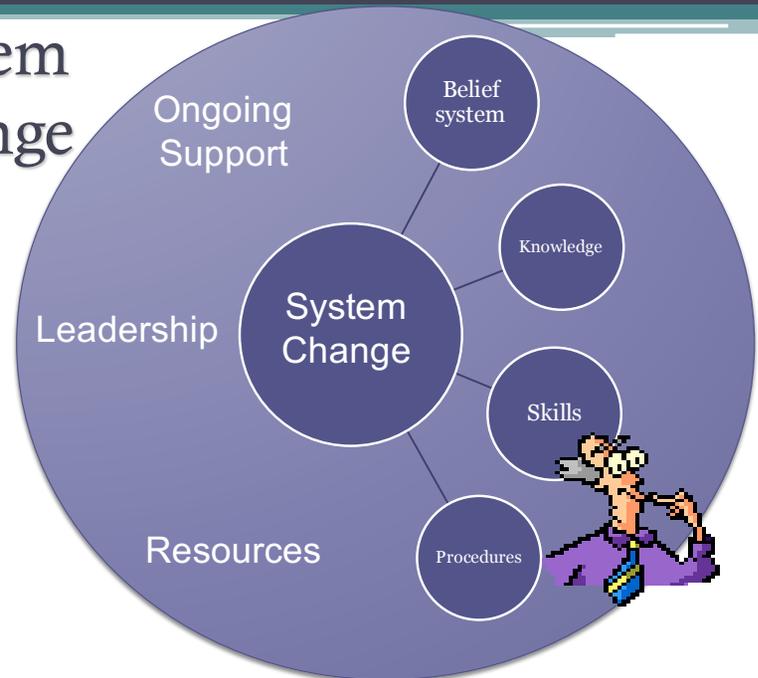


Effective Tier 1 for ALL: Integrated Approach to Universal Prevention

Diana Browning Wright, M.S., L.E.P.

System Change



Primary Prevention

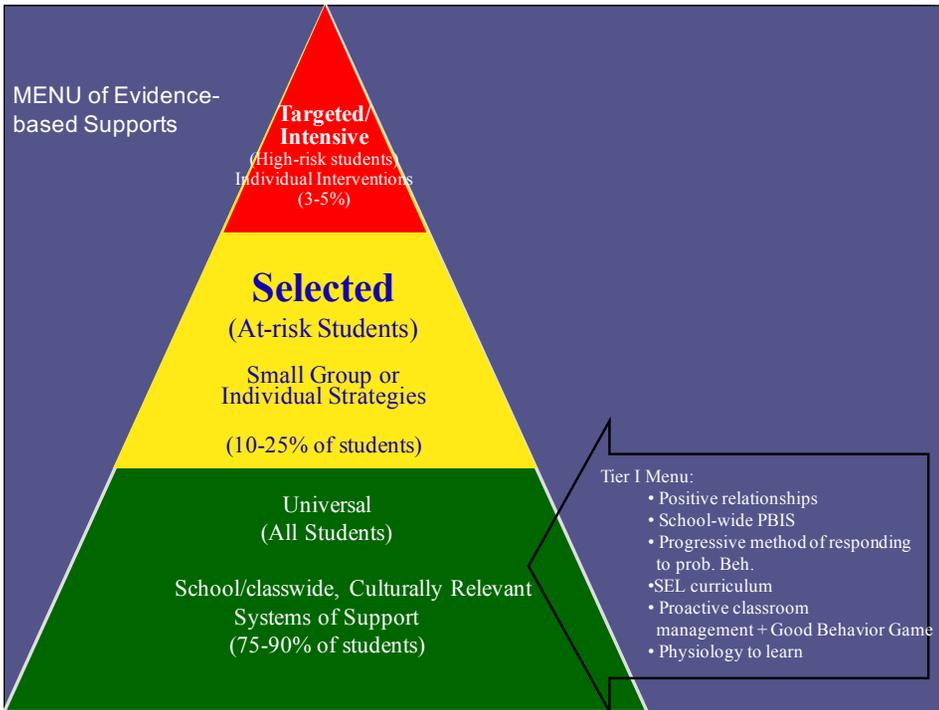
- Population-based approach
 - Examples
 - Diabetes, obesity, cancer
- About preventing the development of mental health problems and school failure
 - Primary prevention
- About promoting social-emotional skills or building resilience
 - Psychological immunization/inoculation

