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Struggling with Student Behavior?

3 Proactive Strategies

In the Chat:

What is the single greatest challenge you are experiencing right now related to student behavior?

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OUTCOMES

Well-Being

Belonging

Engagement

PRACTICES

Intentional and consistent behaviors that create access to experiences that lead to outcomes

OUTCOMES

Well-Being

Belonging

Engagement

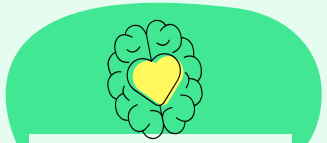
SYSTEMS OF SUPPORT

Supports that enable educators to learn, improve, and sustain effective practices

PRACTICES

Intentional and consistent behaviors that create access to experiences that lead to outcomes

OUTCOMES



Well-Being

Belonging

Engagement

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Do you believe in PREVENTION?

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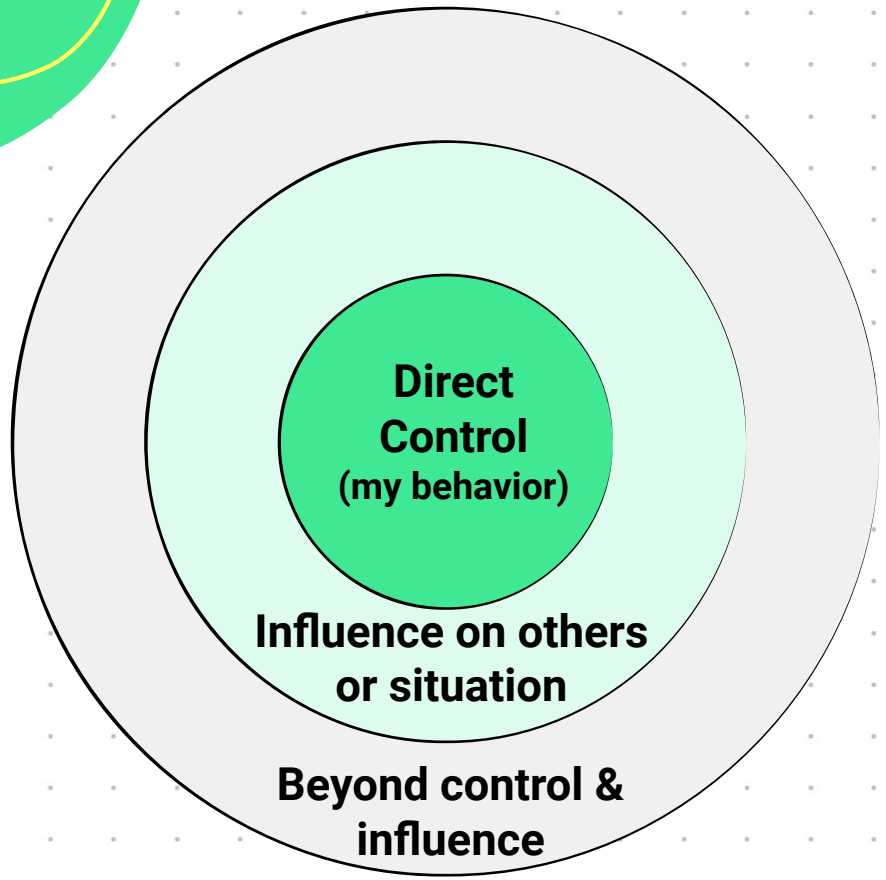
Where do you want to spend your time?

PROACTIVE vs. REACTIVE



We can't **make** students behave, but we can significantly **influence** behavior based on what we have direct control over

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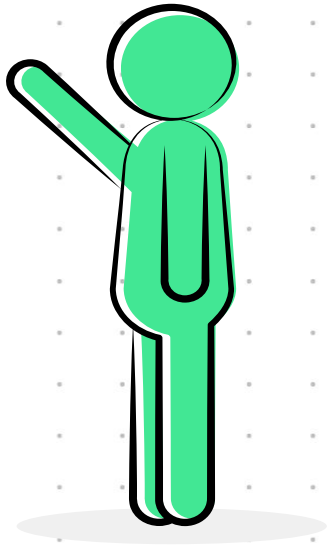
External Locus of Control

Paying Attention to Factors Beyond One's Immediate Control

- Fatigue
- Frustration
- Lack of Efficacy
- Defeated

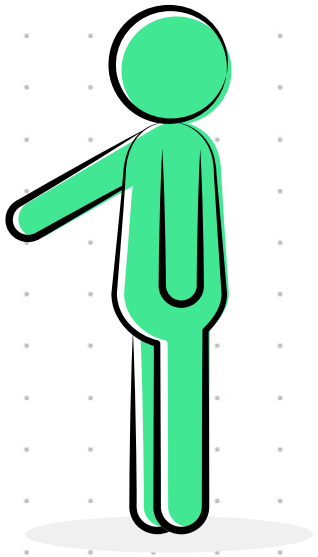


Hopeful

Efficacious

Energy/Vitality

Empowered



Internal Locus of Control

Paying Attention to Factors One Has Control Over Doing

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180 DAYS · **1,260** HOURS · **75,600** MINUTES

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Return on Investment

5 minutes of time saved

For every **1** minute invested in proactive practices

So, what do we have control over?

