

Supporting Behaviors in the Classroom

Amber Naylor, Tomball ISD



Supporting Behaviors in the Classroom

By Amber Naylor, M.Ed, BCBA, LBA

Contact: Uniquely_Ambi@yahoo.com

- Functions of Behavior
 - Behavior is communication
 - All behavior is either to obtain something or get out of something

- Antecedent Interventions - What we do prior to behaviors
 - Building a relationship with the student
 - Flexibility with assignments
 - Where students work
 - Segmenting tasks
 - Choice of assignment
 - Breaks
 - Visuals
 - Schedule
 - First/Then
 - Task Analysis
 - Timer
 - Token Economy
 - Positive Reinforcement
 - Verbal
 - Social
 - Tangible
 - Limiting demands at one time
 - Providing wait/think time
 - Fidgets
 - Establish terms of use first
 - Ignoring minor misbehaviors
 - Providing opportunities for movement.

- Behavioral Interventions (what to do in the moment)
 - Verbal de-escalation
 - Stay calm
 - Rational detachment
 - Breathe
 - Listen
 - Offer choices
 - Keep it simple

- Remind yourself of the function of behavior.
 - Offer an opportunity to calm down in or out of the classroom.
 - Bring students back to their senses
 - What can they hear, see, smell, taste, touch
 - Maintain boundaries
 - Physical space
 - Expectations
 - Tell the student what TO DO, not what not to do.
 - Minimize attention
 - Avoid “why” questions
 - Ask “what” or “how”
 - Look for ways for student to save face
 - Maintain expectations, while changing the demand
- Consequence (what to do after the behavior)
 - Talk privately with the student about what happened AFTER student is calm
 - Assure student you still care about them
 - Listen to the student as he/she is talking
 - Paraphrase important points
 - Adjust antecedent interventions
 - Add or remove
 - Restitution
 - Involve the student in future plans
 - Ask the student what would help them be more successful
 - Remember the function (why the behavior occurs)
 - Praise student for exhibiting appropriate behavior
 - Restorative practices
- Reminders!!
 - Antecedent interventions are the best interventions. You want to try and prevent behaviors as much as possible.
 - Maintain rational detachment - remember the behavior isn't about you.
 - Self-regulation techniques are best taught when students are calm, not in the moment of escalation.