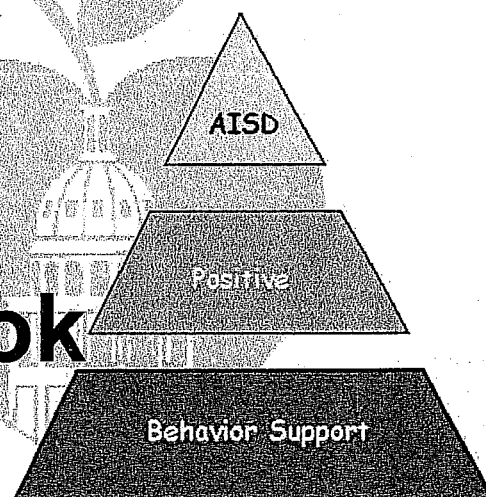


AISD Positive Behavior Support

Workbook for

Austin Partners in Education Math Coaches



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Welcome!

The APIE coordinators identified three areas of concern. This workbook addresses those concerns from a Positive Behavior Support perspective.

The concerns are:

1. How do coaches build and sustain relationships in 45 minutes per week?
2. What can coaches do when the first student is done with the work?
3. How do coaches get students back on task once they are distracted?

The solutions are varied and endless. There is not a right answer, there are many.

The suggestions offered in this workbook come from multiple sources.

- Portions have been pulled from AISD's Scaffolding Classroom Management, a model the district uses to train teachers.
- Some of the suggestions are based on ideas in Allen Mendler's books; *Motivating Students who don't Care* and *Connecting with Students*.
- Other ideas and suggestions are based on a decade of teaching experience, where the strategies were met with success.

Most importantly, thank you for dedicating your time and energy to helping students achieve success!



Let's get started!

Meet me at 13

Think of an object that symbolizes the way you felt or saw yourself at about age 13.

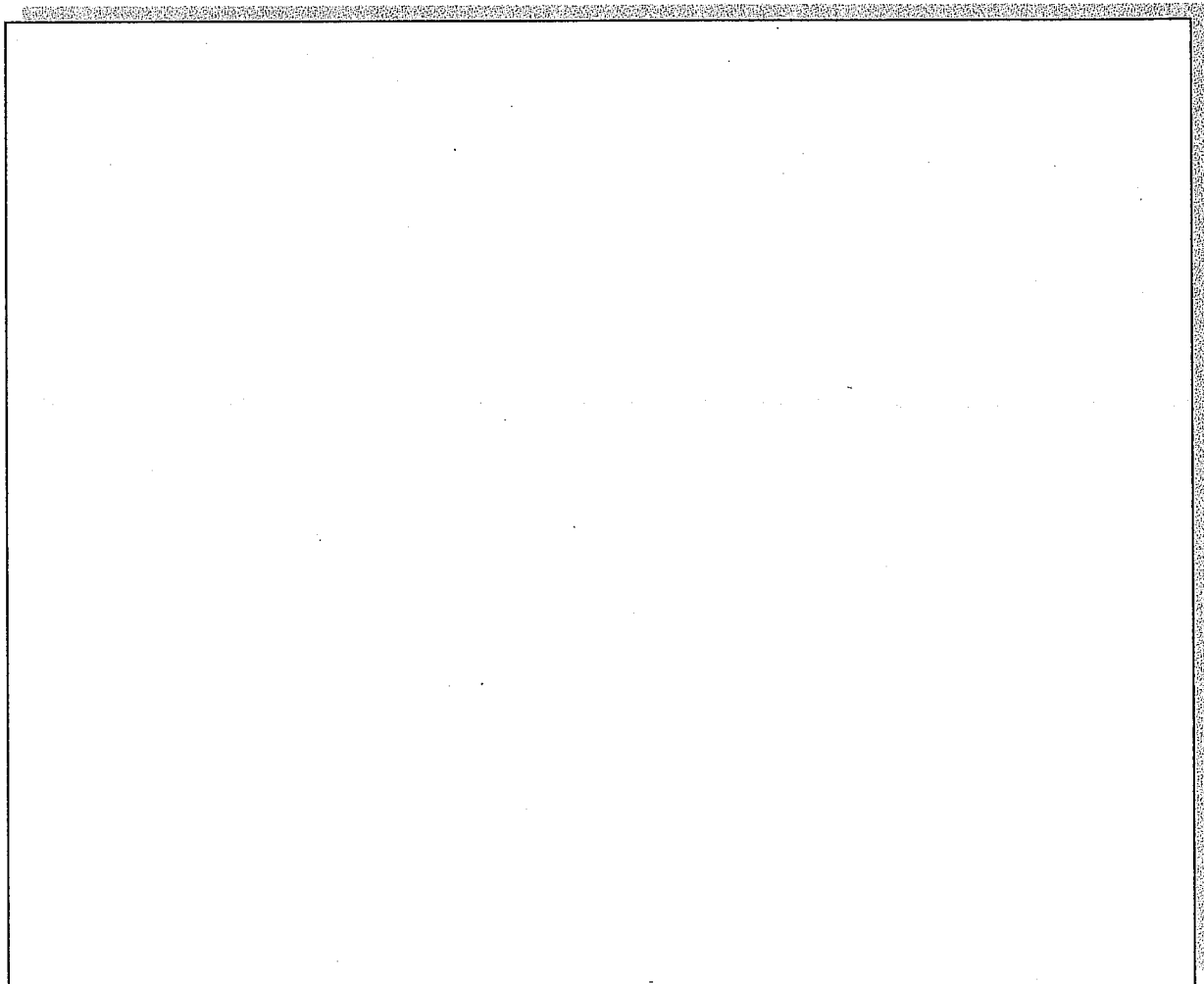
In the box below, draw a picture of the object you have in mind.