- Prompts & Reminders
- Interspering choice
- Making IT life relevant
- Praise & positive recognition
- Relationships (how we interact)
- Motivators & incentives
- Giving students voice
- Teaching behavior
- Positive communications home
- Opportunities to respond & interact
- Community building activities
- Greetings at the door

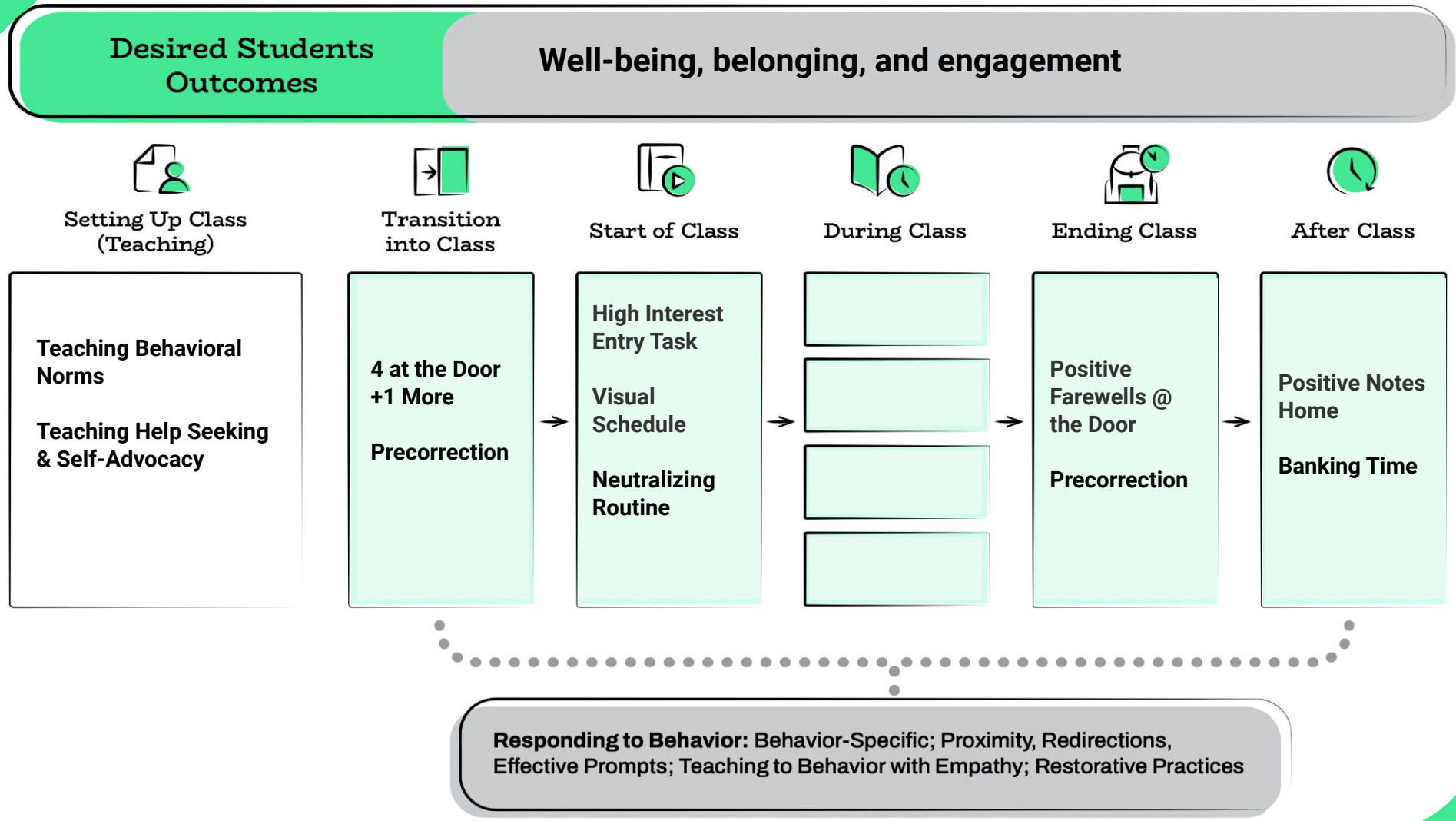
3 Proactive Strategies

Proactive Teaching

Proactive Relationships

Proactive Environment

Typical Day/Hour



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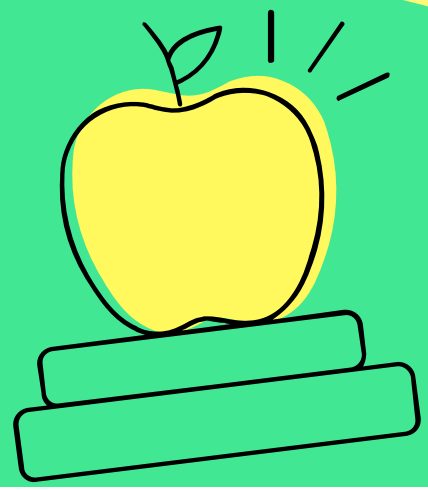

Proactive TEACHING

Mind Reading Doesn't Work

(establish & explicitly teach behavioral norms)

#1 Way to Teach is to Role Model

(model the examples not the non-examples)

Students invest more in things they help Co-Create

(community agreements)

Teach
Behavioral Norms

Behavioral norms are positively stated, observable expectations for behavior that lead to a peaceful, productive, and supportive environment

