
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

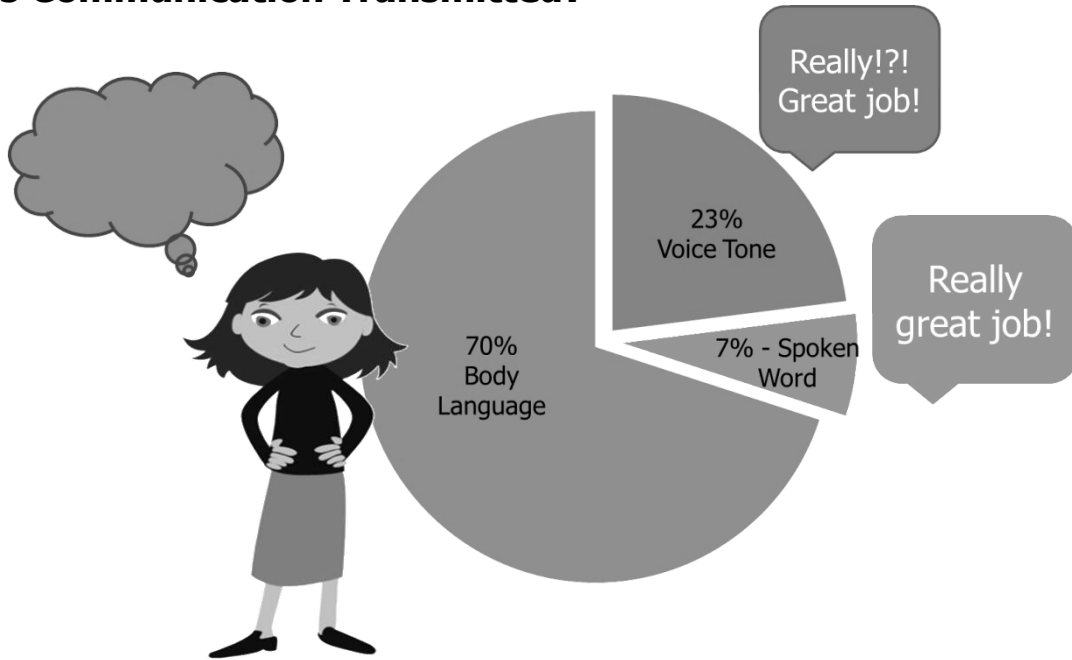
What we do

- › 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?