Be ready to introduce yourself

Your name and what you do currently

Your symbol

The feeling related to your symbol



How do coaches build and sustain relationships in 45 minutes per week?

“Connecting with students means that we must sometimes separate our personal beliefs, judgments, and moral standards from our responsibility to feel compassion and concern for those we find different or perhaps even personally unacceptable.”

(Allen Mendler. Connecting with Students. p.12)

What do you think about Mendler's assertion? Choose your reaction on the scale below and explain your reasoning.

1	2	3	4	5
Couldn't agree more!	Sounds about right	I'm on the fence	Not quite seeing the point	No way!

Jot down your thoughts. What is the rationale for your choice?

Building connections with students

Kids can have trust issues; they often feel abandoned by adults in their lives. One more adult in the class is one more who can disappoint them. **Be the adult who they can count on for the little things and the big ones.** Some suggestions from *Connecting with Students* are below. Rate yourself on a scale of 1-10 on how consistently you utilize the best practices. Can you do better?

Best Practices	Rating 1-10	How can you do better?
Stay optimistic and be persistent		
Build on strengths instead of trying to fix deficits		
Ask an opinion of a student who rarely offers anything		
Think aloud		
Offer notes of appreciation		
Establish predictable expectations and routines		
Apologize when you blow it		
Show up on time		
Follow through with commitments		
Know their names		
Remember things they tell you		

Personal Anecdotes

Help students get to know you. Think of when you were in middle school. What stories can you share that will help show students that you can relate to some of their experiences? Jot down your ideas in the spaces provided.

Making mistakes is okay

Students who are struggling with school often shut down at the first sign of not knowing or making a mistake. Show them that they can build on mistakes and partially correct answers (Motivating Students Who Don't Care p 10-11)

The script

1. You show a really good understanding of _____
(Begin with a strength based upon an aspect of the student's work that showed the kind of thinking you were looking for)
2. Your mistake is a good reminder to _____ (Give an explanation or new information that helps promote understanding beyond the mistake)
3. Now that you seem to understand even better, I'd like you to do one or two more for practice. (Give specific practice problems)
4. Offer congratulations when improvement is shown.

