the students can take care of themselves will save time and argument about who presents first, last, and so on.

Social skill: Mr. Dees analyzes the social skills needed with this method and realizes that students will need to be able to *reach consensus in a fair way* in their pairs/groups as they pick topics and develop their role-plays/skits. He decides to establish and teach this skill.

Reasoning: This is an important social skill in many situations. It will be important in the pairs/groups as all students suggest ideas. Students won't continue to contribute if their ideas are never used and they believe decisions aren't made fairly.

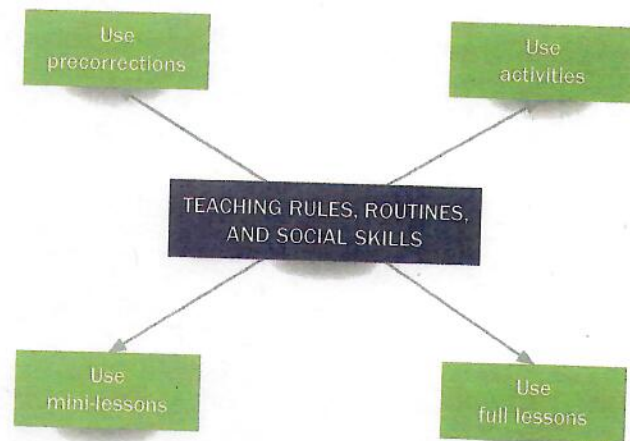
Mr. Dees also wants to use whole-class discussions. What rules, routines, and social skills should he establish to make this teaching method effective?

10-3d Teaching Rules, Routines, and Social Skills

Establishing rules, routines, and social skills by telling them to the students, discussing them, putting them in writing, and so on is important—but isn't enough. Epstein et al. in the IES Practice Guide *Reducing Behavior Problems in the Elementary School Classroom* (2008) recommends that teachers "Revisit, re-practice, and reinforce classroom behavior expectations." In addition, they recommend that we "teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate." We want to emphasize that rules, routines, and social skills must be explicitly taught.

Deciding how to teach rules, routines, and social skills will depend on your students and on the rule, routine, or social skill itself. Begin by evaluating your students' present levels of understanding and performance of the rule, routine, or social skill. Perhaps your students know the behavior or skill but are not

Figure 10.4 Teaching Rules, Routines, and Social Skills



following it or are using it inconsistently or aren't applying it where needed. Perhaps students don't know the behavior/skill and can't use it. Depending on the case, you will decide to use a class precorrection, an activity, a mini-lesson, or a full lesson. Each is described below and shown in Figure 10.4.

Precorrection

Use a class **precorsction** when the rule, routine, or social skill has been previously taught and the students know it but are inconsistent in using it. You recognize that they would benefit from a brief reminder of how and when to use it. *Precorrection* means you are correcting the behavior in advance rather than waiting for students to make a mistake and then dealing with it.

Precorrections should be used immediately before the situation in which the behavior or skill is needed. Students are much more likely to recall and follow or use a rule, routine, or social skill if they have just been reminded of it. For example, there is an assembly today, and you have noticed that your class hasn't been consistent recently in using the social skill of *polite listening*. Minutes before leaving for the assembly, you deliver a class precorrection. An effective class precorrection includes three parts.

1. **Name.** Name the behavior/skill to use. Tell the students the rule, routine, or social skill that they should use in the upcoming situation. "When we are at the assembly, you will need to use the skill of *polite listening*."

2. **Review.** Review the behavior/skill. Have the students tell you what the steps or components of the rule, routine, or social skill are. You may point to written steps on a poster. Use active participation and checks for understanding. "Remember what you learned about polite listening. Talk it over with your neighbor. Then I'll ask you to share what polite listening is."
3. **Performance.** Have students perform the behavior/skill, not just talk about it. Have them show you what the behavior/skill looks like and sounds like. "Imagine that I'm the assembly speaker and show me polite listening [*begin speaking*]."

Precorrections are very quick—only a few minutes. This is not initial teaching—just a reminder of what they already know. Colvin (2004) suggests that with older students, a reminder of the skill, supervision while they use it, and feedback may be all that is necessary. See Teaching Plan 17 for more examples of precorrection plans.

Activity

Use an activity when students are familiar with the rule, routine, or social skill but need a more elaborate review, additional practice opportunities, instruction in applying it to different situations, and/or motivation to use it. There are many ways to use activities to teach, and they are presented in Chapter 14, as is a form/template to use when planning activities. Here are two examples of how you could use activities to teach a social skill and a rule:

1. You taught your students how to calmly accept *no* for an answer, and they do quite well with you. However, they have been getting in trouble with other adults in the school for arguing, whining, or having rages when told *no*. They know how to use this skill (they use it with you), but need to be taught to apply it with all adults. You decide to develop an activity that will provide additional practice in using this social skill in various situations with various people. After creating a variety of role-play scenarios in which a student asks for permission to do something and is told *no*, you invite various school staff members to come to your class over the next few days to do the role-plays with your students.
2. Your students know that they are not supposed to use name-calling with their peers, but they

are doing it anyway. They know what words and names they should and shouldn't use, so they don't need instruction on that particular aspect. What they do need is a better understanding of why they should avoid name-calling. You create an activity where students interview family members and close friends about their feelings when they've been called names and then share the results in a class meeting. Your hope is to develop empathy and motivation to follow the rule.

Lesson

Use a lesson when students don't have the necessary knowledge to follow or perform the rule, routine, or social skill. The behavior/skill may be brand new to them or they may have some familiarity, but they need complete instruction—more than just review or extra practice—to use the behavior/skill correctly. It is even possible that the students have previously been taught the rule, routine, or social skill, but the teacher has discovered that there are major confusions and errors.

Full Lessons versus Mini-Lessons You will need to choose whether to use a mini-lesson or a full lesson. In fact, **mini-lessons** are not *true* lessons because they don't include formal evaluation of individual students' independent use of the behavior/skill (see Chapter 13). However, they do include teacher "show-and-tell" and student practice, which are central elements of full lessons, so we consider them "almost lessons" or "mini-lessons." They are a short form of full lessons and only include four parts (objective, explain, show, and rehearse). Look at Example 10.3 for tips on when to use mini-lessons rather than full lessons.

EXAMPLE 10.3: WHEN TO USE MINI-LESSONS

Use mini-lessons rather than full lessons:

- When you believe formal evaluation will be unnecessary and that checks for understanding, monitoring practice, and corrective feedback will be sufficient.
- When the behavior/skill to be taught is important—but perhaps not essential. For example, behaviors