

14th Annual
Hawker Brownlow

Thinking & Learning Conference

TOM HIERCK

FRIDAY 19 MAY

**Ensuring Student Behaviour Success
Session 3**

MELBOURNE



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TOM HIERCK

Tom Hierck has been an educator since 1983, in a career that has spanned all year levels and included many roles in public education. His experiences as a teacher, school leader, department of education project leader and executive director have provided a unique context for his education philosophy.

Tom is a compelling presenter, infusing his message of hope with strategies culled from the real world. He understands that educators face unprecedented challenges and knows which strategies will best serve learning communities.



Tom has presented to schools across North America and internationally, imparting a message of celebration for educators seeking to make a difference in the lives of students. His dynamic presentations explore the importance of positive learning environments and the role of assessment in improving student learning. True to his belief that 'every student is a success story waiting to be told', Tom is passionate about working with teachers and school leaders to create positive school cultures and build effective relationships that facilitate learning for all students.

A message from Hawker Brownlow Education

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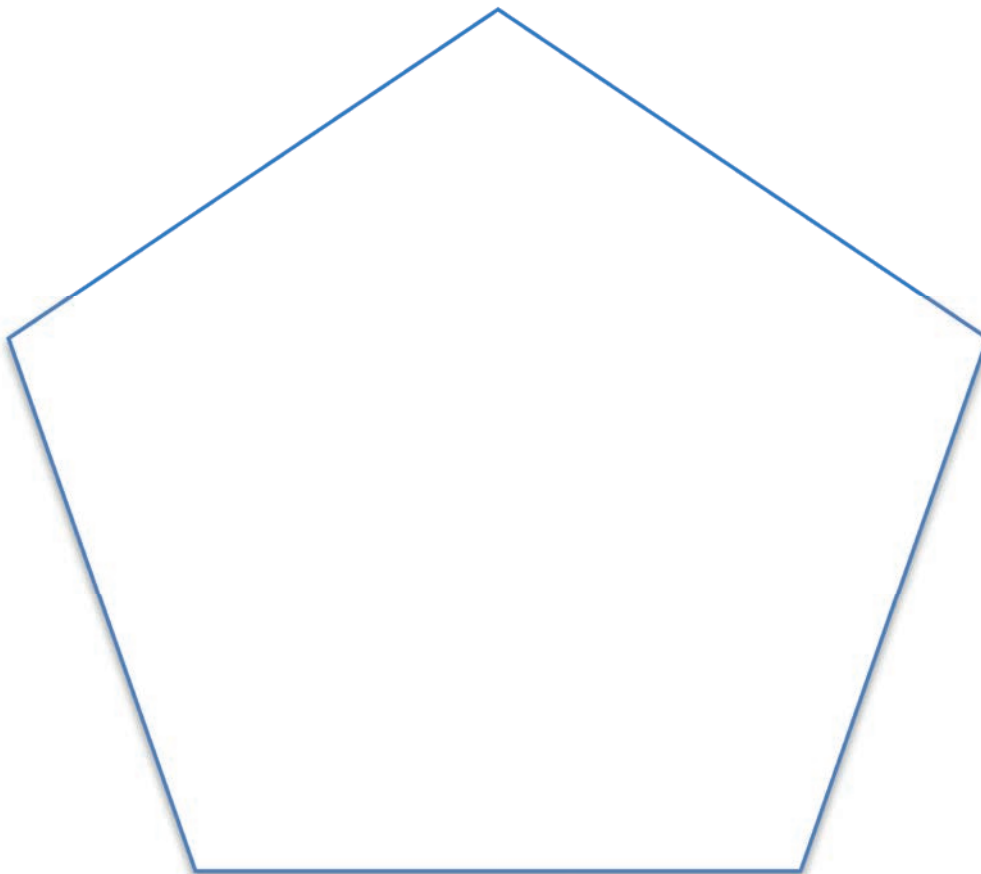
The Real Estate Test

“When discussing community building in staff development sessions, we often refer to the real estate test. At some point in time, the house beside you will come up for sale. If the option were yours, who would you want to buy that house and become your neighbor?” (p. 6)

Page numbers refer to the Hawker Brownlow Education book *Pyramid of Behavior of Interventions: Seven Keys to a Positive Learning Environment* by Hierck, Coleman and Weber (2011).

1. Think of a challenging student in your school or your class.
2. List some behaviors or attributes of that student that cause you concern.
3. Project forward 20 years. Without any change or intervention, how might those behaviors or attributes present themselves when this student has become an adult?
4. How might he or she behave as an adult?
5. Now, imagine this student has grown up and moved into a house on your street. What would be your concerns as a neighbor?

