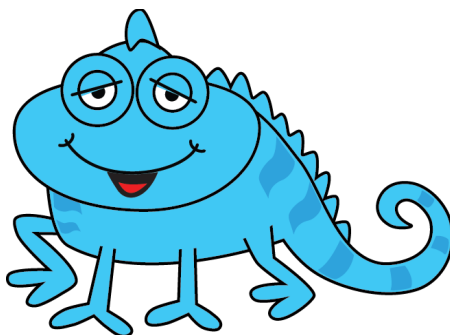


# Systems Failure:

*Moving Beyond a One-Size-Fits-All Approach to Behavior Management in the Classroom*



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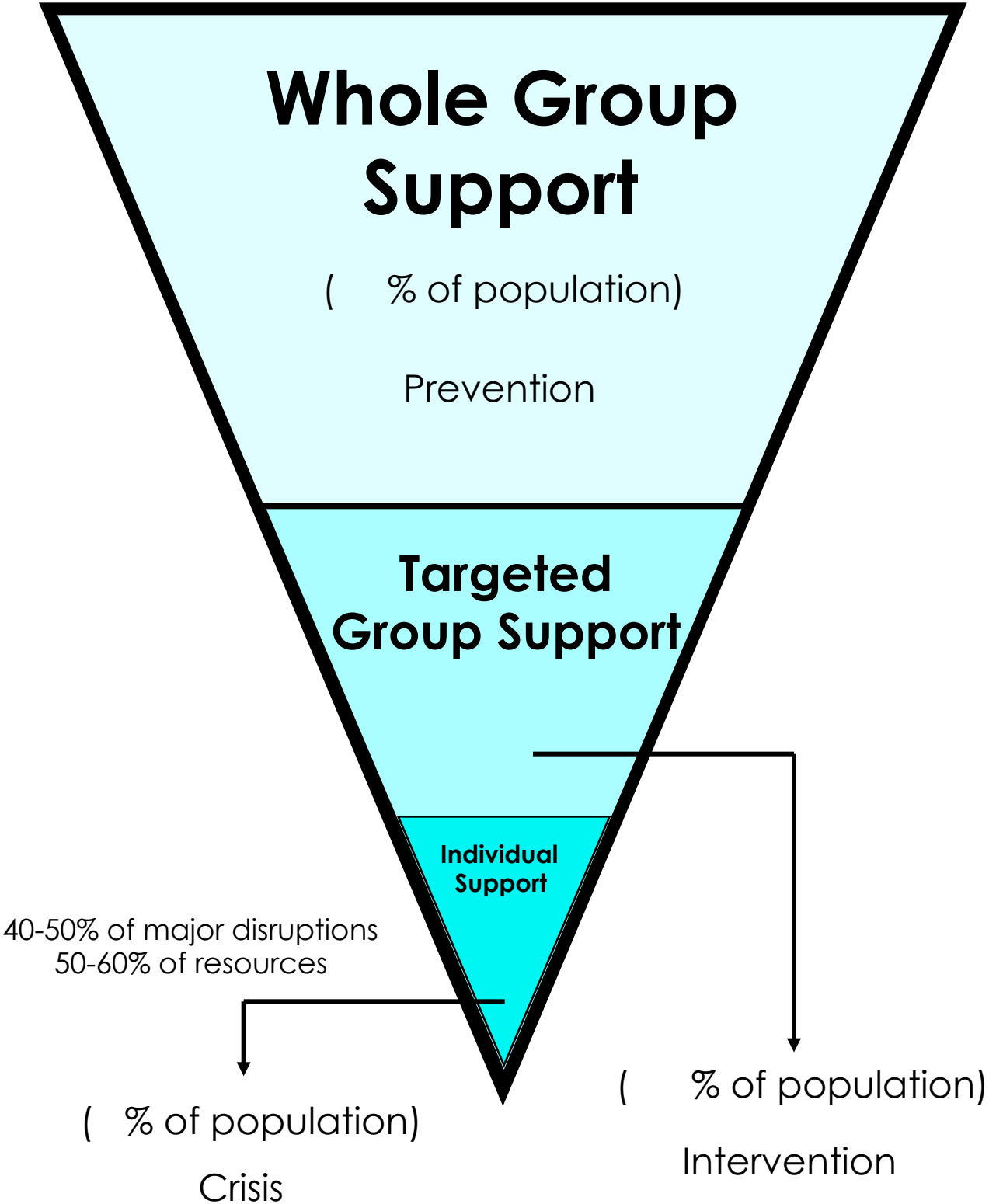
# Management Systems

Potential Positive Outcomes

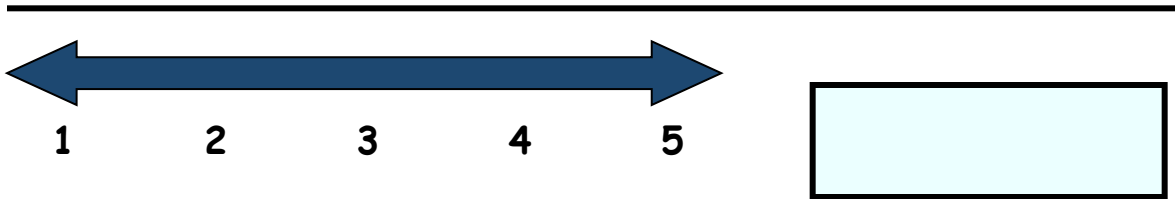
Potential Negative Outcomes



# Comprehensive Support



# Social Skills



Internal (Poor choices)

External (Limited - Other factors involved)

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Developmental

Emotional

Environmental

Transitions

Peer Interactions

Adult Interactions

# The More I Practice, The Better I Get

This activity is designed with the idea of changing behavior through continued practice of desired behaviors. As students practice the targeted social skills, the likelihood these positive behaviors will become habitual increases.

