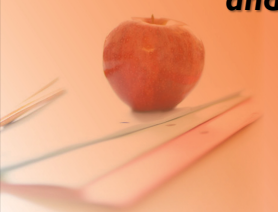


RANDY SPRICK'S  
**safe & civil**  
SCHOOLS  
Practical Solutions, Positive Results!

*Presented by Randy Sprick, Ph.D.*

**Improve Motivation  
and Behavior in Your  
Classroom**

**Session 2**



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RANDY SPRICK'S  
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SCHOOLS  
Practical Solutions, Positive Results!

A comprehensive approach is summarized by the acronym STOIC:

- Structure for success.
- Teach expectations (like a great basketball coach).
- Observe—circulate and scan.
- Interact positively with students.
- Correct misbehavior fluently.

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Practical Solutions, Positive Results!

Last week you started a list of all misbehaviors that occur in your class.

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RANDY SPRECKLES  
**safe & civil**  
SCHOOL POLICIES  
Paradise Schools, Paradise, Hawaii

1. Clarify and re-teach expectations (like a great basketball coach).
2. Effectively use your classroom rules and expectations for success.
3. Implement corrective consequences calmly and consistently.
4. Use positive feedback and your attention strategically (ratios of interactions).
5. Implement group-based incentive systems for especially tough classes.

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RANDY SPRECKLES  
**safe & civil**  
SCHOOL POLICIES  
Paradise Schools, Paradise, Hawaii

Poll the group:

1. I implemented reteaching of my expectations and have seen NO improvement in behavior.
2. I implemented reteaching of my expectations and have seen MODERATE improvement in behavior.
3. I implemented reteaching of my expectations and have seen DRAMATIC improvement in behavior.

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RANDY SPRECKLES  
**safe & civil**  
SCHOOL POLICIES  
Paradise Schools, Paradise, Hawaii

### Strategy 3

Implement corrective consequences for rule violations calmly and consistently.

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RANDY SPRECKLES  
**safe & civil**  
SCHOOL RULES  
Period 6/Classroom/Parade/Bus/By

- ✓ Establish consequences that fit the nature of the problem but are as mild as possible.
- ✓ Discuss consequences in advance with students.
- ✓ Implement the consequences calmly and consistently.

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RANDY SPRECKLES  
**safe & civil**  
SCHOOL RULES  
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- ✓ Establish consequences that fit the nature of the problem but are as mild as possible.
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RANDY SPRECKLES  
**safe & civil**  
SCHOOL RULES  
Period 6/Classroom/Parade/Bus/By

**POLL THE GROUP**

1. Most misbehaviors are observable infractions and can be corrected by my rules.
2. Most misbehaviors are attitude problems and can be corrected with GFS.
3. I am still confused about the difference between rules and GFS

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**safe & civil**  
SCHOOL DISTRICT OF DENVER  
Parental Involvement, Positive Results

### Sample Menu of Classroom Corrections

- ✓ Give a gentle verbal reprimand.
- ✓ Use a proximity correction.
- ✓ Keep a record of the behavior.

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**Behavior Counting Form**

Interim 03  
Date Collection: 10/22/12

Student	Grade/Class	Teacher	Behavior																						
Monday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Tuesday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Wednesday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Thursday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Friday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Monday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Tuesday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Wednesday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Thursday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Friday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Monday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Tuesday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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**safe & civil**  
SCHOOL DISTRICT OF DENVER  
Parental Involvement, Positive Results

### Incidents of disrespect!

Day	Incidents
Friday	18
Mon	15
Tue	8
Wed	2
Thur	1

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The form is titled 'Misbehavior Description Form' and features the 'safe & civil' logo. It has a large yellow box for the 'Description of misbehavior:'. Below this box are lines for 'Teacher Signature', 'Student Signature', and 'Date'. A caption at the bottom reads: 'From The Teacher's Encyclopedia of Behavior Management (Sprick & Howard, 1995)'. To the right of the form are seven horizontal lines for notes.

This image shows two versions of a 'WEEKLY MISBEHAVIOR RECORDING SHEET' from the CHAMPS program. The left sheet is a 'sample' for 'Mrs. Sprick's Classroom' with a list of behaviors and a grid for recording. The right sheet is an 'Other in Service Card' with a similar grid but fewer behaviors listed. Captions below the sheets are: 'From CHAMPS: A Proactive & Positive Approach to Classroom Management, 2nd ed (Sprick, 2009)'. To the right of the sheets are seven horizontal lines for notes.

The form features the 'safe & civil' logo and a list of four strategies, each with a checkmark:

- ✓ Use planned ignoring.
- ✓ Reduce points (if using a point system).
- ✓ Implement a response cost lottery.
- ✓ Assign time owed from recess or after class.
- ✓ Assign time owed after school.

To the right of the list are seven horizontal lines for notes.

