

USING HINTS, CUES AND NUDGES TO PROMOTE POSITIVE BEHAVIOR CHOICES: EVERYTHING MATTERS

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ESSENTIAL QUESTIONS


- Is it possible to consistently respond to inappropriate behaviors in a way that increases positive student/teacher relationships?
- What teacher responses will encourage students to take responsibility for their own behavior?

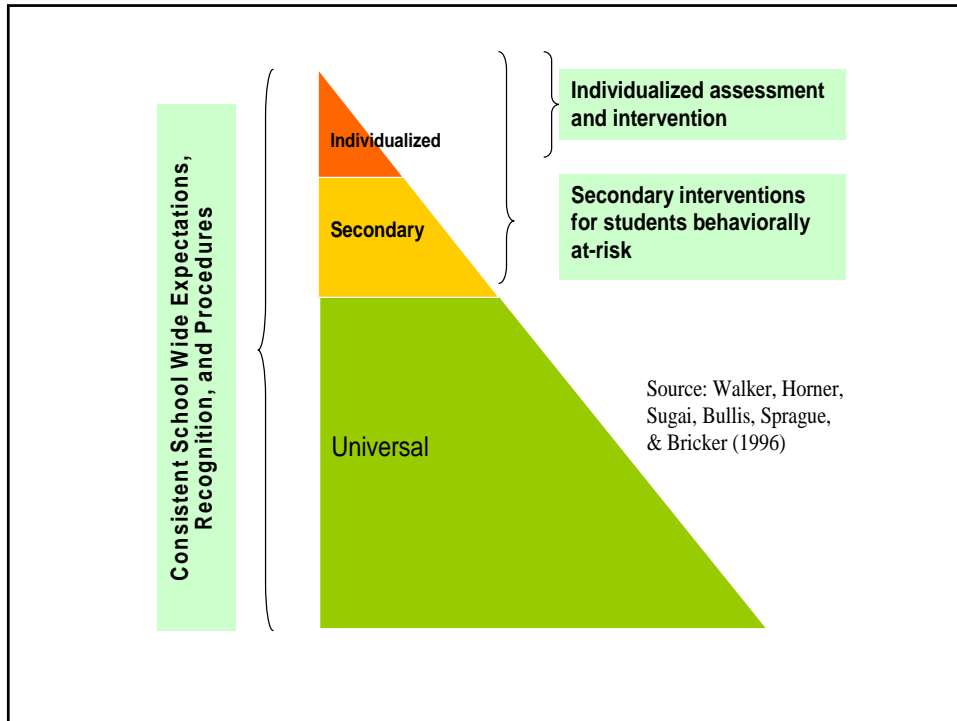


ENDURING UNDERSTANDINGS

- Students who engage in disruptive behaviors are a major concern to teachers in our schools.
 - Many traditional behavior management techniques are difficult for teachers to employ consistently and they do not encourage students to be responsible for their own behavior.
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POSITIVE BEHAVIOR SUPPORT UNIVERSAL INTERVENTIONS

- **Most students (80%) respond to universal interventions when the environment is designed to**
 - encourage appropriate behavior,
 - students are explicitly taught appropriate social skills
 - teachers are consistently attentive to student behavior.
 - **Responding consistently to inappropriate behavior is critical but it is difficult.**
- 



FREQUENT DISRUPTIONS

- Some students require an average of 4.56 exchanges with the teacher before inappropriate behavior is stopped.

○ 4.56

- Nelson and Roberts (2000)

HIERARCHY OF CONSEQUENCES

1. Whole class reminded of the rule
2. Student Warning
3. Loss of incentive
4. Detention
5. Call to Parent

HOW STUDENTS RANKED NEGATIVE CONSEQUENCES

Consequence	Student
Inform Parent	2
Sent to Principal	5
Explain Privately	6
Confront Publicly	4
Confront Privately	7
No free time	8
Explain what class should do	3
No trip	1
Move Seat	9
*	

- **Positive Reinforcement**

- When students act appropriately they are rewarded with attention, praise or tangible items such as food, toys, stickers, or tokens they can use to gain other items. These have been shown to be effective for some students, some of the time.

- **Negative Reinforcement**

- Teachers typically respond to disruptive behavior with a verbal reprimand, loss of incentive, threat of bad grades and other consequences such as limiting recess, staying after school, calling parents or sending the child to the principal.
- Teachers also ignore inappropriate behavior, especially when it does not disrupt the class.



STAB

Screaming
Threatening
Accusing
Blaming



RESEARCH ON DISCIPLINE

- Numerous studies have indicated that punitive responses are generally ineffective.
They may actually make a behavior more likely to occur!
Punishment typically results in negative feelings towards the person giving the negative reinforcement



Marzano, R., Marzano J., & Pickering, D. (2003).



CAN WE RESPOND CONSISTENTLY TO POOR BEHAVIOR IN A WAY THAT INCREASES POSITIVE STUDENT/TEACHER RELATIONSHIPS?

