Adult Behavior Must Change Before Student Outcomes Will Change

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WHAT IS MISSING FROM THE ENVIRONMENT THAT THE STUDENT NEEDS FROM US THAT WE HAVE CONTROL OVER TO IMPLEMENT?

— Empowered Educator

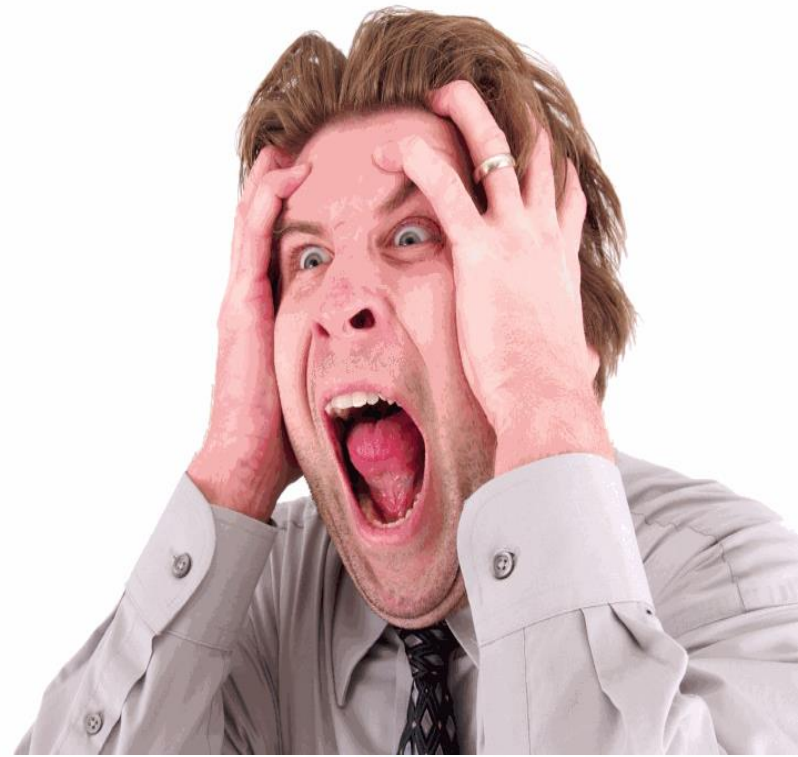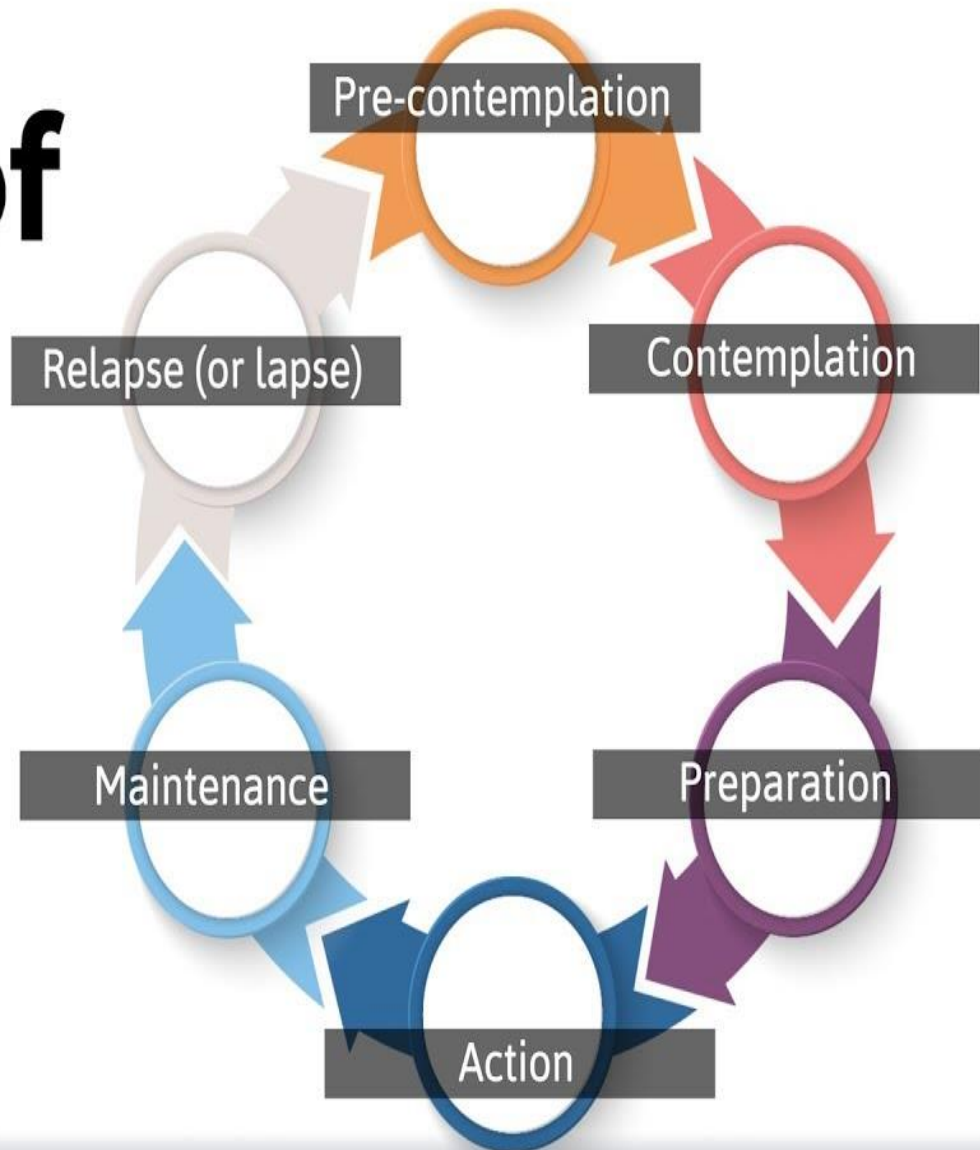# For student outcomes to change, who must change?