Outcome: Students are crystal clear about the norms and what they look & why they are important to create a positive classroom culture and climate behave

How to:

- Establish behavioral norms (examples/non-examples)
- Teach, model, cue/prompt, practice, & feedback
- Ongoing teaching
- Facilitate community agreements & student voice

Teach that Which You Wish to See

(how to get help & advocate for self)

Teach
Help Seeking & Self-Advocacy

Help Seeking is actively seeking help from other people when confronted with a challenge that one cannot solve on their own.

Self-Advocacy is the act of voicing how one is thinking or feeling, especially when a situation is not working for them.

How to:

- Normalize the need to seek help from others & emphasize the importance of advocating for self if something is not working for them in class
- Teach what help seeking and self advocacy looks like (examples) and does not look like (non-examples)

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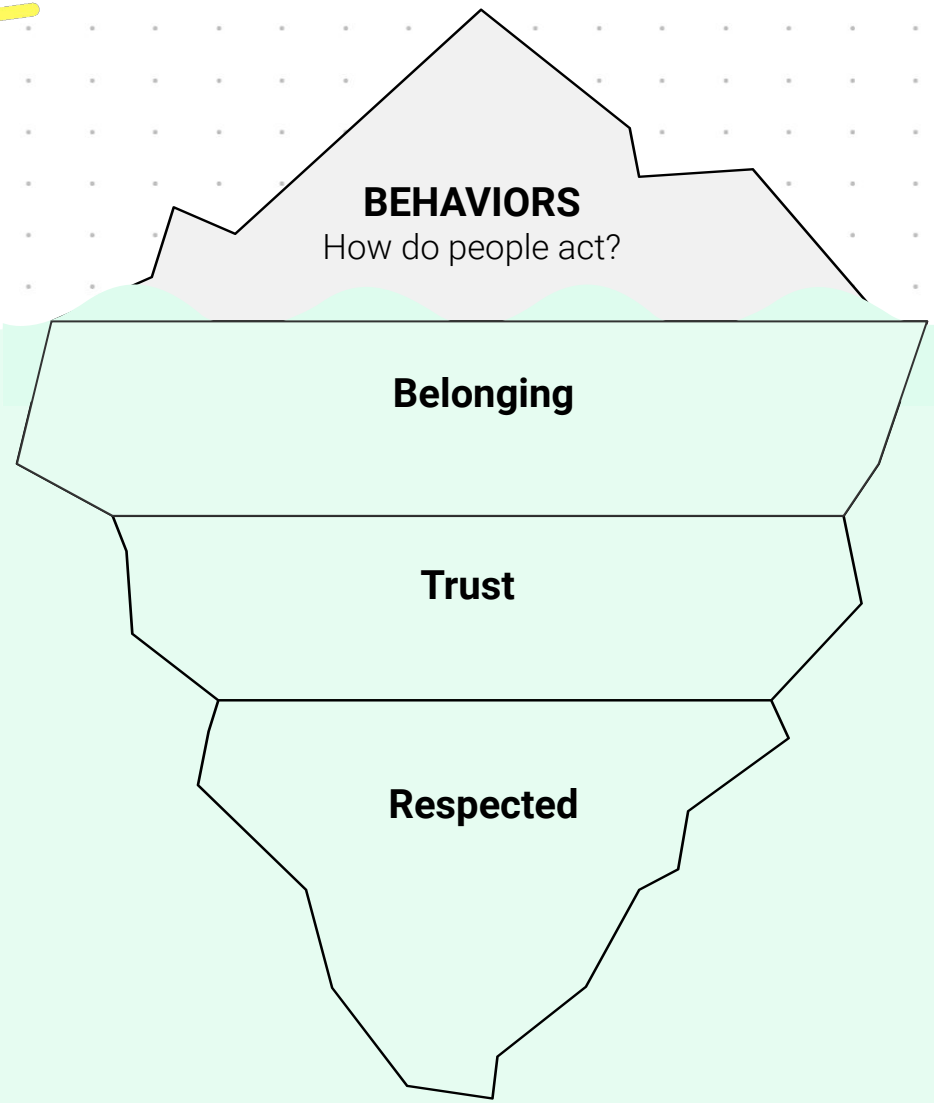
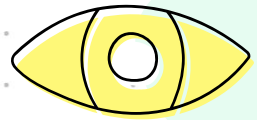
Proactive RELATIONSHIPS