Public Health Example

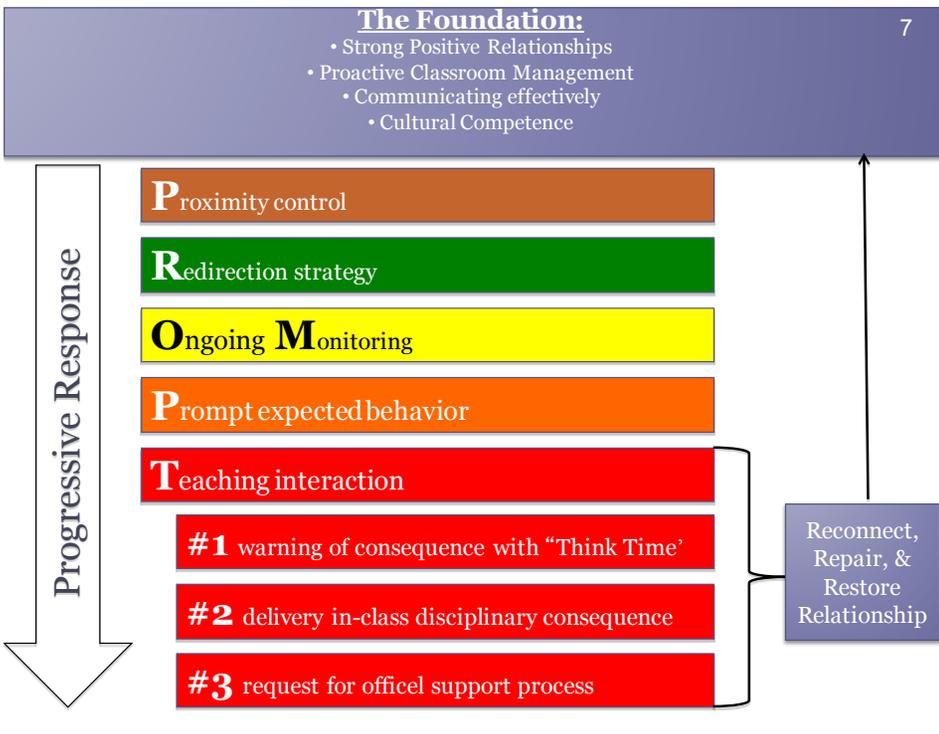
Recommendations for all

- Balanced diet (leafy greens, protein)
- Exercise
- Stress management





Progressive System of Responding to Problem Behavior: Method of systematically responding to problem behavior and preserving the relationship with the student



The Foundation: Creating the Context for Correction to Work

- Strong Positive Relationships
 - Students are more likely to correct their behavior when they trust and respect the teacher
- Proactive Classroom Management
 - The better the class is managed, the fewer number of problem behaviors
- Awareness & Reflection
 - Awareness is knowing what's happening in the class moment-to-moment and being aware of effective strategies one can use

The Foundation: Communicating Effectively

- Think – “How would you want an adult to interact with your child if s/he made a mistake or engaged in a problem behavior?”
- Correct behavior as privately as possible
- Non-threatening facial expressions, body posture, & gestures
 - Be aware & get on the student’ s level
 - Your eye’ s below the student’ s
- Use of caring, validating statements eases potentially difficult interactions
 - Empathy, perspective-taking, encouragement
- Use a calm voice
 - Tone, rate, and amount of speech
 - Fewer words the better
- Give the student choice and a way out
 - Alternative activity, “Not now, later,” “why don’ t you take a break and get some water”
- Avoiding shaming, ridiculing, and/or embarrassing the student

P Proximity Control

- Consists of being mobile in the classroom and standing next to or being near the student(s) exhibiting the problem behavior
- No need to ruin the flow of instruction or verbally reprimand the student
- Up to 40% to 50% of classroom problems behaviors are corrected by proximity to the student(s)

R Redirection Strategy

- A correction procedure that involves giving the student an instruction/direction that has a high probability that the student will follow and comply to
 - Goal is to disrupt and put an end to the problem behavior by gaining compliance
- Create a list of instructionally-relevant and irrelevant redirections to use, so you can go to them when responding to problem behavior in the moment
- Between Proximity and Redirection, up to 70 to 85% of problem behaviors can be addressed with proximity and redirection