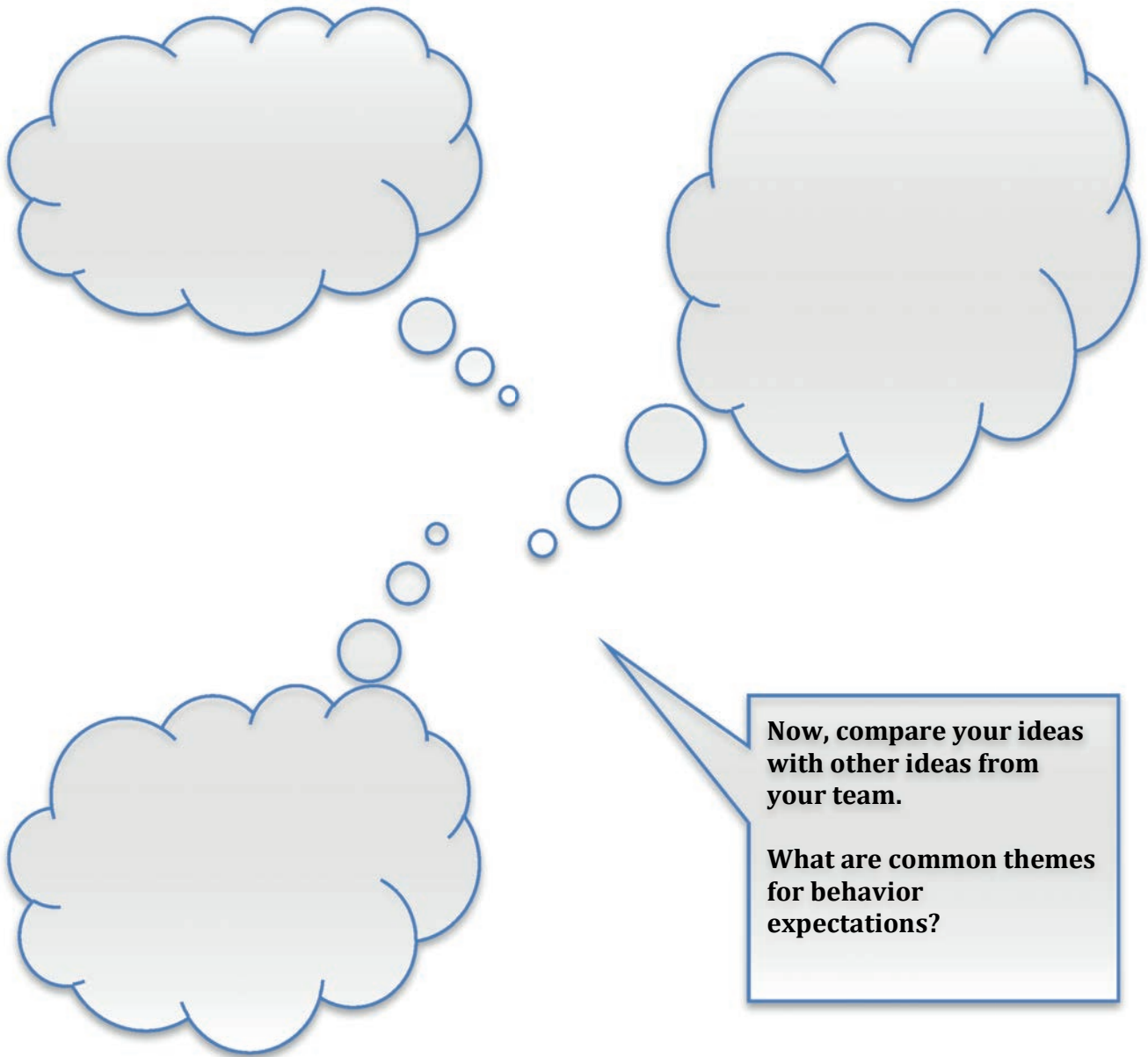
List the behaviors, attributes, and concerns here:



Behavior Big Ideas (pp. 33–36)

“In every school where we have helped implement the seven keys to a positive schoolwide climate, students and staff have been able to repeat and explain the common rules. In one school with a behavior matrix, all students and staff could explain that the common rules were to *“be respectful, be responsible, and be safe.”* These common expectations are more than just rules; they create the vision of the end we have in mind. They reflect our core values in a few simple statements that everyone can remember and reference” (pp. 33–34).

On your own, list **three big ideas** you have for behavior expectations. What do you **most** want to see demonstrated by your students?



What We Do Not Want!

Quickly brainstorm a list of behaviors at your school that you see as problems. If possible, identify the location where that problem behavior often occurs. For example: Running ... in the main hall. Try to be as *specific* as possible.

Problem Behavior	Typical Location

Compare your list with the list of a partner or teammate. What are the most common behaviors and locations?