Things We See on the Surface Are Driven By Things We Can't See



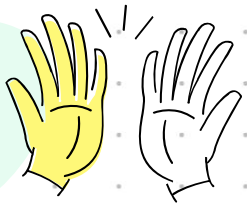
4 at the Door +1 More

Frequency: Daily
Purpose: Increase belonging & academic engagement



1 Eye to Eye

3 Hand to Hand*



2 Name to Name

4 Heart to Heart

+1 Entry Task

4 at the Door +1 More

Frequency: Daily
Purpose: Increase belonging & academic engagement

+1 Entry Task

- **A routine that is created where students are clear that when they transition into class the first thing they do is find their seat and start an Entry Task.**
- **The Entry Task should be something that students want to do that establishes a momentum for engagement in learning.**
- **If possible, lay out options and let students exercise choice with the entry tasks they do.**

High Interest Entry Task

Words of the World

Objective: This entry tasks promote well-being. Each activity asks students to reflect on a prompt generated from a winter-themed word from various languages.

Materials Needed: None

Instructions: Pair up students. Then showcase the definition slide, read it out loud and encourage students to discuss the follow-up question. Provide a couple of minutes for discussion.

Banking Time

One **cannot withdraw** from a relationship **until deposits have been made**

Types of withdrawals:

- Correcting behavior
- Motivating to do unwanted work
- Encouraging students to show up to class on time
- Getting students to be okay with failure
- Encouraging students to do their best

Banking Time

Connect with students individually to deposit into the relationship using specific communication strategies that create the context to get to know the student and accept the student for who they are as a person

Relationship-building communication strategies:

- **E** - express empathy and interest to validate
- **O** - open-ended questions to engage in conversation
- **A** - affirmations to acknowledge and recognize
- **R** - reflective listening to follow-up
- **S** - self-disclose to make connections

Positive Notes Home

Frequency: Daily or weekly
Purpose: Students feel recognized and appreciated

- Identify **1-2 students each day or 3-5 students each week** who could benefit from a positive note
- Compliment or recognize something…
  - the student said, did or achieved
  - about the student you appreciate
- Send to an important adult in the student's life

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Positive Note Home

Dear (Name),
I am grateful to have (name of student) in my class because _____. That's all I wanted to share. Wishing you a great evening.

(salutation & your name)

Dear (Name),
I am relaying a compliment home. Today, I noticed (name of student) (said, did, or achieved)_____. I found that to be worthy of a compliment, which is why I wanted to share with you. Wishing you a great evening.

(salutation & your name)

Exit Intentionally: Positive Notes Home

What is it?

Paying close attention to a student to identify positive qualities or actions based on what they said, did or achieved and relaying this in a compliment to another meaningful adult in the students life.

Purpose

The purpose of this strategy is to improve student-teacher relationships and help students feel recognized and appreciated for who they are and specific things they do.

Why do it?

Students always benefit from compliments as they help students feel recognized, acknowledged and appreciated for who they are and what they do. Compliments, especially when they are delivered skillfully, help the student realize that the student is paying attention to what they are doing right -- not just what they are doing wrong -- and appreciate them as a person. Positive notes home are an indirect way to compliment which often can be more effective than directly complimenting the student. This is because sometimes direct compliments feel transactional and students think that the reason why the adult is complimenting them is to get some type of personal gain like the student being quiet or paying attention during class.

INSTRUCTIONS

1. Identify 1-2 students each day to focus on who could benefit from receiving a positive note home.
2. Notice something about what the student does or who the student is as a person that is worthy of complimenting, recognizing, or acknowledging through a positive note home.
3. Craft a brief message (that is, positive note) to send to important adults (e.g., coaches, parents/caregivers) through email, text message, or a written note.
4. Keep doing this as a consistent practice and be sure to focus on students who need it and can benefit from it the most.

