

# RESEARCH AND EVIDENCE-BASED PRACTICES FOR BEHAVIOR MANAGEMENT

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Mountain Plains (HHS Region 8)

MHTTC

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

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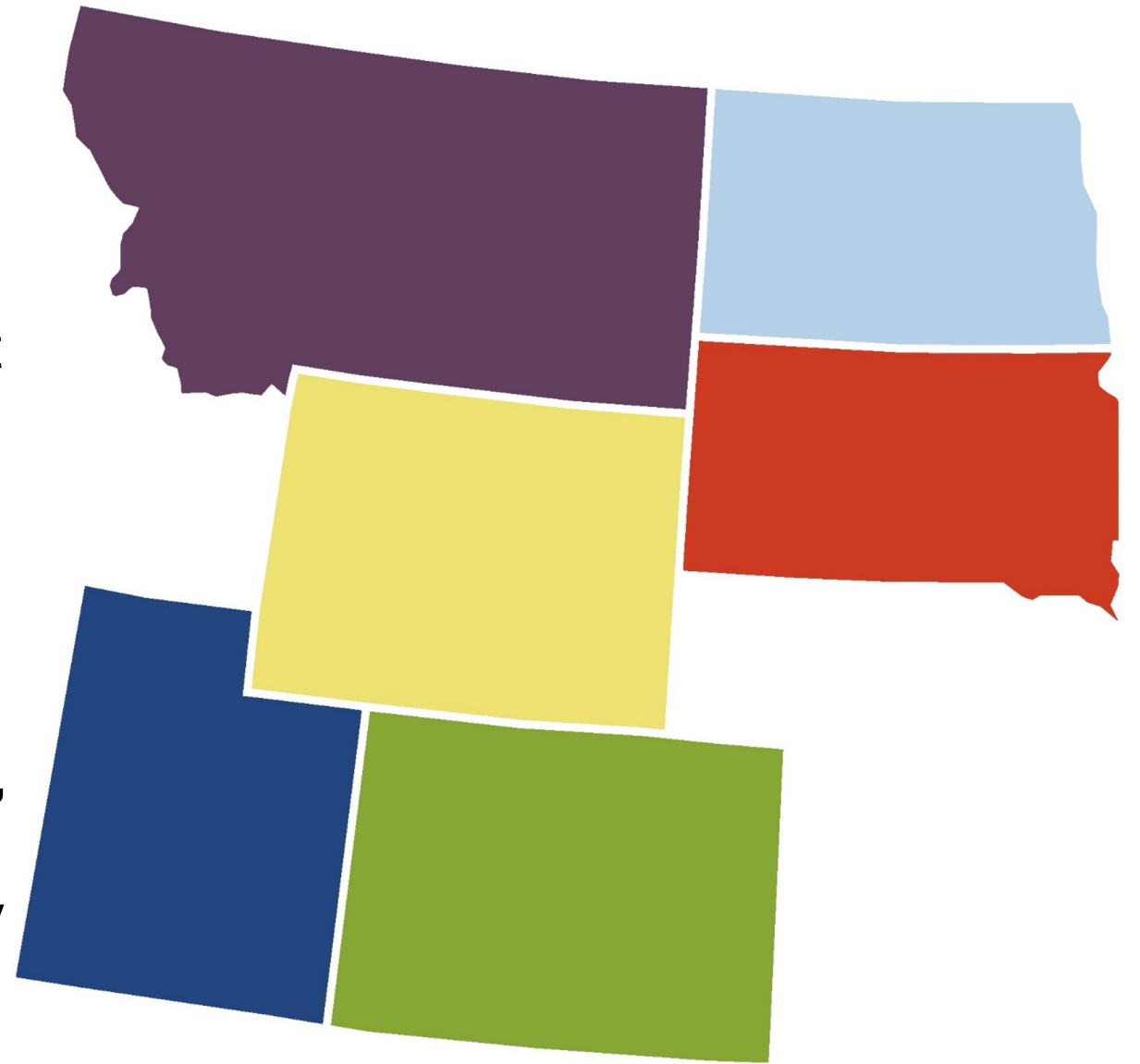
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# The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).



# Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED  
AND HOPEFUL

INCLUSIVE AND  
ACCEPTING OF  
DIVERSE CULTURES,  
GENDERS,  
PERSPECTIVES,  
AND EXPERIENCES

HEALING-CENTERED AND  
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS  
PARTICIPATING IN THEIR  
OWN JOURNEYS

PERSON-FIRST AND  
FREE OF LABELS

NON-JUDGMENTAL AND  
AVOIDING ASSUMPTIONS

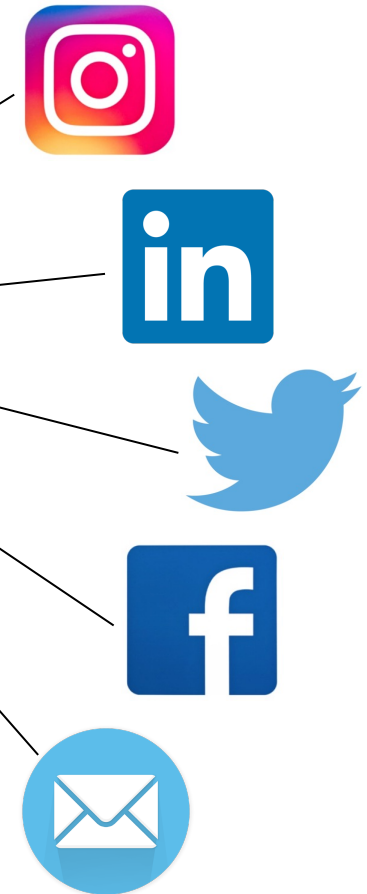
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OUR ACTIONS,  
POLICIES, AND PRODUCTS

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# INTRODUCTIONS

Who are we?



Who are you?  
Profession?  
Years working with children?

# PROACTIVE BEHAVIOR MANAGEMENT

- The 2 most important Variables For Learning:
- Time Devoted to Instruction (TDI)= How much actual time throughout the day is devoted to learning activities?
- Academic Engagement Time (AET)=The extent to which students are engaged or paying attention to the instruction





# PROACTIVE BEHAVIOR MANAGEMENT

## Organizing a productive learning environment

- All students can see teacher/leader without having to strain
- Students do not face traffic areas (distractibility)
- Problem students are not seated next to one another or so both can see each other
- Space students out to minimize distractions
  - \*reduces disruptive behavior and increases academic productivity

# PROACTIVE BEHAVIOR MANAGEMENT

- Clearly define rules and procedures
  - Establish clear rules/expectations
  - Rules/expectations stated in the positive
  - No more than 3 to 5 rules/expectations
  - Review rules/expectations on a weekly basis
  - Reinforce rule abiding behaviors



# PROACTIVE BEHAVIOR MANAGEMENT

- **Transitions are well managed**
  - Structure the transition between activities, locations, and materials
  - Teach and reinforce time efficient transitions
  - Do not let transitions take more than 1-3 minutes whenever possible
  - Turn transitions into a timer game with a class reward if can make transitions on time at the end of the day

# PROACTIVE BEHAVIOR MANAGEMENT

- **EFFECTIVE CUEING SYSTEMS TO RELEASE AND REGAIN CONTROL**

- Cueing for Attention Gathering
- Develop signals that release and regain attention
  - Avoid shouting or using the light switch
  - Utilize students themselves as a way to prompt and regain attention from other students
  - “if you can hear me, raise your hand”
  - Clap three times....snap three times
  - Chose a student who has demonstrated good behavior to choose the new cue)

# PROACTIVE BEHAVIOR MANAGEMENT

## TEACH AND MODEL BEHAVIORIAL EXPECTATIONS AND PROSOCIAL SKILLS

- Set aside time to teach prosocial skills for success in the classroom
- Examples: sharing, listening, waiting turns, question asking
- Provide examples/non-examples- point out specifics in why you are praising in front of the group-Aka-Behavior specific praise
- Have students write a letter to parents on good things that they noticed about themselves that week (self-reflection)

# PROACTIVE BEHAVIOR MANAGEMENT

- **ADULT PROXIMITY**

- Staff movement throughout the learning environment increases academic engagement
- Proximity reduces challenging behaviors in students
- “Teach like the floor is on fire” – constant movement



# PROACTIVE BEHAVIOR MANAGEMENT

- **Managing independent seatwork**

- Independent seatwork is associated with lower rates of engagement and student achievement than adult-led activities
- Have backup assignment/activity for those who finish early
- Try pair share= turn to your partner and tell them the answer
- Peer-assisted assignment correcting
- For a disorganized student, assign a notebook buddy where they organize each other's work