Complete an example

Think of a student that has made a mistake. How could you reframe the mistake and help the student build on it?

1. You show a really good understanding of _____
2. Your mistake is a good reminder to _____
3. Now that you seem to understand even better, I'd like you to do one or two more for practice. (*Give specific practice problems*)
4. Offer congratulations when improvement is shown.

What can coaches do when the first student is done with the work?

What do I do once the first student is done?

One option is to teach the students how to provide peer assistance. Often Students may simply give their peer the answer. You can develop expectations that address how to assist a peer rather than provide an answer.

When peers help one another, the helper gains at least as much as the peer being helped. Break down and explaining the process will help in retaining the information. The other student has the benefit of hearing how a peer was successful with the activity. It is a win-win relationship.

Group and Peer Assistance Expectations

Provide predictable structure for group behavior and how to provide peer assistance.

Creating Group and Peer Assistance Expectations

1. Consolidate appropriate behaviors into 3-5 Activity Expectations.
2. Convert misbehaviors into appropriate behaviors.
3. List anticipated misbehaviors.

Using Group and Peer Assistance Expectations

1. Use an Attention Signal.
2. Review (verbally and/or with visual aids) the Activity Expectations.
3. Use Acknowledgements and Redirections.

Group Expectations Tips and Tricks

- Arrange expectations in a consistent pattern (i.e. voice level, movement, activities, help).
- Select behaviorally specific language for each expectation.
- Phrase expectations positively.
- Refer to expectations for activities as a consistent part of the routine.
- Re-teach and review the expectations each session.
- Have students actively participate in the review of expectations.
- Anticipate and prepare responses for “rule benders.”

Group Expectations	Negative Behavior	Positive Behavior	Expectations
			1.
			2.
			3.
			4.
			5.

Peer Assistance Expectations Tips and Tricks

- See Tips and Tricks for group expectations (previous page).
- Consider how peers can show the process not the answer.
 - Show the steps.
 - Explain their thought process.
 - Keep the completed work hidden or turned into the coach before assisting.
- Preplan how you will model the expectations.
 - Think aloud as you are going over information.
 - Tell students that you are showing them how to do the work, not simply giving the answer.
 - Remind the group that solving the problem is as important as having an answer.
 - Ask for students to explain the process to you and peers, as a way to check for understanding before she helps someone else.

Peer Assistance Expectations	Negative Behavior	Positive Behavior	Expectations
			1.
			2.
			3.
			4.
			5.

Plan for Teaching and Modeling the Expectations

Post Them

- Write and share your expectations with the students.
- Bring it to each session and make sure it is visible.
 - You can make copies for each student.
 - Hand them out and pick them up at each session.

Rationale

- Explain why you have these expectations, tell them the goal; such as,
 - I have these expectations to make sure everyone can learn and be successful in the group.
- Offer a chance to talk about it. Ask them if they are fair and acceptable.
- Be open to amending the expectations if the students voice concerns about fairness or reasonableness.
- They can sign the sheet once they agree.

Looks Like/Sounds Like

- Discuss what the students and you will look like and sound like when the expectations are being met.

Review

- Go over the expectations at the beginning of each session.

How do coaches get students back on task once they are distracted?

Negative Behaviors

Think about the negative behaviors you have observed and categorize them as:

Minor Non-Disruptive behaviors are those that do not interfere with other student's on-task behavior.

Minor Disruptive behaviors are those that pull others off task.

Escalated behaviors are more extreme or non-compliant.

Take a few moments and list all that you can.

Minor Non-Disruptive	
Minor Disruptive	
Escalated	

Responses to Negative Behaviors

How do you typically respond to negative behaviors? List your responses, this is at time for self-reflection.

Overview of Responding to Initial Negative Behavior

Remain calm, firm, fair and consistent . . . it works when you do it regularly!

If you're dog tired at the end of the day, perhaps you've been barking too much.