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Proactive ENVIRONMENT

Predictability comes from clarity & consistency

(promotes self-regulation)

Visual Schedule with First-Then

A **Visual Schedule** is visual display that outlines the sequence of activities in class so students can anticipate what will happen and when. Proactively referenced by educators.

First-Then is an intentional approach to sequence classroom activities with access to preferred classroom activities and experiences contingent upon engagement and effort in less preferred or more challenging activities (boosts motivation)

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People often need to be reminded more than taught

Pre = Before

Correct = Address, fix, or respond

Precorrect = Remind students of the expected behavior (what & why) before they transition into a new setting or activity

Precorrection

Proactive practice that involves identifying the predictable situations (settings and activities) when students are likely to exhibit behavior that warrants correction *and* reminding students of the behavioral norms for success before transitioning into the situation.

How To:

- **Anticipate** identify the situations (setting & activity) when students are likely to exhibit behavior that warrants correction
- **Define** the agreed upon behaviors for success during the identified situations
- **Deliver** consistent precorrection statements before students transition to situation were behavior may occur

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Routines to Wash Off Lighter Fluid

Neutralizing Routine

Proactive practice that involves a daily routine that anticipates students will enter class with ‘lighter fluid’ on them. Routines provide opportunities for students to get regulated and focused before jumping into activities that otherwise are ‘matches’ that evoke behavior inconsistent with expectations.

Setting Events (Lighter Fluid)	Neutralizing Routine
Feeling stressed, agitated, or emotionally dysregulated	Routines that provide students with opportunities to practice emotion regulation strategies to get in regulated state before learning
Lack of sense of belonging or negative interaction	Routines that enable students and the educator to connect relationally before jumping into learning
Tired and fatigued	Routines that provide opportunities to energize and increase alertness before beginning activities that require energy and focus

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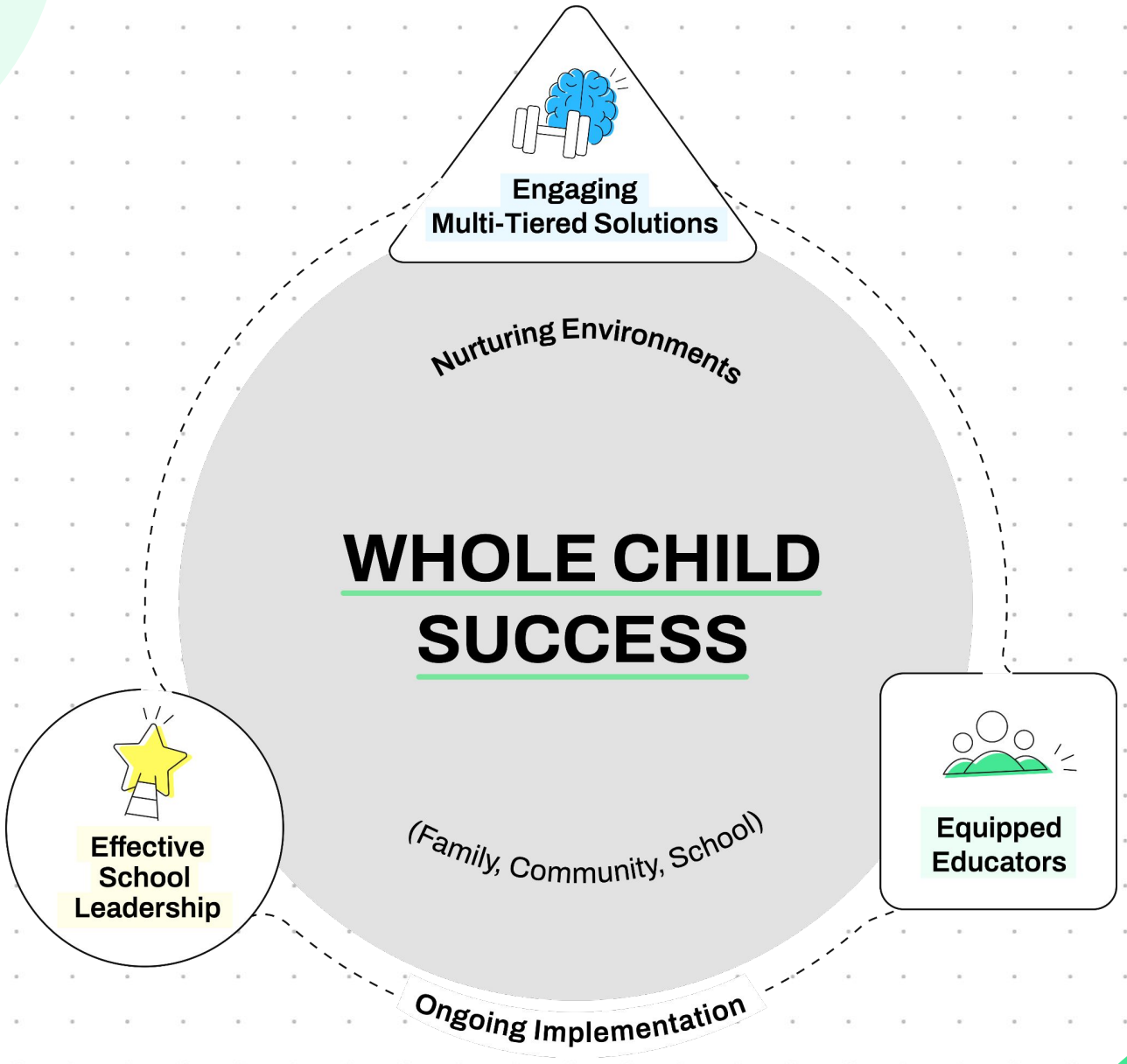