Common Behaviors	Common Locations

Flip It: What We *Do* Want!

Now flip it. Take those problem behaviors and locations from the previous activity and reword them from a positive, proactive perspective. Describe what it is you ***do*** want to see.

Name the Location	Describe, Specifically, What the Behavior Should Look Like

Are there other areas and behaviors you're thinking of now? Add to your list. Continue to focus on the positive.

Name the Location	Describe, Specifically, What the Behavior Should Look Like

Reinforcement and Consequences (pp. 44–51)



Positive Reinforcers	Consequences
Inventory all the ways in which the school currently positively reinforces appropriate, desired student behaviors.	Inventory all the ways in which the school currently provides consequences in response to inappropriate, undesired student behaviors.

Feel free to extend these lists on another piece of paper.

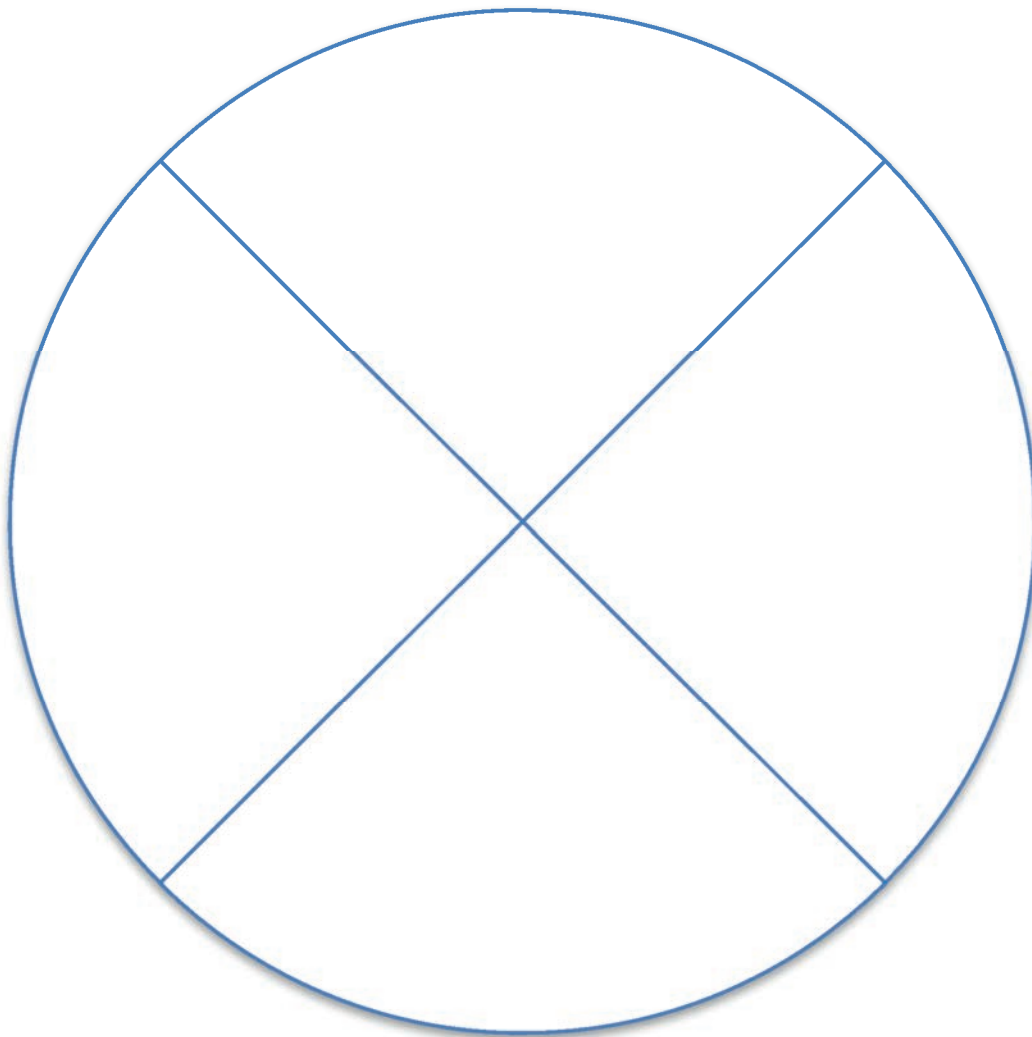
Proactive Positive Actions (pp. 47–49)

4:1 Positives Challenge

“The 4:1 positives challenge encourages adults in the building to provide at least four positive interactions to a student for any one negative interaction they have with that student. These interactions range from small and informal to large and formal. There is no single correct way to do it, but it is critical to provide more positive than negative interactions. Positives may be verbal and tangible, such as ‘caught being good’ cards, but they should be liberally given” (p. 47).