Students

OR

Educators

Behavior Change Ahead?

The Science of Human Behavior

| Lack of sleep, tired	Instructed to do unwanted work	Refusing to do academic work	Avoid unwanted academic work
Setting Events An event that increases the likelihood that the trigger will provoke the behavior	**Triggering Antecedents** The immediate event that provokes the behavior	**Problem Behavior** The main behavior of concern	**Maintaining Consequences** The purpose or reason why the problem behavior occurs (i.e., function)
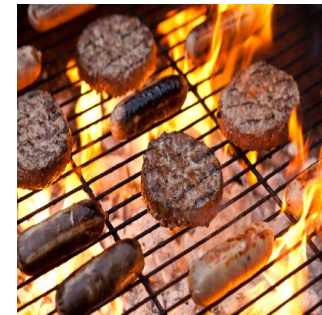
Prevention/Proactive Supports — **Teaching Skills** — **Reactive Strategies**

Setting Events

An event that increases the likelihood that the trigger will provoke the behavior

Triggering Antecedents
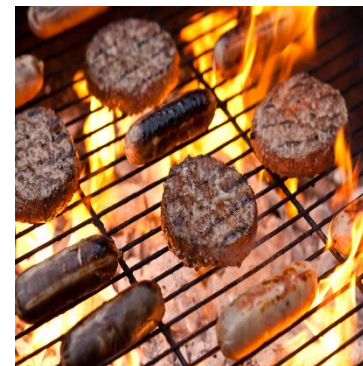
The immediate event that provokes the behavior

