



# Increasing Desirable Behaviors in Your Classroom

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WLSTC

October 26, 2023

## WELS Teaching Standards

- S3: Christian teachers understand that individuals learn differently: The teacher understands how students differ in their approaches to learning and the **barriers that impede learning** and **adapts instruction** to meet diverse cultural, socioeconomic, and exceptional needs.
  - Makes appropriate provisions for individual students who have particular learning differences or needs. **Including behavioral needs?**
  - Creates a learning community in which individual differences are respected. **How do we respect individual differences in behavior?**



## WELS Teaching Standards

- S5: Christian teachers know how to create and maintain a Christian learning environment: The teacher uses an understanding of the proper use of **law and gospel** as well as **individual and group motivation and behavior** to create a learning environment that promotes Christian living, self-discipline, positive social interaction, active engagement in learning, and self-motivation.
  - Models and encourages Christian living in **words and actions**
  - Maximizes the amount of class time spent in learning by **creating expectations and processes for communication and behavior** along with a physical setting conducive to classroom goals.
  - Establishes Christ-centered values and expectations that foster a **positive classroom climate** of openness, mutual respect, support, and inquiry.



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## WELS Teaching Standards

- S10: Christian teachers are connected with colleagues and the community: The teacher **acts ethically** and with **Christian integrity** to **foster relationships** with **colleagues**, other education professionals, **families**, the congregation, and the community to **support student learning and well-being**.
  - Establishes **respectful and productive relationships** with **families** from diverse home and community situations, and seeks to develop cooperative partnerships **in support of student learning and well-being**.
  - Talks with and **listens to the student**, is sensitive and **responsive to signs of distress**, investigates situations, and seeks appropriate professional services.
  - **Advocates** actively for students. **Does this include behavior?**



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## Challenging Behavior: Who?

- Think of a student with whom you struggle (current or past). Write about the student:
  - Characteristics, behaviors, appearance, incidents, reputation, attitude, mannerisms, academic performance, family life...
- What did it feel like to write that down?
- “Emotions are real.” (P. Hall, personal communication, 6/15/23).
- Think about this student as we discuss strategies this afternoon.



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## Challenging Behavior: Why?

- “Every behavior is an expression of a need.” (Souers & Hall, 2019, p. 52).
- What need is this child trying to meet?
  - Emotional
    - The need to be regulated
  - Relational
    - The need to feel connected and to belong
  - Physical
    - Basic needs: is the student hungry, tired, sick, hot, cold, anxious...?
  - Control
    - The need to have a say! Common for individuals who have little control over their lives.
- Behavior is communication! What is your student trying to communicate to you?

## What is the need?

- What do you think might be the need of the student you identified earlier?

### **Emotional, relational, physical, control**

- How is the student currently expressing his/her need?
- How is the student currently getting the need met?
- Share your thoughts with your elbow partner.



## Responding to the need

- Match your response to what the student needs.
  - Emotional (Opportunities to regulate):
    - Breathing exercise
    - Physical activity
    - Brain break
    - Stress ball, weighted pencil
    - Headphones and music
  - Relationship
    - *Check and Connect* with a trusted adult or peer buddy
    - Check in/Check out
    - Build rapport



Souers & Hall, 2019

## Responding to the need

- Match your response to what the student needs.
  - Physical
    - Quick rest/nap
    - Healthy snack
    - Is there an undiagnosed medical condition?
  - Control
    - Give choice whenever possible
      - Across-activity choice
      - Within-activity choice
      - After-activity reward choice (White, et. al., 2023)
    - Give the student a job or important task to do
    - Send the student on errands within the school (have a buddy teacher)

Souers & Hall, 2019



## The New 3 (or 4) R's

- Relationship
- Responsibility
- Regulation (Souers & Hall, 2019)
- Rapport (Done, 2022)



## Relationship

“The need to connect and feel love is crucial to the body’s ability to regulate and feel safe. When we feel connected in a healthy way, we feel safe. When we feel safe, we can learn”. (Souers & Hall, 2019, p. 77)

- Greet each student at the beginning of each day
- Ask questions and listen
- Say something kind or write a positive note
- Whisper wish
- Offer tangibles: Chrissy's story (Souers & Hall, 2019)



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## Check In/Check Out (CICO)

*The goal of CICO is to increase appropriate behaviors and provide students with expectations and feedback on their behavior. It also builds relationship!*

### Preparation:

- Choose 3 to 4 targeted behaviors that are stated positively for student to work on.
- Create a Behavior Report Card
- Choose a daily reward/incentive that the student will earn if he/she completes the positive behaviors
- Set a minimum rating on the behavior report card that the student must get to earn reward/incentive
- Meet with the student to explain how it will work.

<https://strategiesforspecialinterventions.weebly.com/check-in-check-out.html>



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# Check In/Check Out (CICO)

**Kindergarten Check In/Check Out**  
Name \_\_\_\_\_ Date \_\_\_\_\_

**We are Safe, Respectful, and Responsible**

|                        |     |  |
|------------------------|-----|--|
| Morning Meeting        | 😊😊😊 |  |
| Reading                | 😊😊😊 |  |
| Science/Social Studies | 😊😊😊 |  |
| Special Class          | 😊😊😊 |  |
| Writing                | 😊😊😊 |  |
| Math                   | 😊😊😊 |  |
| Art/PE                 | 😊😊😊 |  |
| Centers/Land           | 😊😊😊 |  |
| Snack                  | 😊😊😊 |  |
| Parent Comments:       |     |  |
| Parent Signature:      |     |  |

