

A B C

# Promoting Positive Behavior in the Kindergarten Classroom

Natalie Sokol and Katie Reilly

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## Agenda

- Why do Problem Behaviors Occur?
- Problem Behaviors and the Negative Cycle
- Classwide Interventions
- Large Group Instruction
- Small Group Instruction
- Behavioral Strategies

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### Why do problem behaviors occur?

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graph LR
    A[What happened at an earlier time] --- B[What happened right before]
    B --- C((Behavior))
    C --- D[What happened after]
    
```

(Setting Event)      (Antecedent)      (Consequence)

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### Why do problem behaviors occur?

1. To gain access to...
  - Attention (e.g., from teachers, classmates)
  - Activity or Item (e.g., favorite center, outside play)
2. To escape, avoid, or delay...
  - Tasks/Demands (e.g., writing worksheet if writing is difficult, clean up)
  - Person (e.g., a specific teacher or classmate)

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### What makes behaviors continue?

- While antecedents may trigger behavior, it is the consequences that maintain the behavior.
- Inconsistent reinforcement
  - responding to calling out
  - verbally attending to motor activity
  - peer giving toy to student with aggressive behavior
- Consistent reinforcement
  - issuing a time-out when the student is trying to escape a difficult task
  - lecturing
  - sending a student to office when they are seeking attention from the principal

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### Problem Behaviors and the Negative Cycle

- Focus on the positive
- A student who typically has behavioral difficulties also has times when they are behaving appropriately
- Maintain an attitude that the student who is having difficulties can improve
- Give all students many opportunities to feel successful and challenged

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## Classwide Interventions



- Environmental Arrangement
  - Arrange furniture as to avoid long corridors
  - Provide enough materials for the number of students permitted in each area.
- Clear classroom rules
  - Posted
  - Student friendly (use of pictures)
  - Simple/Few in number
  - Positively phrased
  - Reviewed several times a day
  - Referred to in the moment
  - Positively reinforced
  - Applied consistently

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## Classwide Interventions



- Schedule/Routine
  - A posted schedule that is student friendly
  - Refer schedule during transitions
  - Use of transitional warnings
  - Use of a environmental cues to indicate transition times
  - Reduce length of transition time so that there is less waiting

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## Large Group Instruction



- Length should be short...be aware of student's cues
- If possible, have additional teaching staff sit near students who are having difficulty. Organize circle to promote participation and attending
- Use activities that engage all of the students
- Keep a quick pace
- Reinforce individual students frequently for attending

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## Small Group Instruction



- Activity should be organized into logical steps
- Materials for each step should be provided when the previous step has been completed
- Directions should be short, simple, and posted.
- Develop activities that are hands-on
- Individualize based on student's skill level
- Individualize the activity based on students' interests

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## Behavioral Strategies



- Preventative
- Instructional
- Consequence-Based

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## Preventative Strategies



- Environmental Adaptations
- Provide choices throughout the day
- Incorporate student interests into all activities
- Provide rule reminders prior to beginning a new activity
  - With individual reminders for impulsive/active students
- When-then statements
- Shortening/Itemizing directions

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## Instructive Interventions



- Teaching students to...
  - Raise their hand
  - Ask for assistance/help
  - Interact appropriately with peers

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## Consequence-Based Interventions



- Praise
  - Specific Praise
  - Pivot Praise
- Planned ignoring with immediate praise for appropriate behavior
- Prompting compliance with follow-through
- Other interventions should be behaviorally relevant

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## Pivot Praise



1. Student engages in negative behavior.
2. Teacher ignores negative behavior.
3. Teacher provides specific praise to selected peers in the group who are engaging in the positive behavior.
  - Teacher uses the student's names.
  - Teacher is specific about the target behavior.
4. Student begins to engage in the same positive behavior.
5. Teacher praises student for engaging in the positive behavior.

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## Ignoring



1. Student engages in challenging behaviors.
2. Teacher ignores behavior.
3. Student engages in positive behavior.
4. Teacher provides specific praise to student about positive behavior.
  - Teacher uses the student's names.
  - Teacher is specific about the behavior.

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## Prompting Compliance



1. Student engages in negative target behavior.
2. Teacher verbally prompts student one more time.
3. If the student continues to engage in negative target behavior:
  - Teacher will help get the student get started with the task
  - Teacher fades assistance once student begins to comply
4. Teacher praises student for this behavior.
  - Teacher uses the student's name.
  - Teacher is specific about the target behavior.

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