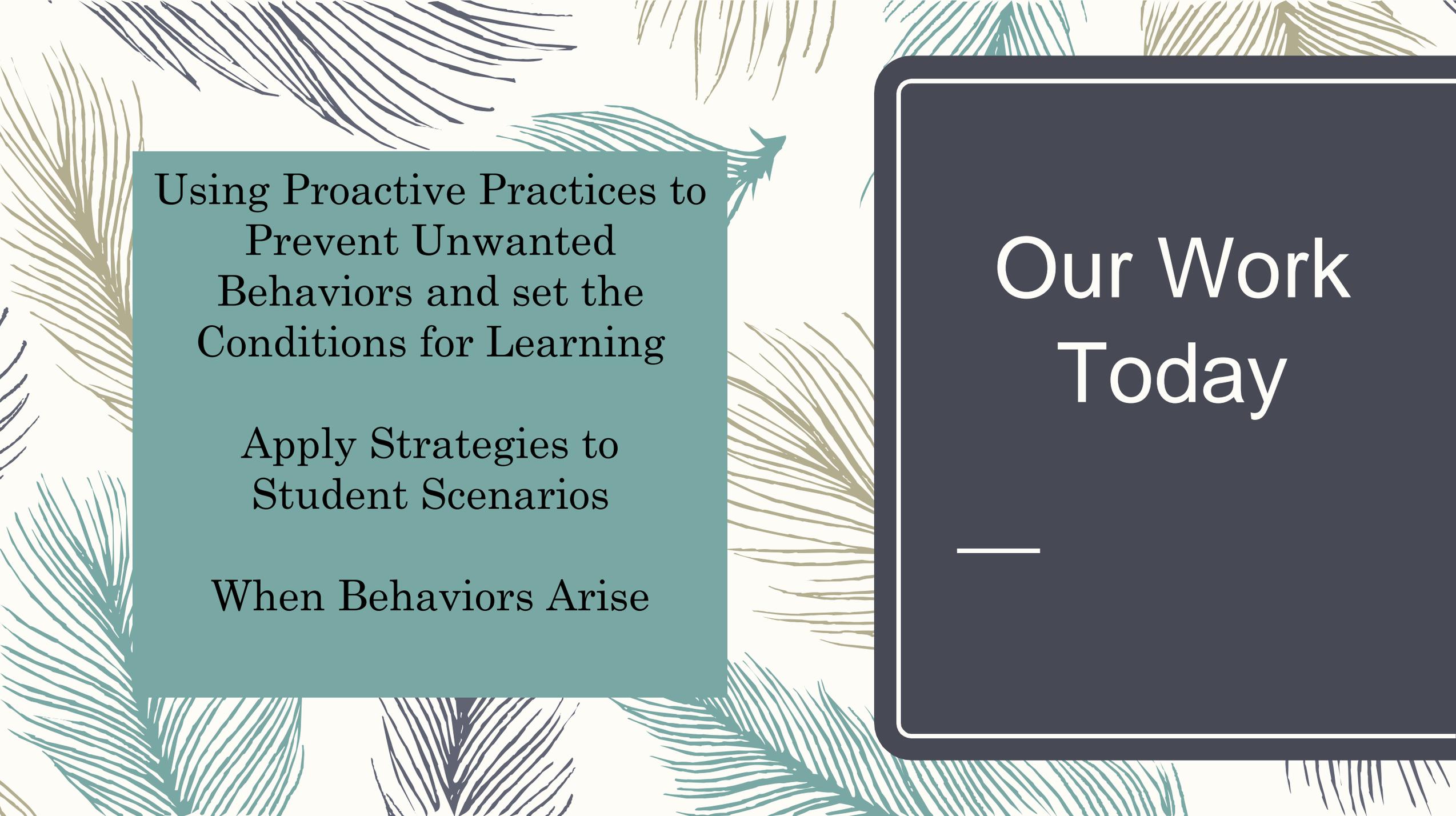




Welcome!

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Using Proactive Practices to  
Prevent Unwanted  
Behaviors and set the  
Conditions for Learning

Apply Strategies to  
Student Scenarios

When Behaviors Arise

Our Work  
Today

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# Pick a student

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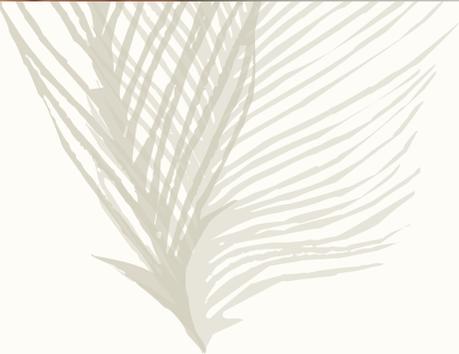
Write down the name of a student you have on your mind today.

