

# **Responding to Misbehavior: Tier One Interventions for Tough Kids**

## **Introduction**

### **Objectives for the Session**

Outline definitions and assumptions about Tough Kids and their impact on the classroom

Explore possible class-wide motivation systems to encourage student buy-in

Identify key strategies for working with our Tough Kids

## **How do we define a Tough Kid?**

### **Defining a Tough Kid**

Behavior excesses

- 1.
- 2.
- 3.
- 4.

Behavior deficits

- 1.
- 2.
- 3.

## Self-Management and the Tough Kid

Non-disabled students are r\_\_\_\_\_ governed and internalize v\_\_\_\_\_

Tough kids are c\_\_\_\_\_ governed

*First thing that catches their attention impulsively controls their behavior*

S\_\_\_\_\_ is the most effective intervention

## Assumptions about Tough Kids

Tough Kids are managed, not cured

Multiple causes

Positives work best

You have to like the kids and their behaviors

## Understanding Coercive Pain Control (Or, How to Make it Worse)

<b>Teacher (or other Adult)</b>	<b>Student</b>
Wouldn't you like to...?	Ignores you.
Come on, please...	Delays.
Yells, "You better do it!"	Makes excuses, argues.
Now you have had it!	Tantrums, aggression.
OK, OK. Withdraws request.	Stops tantrum.

\_\_\_\_\_ % of requests are withdrawn

*Pain stops*

*Randomly rewarded*

*Reinforces microburst of aggressive behavior*

*Impedes social skills development*

*Reduces academic learning*

## **How do we identify specific problem behaviors and replacement behaviors for Tough Kids?**

## **How do we influence a Tough Kid?**

Click, whirr responses

Influence principals

1.

2.

3.

4.

5.

6.

## What can we do proactively address Tough Kids?

### The STOIC Framework

Structure the environment for success

Teach expectations

Observe (monitor, supervise)

Interact positively (build relationships and provide positive feedback)

Correct fluently (calmly, consistently, immediately, respectfully)

### Develop and Display Classroom Rules

Rules for rules

*Stated positively*

*Specific and refer to observable behaviors*

*Teach rules using positive and negative examples*

*Must be applicable during the entire class period*

*Posted in a prominent, visible location*

## How do we use positive reinforcement with Tough Kids?

### A Review

Positive reinforcement

*Occurs when something a student desires is presented **after** appropriate behavior has been exhibited*

Example: Calvin can earn up to ten points for completing his reading assignment correctly. The points can be exchanged for dinosaur stickers. Because Calvin enjoys the stickers he can earn, the accuracy of his reading assignments has increased.

Example: \_\_\_\_\_

\_\_\_\_\_

## Negative reinforcement

*Occurs when students engage in a particular behavior to **avoid** or **escape** something they dislike*

Example: Madalyn's truant behavior increases to avoid an English class in which she is unable to successfully do the work.

Example: \_\_\_\_\_

\_\_\_\_\_

## Punishment

*Occurs when something the student does not like or wishes to avoid is applied after the behavior has occurred, resulting in a **decrease** in the behavior*

Example: Every time Beth skips school, she is required to make up the missed time in an after-school detention. Because she dislikes after-school detention so much, the skipping stops.

Example: \_\_\_\_\_

\_\_\_\_\_

## Assessing or Finding Incentives

Ask them

Keep track of what they do

Watch what they like to do

Think like a "kid"

Let them sample incentives

*Golden Rule: Can't cost too much time, money, or convenience.*

## Reinforcer delivery systems

1. Wandering social reinforcer

2. Chart moves

3. Spinners
4. Mystery motivators
5. Grab bag
6. Lottery/raffle tickets
7. Yes/No program
8. Dots for motivation
9. Classroom auctions

### Fading positive reinforcement

1. Provide reinforcement for desired behavior
2. Pair with specific social reinforcement
3. Move from continuous reinforcement to fixed or variable
4. Move from artificial to natural
5. Continue using social reinforcement generously

## **How do we use reductive strategies effectively?**

### Antecedent strategy: effective commands

1. One at a time
2. Use commands, not questions
3. Close to the student
4. Polite but businesslike
5. Semi-private voice
6. Avoid sarcasm
7. No ultimatums
8. Use more “do” than “don’t”