O Ongoing M Monitoring

- Two-prong process:
 - **Capitalize on social learning theory:** Monitor and reinforce peers who are exhibiting the desired behaviors
 - **Capitalize on the power of shaping behavior:** Don’t lose sight of the student whose behavior you are trying to correct—the aim is to shape behavior in the desirable direction by praising and positively recognizing the student for getting his behavior back on track

Prompt Expected Behavior

- Is a verbal command that communicates precisely what you want the student to do (e.g., “I need you to start working on your essay by writing your introductory sentence.”)
 - Not a threat or description of the problem behavior
- Prompt needs to be:
 - Positively stated
 - One command at a time
 - Statement and not a question
- Delivered privately in a kind, fair and yet firm and consistent manner

Teaching Interaction

- Corrective teaching procedure that attempts to turn instances of ongoing problem behavior into a teachable moment
- Has been shown to prevent escalated behavior and preserve the relationship with the student
- Delivered in a calm yet firm manner

Steps to Teaching Interaction

- Start with an empathy statement
 - “I understand that class can be boring sometimes and I don’t want you to feel this way because I don’t like to be bored out of my mind either. I can work with you to address the boringness, BUT”
- Label the inappropriate behavior
 - “Right now you are talking out loud and distracting other students from learning.”
- Describe the appropriate alternative behavior
 - “Instead of talking out loud, I need you to start working quietly on the assigned work and then we can work together to make the boringness go away.”
- Provide a rationale for appropriate behavior
 - “When you work quietly on your work, you and the other students can get your work done, which means you don’t have to take it home and you’ll get a better grade in the class.”
- Deliver a warning or consequence
 - “Here’s the deal! I’m going to give you 1 minute to think about the choice you want to make. You can either start working on the assigned work, take a brief break and then start working, or you can keep distracting other students and I’m going to take some of your time after class.”
- Deliver feedback or praise
 - “In my eyes, you definitely made the right choice. It’s okay to take a brief break once in a while and then get back to work and not distract others. Thanks.”

Teaching Interaction #1

Verbal Warning of Consequence with ‘Think Time’

- Often warning of the natural consequence is all it takes to correct the students behavior
 - Aim is to put the student in a ‘decisional dilemma’ (“what do I want to do?”)
- ‘Think Time’ consists of providing the student with the space and time to reflect and make a choice about his behavior
 - Choices are:
 - Stick with the problem behavior and earn a disciplinary consequence
 - Take a brief break to reset and then start engaging in the desired behavior
 - Following the instruction right away by engaging in the desired behavior
- If the student does not respond to the warning, then you need to be ready to follow through with an in-class disciplinary consequence
 - Too often adults train students to be noncompliant because they warn of consequences but never follow through

Teaching Interaction #2 for nonresponsive student In-Class Disciplinary Consequence

- The student has decided not to comply with ‘Think Time’ by continuing to engage in problem behavior
- The aim is follow through on an in-class disciplinary consequence that is likely to reduce future instances of the problem behavior
 - Individualize the disciplinary consequence to the student (think – “what will encourage the student to behave better next time.”)
- In-class discipline options:
 - Loss of a desired privilege (seating, use of free time, ability to work with partner of choice, leave class)
 - Contribution plan: form of restitution in which the student does something to give back to the classroom
 - Refocus form: complete a form to reflect on behavior, identify solutions, and prepare to take ownership and make things right (e.g., make an apology)
 - Send to teacher buddy:

Teaching Interaction #3 Requesting Office Support Process

- Student continues to be defiant by not complying with the in-class discipline
- Given the continuation of the problem behavior, it is now time to utilize the office support process
- Complete office support form and prepare to transition the student in a calm, respectful manner
- Office support is a solution-oriented process

R³

Reconnect, Repair, and Restore

- Students often experience disciplinary interactions as negative, which can hurt or weaken the relationship with the student
- This is a standard follow-up process that should be implemented with the student after engaging in a teaching interaction
- Schedule time to reconnect with the student
- Communicate effectively to repair any hard feelings and be open to a do-over or admitting one’s own mistake