How would you describe this student?

What are their strengths?

What are their areas of need?

Is there anything they do that triggers a reaction from you?



# Get to know your students

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Structure and **relationships** are the two pivotal factors in classroom management (Gately & Gately).

- Always start your tutoring session by checking in with your student
- Talk to them about their lives, families, interests, friends, the best/worst/funniest part of the day, their teacher
- Tell them about your life and bring your true self
- Observe for, ask them and others (tutors, directors, siblings), what their strengths and needs are. Then, gear instruction toward learning strengths: visual, kinesthetic, auditory, etc.
- Find out which strategies work for them and which don't
- Frame the work you're doing to include their interests:
  - Turn math problems into sports, fashion, or video game data, bring in newspaper clippings, videos, or recommendations

Greet them and have a genuine conversation about their day and yours

Talk to them about their lives, families, interests, friends, the best/worst/funniest part of the day, their teacher

Tell them about your life and bring your true self

Observe for, ask them and others (tutors, directors, siblings), what their strengths and needs are. Then, gear instruction toward learning strengths: visual, kinesthetic, auditory, etc.

Find out which strategies work for them and which don't

Frame the work you're doing to include their interests

# Take a moment of 'private think time'

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Take a moment of 'private think time' to consider these ideas.

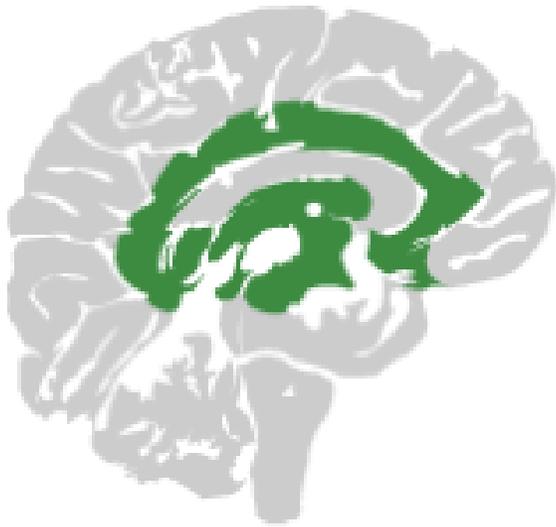
1. Which of these do you already do each time you work with your student(s)?
2. How well do you know your tutees' interests, hobbies and learning styles? What would you like to know more about?
3. Which of these suggestions would you like to put some more intentionality behind?

**Take 4 minutes in partners to share one of the ideas you are going to try (2 minutes each!)**

# Affect Counts

## Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

- 
- Maintain eye contact to show interest
  - Act excited and happy to spend time with your student
  - Gesture and talk with your hands to help cement learning
  - React with humor, neutrality, or positivity instead of annoyance- even when it's hard
  - Use different accents and intonations when you're reading together
  - Come up with little competitions (let's see who can finish this problem first, I'm also going to look for adjectives to see how many I can find...)
  - Be silly (when interactions are stale or cold or kids need a break)
    - “Something really funny happened to me today. Can I tell you about it?”
    - “Let's have a staring contest.”

## AVERAGE CONCENTRATION SPAN BY AGE

Age x 2 to 5 minutes = Average Concentration Span



AGE	AVERAGE CONCENTRATION SPAN
4	8 – 20 MINUTES
5	10 – 25 MINUTES
6	12 – 30 MINUTES
7	14 – 35 MINUTES
8	16 – 40 MINUTES
9	18 – 45 MINUTES
10	20 – 50 MINUTES
11	22 – 55 MINUTES
12	24 – 60 MINUTES

 TeachStarter.com

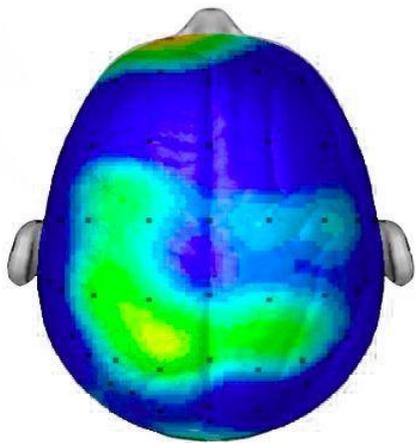
# Plan for Attention Span

- ★ Chunk instruction or activities with incentives in between (write a schedule out for visual reference if helpful)
- ★ Provide Choice
- ★ If you see a student start getting antsy, offer a break after an appropriate amount of work is completed
- ★ Remember, your student(s) were in school all day and they are tired!