# PROACTIVE BEHAVIOR MANAGEMENT

## VISUAL SCHEDULE POSTED OF DAILY ACTIVITIES

- Students know what to expect, when to expect it, and how much time will be devoted to each activity
- Students can better self-manage their behavior and time





# PROACTIVE BEHAVIOR MANAGEMENT

- **Smiling And Being (Mirror Neurons)**
- Neurons that fire when another person acts; thus, the neuron “mirrors” the behavior of the other
- Implications= students learn via modeling from educators and peers;
- Randomized trial looking at performance under smiling vs no smiling conditions: Those in the smile group perceived the world in a better light: To them, #1 boring material was more interesting, #2 neutral images looked more positive, #3 even bland drinks seemed tastier
- People who smile more, live an average of 7 years longer than those who smile less

# PROACTIVE BEHAVIOR MANAGEMENT

- **GOAL SETTING AND PERFORMANCE FEEDBACK**

- Establish a reasonably ambitious behavioral goal for each student
- Deliver periodic feedback to the students based on their progress toward goal attainment
- Reward the individual students and/or entire group for meeting preset goal (rainbow example)
  - Have the list of reward choices be created by the individual student or class

# REINFORCEMENT SYSTEMS

## REWARD & MOTIVATION SYSTEM

-System of delivering rewards or contingent access to desired activities or privileges based on performance

-Allows students to receive payoff for maintaining on-task behavior

\*Rainbow club example=establish operating rules in class, establish desirable behavior (each color represents what student gets to do at break time (individually or as class strategy)

-Instead of starting off with green & moving to red for class, build a rainbow & add colors as good behaviors are noticed- have payoffs at different colors. Reinforces positive instead of pointing out negative

-talk below eye level individually and quiet , "I'm noticing your behavior is at purple right now but we only have twenty minutes until break. Please try to demonstrate the behavior at pink because I know you personally can"

# ESTABLISH, MAINTAIN, AND RESTORE RELATIONSHIPS

- **Establishment of Relationships-** systematic establishment of a reciprocal relationship, done one on one with a student. Students WANT to be personally known -Positive relationships compel students to behave and perform well- want to impress adults. Students are more likely to correct their behavior when they trust and respect the teacher
- **Maintenance of Relationships-** keeping the relationship positive throughout the school year and making them feel as though you like and want to have a personal relationship with them
- **Restoring of Relationships-** one on one private “restart” discussion with student following disciplinary action

# ESTABLISH, MAINTAIN, AND RESTORE RELATIONSHIPS

- **Establish a positive relationship with all students in the class**
  - Should set time aside Quarterly for each student and create 2-3 minute time slots. Use interviews to get to know student likes, dislikes, affinities, talents, relationships to relatives, friends, animals, etc. Take notes after interview
  - Reference your knowledge in interactions
  - A student who feels closely connected with the adult will aim to please and not want to let that adult down

# ESTABLISH, MAINTAIN, AND RESTORE RELATIONSHIPS

Shaping behavior towards maintaining a positive relationship

- **Cueing Behavior at a distance**
- Nonverbal
- 1. Stop 2. Think 3. Make a good choice? 4. Make a bad choice? 5. What are you going to do? 6. Make a good choice ! 7. Pat on back



# ESTABLISH, MAINTAIN, AND RESTORE RELATIONSHIPS

- GREET AT THE DOOR
- Positive greetings at the door to establish a positive climate
- 14% INCREASE IN ON TASK BEHAVIOR FOR THE FOLLOWING HOUR
- Greet warmly by name, shake their hand or touch their shoulder and say “It’s nice to see you”
- Reminds students that they are in a relationship with you
- Communicates this is a place you want to be

# ESTABLISH, MAINTAIN, AND RESTORE RELATIONSHIPS

- **“HUMILIATION PROTECTION” AFFECTS COPING SKILLS**
  - The student must feel entirely safe from humiliation and its lethal effects
    - Excessive negative comments
    - Conspicuous negative comments
- **5 to 1 RATIO OF POSITIVE TO NEGATIVE INTERACTIONS**
  - Positive interactions consist of words, gestures (thumbs up), or physical contact (pat on the shoulder, high five) that have a positive quality to them and are delivered contingent on desirable behavior
  - Catch ‘em being good
  - Praise on effort and adherence to rubrics, not how smart
  - Reprimands or corrective statements work better in the context of a positive reinforcing environment



