

Klusums ir arī uzvedība - kā mācīt nepieciešamās prasmes?

Silence is also a behavior - how to teach the necessary skills?

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KONFERENCE
**KLUSUMS
KLASĒ**

23. februārī
Latvijas Nacionālajā bibliotēkā

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The poster features a collage of images: a teacher at a chalkboard, a boy singing, a boy looking stressed, a 'dB' icon, a 'no noise' symbol, and a globe.



Why are we silent in this room?



Why are we silent in this room?

We are interested in the topic

We decreased behaviors that may interfere with listening, understanding, learning



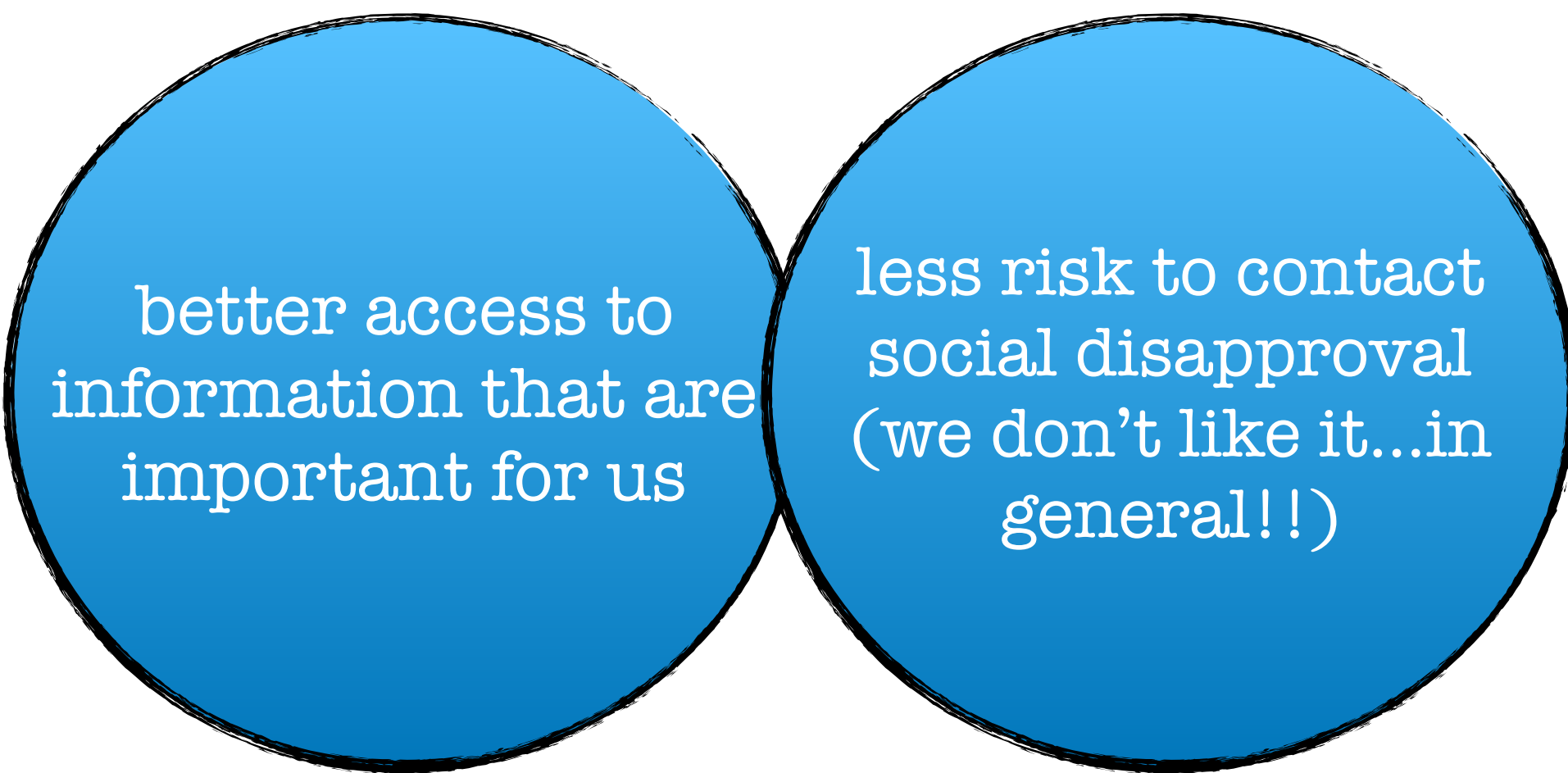
Why are we silent in this room?

It is polite in this setting
We are afraid of being
reprimanded



Behaviors are governed by
cultural rules

What is the function of being silent?



better access to information that are important for us

less risk to contact social disapproval (we don't like it...in general!!)

What behaviors that can replace being silent and attending teaching in a classroom?