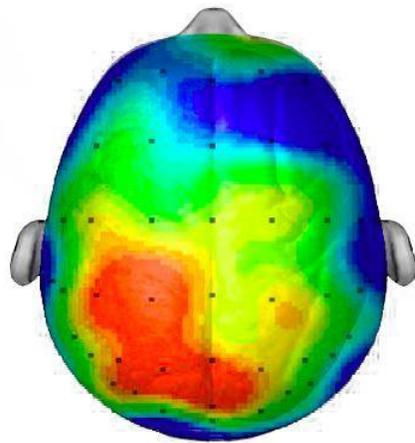
# Pay Attention to the Physical Space and Plan for Movement

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Composite of 20 student brains taking the same test



After sitting quietly



After 20 minute walk

Research/Scan compliments of Dr. Chuck Hillman University of Illinois

- Does the set up or arrangement of the desks support or hinder the learning environment your student needs?
- Are there opportunities for your student to stand, move around, or stretch?
  - \*Exercise and movement bring oxygen to the brain\*

# Specific Praise and Compliments



- **Positive to negative comments should be in a 4:1 ratio** (Daniels)
- Start the day with a compliment
- Notice them doing what they should be!
  - We see when they're looking around the room after 5 minutes of reading, but did we see that they entered the room quietly, sat down and took their book out, and started on their own?

“Thank you for coming right to your seat.”

“I love how you're eyes are following along with the words while I'm reading.”

“Nice job persevering through that difficult problem”



# Choose Proactive Phrasing

Save time and get into the work by thinking about how you phrase questions and directives.

- I know last time we were working on your math packet. Let's see where you're up to!
- Please take your homework folder out.
- Who should start reading, me or you?
- Do you want to read the instructions to yourself or together with me?
- Have books or assignments open/set up before student arrives

Working with more than 1 student:

- Assign specific, time-limited work to complete independently:

“Zeinab, please work on 2 problems and let me know when you finish”

“Jose, how much time do you need to work on that paragraph? Okay, I'm setting a timer for 6 minutes”

# Let's Move

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- Take 30 seconds to review your notes
- Stand up and chat with a neighbor from a different table
- Tell them something you're thinking about trying with the student you picked at the opening of the session



# REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"  
~ ROSS GREENE



"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"  
~ Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
  - FIND UNMET NEEDS → MEET THEM
  - FIND SKILLS DEFICITS → TEACH THEM
- @kwiens62

## Private Think Time

Consider the statement, "Kids do well if they can."

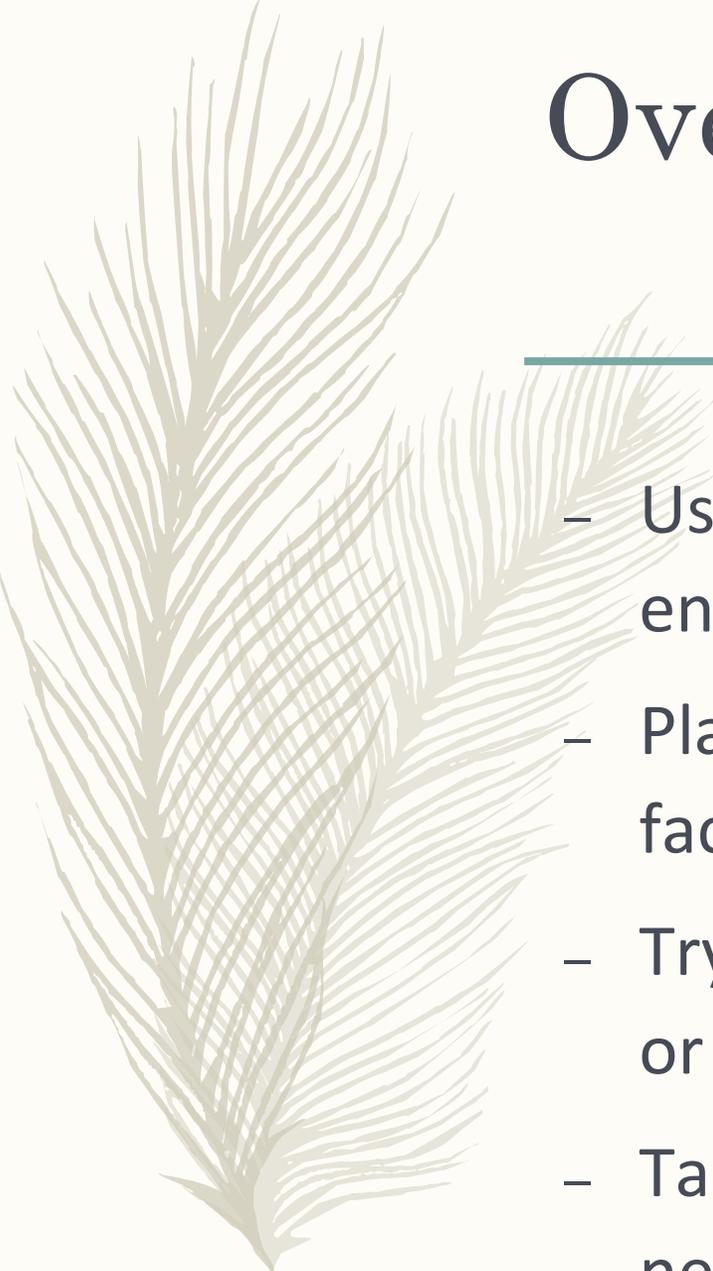
- ✓ What does this mean to you?
- ✓ How does this graphic challenge your thinking?