Problem Behavior

The main behavior(s) of concern

Maintaining Consequences

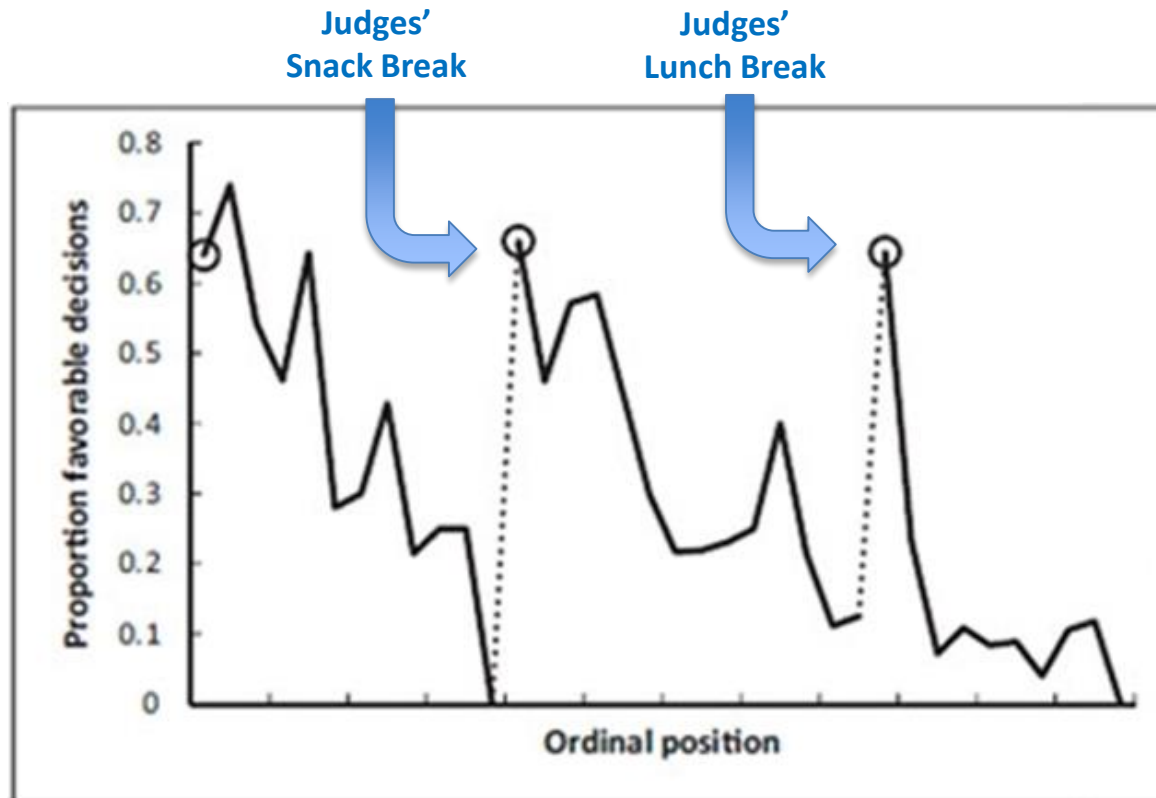The purpose or reason why the problem behavior occurs (i.e., function)

Examining Educators' Own Vulnerabilities

- Specific situations in we are more vulnerable to engage in unskillful behaviors in response to certain situations

- Examples:
  - Tired/fatigued (lack of sleep)
  - Stress due to external factors
  - Feeling overwhelmed because juggling multiple responsibilities

Resource Depletion in Action

- Outcomes of parole hearings (Danziger et al., 2011)

Adult Self-Regulation

- Anticipatory stress
- Fatigue

3. Setting Events

An event that increases the likelihood that the trigger will provoke the behavior

- Unwanted student behavior

2. Triggering Antecedents

The immediate event that provokes the behavior

- Removal from the classroom
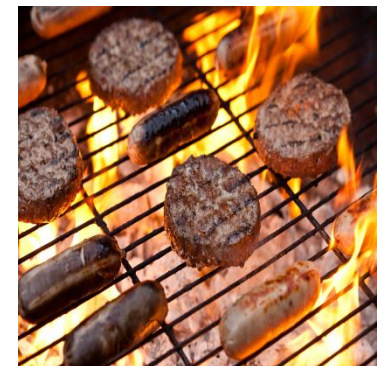
1. **Problem Behavior**

The main behavior(s) of concern

- Relief from unwanted behavior

4. Maintaining Consequences

The purpose or reason why the problem behavior occurs (i.e., function)

Educator Behavior

Reflecting on our own vulnerabilities and matches

- When is your decision making more vulnerable to engage in unskillful behaviors in response to student behavior?

- What student behaviors represent your matches that increase the likelihood of unskillful reactions?

- Are your matches more likely to come from particular students?

- Does this lead to more repeated, negative interactions with certain students?

How change behavior?

- Clarifying values

What ways must we change our behavior?

- Proactive, preventive behaviors vs. reactive, treatment heavy behaviors

Proactive/Preventive Supports

- Proactive classroom management strategies
  - Precorrection
  - Positive greetings at the door
  - Opportunities to respond
  - Attention signals
  - Teaching and posting expectations
  - Behavior specific praise

- Relationship building
  - Establishing relationships with students who need it the most
  - Classroom relationship building – norms, teamwork, etc.

