

EMPOWERING STUDENT FOR SELF DISCIPLINE BY DIRECT TEACHING

ANALYSIS OF BEHAVIOR/DEVELOPMENT OF CO-OPERATIVE BEHAVIOR

STUDENT ACTION	ADULT RESPONSE	STRATEGIES
	The adult responsibility is to MEB (Modify/Extinguish/Build)	Goal - Co-operative behavior self-discipline

- I. Define the inappropriate behavior in the simplest terms:**
- A. One Word
 - B. One phrase or simple sentence
 1. What the child does
 2. What the child does not do

- I. The Rule - define the appropriate behavior in simple, short terms. Adult expects appropriate behavior/insists on it.**

II. Analysis of Behavior

- A. Frequency (How Often)
- B. Time/Frame (Where/When)
- C. Intensity (How disruptive)
- D. Affect (How much it affects others)
- E. Effect (Social situation)

III. Selection of Appropriate Strategy to Change the Behavior. Match the strategy to the behavior.

- A. Discuss the appropriate behavior
- B. Make a plan to achieve the appropriate behavior

I. Prevention of Inappropriate Behavior

- A. Structure
- B. Direct Teaching-Social Skills/"Choices"
- C. Praise for Appropriate Behavior

II. Consequences for Inappropriate Behavior

- A. Isolation
- B. Removal of Privileges
- C. Behavior Modification
- D. Repetitive Behavior

III. Analysis of Progress - Did the Strategy:

- A. Solve the problem
- B. Solve part of the problem
- C. Increase the behavior in a positive way
- D. Increase the behavior in a negative way

*This statement of behavior can be used to name the chart if the behavior is being changed through charting strategy.
For example: Interrupting



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ANALYSIS OF BEHAVIOR/DEVELOPMENT OF CO-OPERATIVE BEHAVIOR

STUDENT ACTION	STRATEGIES
	Goal - Co-operative behavior self-discipline

I. Define the inappropriate behavior in the simplest terms:

A. One **Word**
 B. One **phrase** or simple **sentence**

1. The behavior we need to change is ...
2. The behavior we need to work on is ...

What the child does
 Example: Spitting
 Hitting
 Arguing

What the child does not do
 Example: Walk in the classroom
 Talk in an inside voice
 Bring his assignment on time

I. The Rule - define the appropriate behavior in simple, short terms. Adult expects appropriate behavior/insists on it.

If behavior inappropriate:

Presents the rule, explanation short, concise, model.

- II. Analysis of Behavior**
- A. Frequency (How Often)
 - B. Time/Frame (Where/When)
 - C. Intensity (How disruptive)
 - D. Affect (How much it affects others)
 - E. Effect (Social situation)

III. Helps the student change the behavior by selection of the appropriate strategy. Match the strategy to the behavior.

I. Prevention of Inappropriate Behavior

- A. **Structure** - environment prepared, rules clear, routine established, teacher prepared, pacing reasonable; maintenance of attention, organization taught
- B. **Direct Teaching-Social Skills/"Choices"** -

Concept/Discussion/Role playing
 Role play - "Matching" what to say and do for use in the next similar situation

1. Visualize appropriate behavior
2. Verbalize appropriate behavior
3. Motor Memory - appropriate behavior
4. Use Cause/Effect Charts

C. Praise for Appropriate Behavior

- Rewards
1. Pair reward as close to behavior as possible. Try to make doing the appropriate behavior its own reward, i.e. sitting in a chair after having to stand next to it.
 2. Reward can be a prevention, i.e. homework pass, withdrawal privilege/earn privilege back, earn outside time back.

*This statement of behavior can be used to name the chart if the behavior is being changed through charting strategy.
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II. Consequences for Inappropriate Behavior

- A. **Isolation** - Remove student to part of the room away from others or outside the room.
- B. **Removal of Privileges** - Taking away any reward that the student particularly values which must be earned back.
- C. **Behavior Modification**
 - 1. Develop a mutual plan
 - 2. Charts-record keeping (Consequences/Rewards)
 - 3. Develop setting goals and achieving them
 - 4. Keep plan simple to record
 - 5. Keep plan simple - one behavior
 - 6. Pair cause/effect
 - 7. Follow through - consequences/rewards
 - 8. Keep words to a minimum - let the chart talk - don't nag
- D. **Repetitive Behavior**
 - 1. Repeating the behavior
 - 2. Repeating the "associated behavior"
 - 3. Repeating verbally the appropriate behavior
 - 4. Attachment of time interval to extinguish the behavior

III. Analysis of Progress - Did the Strategy:

- A. **Solve the problem**
- B. **Solve part of the problem**
- C. **Increase the behavior in a positive way**
- D. **Increase the behavior in a negative way**