## Precision Requests

1. Before you use the procedure, explain the Precision Request and its consequences to the whole class.
2. Make a quiet Precision Request that uses the student's name and the word ***Please*** – for example, “Maya, *please* get your materials out and start working.” Make the request in a non-question format. Get up close to the student (within 3 feet), use the student's first name, and make eye contact.
3. Wait three to five seconds after making the request, and do not interact further with the student during this time.
4. If the student starts to comply, verbally reinforce him or her.
5. If the student does not comply within the three to five seconds, make the request a second time with the signal word ***need***. For example, “Now I *need* you to get your materials out and start working.”
6. If the student starts to comply, verbally reinforce him or her.
7. If the student still does not comply within three to five seconds, follow through with a preplanned reductive consequence.
8. After delivering the reductive consequence, again repeat the request using the signal word ***need***. If the student complies, reinforce him or her. If not, deliver the next preplanned consequence from the hierarchy.

## Behavior momentum

Begin with high-probability request (at least 70% likely to do)

Have student do several high-probability behaviors followed by low-probability

## Principles that influence the effectiveness of reductive techniques

Reward rates should be high

*The rate of reinforcement for appropriate behaviors should be high. It is much more effective for a student to receive a reductive technique from a person she likes and finds reinforcing.*

Reward an appropriate behavior that interferes with the misbehavior

*Find a behavior that is incompatible with or an appropriate alternative to the misbehavior to reward so that it can replace the inappropriate behavior.*

Do not adapt the student to the reductive technique

*Do not start off with a less intense form of the reductive technique and slowly work up. Use a form of the reductive technique that is potent enough to result in rapid behavior change so the student does not adapt to it.*

Start early in a student's chain of misbehavior

*Do not wait until the student is out of control. Identify the early "trigger" misbehaviors in a chain (e.g. ignoring, delaying, or arguing) and implement the reductive procedure early.*

Manage peer attention to your advantage

*Use peer attention to reward appropriate behaviors through the use of group contingencies. Do not allow peers to reward inappropriate behaviors that make the Tough Kid more difficult.*



# *What If? Chart*

Positive Consequences:

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Negative Consequences:

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Mystery Motivator:

Serious Behavior Clause(s):

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*Consequences are only one part of the plan.*

- Doug Fruchtenucht

## Reductive consequences

### 1. Time Out

#### *Inclusionary*

1. Withdrawal of Materials
2. Timing Out a Favored Object
3. Contingent Observation-Seat Away
4. Noncontingent Observation-Seat Turned Away
5. Time out area

#### *Exclusionary*

1. Interclass Time-Out
2. Soda Pop Bottle Time Out
3. Time with Frank & Barry

### 2. In school suspension

#### *Research Findings*

Suspension is the most **commonly used** discipline technique in secondary settings for moderate to severe behavior problems

**No credible research** on suspension outcomes

Most **common behaviors** resulting in suspension (disobedience, defiant attitude, fighting, truancy, noncompliance with assigned discipline)

In interviewing over 200 chronic behavior problem students, **out of school** was the most preferred discipline, **in-school** lunch suspension or after school suspension least preferred).

75% of chronic in school suspension students were academically and socially deficit and used suspension strategically to **avoid or escape**

Out of school suspension **exacerbates** behavior problems and reduces student supervision

