Improving Classroom Behavior
Expectations, Tolerances & Consequences

Mission: Changing the way America cares for children, families and communities, by promoting and providing a continuum of care that strengthens mind, body and spirit

› Social Emotional Based Behavior Models
› Multi-tiered Interventions
› Research-Proven Methods

What we do
› Strengthen Communities
› Empower Schools

Goals for Today
› Effectively Communicate Expectations
› Discuss How Our Behavior Demonstrates our Tolerances
› Identify the ABC’s of Behavior
› Use Consequences to Shape Behavior
How is Communication Transmitted?

**ACTIONS**

*Speak louder than words*
Improving Classroom Behavior: Expectations, Tolerances & Consequences

What are Tolerances?

Tolerances are that gray area between what we say we expect and what we allow.

Extremely High Tolerances:

Extremely Low Tolerances:
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Appropriate Tolerances

Unacceptable

Acceptable
**Tolerances Should**
- Reinforce our expectations
- Re-evaluate rules, if necessary
- Be realistic
- Be used to create a safe, predictable environment

**Our Response is What Matters**
- How do you respond to prosocial behavior?
  - Praise
  - Positive comment
  - Positive consequence
  - Nothing

- How do you respond to negative behavior?
  - Non-verbally
  - 1:1 prompts
  - A conversation
  - Yelling
  - Pointing a finger
  - Nothing

**Communicating Tolerances**
- Reinforce appropriate behavior
  - Praise
  - Praise approximations of behavior
  - Positive Consequences
- Address misbehavior
  - Keep it small
  - Appropriate consequences
ABC’s of Behavior

› Antecedent
  › Who, what, where of behavior

› Behavior
  › Can be seen heard or measured
  › Specific actions not vague terms- Describe a behavior as if you are holding up a mirror
    › Instead of “You have a bad attitude”, use “You are rolling your eyes”

› Consequence
  › The result of a behavior
  › Affects whether a behavior is likely to occur again

Scenario
The students are at their desks when the teacher asks a question. Maddy blurts out the answer as she raises her hand. The teacher acknowledges and repeats Maddy’s answer.

Poll
What was the antecedent?

  a) Teacher repeats Maddy’s answer.
  b) Maddy blurts out the answer as she raises her hand.
  c) Teacher asks a question.
  d) The students are at their desks.
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What was the behavior?
   a) Teacher repeats Maddy’s answer.
   b) Maddy blurts out the answer as she raises her hand.
   c) Teacher asks a question.
   d) The students are at their desks.

What was the consequence?
   e) Teacher repeats Maddy’s answer.
   a) Maddy blurts out the answer as she raises her hand.
   b) Teacher asks a question.
   c) The students are at their desks.
Fred jumped in the pool.

Great job, Maddy! Thanks for sharing!

JUMPED!

Fred jumped in the pool.

Remember to wait until I have called on you to answer please. Jimmy, what do you think the answer is?

Jumped

JUMPED!
Consequences

› How we respond to behavior demonstrates our tolerances.
› Positive or negative

Always Remember

› We can’t control a child’s behavior but we can control our response.
› It is this response to behavior that affects its outcome.

Positive Consequences

› Non-verbal praise – thumb’s up
› Verbal praise – Great Job!
› Positive communication home – Note in planner
› Choose your seat/sit around the room
**Negative Consequences**

› Change seats – sit next to the teacher’s desk
› Have a short conversation
› Complete a reflection sheet
› Finish work instead of preferred activity

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**Effective Consequences**

› Individualized
› Immediate
› Appropriate in amount or size
› Contingent on behavior
› Avoid deprivation and satiation
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With Consequences, always start small

Let’s Review
› Our behavior matters
› Find the right balance
› Use the ABC’s of behavior
› Change your response to behavior
› Use consequences to shape behavior

Questions:
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