Talking without being requested or permitted by teacher

Making sounds like tapping objects, singing, name-calling

Throwing objects in the classroom, hitting or pinching others

Getting out of seat without permission (jumping or walking around classroom)

Selection of behaviors

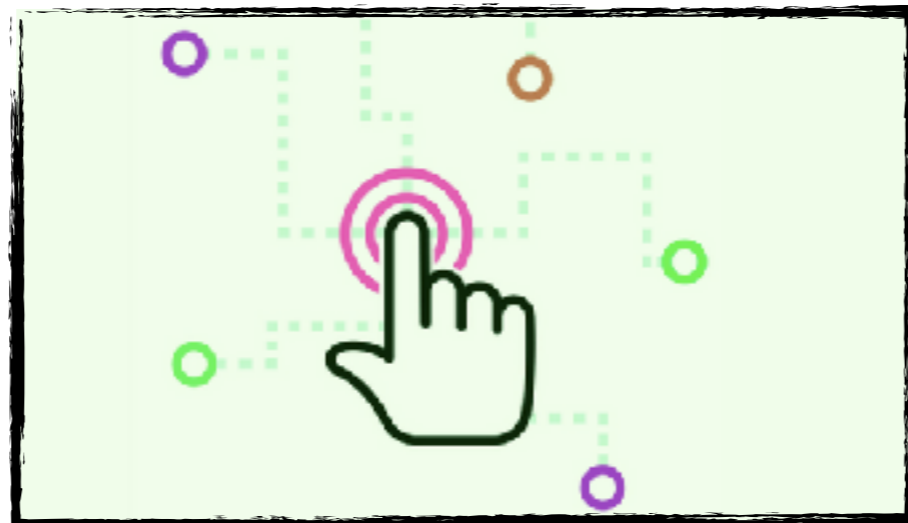
The behavioral approach believes that Behaviors are selected or not selected based on individual's experiences



Selection of behaviors

The individual:

- keep selecting a behavior if it produce advantages and good consequences in certain context and situations



Selection of behaviors

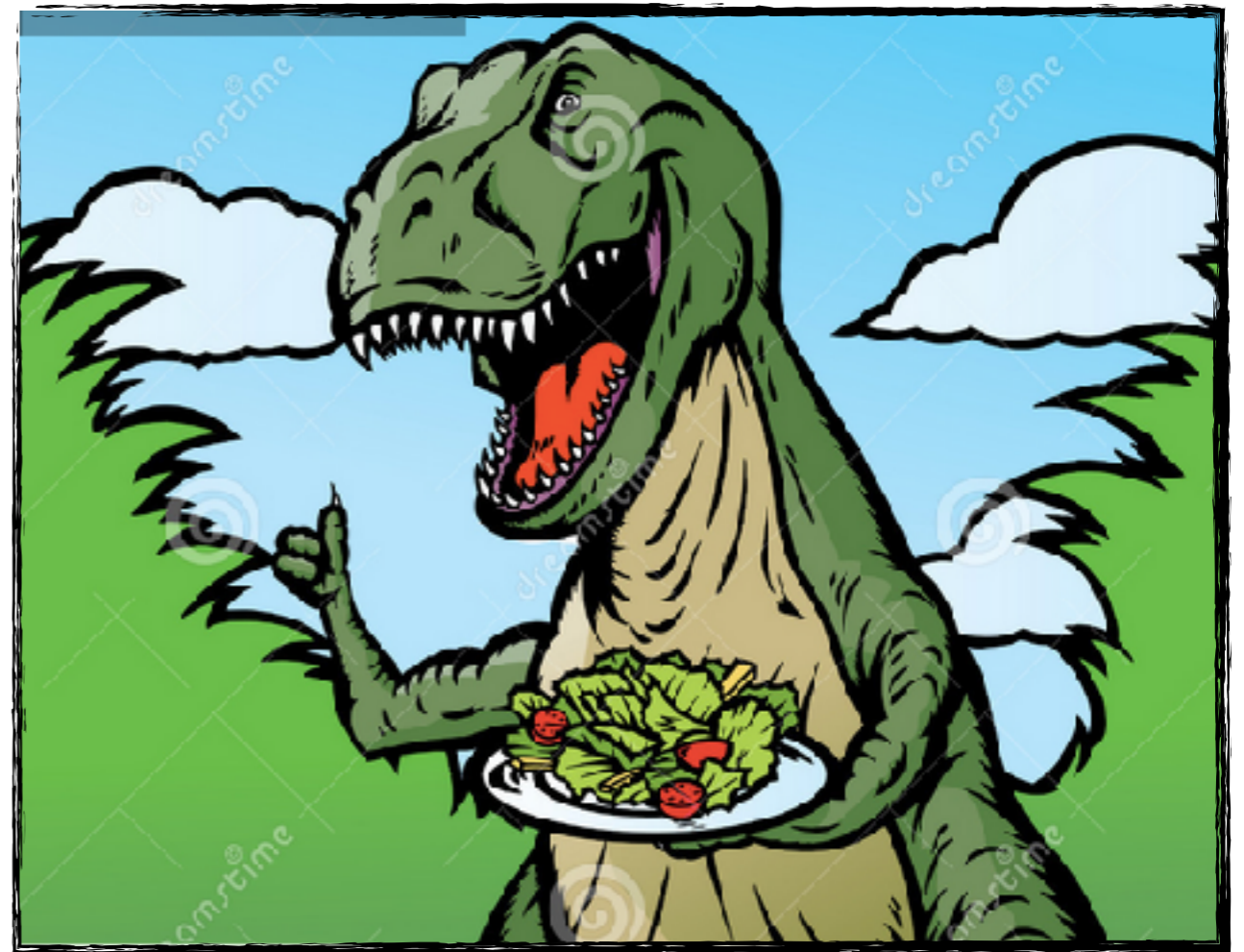
The individual:

- stop selecting a behavior if it produce no advantages or harmful consequences in certain context and situations



Problem Behaviors are like Dinosaurs

From a Behavioral
perspective **Problem
Behavior** are like
ancient species of
behavior that keep
finding
“food” (advantages
and good
consequences for the
individual)



Problem behaviors are like Dinosaurs

If old species of behavior are not replaced during the growth of the individual they may increase in frequency, intensity, duration and new forms



Development of new species of Behavior

In children with developmental and language delays, emotional and behavioral disorder, attention deficit disorder **old species of behavior** are sometime not naturally replaced by **new species of behavior**

(speaking when permitted, waiting,
listening, collaborating)

Functions of challenging behavior

What do they serve for?

Challenging behavior are in general
classified by their function

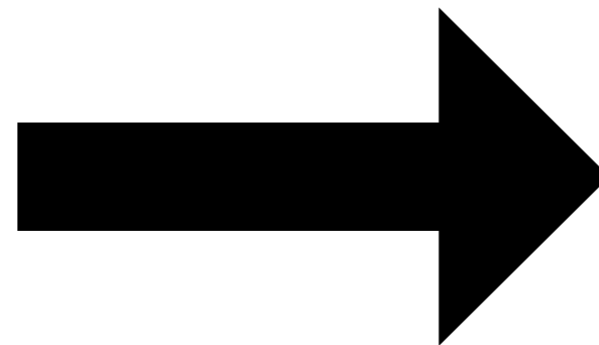
What is the possible function of those challenging behaviors? What do they serve for?

Talking without being requested or permitted by teacher

Making sounds like tapping objects, singing, name-calling

Getting out of seat without permission

Throwing objects in the classroom, hitting or pinching others



Attention from peers

Attention from Teacher

Sent out of classroom (break from undesired activity)

Sensory Stimulation

How can we change those
behaviors?

Intervention

According to current literature several tactics can be implemented in order to reduce disruption in classroom and promote desired behaviors:

- Define clearly to students desired behaviors
- Define clearly to students undesired behaviors
- Identify clear consequences for following the rules
- Identify clear consequences for not following the rules
- Apply Consequences Consistently
- Establish a good relationship with your students
- Teaching style and materials

Define clearly to students desired behaviors

Use simple and objective terms to define to students desired behaviors:

I want you
to be good
student!

I want your
attention!

I want you to
be nice!

WRONG!

Define clearly to students desired behaviors

Use simple and objective terms to define to students desired behaviors. If needed demonstrate the behaviors

We will work quietly (unless otherwise instructed)

If we want to talk we ask permission

We will not distract others by singing, humming, throwing...

We will stay in our seats unless otherwise instructed

We will follow directions

CORRECT

Role play,
demonstrate, practice!



Post rules and expectations in classroom

Select your language according to age and development



Identify and clarify consequences
for following the rules



- What are the consequences for showing positive behaviors?
- How many positive behaviors are needed and when is reward coming?
- Are consequences give individually or to groups?

Possible desired consequences for our students (it really depends on age and students profile)

- 3 min of free conversation with peers
- extra recess minutes
- possibility of skipping portion of home assignments
- surprise prize box
- being teachers assistant
- possibility to chose a computer game or a song

Identify and clarify consequences for not following the rules

- First of all...do you want to do this?
- What are the consequences for showing negative behaviors?
- How many negative behaviors are needed ?
- Are consequences give individually or to groups?

Possible undesired consequences
for our students (it really depends
on age and students profile)

- lost of the before mentioned privileges
- something else?

Reward meeting teacher expectations

Consistently deliver the identified consequences for meeting the expectations

Consistently is very important!

Everything can be played
game modality!



Riču Raču Klusums

Check Literature!

The **Good Behavior Game** (GBG) is a classroom-wide, teacher-implemented intervention that aims to improve classroom behavior and introduce young children to the role of being a student and a member of the classroom community.

Establish a good relationship with your students

- show enthusiasm and interest towards them!
- have fun with them...don't be only source of less preferred activity and materials
- make them feel listened
- be compassionate when is needed
- give them choices when possible



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