

Class-Wide Strategies For Managing Behavior

A Method for the
Madness

Advanced Organizer

1. Conflict Resolution
2. Peer Mediation
3. Group Contingency
4. Contingency Contracting
5. Token Economy

Conflict Resolution

Peaceable way of solving disagreements involving discussion between the arguing parties

Regardless of who mediates the discussion, the procedures are similar

Steps

1. Get arguing parties together
2. Gain agreement from both parties for calm discussion - listen and use soft voices
3. Write a contract
4. Discussion - allow each side a turn to speak
5. Role play examples and non-examples; role reversals
6. Offer suggestions and possible solutions
7. Allow students to choose the solution

When you are resolving conflicts...

- Smile
- Offer food and a drink of water (calming effect)
- Use a private place
- Have a plan in mind
- Mutual concern
- Agree in part or principle "I see what you are saying..."
- Say "issue or concern" rather than "problem"
- Write it down, use a tape recorder if it is available.

Peer Mediation

- Process of solving student disputes by including a neutral third party - a trained student mediator

Wheel of Choice (Van Nagel, 1998)

- Create a wheel to help students make a viable choice when problems occur.
- Spokes on the wheel include: Walk away, ignore it, put it on the agenda for class meeting, talk it out, Give an I message "I feel _____ when _____", Apologize, Use our "quiet spot" to cool off, tell them to stop, get an adult, share and take turns...
- Four problem solving steps
 - -Ignore it
 - -Talk it over respectfully
 - -Agree on a solution
 - -Put it on the class meeting agenda

Benefits

- Students learn skills - problem solving, critical thinking, listening skills
- Encourages constructive communication
- Encourages students to take responsibility
- Therapeutic effects for both the mediator and mediated

Choosing Mediators

- Mediators should represent a cross section of the school's student body
- Elementary students - often assigned by the teacher
- Secondary students - often chosen by other students (elections/nominations)

Components of Training

1. How to deal with conflict
2. The mediation process and techniques
3. Listening skills
4. Feelings and 'I' messages
5. Diversity and conflict
6. How to deal with difficult situations

How does it work?

- Role plays
- Character Stories
- Shared Interests
- Character Training

Group Contingency

- A strategy for encouraging students to achieve/reach a certain goal
- Additional benefit- Creating a community (A home away from home)
- Steps:
 1. Select a contingency
 2. Set a criterion
 3. Choose consequences
 4. Give reminders & feedback

Select a Contingency

- Two types of group contingencies:
 1. Individual - group reward is based on one student's performance
 2. Collective - group reward is based on the entire group's performance

Set a Criterion

- Identify a measurable behavior
- Skill or performance deficit?
- Record performance - baseline
- Set weekly goals for decreasing/increasing the behavior

Choose Consequences

- Decide on the reward (not a punishment)
- Use student input

Give Reminders & Feedback

- Provide reminders to students in the form of rituals and ceremonies (Ceremony and ritual give order and stability to the classroom*)
- Group attention getter "Give me five", "Bobcats"
- Line saying- Line leader says "Line in order, facing forward, directions are no talking."
- End of day saying - "In my seat, desk looks neat, I've done my job, my job was 'cleaning the chalkboard'"
- Serves as a rule reminder, fosters a sense of community

Reminders & Feedback Cont.

- Visible record of progress
 - E.g. marbles in a jar or marks on the board

Potential Problems

1. Student sabotage
2. Peer pressure
3. Repeated failure by one student
4. Procedure fails after initial success

Contingency Contracting

- An agreement between the teacher and a student which states a goal and the reward for achieving the goal
- Steps:
 1. Set a criterion
 2. Choose consequences
 3. Give reminders & feedback
 4. Signatures and language
 5. Review

Set Criterion

- Identify the behavior and state it as a measurable criterion
 - Yes - e.g. student will ask for help 80% of opportunities for 10 consecutive days
 - No - e.g. student will yell at teacher no more than 2 times a day for 10 consecutive days
- Is it a performance deficit?
- Record performance - baseline
- Set weekly goals for decreasing/ increasing the behavior

Choose Consequences

- Mutually decide on the reward
- Student should pick the reward (within reason)
- Get final verbal confirmation "Can you do that? Will you do that? Thank You."
- Reward list

Give Reminders & Feedback

- Set up class-wide or private reminders
- Visible record of progress
 - E.g. point sheet at desk with marks or stamps
- Take student sensitivity into account

Signatures and Language

- Write contract in simple language so the student understands it
- Both teacher and student sign the contract
- May want a witness

Review

- Include dates for progress checks (weekly checks)
- Rewards should be given immediately on completion of the contract

Potential Problems

- Peer sabotage
- Failure to meet the goal by the specified date
- Blow outs

Token Economy

- A token economy is an economic systems in the classroom that provides rewards for appropriate behaviors in order to increase the frequency of appropriate behaviors

Setting up a token economy

1. Decide what behaviors warrant tokens
2. Decide how many tokens are awarded for use of each appropriate behavior
3. Decide the value of each token
4. Decide time intervals for awarding tokens
5. Use student input to make list of things to buy with the tokens
6. Instruct students on how they can earn tokens
7. Use lots of reminders for behaviors that earn tokens
8. Keep personal banks for surplus tokens
9. Try not to incorporate response cost into the system

Advantages to a token economy (Van

Nagel, 1998)

1. They are tangible
2. They can be given immediately
3. They don't depend on a deprivation state.
4. They allow reinforcement to be administered in small units.
5. They help teachers and students discriminate appropriate behavior.
6. They force teachers to make reinforcement available
7. They help parents and teachers learn what students find reinforcing
8. They are a source of feedback.

When awarding tokens

- Always pair a statement with the token - explain why they are getting the token
 - E.g. I like how you are raising you hand; Thanks for asking in a quiet voice
 - Pair it with tactile reinforcement (high five, pat on the back, etc...)

Free things to sell

- Lunch with the teacher
- Teacher helper
- Permission to bring item from home - toy
- 10 min. of music with the headphones
- Alone time OR free time
- Class mascot on their desk
- The cushy chair for a day
- Help teacher decorate the bulletin board
- Computer time
- Extra classroom jobs (believe it or not?!)

Things to put in student store

- Snacks
- Little toys
- Cool pencils/pens
- Decorative paper
- Art supplies
- Rentable items (e.g. frisbee, hacky sac)

Different types of tokens

- Carnival tickets
- Poker chips
- Slips of paper
- Stickers
- Smiley faces
- Tally marks (with special pen)