Noticing and acknowledging Students – Let students know you are paying attention to what they are doing right. Non-contingent acknowledgement is a positive interaction for the sake of interacting, not to reward. Examples of non-contingent interactions are; saying hello or chatting.

Fluent redirection – State what you expect the student to do and move on. 10-30 seconds later observe if the student was compliant; if so, acknowledge the change in behavior, if not, ensure the other students are engaged in an independent activity and dialogue with the student (teaching interaction).

Group Expectations – Build a sense of structure and consistency for the group.

Attention signal – A consistent signal(s) that you use to get students attention.

Teaching Interaction –

1. Start with praise/empathy.
2. Identify the problem behavior.
3. Identify the expected behavior.
4. Justify the expected behavior.
5. Practice/role play.
6. Deliver consequence, if needed.
7. End with praise/empathy.

Acknowledgements and redirections

Ensure that you are paying attention to what students are doing right at least 3 times as much as you notice what they are doing wrong. Students need to feel that you notice what is going well, it will help build a positive relationship when you are looking for the positive in the student.

Reinforce students for exhibiting positive behaviors and redirect students exhibiting negative behaviors.

Creating a Menu of Acknowledgements and Redirections

1. Brainstorm sentence stems for verbal acknowledgements and redirections.
2. Brainstorm non-verbal cues to serve as acknowledgements and redirections.

Tips & Tricks

- Maintain a 3:1 ratio of interactions when delivering acknowledgements and redirections.
- Employ acknowledgements before redirections, whenever possible.
- Develop strategies for providing students with consistent acknowledgement that is not contingent on their behavior.
- Incorporate the behaviorally specific language of the expectations into acknowledgements and redirections.
- Use acknowledgement of on task students to refocus off-task peers.

How to Use Acknowledgements and Redirections

After giving directions or when noticing negative behavior:

1. Wait and scan.
2. Provide an acknowledgement to at least three students.
3. Provide redirection, if needed.

Generate Your Menu of Acknowledgements and Redirections

	Verbal	Non-Verbal
Acknowledgements		

	Verbal	Non-Verbal
Redirections		

Attention Signal(s):

Secure the attention of all students efficiently and effectively.

Selecting an Attention Signal:

- Keep it simple.
- Make it comfortable and natural for you to use.
- Consider your setting.

Using an Attention Signal

1. Give the signal.
2. State and/or refer to the expectations.
3. Wait and scan.
4. Use Acknowledgements and Redirections.

Attention	Negative Behavior	Positive Behavior	Expectations
			1.
			2.
			3.
			4.
			5.

Teaching Interaction

Respond to negative behavior from the mindset of providing a replacement behavior and a rationale for appropriate behavior.

Practicing the Teaching Interaction

1. Identify misbehaviors that consistently recur for an individual student.
2. Script the Teaching Interaction to address the recurring misbehavior.
3. Practice delivering the scripted Teaching Interaction.

Using the Teaching Interaction

1. Review the steps prior to interacting with the student.
2. Ensure you are calm in body and tone.
3. Use Mendler's PEP strategy:
 - a. Proximity
 - b. Eye Contact
 - c. Privacy

Tips and Tricks

- You must use calm, neutral body language and voice tone when delivering the Teaching Interaction.
- Students must be in a receptive frame of mind in order to engage in the Teaching Interaction. If the student is not ready – give wait time and check back later.
- Have a copy of the Teaching Interaction where you can reference it while engaging with a student.

The Steps for Teaching Interaction

1. Start with praise/empathy.
2. Identify the problem behavior.
3. Identify the expected behavior.
4. Justify the expected behavior.
5. Practice/role play.
6. Deliver corrective action, if needed.
7. End with praise/empathy.

Complete an Example

1. Identify a negative behavior in which a student consistently engages.
2. Script the Teaching Interaction to address the recurring misbehavior.

Negative Behavior	
1.	
2.	
3.	
4.	
5.	
6.	
7.	