- Choose a scenario that resonates with you
- Work with a partner to come up with potential strategies or solutions
- Use your notes from the strategies we've been discussing
- Refer to the worksheets on *Power, Avoidance, and Attention* to help you problem solve

## Scenarios

15 minutes in partners

10 minute share with larger group



# Overcoming Triggers

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- Using proactive techniques to set up the tutoring environment will diminish behaviors
- Planning ahead for the barriers or behaviors students face will feel empowering
- Try to figure out if the behavior is for attention, power, or to avoid, and respond accordingly
- Take a deep breath, count to 10, and re-engage in a neutral way

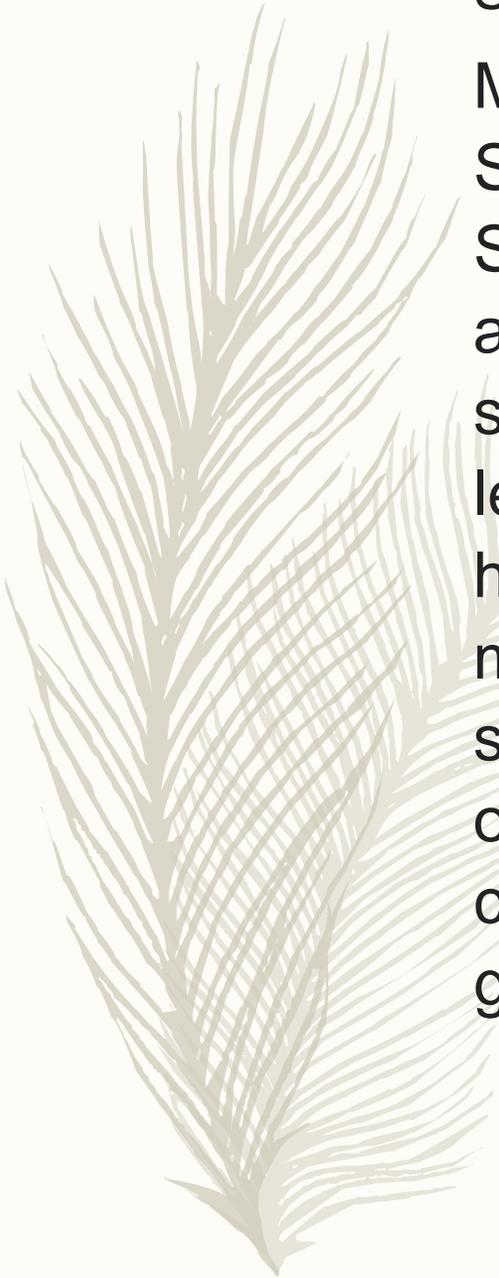


## Scenario 1

J is a 6<sup>th</sup> grade student who loves math. He has 2 younger siblings that attend tutoring with him and you've seen him look after them with an impressive amount of maturity for a 12 year old. He is a verbal processor, and likes talking and socializing with his peers. Something that often happens during tutoring is he gets up to chat with friends. He will dance over to them, talk loudly, and call over other friends. You've tried yelling across the room for him to come back and going over to where he is and telling him to come back. You're frustrated that this happens every tutoring session and not sure what to try next.