Kindergarten Check In/Check Out Report Card

**Weekly Report** \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_  
Name: \_\_\_\_\_ 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

| Behavior    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Week Total |
|-------------|---|---|---|---|---|---|---|---|---|------------|
| Respectful  |   |   |   |   |   |   |   |   |   |            |
| Responsible |   |   |   |   |   |   |   |   |   |            |
| Safe        |   |   |   |   |   |   |   |   |   |            |
| Respectful  |   |   |   |   |   |   |   |   |   |            |
| Responsible |   |   |   |   |   |   |   |   |   |            |
| Safe        |   |   |   |   |   |   |   |   |   |            |

**Parent's Signature:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Teacher's Comments:** \_\_\_\_\_

\*This is a report to check the progress of the weekly goals.  
By: Kenneth J. Hill (Concordia University School 2011)

<https://strategiesforspecialinterventions.weebly.com/check-in-check-out.html>



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Create them at: <https://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker>

# Check In/Check Out (CICO)

## Daily Steps:

- 1. Check-In.** At the start of the class session or day, meet with the student to review the behavioral goals and behavior report card.
- 2. Monitoring/Evaluation.** Observe the student's behaviors throughout the day/class and give the student a score on the Behavior Report Card.
- 3. Check-Out.** At the end of the day, meet with the student to see if the goals were reached. The student receives the reward and takes the report card home. If the goal is not met, the student receives encouragement for tomorrow.



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<https://strategiesforspecialinterventions.weebly.com/check-in-check-out.html>

## Responsibility

If a student has a need for control, teach them responsibility:

- Clear expectations and rubrics
- Choice
- Classroom jobs
- Forecast changes in routines
- Be explicit about cause and effect
- Words matter: **yet & and**
  - You haven't learned that *yet*.
  - I haven't figured this out *yet*.
  - I see that you are frustrated *and* throwing the book is not going to help.

Souers & Hall, 2019



## Regulation

Students with emotional needs need to learn to self-regulate:

- Weighted pencil, lap pad, stuffed animal
- Soothing music
- Stress ball or worry stone
- Choice
- Brain breaks
- Doodling or drawing
- Two cautions: Tool or toy
- Don't do anything that causes you to become unregulated!

Souers & Hall, 2019





## Regulation: Proprioceptive Input

- Proprioception is the awareness of and ability to sense one's body in its physical space. For example, it enables you to close your eyes and touch your nose.
- Proprioceptive activities can help process unconscious knowledge of where the body is in space
- Heavy lifting, tight squeezes, being rolled up in a blanket and weighted blankets (X-ray apron) or vests; touching or rubbing an object
- Embed a proprioceptive component to transitions such as stacking chairs or carrying or pushing a heavy item (a heavy backpack)

Roffman & Wanerman, 2011; Souers & Hall, 2019



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## Rapport

Rapport is trust, affinity and respect all put together. Ways to build and nurture rapport:

- Take a genuine interest in students
- Ask about their pets
- Understand individual needs
- Interact with kids outside of the classroom
- Write good notes home; in front of the student!
- Apologize when you are wrong
- Make a choice to see the best in them
- Travis' story

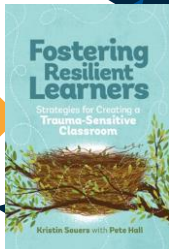
Done, 2022



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## Let's Talk about Grace

- “For by **grace** you have been saved through faith, and that not of yourselves, it is the gift of God”. Ephesians 2:8
- “Everyone deserves some grace... when we find ways to show our students grace, to model for them a sense of gratitude and acceptance, we empower them to do the same for themselves and others” (Souers & Hall, 2016, p. 175).
- How can we show grace to students who have challenging behavior?
  - Give them a second (or third, or fourth) chance
  - Offer compassion when you know they're hurting
  - Look the other way when they do or say something you find annoying or destructive
  - Listen-just truly listen- to them
  - Give them a break
  - Identify their strengths and compliment them
  - Thank them for something helpful they've done
  - Model grace!

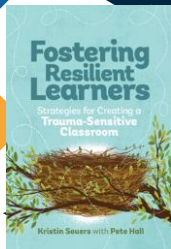


Souers & Hall, 2016



## Shift from Blame to Grace

| Blame   | Grace   |
|---|---|
| “You just read that word five seconds ago.”   | “It can be so frustrating when every time we see a word it feels like the first time. Let's start to keep track of the words we see often and find a way to remember them”. |
| “You have until the count of 5 to sit down and get to work, or you'll go to the office.”  | “I am going to count backward from 5, and then we are going to find a way to work together to fix this problem”.  |
| “Nothing I do ever seems to work with this student.”  |   |
| “This kid just doesn't want to learn.” or “Those parents just don't care.”  |   |
| A student coming in from recess runs down the hallway and into the classroom. The teacher moves the student's clip down on the behavior chart.  |   |
| A frustrated student rips up his paper, swears at the teacher, and says, “I'm so stupid”. The teacher says, “You need to get another piece of paper and redo the assignment. If you don't, you will miss recess”. |   |



Souers & Hall, 2016



## Challenging Behavior: What?

Think back to the student who challenged you.

- What is the student's unmet need?
- What would success with that student look like?
- How will you get there? (What strategies will you try?)
- How will you know when you have achieved the expected result?
- How will that make you feel?



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## Parting Thoughts

- **Beliefs guide Actions**
- **Every Behavior is an Expression of a Need**

The Lord's lovingkindnesses indeed never cease.  
For His compassions never fail. They are new  
every morning; Great is Thy faithfulness.

Lamentations 3:22-23

- Thank you for coming. May God bless the rest of your school year!
- Contact me at [linda.hensel@cuw.edu](mailto:linda.hensel@cuw.edu)



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