# ESTABLISH, MAINTAIN, AND RESTORE RELATIONSHIPS

## HUMILIATION PROTECTION STRATEGY

- **N**ever call out the rule breaking publically, always handle it privately (below eye level, non-threatening voice)- helps maintain relationship
- Get to eye level below student with open hands so there is no intimidation and privately ask them to come to a private area for 2 minutes to talk
  - 1. Make a deal with student, academics for behavior so that both of you get something out of it and relate to student on a personal level to really connect.
  - 2. Have a serious one on one discussion with the student for behavior. Have 3 index cards with two cards pre-filled out with things that the adult needs done (ex: alphabetize files, organize file cabinets, clean something, <something adult needs done that

# ESTABLISH, MAINTAIN, AND RESTORE RELATIONSHIPS

- **THE DAY AFTER A POWER STRUGGLE**

- Do not ignore and pretend like nothing happened
- Use I messages to convey information about YOUR perspective, feelings, and needs.
- Ex “You and I had a tough time yesterday. I felt upset and so did you. But I am happy you are back and I want a fresh start. We can both make each other’s day a little better. I feel sure about that. Welcome!”



# REINFORCEMENT SYSTEMS

- **Golden Nugget-** ex: safe respectful, responsible- adult gives out nuggets for good behavior and they go to the front of the class and guess what rule they were following to get the nugget. If they guess correctly, they get another one. Put in box and party/reward when full
- Points for attendance/on time arrival= earn and celebrate at the end of the week
- Group rewards= thermometers, marble jars, puzzle completion, art projects (can earn the supplies for the art project and if have by Friday the can do)

# GOOD BEHAVIOR GAME

- **Good Behavior Game-**
- *Group-wide behavior management strategy*
- *Proven to help prevent substance abuse and anti-social behavior*
- *Capitalizes on human nature of social influence and competition*
- *Competition, cooperation, & peer support*

# GOOD BEHAVIOR GAME

## **STEPS TO IMPLEMENTING GBG**

1. Decide time and setting to implement
2. Play the game 30 minutes twice a day
3. Identify and behaviorally define appropriate behaviors
4. Split group into rows ( 2 - 4 rows)
5. Teach the students the rules to the game- earn a paper/point for randomly identified behavior (SLANT= sit up, look & listen, ask & answer, nod, take notes)
6. Identify MVP at the end of the game= name on board; can send note to parent with certificate

# GOOD BEHAVIOR GAME

- Team competition: Basketball
- Decide number of teams: 2 to 4
- Establish length of time, behaviors you are looking for
- Hand out papers/give points while continuing to teach
- Ex: SLANT-or could make up your own for whatever behavior want to focus on (ex: group participation in discussions)
- At end, papers on desks all get crumpled into ball and passed to front of row & rows have shootout to determine who wins; or rows with most points win reward

# GOOD BEHAVIOR GAME

- Teach at the outset that bullying or isolating students will not be tolerated
- Dealing with the saboteur
  - Remove from the game
  - Don't count behaviors against their team
  - Enough of them, Put saboteurs on the same team
  - Focus on the appropriate behavior instead of the inappropriate
  - Identify a team MVP from group that wins- each team decides who mvp was and gets extra reward which could be note home with a certificate or name on board or both

# P.R.OM.P.T-PROACTIVE BEHAVIOR MANAGEMENT

- P.R.OM.P.T.
- P=PROXIMITY CONTROL
- R=REDIRECTION STRATEGY
- OM=ONGOING MONITORING
- P= PROMPT EXPECTED BEHAVIOR
- T= TEACHING INTERACTION
  - #1-warning of consequence with “Think Time”
  - #2- delivery in-class disciplinary consequence
  - #3-office support to determine solution
    - **Reconnect, repair, and restore relationship** for these





# P.R.OM.P.T-PROACTIVE BEHAVIOR MANAGEMENT

- P.R.OM.P.T.
- **P**roximity Control
  - Consists of being mobile in the group setting 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% of classroom problem behaviors are corrected by proximity to student

# P.R.OM.P.T-PROACTIVE BEHAVIOR MANAGEMENT

- P.R.OM.P.T
- **R edirection 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 75 to 90% of problem behaviors can be addressed with proximity and redirection

# P.R.OM.P.T-PROACTIVE BEHAVIOR MANAGEMENT

- P.R.OM.P.T.
- **Ongoing Monitoring**
  - Don't lose sight of the student whose behavior you are trying to correct-keep an eye on the student
  - the aim is to shape behavior in the desirable direction by praising and positively recognizing the student for getting his behavior back on track
  - Catch 'em being good= don't miss an opportunity to recognize the student for engaging in desirable behavior.