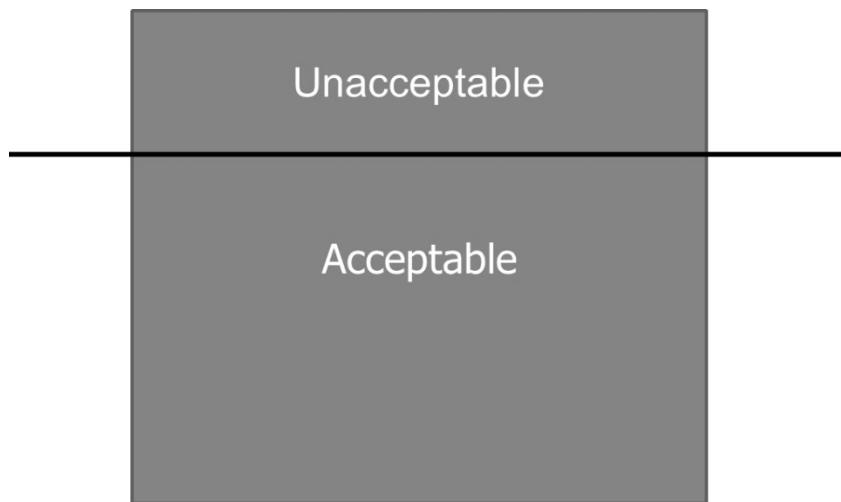


ACTIONS
Speak louder than words

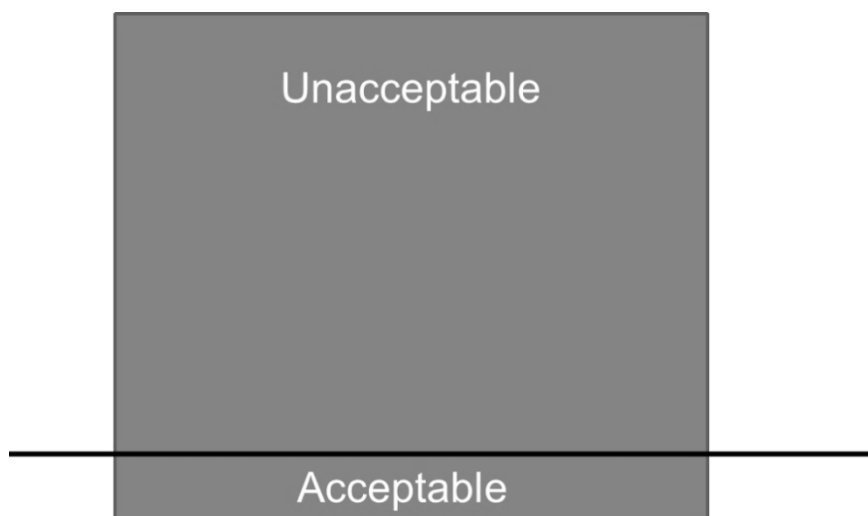
What are Tolerances?

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

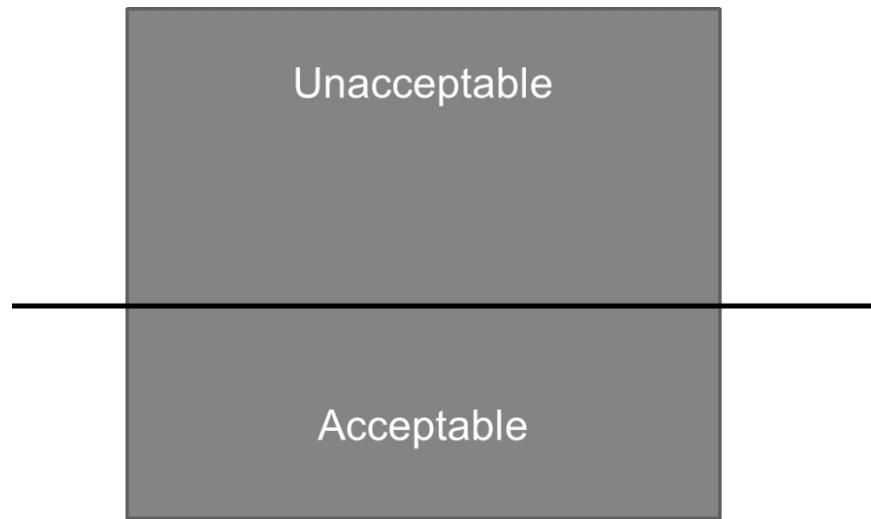
Extremely High Tolerances



Extremely Low Tolerances:



Appropriate Tolerances



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.