Some Real-Life Examples: Ours and Yours

Using a placemat activity, share in your group some examples of strategies you have used to acknowledge and reinforce positive behavior or actions.



How We Talk to Kids

“Hopefully any lapses in inappropriate adult behavior are few. If we value the ability of our students to keep their cool and solve problems in peaceful ways, then we must demonstrate those qualities. Yelling, ranting, and belittling are not acceptable behaviors for students or teachers. If our students are to learn how to get along with people who have diverse backgrounds and different points of view, then we must let them see us being cooperative consensus builders and creative problem solvers.

“Acting in this way lets students see that we truly believe in the expectations we promote. Our actions show them that we value the skills and behaviors that we teach. The way we treat each other creates the climate for all other efforts throughout the school. It sets the tone for the school community and is at the heart of any school improvement effort” (p. 56).

Have a conversation about the kinds of things you expect to hear when adults are talking to students. As well, have the tougher conversation about the kinds of things you would **not** accept hearing from adults when talking to students.

Differentiated Supports (pp. 63–69)

Brainstorm a list of supports and interventions that *already exist* in your school for students who demonstrate problem behavior.

Now, consider what *additional supports and interventions* you might add, especially considering students in **green, yellow, and red** zones.

Looking at the ABCs of Behavior Assessment in the chart below, read the following description of student misbehavior and complete the flowchart.



Lucas had a history of violent outbursts and severe learning disabilities. While he was able to do well in some areas, his cognitive limitations caused him a great deal of frustration. This academic frustration, mixed with immature social skills, caused Lucas to escalate to violence often. As he moved to higher grades, with greater academic pressures, his frustration, anger and violence increased in intensity and frequency. He hurt himself or others regularly.

On one of Lucas' more difficult days, an angry rock-throwing incident escalated to kicking and punching any student or staff member in his path. He was out of control. A trained behavioral teacher and the principal had no option but to physically restrain Lucas for the safety of himself and others. He was kicking, attempting to bite, spitting in their faces and swearing a blue streak. They carefully corralled him into a quiet hallway and contained him with minimal physical force.

It took a long time for Lucas to deescalate. As the adults waited for the angry energy to subside, they tried to talk Lucas down. Throughout this de-escalation phase, Lucas continued to call the two adults horribly foul names, but he did eventually calm down.

ABC Analysis Example

(See *PBI*, pp. 59–63.)

A Antecedent	B Behavior	C Consequence
<p>What are the antecedents (triggers) that may have caused the behavior?</p> <p><i>Julia realizes that the teacher will call on her to answer out loud, and she knows she can't answer correctly.</i></p>	<p>What is the behavior being analyzed?</p> <p><i>Julia pushes her books off her desk and covers her head with her hoodie.</i></p>	<p>What are the consequences of the behavior for the student?</p> <p><i>Julia avoids work she finds difficult. She avoids letting peers see that she can't do the work.</i></p>

Sample completed ABC Analysis Form: *PBI*, p. 63

Describe a student behavior (**B**) that concerns you.

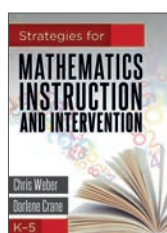
Suggest some possible antecedents (**A**) or triggers for that behavior.

Suggest some possible consequences (**C**). These are positives or negatives that reinforce the behavior. Ask: What does the student *get* or *avoid* by doing that behavior?

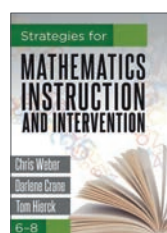
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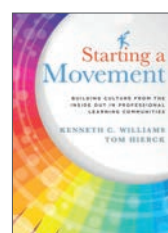
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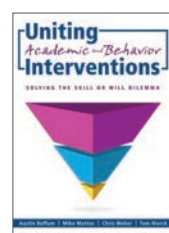
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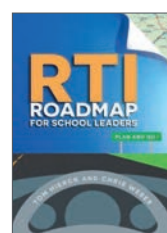
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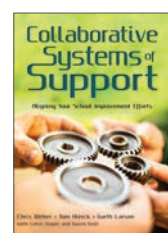
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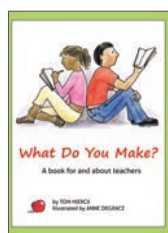
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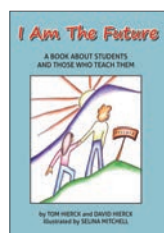
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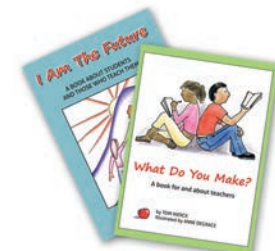
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