# P.R.O.M.P.T-PROACTIVE BEHAVIOR MANAGEMENT

- P.R.O.M.P.T.

- **P PROMPT EXPECTED BEHAVIOR**

- Is a verbal command that communicates precisely what you want the student to do (eg."I need you to start working on your homework by writing your introductory sentence on your essay")-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 cool, calm, collected yet firm manner, next to student, below eye level, quietly

# P.R.O.M.P.T-PROACTIVE BEHAVIOR MANAGEMENT

- P.R.O.M.P.T.
- **T E A C H I N G I N T E R A C T I O N - below eye level, next to student, quietly**
  - Start with an empathy statement “I understand that class can be boring sometimes, believe me , I have to sit in faculty meetings about Classroom Management but...”
  - Label the inappropriate behavior “Right now you are talking out loud and distracting other students”
  - Describe the appropriate alternative behavior “Instead of talking out loud, I need you to start working quietly on the assigned work”
  - Provide a rationale for the appropriate behavior “When you work quietly on your work, you and the other students can get their work done, which means you don’t have to take it home and you’ll get a better grade in your class”
  - Deliver a warning or consequence “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.

# P.R.OM.P.T-PROACTIVE BEHAVIOR MANAGEMENT

- P.R.OM.P.T.
- **Teaching Interaction #1- Verbal warning of Consequence with “Think Time”**
  - Often warning is all it takes- aim is to put the student in a decisional dilemma
  - “Think time” consists of providing the space and time to reflect and make choice about his behavior =
    - 1.stick with problem behavior and earn disciplinary consequence
    - 2.take a brief break to reset and then start engaging in desired behavior
    - 3.Following instruction right away by engaging in desired behavior
  - If student does not respond to the warning, then you need to be ready to follow through with a consequence

# P.R.OM.P.T-PROACTIVE BEHAVIOR MANAGEMENT

- P.R.OM.P.T.
- **T eaching Interaction #2- RESTORATIVE PRACTICES**
  - The student has decided not to comply with “think time” by continuing to engage in problem behavior
  - Restorative options:
    - 1. Contribution plan: form of restitution in which the student engages
    - 2. Refocus form: complete a form to reflect on behavior, identify solutions, and prepare to take ownership and make things right (ex: an apology)

# P.R.O.M.P.T-PROACTIVE BEHAVIOR MANAGEMENT

- P.R.O.M.P.T.

- **T eaching Interaction #3-Requesting Support Process**

- Student continues to be defiant by not complying with in-class restorative efforts
- Document incident and contact necessary staff/parent

## **RECONNECT, REPAIR, AND RESTORE**

-disciplinary actions can damage the relationship between student and teacher. This should be a standard follow-up process following a staff/parent contact

-schedule time to reconnect with the student upon seeing them next. Communicate effectively to repair any hard feelings and be open to a do-over or admitting one's own mistake and work to restore the relationship with the student " I know that we had a hard time earlier today (yesterday) but I like you and know that you are capable of doing great things. Can we start over and try to have a better day?"