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WHOLE CHILD SUCCESS

Well-Being

Belonging

Engagement

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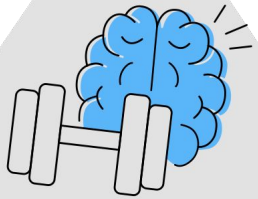
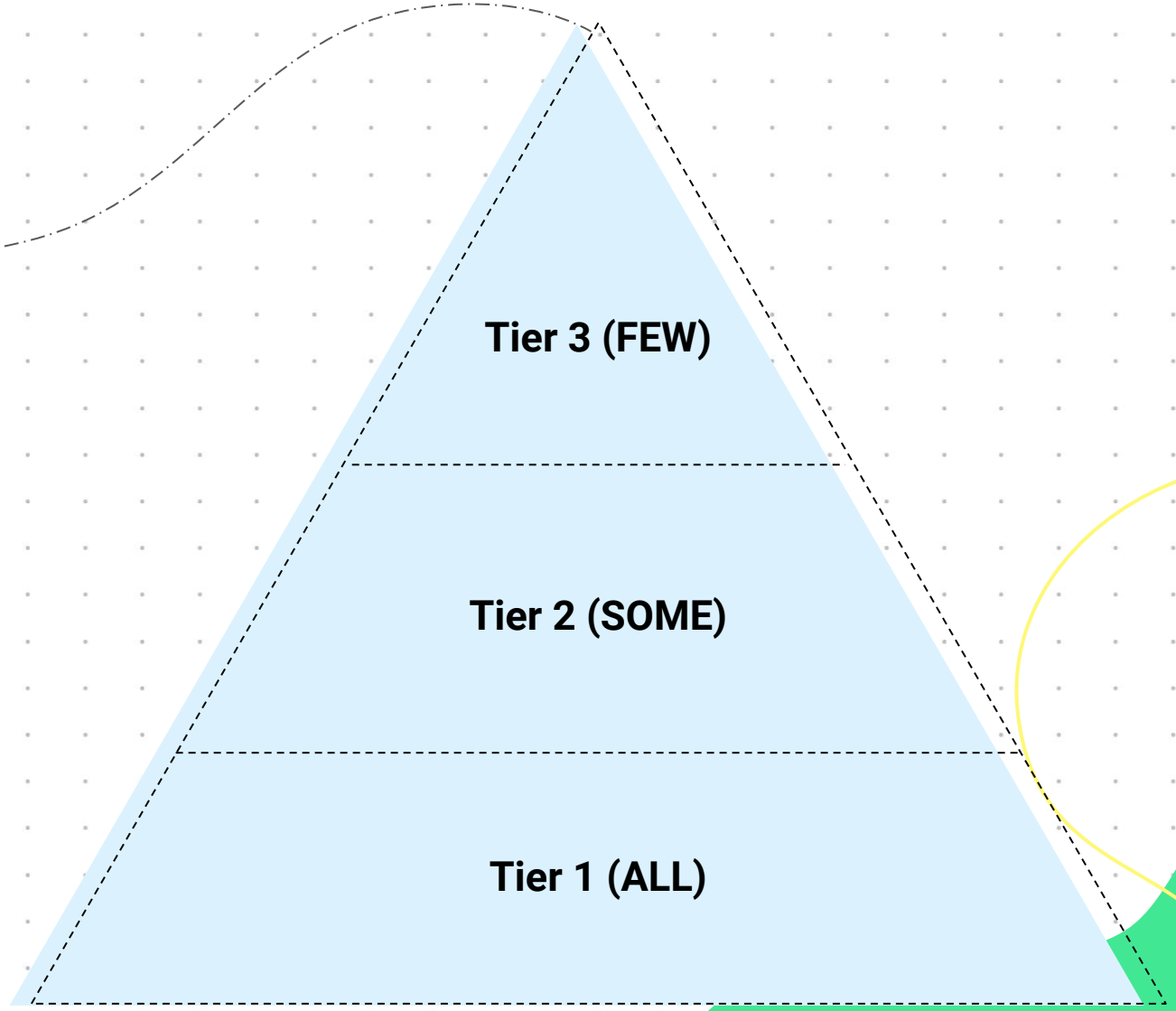