### 3. Chance Jars

#### *Using Chance Jars*

1. Classroom rules must be in place
2. Place three jars on your desk and Label them Group Jar, Student Jar, and Mystery Motivator Jar.
3. Create a Rule Following Chart to record tallies for rule infractions and disruptive behaviors
4. Explain classroom rules. Indicate that the class can earn rewards by complying with the classroom rules and not engaging in disruptive behaviors such as touching other students, talking with other working students without permission, verbal put-downs, swearing or obscene language, playing with objects, or being out of seat without permission.
5. Explain that each time they break a rule or engage in a disruptive behavior, the teacher will make a mark by their names on the Rule Following Chart.
6. Each day, determine the criterion level for reinforcement--- for example, 3 or fewer marks for rule breaking during the day.
7. During the day, keep track of every occurrence of disruptive or rule breaking behavior.
8. At the end of the day or class period, randomly draw a slip of paper from the group jar.
  1. If CLASS, the whole class must meet the criterion (e.g., 3 or less disruptive behaviors or rules broken) for reinforcement.
  2. If ONE STUDENT, draw a slip with a student's name on it from student jar. If student has met the criterion, the whole class gets the reward. Student remains anonymous.
  3. If ALL WHO MEET IT, all the students who broke 3 or less rules or less than 3 misbehaviors. Students with 3 or more rule violations or disruptive behaviors do not earn reward.
  4. If WILD CARD, all students in the class receive the reward. Students who have not met criterion, still have a chance to win and...
9. Randomly select a slip of paper with a reward written on it from the Mystery Motivator Jar.
10. Other Option: Add a Rules Number Jar which would contain slips of paper with Number 0-7 on each piece of paper. This way, students don't know the number.

#### 4. Response Cost Lottery

*More potent form of reductive consequence*

*A response cost is simply a fine system, or losing something one has*

Library fines, speeding tickets, and late penalties on loans are all examples of common everyday response costs

*Advantages:*

1. Number of times it can be used with a Tough Kid is not nearly as limited as that of many other techniques.
2. Tape an envelope to each student's desk holding 5 or more tickets.
3. Student's name (or team name) is written on each ticket.
4. If a student breaks a rule or does not follow a request, remove a ticket from the student's envelope.
5. At end of day, collect all tickets and put them in a bag or other container.
6. Tickets are mixed up, and three or four student names are drawn out, as in a lottery (or 3 or 4 groups)
7. Each winner receives a reward (e.g., Mystery Motivator or choice of a reward from a reinforcer menu)
8. Students quickly learn, the more tickets they have the better their chances.

*If doing as a group, make sure teams are balanced*

*A wild card can be used (one card in the drawing) that helps keep teams that have low numbers of tickets left motivated and working. If Wild Card is drawn, all with tickets in lottery win.*

0 tickets, no chance; 1 ticket, still have a chance and with wild card

## What are some advanced systems to use with our Tough Kids?

### Dealing with Students Who Act Defiant

Acts of defiance—Acts in which a student engages in overt and immediate refusal to comply with a reasonable adult direction.

*Student defiance will be considered a referable infraction only when the following conditions are met:*

The direction is clear and observable.

The direction is immediate.

The direction is given three times.

With the second repetition, the staff member emphasizes the seriousness of the student's choice.

With the third repetition, the staff member writes the direction (giving the student time to respond).

### Principal's 200 Club

It starts with a **large visual chart** of squares—a matrix divided into 200 numbered cells

*Regardless of its construction, the most important characteristic of the matrix is that it is placed in a prominent spot in the school and is large enough for students to easily see when they walk by*

Next, **200 disks** (i.e., pennies, poker chips, round pieces of cardboard) are numbered 1 to 200 and put in an opaque container, like a plastic pitcher or box.

*Each numbered disk corresponds to a numbered cell on the matrix*

A **Celebrity Book** is made where students can write their names

A set of paper coupons is made that include spaces for the student's name, the staff person's name who gave the coupon, and the date

Last, a Principal's **Mystery Motivator** is made and posted on the principal's door.

*This is simply a large envelope with a question mark drawn on the front*

*Inside on a piece of paper is written the name of a reward that the winning students will receive*

To start the 200 Club, the coupons are distributed to **ten randomly selected school staff** at the beginning of each day

The student is then instructed to go to the **office by noon the next day**

At the office with coupon in hand, the **student signs the Celebrity Book**

His **parents** are then called, informed, and congratulated for their child's appropriate behavior in following the bus rules

After signing the book, the student draws a disk (e.g., penny engraved with a number) out of the container

*The number on the disk corresponds to a numbered cell on the big matrix*

*The student then **writes his or her name in that numbered cell***

**The first ten students** in any column, row, or diagonal are the winners and **receive the reward** in the Principal's Mystery Motivator (about two weeks)

## Conclusion

*The most effective teacher is not the one who knows the most, but the one who, when faced with a problem situation, tries the hardest and stays with it the longest.*

- Randy Sprick

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