## P.R.OM.P.T. ROLE-PLAY

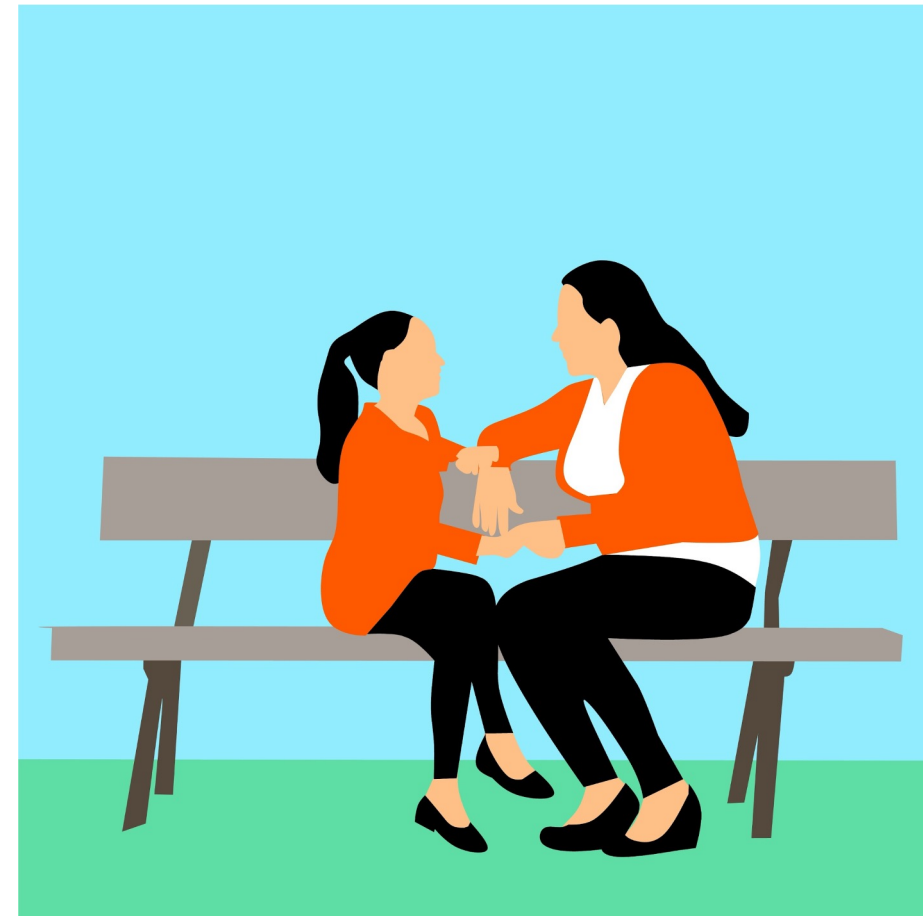
- PAIRED BREAKOUT ROOMS
- Role-play a Prompt scenario in a pair and think of your most difficult student.
- Continue role-play through the end and to the restoring of relationships the next day.
- Switch roles with partner
- 5 minutes in each role – then switch
- Time yourselves , so you know when to switch

# ROLE PLAY DEBRIEF

How did it feel?

What areas did you do well with?

What areas were difficult?



# PHYSIOLOGY FOR LEARNING

- **Sleep, diet, exercise, stress management, optimism and stress management training all play a part of whether the student will succeed in school**
- Insufficient sleep among children and adolescents is associated with increased risk for obesity, diabetes, injuries, poor mental health, attention and behavior problems, and poor academic performance .
- The American Academy of Sleep Medicine has recommended that, for optimal health, children aged 6–12 years should regularly sleep 9–12 hours per day and teens aged 13–18 years should sleep 8–10 hours per day. AASM recommends 7+ for adults
- Suspicion of sleep deprivation, adults should inform parents of recommended hours
- At bedtime, there should be no back-light. Any regular light activates the pineal gland which controls REM sleep. Turn off any lights 30 minutes before sleeping and do not turn on lights when getting up to go to the bathroom in the middle of the night because it will activate the pineal gland. Can use red light if needed. Inform parents of this.
- Make sure student has eaten breakfast. Carry snacks in classroom in case a student comes to school hungry. Talk to parents/admin on how to fix the situation

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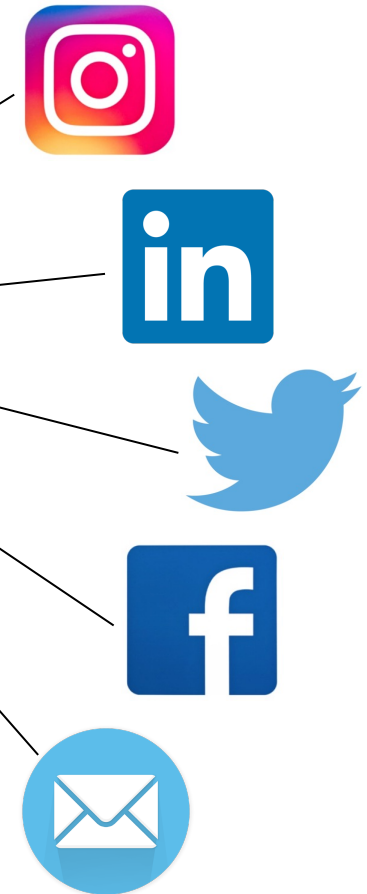
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Thank You!



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