Engaging Multi-Tiered Solutions



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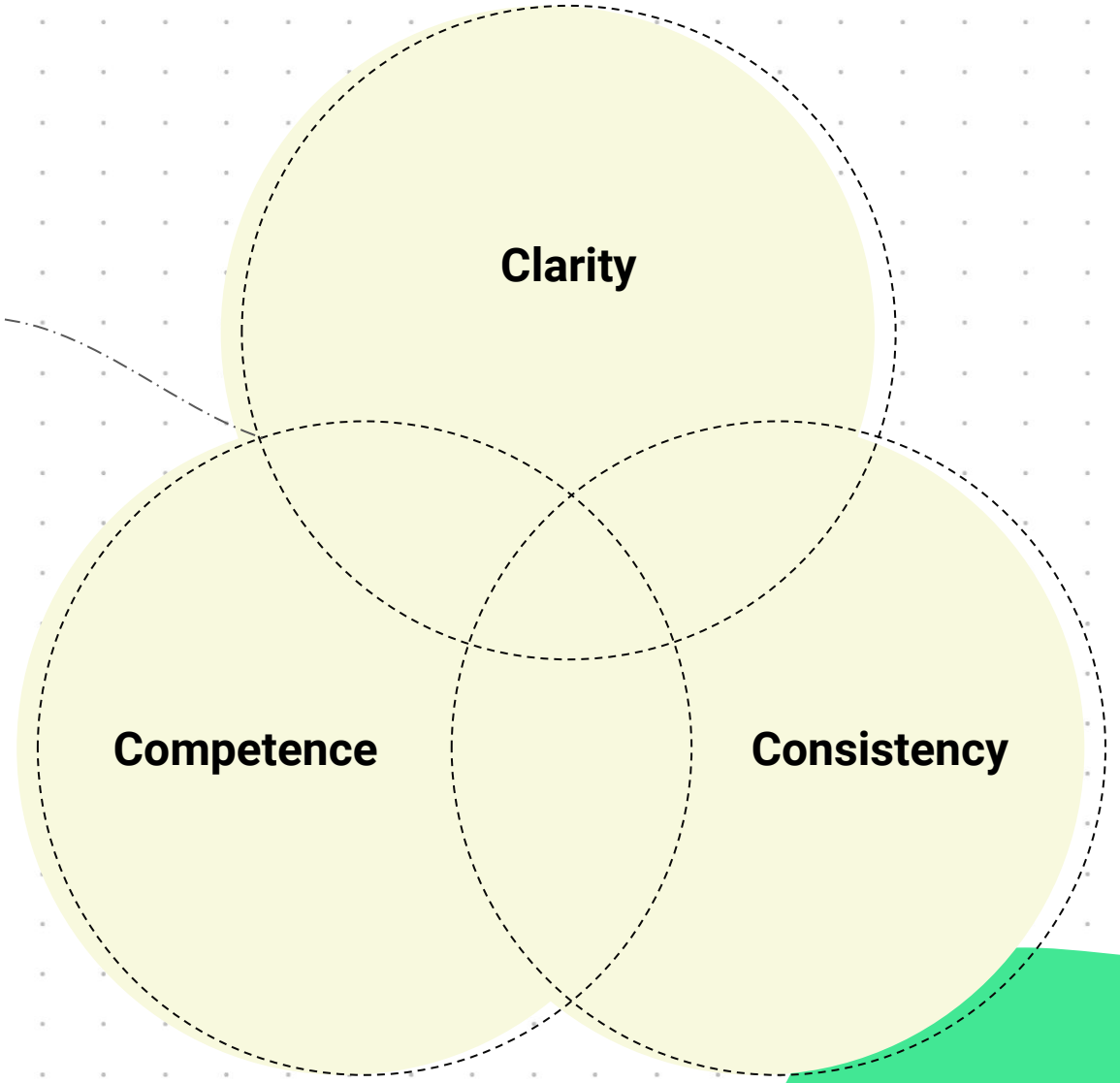
Effective School Leadership



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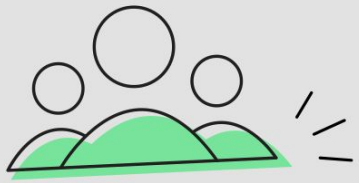

