

**BEHAVIOR MANAGEMENT  
STRATEGIES FOR SMALL GROUP  
INSTRUCTION**

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**LEARNING OUTCOMES**

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Following this presentation, participants will be able to:

- 1) Describe a variety of behavior management strategies that can be utilized in small group instruction
- 2) Explain the phases of the escalation cycle and how it impacts behavior management

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**SET CLEAR EXPECTATIONS FROM THE BEGINNING**

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### SETTING EXPECTATIONS

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- Students benefit from explicit teaching of expectations and opportunities to practice.
- What does the behavior look like? What does the behavior sound like?
- Focus on what you want the students TO DO, not what you want them NOT TO DO
  - THIS: WALKING FEET
  - NOT THIS: NO RUNNING
- Model the expectations
- Practice the expectations

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### SITTING AT THE SPEECH TABLE

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#### LOOKS LIKE...

- Ready to Learn position
- Eyes on speaker
- Using materials appropriately

#### SOUNDS LIKE...

- One person talking a time
- Kind and polite words

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### ACTIVITY

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- In small groups, select a time when you might need to set expectations.
- What do you expect to see and hear during that time? Make sure the language is kid friendly and positive.
- <http://timer.onlineclock.net/>

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### CREATE VISUALS FOR EXPECTATIONS

- Allows you to direct attention to the expectation without using words
- Can help you subtly remind a student without interrupting instruction
- Gives you a way to preteach expectations before going into the situation
- Cues students so they can tell you the expectations
- Visuals allow you to show rather than tell the expectations
- Provides support for students with language delays as well as students on the autism spectrum

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### ACTIVITY:

- How have you seen visual expectations used in schools?
- What are some times when you might utilize these systems?

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### UTILIZE SCHOOLWIDE BEHAVIOR SYSTEMS

- Most schools have schoolwide expectations and a behavior reinforcement system
- Utilizing these systems allows you to encourage carryover of behavior from one setting to another
- Let's students know that all staff are on the same page
- Keeps things simple!!

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### PERSONALIZED BEHAVIOR MANAGEMENT SYSTEM

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- SOME students need more than the schoolwide system
- Systems should be:
  - Simple
  - Clear and concise
  - Easy to implement
- When providing feedback, comment on the positive behavior that you observed
  - "Thank you for using your listening ears. Let me fill in a color spot."

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### PERSONALIZED BEHAVIOR MANAGEMENT SYSTEM

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- A few students may have individual behavior plans with systems built in
- Examples:
  - Point card
  - Token board
  - Ticket system
- There should be specific targets listed for earning reinforcer. Be sure that you are implementing the system the way it was designed.

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### KEEP IT SIMPLE AND CONSISTENT

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- Do not create a system that you can't maintain.
- Be aware of the age of your students when creating your expectations
- Try not to duplicate systems already in place

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### DO YOUR RESEARCH... KNOW YOUR STUDENT!

- Read the file. Know the history.
- Ask other teachers on the team what strategies they have tried.
- Look for patterns. What can you put in place to prevent the behavior from occurring.

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### ESCALATION CYCLE

- Escalation cycle is a way of defining the process from calm to recovery to a person goes through when faced with a trigger.
- Understanding the process can help staff know how to respond to students.

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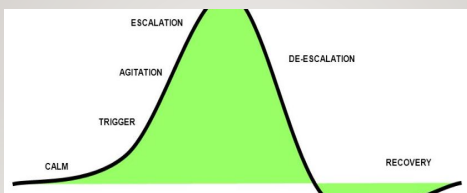
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EXAMPLE #1

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- Calm:
- Trigger:
- Agitation:
- Escalation:
- Peak:
- De-escalation:
- Post-crisis depletion
- Recovery

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EXAMPLE #2

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- Calm:
- Trigger:
- Agitation:
- Escalation:
- Peak:
- De-escalation:
- Post-crisis depletion
- Recovery

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EXAMPLE #3

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- Calm:
- Trigger:
- Agitation:
- Escalation:
- Peak:
- De-escalation:
- Post-crisis depletion
- Recovery

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**ACTIVITY:**

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- Calm:
- Trigger:
- Agitation:
- Escalation:
- Peak:
- De-escalation:
- Post-crisis depletion
- Recovery

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