

# Behavior Strategies and Data Collection Tools to use in the Classroom

**Presented by:**

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# Introductions

- **Kim Capranica:** Current Low Incidence Coordinator, Principal at SEDOM Center, Director at Richmond/Spring Grove, Special Education Teacher
- **Jennifer Finch:** Current 3rd grade teacher at Valley View, also taught 1st grade, 4th grade, 4/5th multiage
- **Michelle Klosowicz:** Current High Incidence Coordinator, Dean of Students at MMS, Special Education Teacher
- **Amanda Schmitt:** Current Social Worker in Hilltop SES classroom, Social Worker at MMS, Mental Health Specialist at Allendale Association

# Why are we doing this presentation?

- To remind staff that they are doing great things in the classroom and with students
- To let others know that sometimes making a small change in your behavior will make a big change in the student's behavior
- To let everyone know that there is support and help available...sometimes you just have to ask
- We know there are a lot of demands on teachers and staff, we hope some of these suggestions will help take some of the pressure off of you!

# Rewards/Incentives

Something that will encourage a student to do something or to work harder.

- **Intrinsic:** working because you find it personally rewarding
- **Extrinsic:** working to earn a reward or avoid a punishment

Most of us are motivated by extrinsic rewards, like a paycheck. Most of our students are motivated this way as well. Of course we want our students to be motivated intrinsically and to be good just to be good. Just keep in mind that this is not always the case, just like it is not for us

# Rewards

- Tokens
- Stickers
- High Five's
- Smile
- Verbal praise (specific verbal praise)
- Candy
- Homework Pass
- Tech Time
- Lunch with the teacher
- Free Time
- Certificate
- Toy

# Importance of Classroom Management

- The most important factor affecting student learning is **YOU**
- Students feel more comfortable, secure, and ready to learn
- Helps prevent teacher burn out
- Behavior issues are less likely to escalate and get out of hand
- Classroom management has one of the largest effects on student performance and achievement
- A well managed class leads to more learning

# How to Establish a System that Works

- There are many whole class behavior management systems and teachers and staff need to use what will work for them and their class
- Here are some important reminders when establishing a whole class system:
  - Effective classroom managers are not born, they are made
    - Research effective techniques
    - Find training on techniques and strategies
    - Learn to understand the importance of classroom management
  - Be consistent in the behavior routine and system that is established
  - Be assertive in teaching your system and implementing the system
  - Establish clear expectations and consequences

# Systems that Work

- Token Economy
- Clip Chart
- Class Dojo
- Daily Calendar
- Sticker Chart



# Other Tips to Manage the Classroom

- **Movement activities:** alternate seated activities with movement activities, Go Noodle break, etc
- **Controlled choices:** You can complete this or this; I would like you to put this in your bag or in your desk
- **Visual Schedule**
- **Catch Em Being Good:** frequent and random praise for when students are doing what you expect
- **Voice level chart**
- **Classical music being played during class:** Can be played throughout the day, will have a calming effect
- **Social Stories/Power Cards**

# Common Mistakes to Avoid

1. APPROPRIATE BEHAVIORS ARE IGNORED We take for granted the little things that are going well. Focus on the small successes, praise and use them as the building blocks for bigger successes in the future.

2. TOLERANCE IS TOO HIGH We let things build up until it's time to explode. Limit testing will increase when our tolerance is too high. It is easier to deal with the little problems than trying to deal with the big ones all of the time.

3. PRAISING THE PERSON, NOT THE BEHAVIOR Telling someone they are a good person implies that when they misbehave, they are a bad person. The behavior is an issue, not the person. They are trying to get their needs met!

# Common Mistakes to Avoid

4. GETTING PULLED IN Argumentative behaviors are likely to pull you into a power struggle. No one wins in a power struggle. If you find that you have been pulled in, back up, calmly set limits and try again.

5. INCONSISTENCY One person may disallow a behavior to occur, while another does. This type of variable reinforcement of behavior creates durable maladaptive behavior pattern~. Have a simple plan that everyone can understand and follow through.

# Common Mistakes to Avoid

6. FOCUS ON THE NEGATIVE Our tendency to focus or attend to what is going wrong versus attending to the positive behaviors and increasing them.

7. PUNISH TO TEACH A hand in the cookie jar gets slapped to teach a person not to take cookies. Instead, try to teach how to ask for cookies and when it is appropriate to eat them. Teach a skill rather than punish the behavior. Punishment has been proved to be an ineffective way to reinforce desired behaviors.

8. REINFORCING NEGATIVES Often happens without realizing it is taking place. A person makes an inappropriate statement and everyone laughs it off. That behavior was just reinforced and is likely to happen more often to get more laughs. It is much better to ignore the smaller inappropriate behavior

# What Do You Do?

Let's take time to talk about what has worked for you.

Turn to someone next to you and discuss. This can be a great time to collaborate and learn from each other.

# Will You Accept Our Challenge?

We would like to challenge you to try something new in your classroom.

Try a new strategy or tool, use it in your classroom, consistently, for 6 weeks. Then report at an SDW how it went.

# Questions? Feel free to email us!

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Thank you!!!