Equity/Triage Tree Exercise:
Identifying Who Needs it the Most

Apples represent the students in your class.

Where a student is located depends on the relationship you have with the student.

Step 1:
Select the class you are struggling with the most

Proactive/Preventive Supports

- Motivation systems that proactively encourage, recognize, and acknowledge desired behavior
  - Contingent access to preferred items, fun/preferred experiences, and social activities based on effort and specific behaviors

- Neutralizing routines that offset setting events
  - Routines that calm students down and de-activiate elevated stress
  - Routines that encourage alertness/wakefulness for students who may be tired
  - Routines that negate hunger or thirst for students who may be hungry or thirsty
  - Routines that help students get positive attention and feel connected

What ways must we change our behavior?

- Fidelity vs. infidelity

Fidelity of Implementation:
Three Framing Questions for Every Practice

- Adherence
  - Are we delivering the components/steps of "THE THING" in the way it was designed and shown to be effective?

- Dosage
  - Are we delivering the proper amount of "THE THING" for it to have the desired effect?

- Competence
  - Are we delivering it in a quality, engaging way so students actually receive and benefit from "THE THING"?

The **F** word

What ways must we change our behavior?
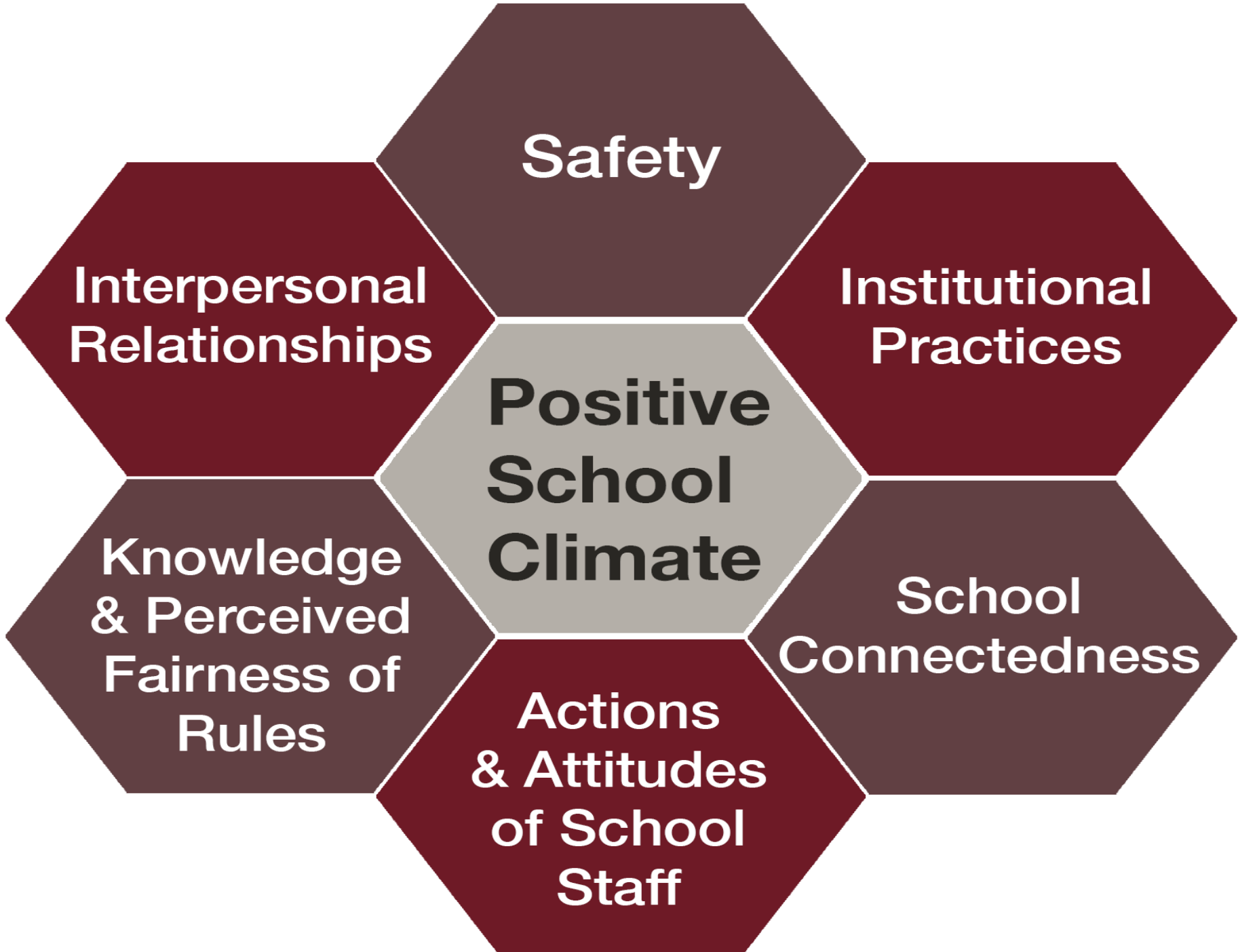
- Teaching vs. punishment
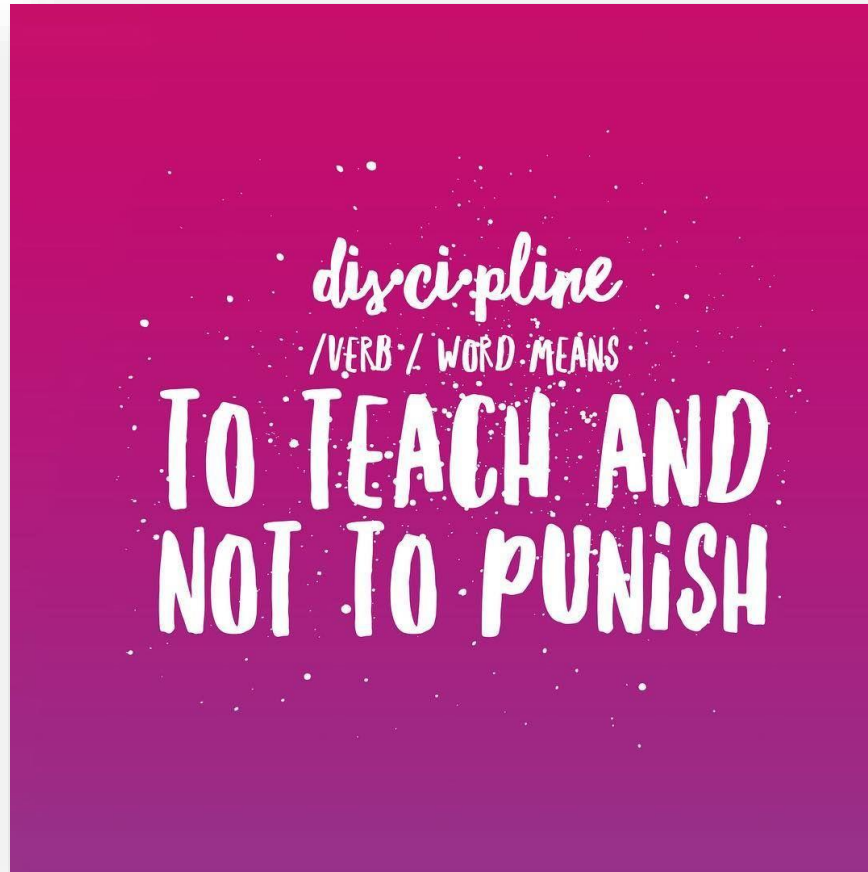
- "If a child doesn't know how to read, *we teach*."

- "If a child doesn't know how to swim, *we teach*."

- "If a child doesn't know how to multiply, *we teach*."

- "If a child doesn't know how to drive, *we teach*."

- "If a child doesn't know how to behave, *we…*
  …teach?   …punish?"

(Herner, 1998)

What ways must we change our behavior?

- A safe, predictable, nurturing and reinforcing environment
    - Intentionally creating vs. hoping or waiting

JUST BECAUSE YOU HOPE SOMETHING WILL HAPPEN DOESN'T MEAN THE UNIVERSE WILL MAKE IT HAPPEN.

#PIXTELLER

Safety

Interpersonal Relationships

Institutional Practices

Positive School Climate

Knowledge & Perceived Fairness of Rules

School Connectedness

Actions & Attitudes of School Staff

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