SANDY SPECKELS  
**safe & civil**  
SCHOOL POLICIES  
Parent Welcome, Parent Request

- ✓ Assign a timeout at the student's desk.
- ✓ Assign a timeout at another location in the classroom.
- ✓ Assign an interclass timeout.
- ✓ Issue a demerit (3 demerits = afterschool detention).

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SANDY SPECKELS  
**safe & civil**  
SCHOOL POLICIES  
Parent Welcome, Parent Request

- ✓ Have the student fill out a Behavior Improvement Form.
- ✓ Require restitution by the student.
- ✓ Referral.

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SANDY SPECKELS  
**safe & civil**  
SCHOOL POLICIES  
Parent Welcome, Parent Request

**ACTION**

Evaluate whether you have a plan for responding consistently to all misbehavior that is on your list from page 1.

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RANDY SPRECKIS  
**safe & civil**  
SCHOOL CULTURE  
Positive Students, Positive Results

## Strategy 4

Use positive feedback and your attention strategically to improve student behavior (Ratios of Interactions).

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RANDY SPRECKIS  
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SCHOOL CULTURE  
Positive Students, Positive Results

### Poll the group

When giving positive feedback to individual students in class, most students:

- ✓ A. Roll their eyes and act disgusted
- ✓ B. Seem embarrassed
- ✓ C. Do not react at all
- ✓ D. Seem appreciative (a smile or head nod)

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SCHOOL CULTURE  
Positive Students, Positive Results

- ✓ Recognize that some students are *starved for attention*.
- ✓ Be aware of Ratios of Interactions. Strive for at least a 3-to-1 ratio of attention to positive behavior versus attention to negative behavior.

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HANDY SPEECHES  
**safe & civil**  
SCS & CIVIL  
Paralel Sessions, Parallel Results

✓ Four types of attention to positive behavior:

- Noncontingent attention (e.g., greetings)
- Positive feedback—verbal and written
- Intermittent rewards
- Systems-level rewards (Strategy 5)

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HANDY SPEECHES  
**safe & civil**  
SCS & CIVIL  
Paralel Sessions, Parallel Results

✓ Positive feedback should be specific, descriptive, contingent, and non-embarrassing.

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HANDY SPEECHES  
**safe & civil**  
SCS & CIVIL  
Paralel Sessions, Parallel Results

Contingent:

- ✓ Following any new skill or behavior
- ✓ Following any difficult skill or behavior
- ✓ Following anything complex

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**sample** RATIO OF INTERACTIONS MONITORING FORM  
(Online Professional Form - 6.2)

Teacher: Mi, Ny Date: 10/12

Time of Day: 8:45 to 9:30

Coding System Used (if any):  
 M = Male C = Class (as a whole)  
 F = Female N = Nick

Attention to Positive	Attention to Negative
M, M, M, F, M, F	N, N, M, F, F, M
F, C, F, F, M, F	N, C, M, M, M, M
C, M, M, M, F, M	

**Analysis and Plan of Action:**  
 My overall ratio is 7:3 (1), so I need to decrease negatives and increase positives to get to a 5:1 ratio. If Nick's data is pulled out, I am almost at 5:1!  
 My interactions with Nick are 7:3 (negative), so I should work on this and monitor my interactions with Nick a week from now.  
 I think my feedback was fine in terms of clarity and style.

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**safe & civil**  
S.C.C. GOALS  
Personal Success, Positive Results

### ACTION

- For each misbehavior you listed on page 1 (last week), identify a behavior or attitude that is the "positive opposite" of that misbehavior.
- Make a recording of your interactions during the 30 minutes of your school day when you are the most negative.

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**safe & civil**  
S.C.C. GOALS  
Personal Success, Positive Results

### ACTION (continued)

- Count and analyze your interactions and make a plan to be consistently more positive during that time period.

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CHAMPS 6.2

RATIO OF INTERACTIONS MONITORING FORM  
(Choose a Particular Time or Day)

Teacher \_\_\_\_\_ Date \_\_\_\_\_  
Time of Day \_\_\_\_\_  
Coding System Used (if any): \_\_\_\_\_

Attention to Positive	Attention to Negative

Analysis and Plan of Action: \_\_\_\_\_

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**safe & civil** Summary

1. Clarify and re-teach expectations (like a great basketball coach).
2. Effectively use your classroom rules and expectations for success.
3. Implement corrective consequences calmly and consistently.
4. Use positive feedback and your attention strategically (ratios of interactions).
5. Implement group-based incentive systems for especially tough classes.

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**safe & civil** Poll The Group:

Across one week, chronic misbehavior is exhibited by:

1. Almost all students
2. About half the class
3. Two to five students
4. One student in particular

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RANDY SPRECK'S  
**safe & civil**  
SCHOOLS  
Practical Solutions, Positive Results

**Conclusion**

“Treat people as if they were what they ought to be, you help them become what they are capable of being.”

Goethe

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