## Scenario 2

M is a 2<sup>nd</sup> grade student with a fast-moving imagination. She has notebooks filled with drawings of faraway places. She asks tons of questions and approaches learning from a place of natural inquiry. She also likes to help other students when they are stuck on something. Math is her least favorite subject and whenever you ask her to take out her math homework it's like pulling teeth. She's been even more negative about it over the last month, so you've started to avoid pushing her to do it. Recently, you found out she's in the bottom 15% of her grade level when it comes to math proficiency so you feel the pressure of getting her back into doing math at tutoring.



### Scenario 3

G is a 9<sup>th</sup> grader who loves theatre, singing and dancing. She has been part of the drama and dance clubs at school this year. She is a B+ student and works hard. G's been coming to tutoring at your center for 5 years, and has a good relationship with the Supervisor. G can be hard to work with sometimes because she shuts down when she gets a problem wrong or when she doesn't know how to do something. She can become hostile and even lash out at her tutor when this happens. If she shuts down, she usually storms out of the tutoring center.



## Scenario 4

B is a 3<sup>rd</sup> grader who loves reading. He gets deeply immersed in the books he reads and loves to talk about them. He is a kinesthetic learner and does well when he can move around or use manipulatives. When he's doing anything but reading, B has a short attention span. He has a hard time staying focused on an activity for more than 5 minutes. You constantly find yourself telling him to stay on track and trying to get him to sit down. It's frustrating that so much time is lost asking him to stay focused.

# Unwanted Behaviors

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Violation of rules and routines should be framed as the result of **inadequate instruction**

(Darch & Kame'enui, 2004).

- **Selective Ignoring-** Once you have given a student instructions, do not nag them to do what you asked. Instead, ignore inappropriate or noncompliant behaviors-with neutrality- and direct your attention to another student in your group who is working hard. As soon as the student re-engages, give him positive praise.
- **Address directly-** “When we’re at tutoring, that kind of behavior is not appropriate. Let’s return to this page.”
- **Figure it out together-** “It seems you’re quite distracted. Is there a reason you don’t want to do this?” By letting the child explain what’s going on, you’re showing him how to advocate for his needs and you’re learning what the root of the problem is.
- **Try again-** We aren’t going to speak to each other like that. Instead, you can say, “Ms. Miller, this is hard and I need your help when you have a second.” Please try that.

Thank You Tutors and  
STC!

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[reeba.miller@highlineschools.org](mailto:reeba.miller@highlineschools.org)

# Recap



Behavior Modification

Chunk the Work

Check ins

Unwanted Behaviors

- What are some of the techniques and strategies you can try with your easily distracted, hyper, or impulsive students?
  - 30 seconds of Private Think Time
  - 30 seconds to share with a partner

# Applying the Tenets of Behavior Modification Therapy to Tutoring

- Increase positive interactions and use rewards to encourage good behaviors (free time on computer, play a game, etc)
- Make **clear** rules and **consistently** enforce them
- Increase **structure** (Tutoring will always look like...write schedule out)
- Give clear and appropriate commands (Please take out your homework)
- Use pre-corrects to set up for success

WHAT ADD IS ACTUALLY



## Big Takeaways

- Get to know your student and their particular needs, whether “diagnosed” or not
- Have fun with them and make tutoring a time they look forward to because of your interactions
- Be Proactive and Positive in your phrasing and reinforcements
- Provide more time for them to think and process information and support them with repetition, sentence frames, and visuals

A final  
message

<https://www.youtube.com/watch?v=ITMLzXzgB>



# Resources

Attention Deficit Hyperactivity Disorder. Seattle Children's Hospital. 4 Feb 2017. Web <http://www.seattlechildrens.org/medical-conditions/brain-nervous-system-mental-conditions/adhd/>

*vitamonicadotcom*

<http://www.simplypsychology.org/working%20memory.html>

<http://aubreydaniels.com/4-to-1-Ratio>

<http://www.specialeducationguide.com/disability-profiles/specific-learning-disabilities/>

<https://udlhcpss.wordpress.com/brain-networks/brain-networks/affective-networkengagement/>

<http://www.sherifatonabanjo.com/mingle-and-network/>

<http://www.aboutkidshealth.ca/En/ResourceCentres/ADHD/AboutADHD/WhatCausesADHD/Pages/Brain-Differences-in-ADHD.aspx>

<http://freestreet.org/actwrite-student-reading>

<http://www.specialeducationguide.com/disability-profiles/specific-learning-disabilities/>

<https://www.youtube.com/watch?v=IEpBujdee8M&t=145s>

Additudemag.org