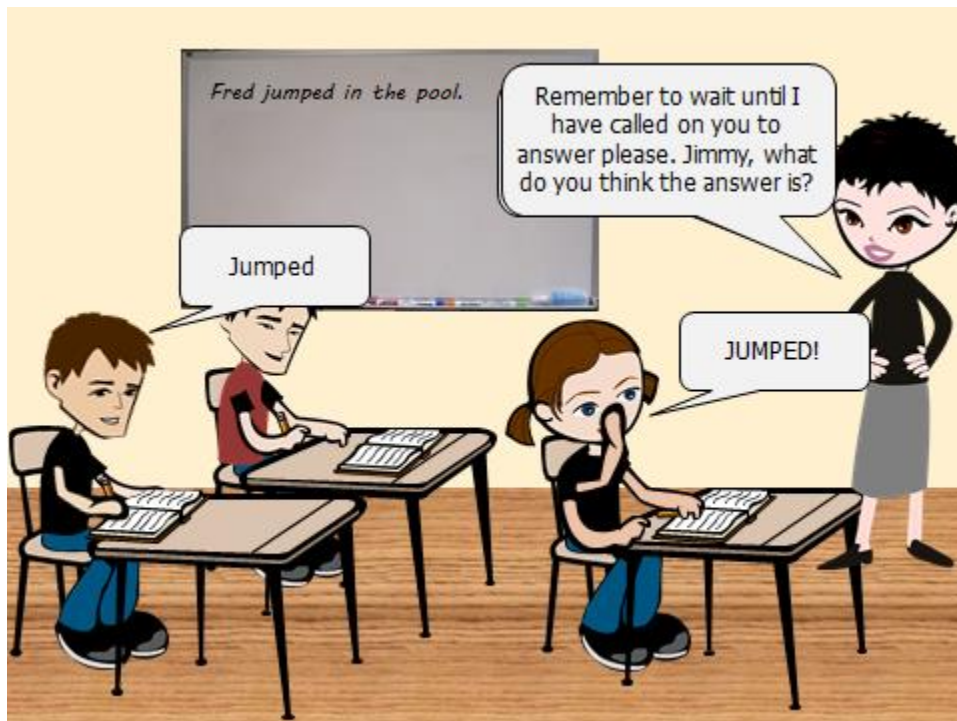
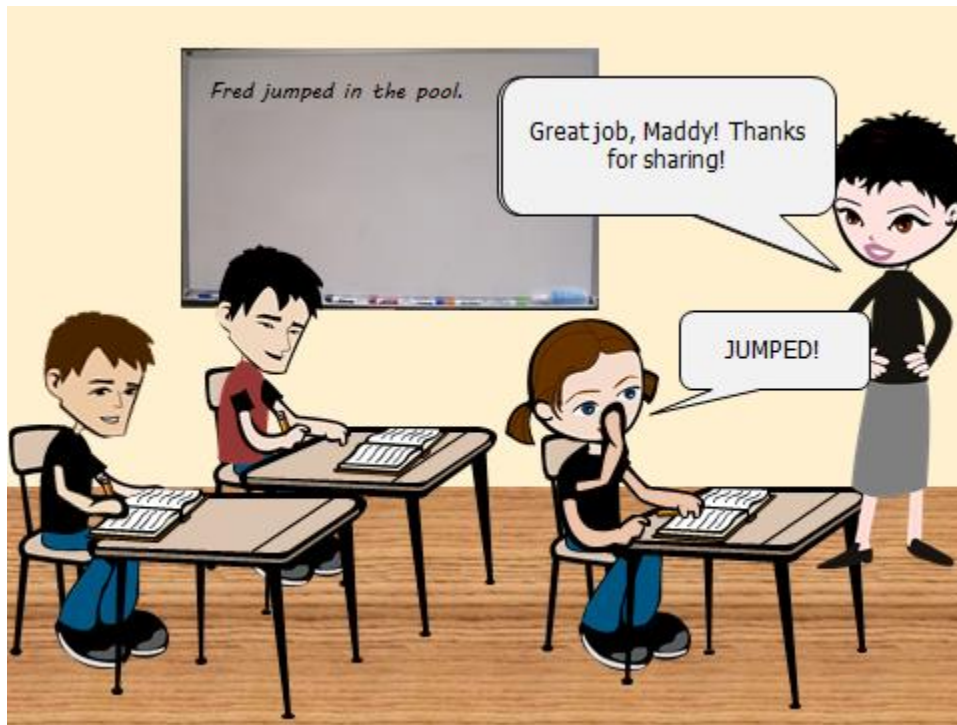
What was the behavior?

- 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.

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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

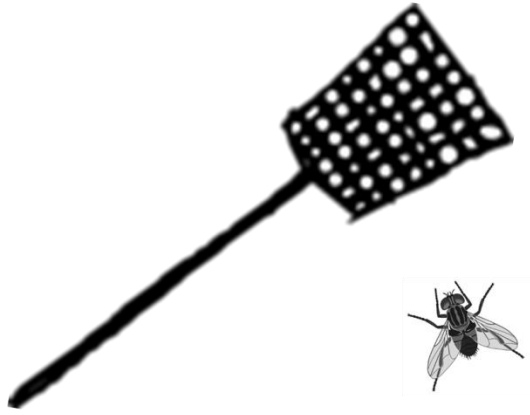
Negative Consequences

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

Effective Consequences

- › Individualized
- › Immediate
- › Appropriate in amount or size
- › Contingent on behavior
- › Avoid deprivation and satiation

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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