Equipped Educators

- Teaching & Learning
- Relationships
- Empowerment
- Environment

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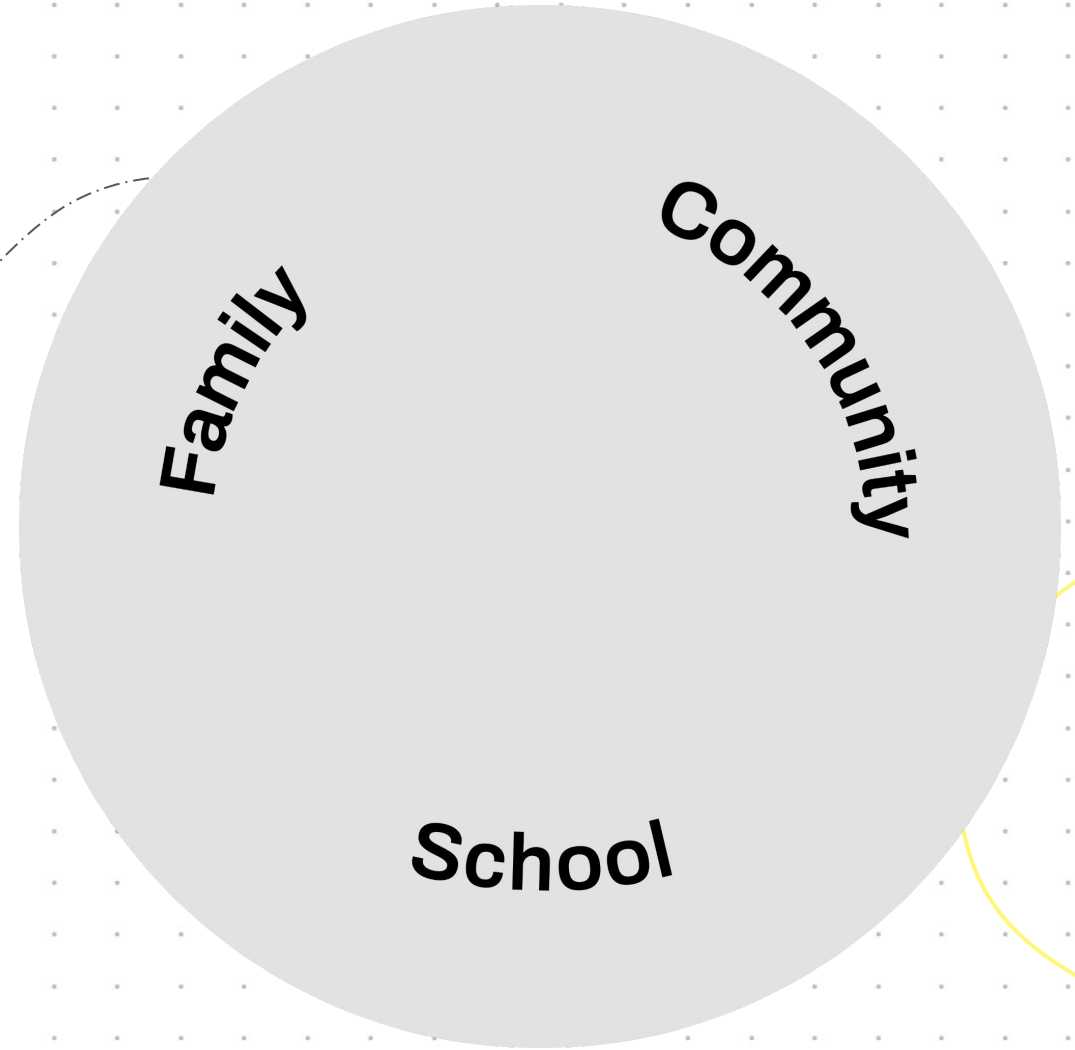
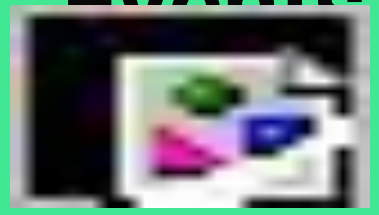


Upcoming Events



Feb. 15th // Live MS & HS SEL Demo

Feb. 15th // CharacterStrong Gym Demo

Feb. 16th // Leadership Curriculum Demo

Feb. 22nd // Live Elementary Demo

March 1st // Webinar: Getting Tier 1 & Tier 2 Right

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School Culture Training

Who?

School and District Leaders, Classroom Teachers, School Counselors, School Support staff...all are welcome!

When and Where?

- Tuesday, Feb. 21st - Plano
- Thursday, Feb. 23rd - Houston
- Friday, Feb. 24th - Austin, TX
- Tuesday, Mar. 14th - Dublin, CA
- Thursday, Mar. 16th - Anaheim, CA

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