One or two times per week, during a 15-minute carpet activity (calendar time, etc.) monitor student behaviors in the following three social skill categories:

- Following Directions (carrying out directives without multiple prompts)
- Paying Attention (sustained eye contact)
- Getting Attention Appropriately (raising hand, not calling out)

Immediately following the activity, announce a *practice session*. Students who demonstrated the three social skills monitored during the lesson are released to work quietly in some other activity (Free Choice Centers, etc.) while the remaining students stay back for 5-15 minutes on the carpet practicing the three skills while you read a short story and ask simple comprehension questions. The rest of the students will provide natural minor distractions that could be helpful in embedding the skills.

Emphasize to the students how all individuals have to practice different things. We practice a skill so we can improve it. No one is in trouble when they have to practice a skill. We simply practice because a skill has yet to be mastered.

**NOTE:** This is not a “got ya” and should not be announced or addressed in a punitive manner. (Be careful with tone and body language.) It is simply a time for the students to practice specific social skills needed to strengthen behavioral development in a small group setting. In fact, the more positive and encouraging we remain, the more likely the relationship between the student and teacher will strengthen, thus encouraging the student to work harder to achieve the desired goals. [*Principle: Behavior occurs in a relationship. Change the relationship. Change the behavior.*]

By keeping a simple record of the students attending the practice sessions each week you will have great documentation showing behavioral progress (or lack thereof...) Of course, ideally, the goal is for fewer students to need the practice each week. Ideally, all students would work their way into the category of those who have mastered this skill set.

Schedule these monitoring and practice sessions in your lesson plans at different times/days each week, but do not announce them in advance to the class in your schedule. After a few weeks, the behavioral “frequent flyers” will be obvious. At this point, a few things need to happen:

- Identify the social skills that are of key concern.
- Talk with targeted student and focus on one goal. By targeting the goal that is the easiest, we are setting the student up for success. Once that goal is internalized we can set our sights on mastering the next.
- Try to determine to what extent the child is able to control the behavior:
  - No Control (impulsive or young behaviors) OR
  - Full Control (can control the behavior, but making poor choices)

It will naturally take longer to shape behaviors over which the child has limited control and at this developmental level, most of the behaviors will lean toward the first category. The best way to change these behaviors is through continued practice, coupled with development.

Communicate the targeted goal with the parents, prompting them to be positive and encouraging with their child. Emphasize the goal of this intervention is to teach a new skill. We do not want children “shamed” into behaving because of a natural behavioral skill deficit.

# The More I Practice The Better I Get Documentation Log

Date	Student	Skills	Comments
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
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		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	

# The More I Practice The Better I Get Documentation Log

Date	Student	Targeted Skill(s)	Practice Comments
1/28	Dan	<input type="checkbox"/> Following Directions <input checked="" type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
1/28	Sally	<input type="checkbox"/> Following Directions <input checked="" type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	Hard time with eye contact
1/28	Tori	<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input checked="" type="checkbox"/> Getting Attention Appropriately	Shouted out, but got better at raising hand
1/28	Sylvia	<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input checked="" type="checkbox"/> Getting Attention Appropriately	
1/30	Sally	<input type="checkbox"/> Following Directions <input checked="" type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	Easily distracted by items on the wall
1/30	Tori	<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input checked="" type="checkbox"/> Getting Attention Appropriately	
1/30	Kevin	<input checked="" type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	Got upset with practice – shut down for a few minutes before practicing
2/3	Dan	<input type="checkbox"/> Following Directions <input checked="" type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
2/3	Tori	<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input checked="" type="checkbox"/> Getting Attention Appropriately	
2/3	Sylvia	<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input checked="" type="checkbox"/> Getting Attention Appropriately	
2/3	Kevin	<input checked="" type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	Threw pencil across the room when time to practice
2/3	Stephanie	<input checked="" type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	Cried profusely for about 5 minutes before practicing
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	

EXAMPLE

**– Behavior Log**

**3-Crisis**

**2-Intervention**

**1-Prevention**


\_\_\_\_\_ date

\_\_\_\_\_ date

\_\_\_\_\_ date

\_\_\_\_\_ date

\_\_\_\_\_ date



Mike V. – Behavior Log Example

1-Prevention

2-Intervention

3-Crisis

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<b>2</b>
Pushed books off shelf. Knocked over chair.

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<b>1</b>
Yelling in line. Jumped up and down. Used physical prompt.

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<b>2</b>
Ran out of cafeteria. Distracted. Threw salt in child's hair.

<b>1</b>
Shut down and wouldn't leave carpet.

<b>1</b>
Making continuous noises at library

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<b>3</b>
Threw chair and scratched child. Escorted out of room.

<b>2</b>
Ran around the room. Screamed under table.

<b>3</b>
Ran under table. Threw things. Class removed.

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**EXAMPLE**

**10/15** \_\_\_\_\_  
date

**10/16** \_\_\_\_\_  
date

**10/17** \_\_\_\_\_  
date

**10/18** \_\_\_\_\_  
date

**10/19** \_\_\_\_\_  
date



John has been disrupting my room all morning. He refuses to cooperate and continues to do what he wants while I'm teaching. He's been bothers other students and won't be a good friend. I've tried time out, but he thinks it's funny. I can't allow him to be disrespectful in my class. Your help and support is appreciated.

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## Where to Start?