- Positive teacher student relationships are the foundation of classroom management
- May reduce 31% of behavior problems



RESEARCH QUESTIONS

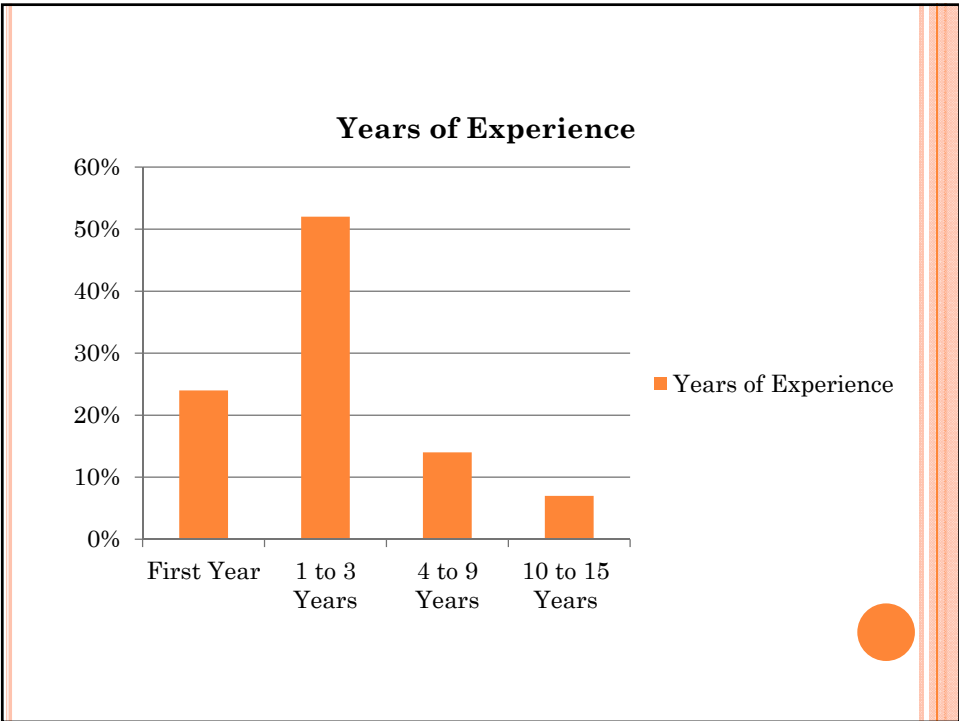
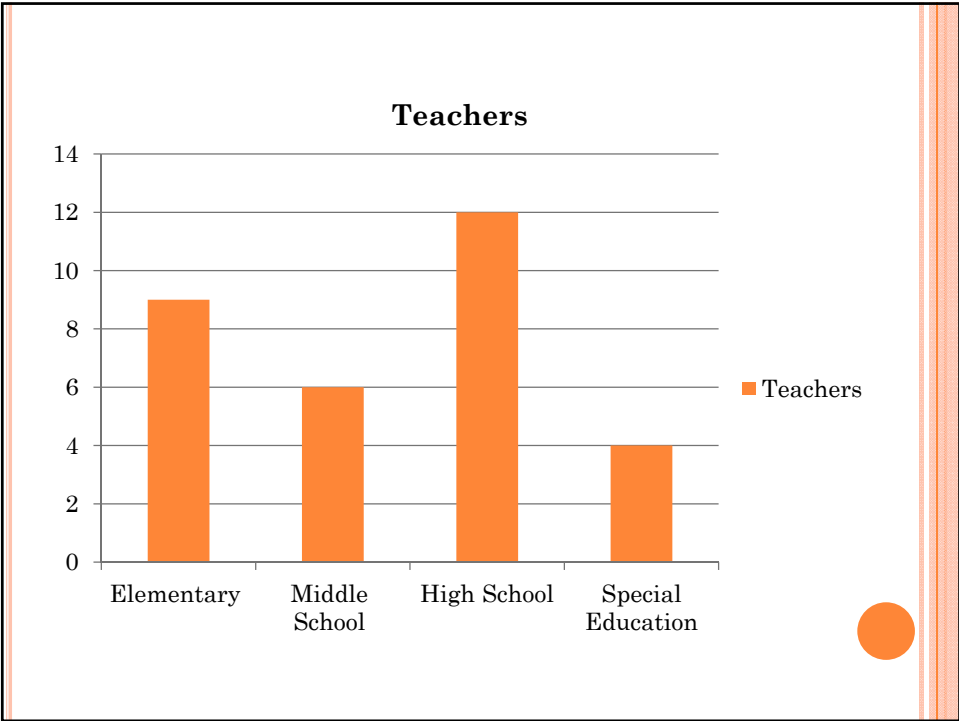
- Would non-verbal or verbal hints allow teachers to respond consistently to behavior?
- Would teachers employ hints more frequently after a review of how threats and consequences may increase inappropriate behaviors?
- Does the use of a hint help to improve teacher-student relationships?
- Do teachers feel more confident about responding consistently after learning about hints and non-verbal communication?



- 32 Teachers attended a 3 hour training session on non-verbal and verbal hints, cues and nudges.
- They were free to implement any aspect of the training in their classroom.
- Eight weeks later they filled out a questionnaire about any implementation of the training.
- 29 teachers responded.

INTERVENTION





BEHAVIORAL ECONOMICS

- Attract attention and alter behavior in a positive way
- “prime” behavior by offering simple cues
- The deliberate imposition of consistent but simple responses to remind people to make better choices- students are nudged towards better decisions
- A nudge is a quick reminder that is not a mandate. It does not threaten but merely suggests a better choice.

- Thaylor &Sunstein (2009)

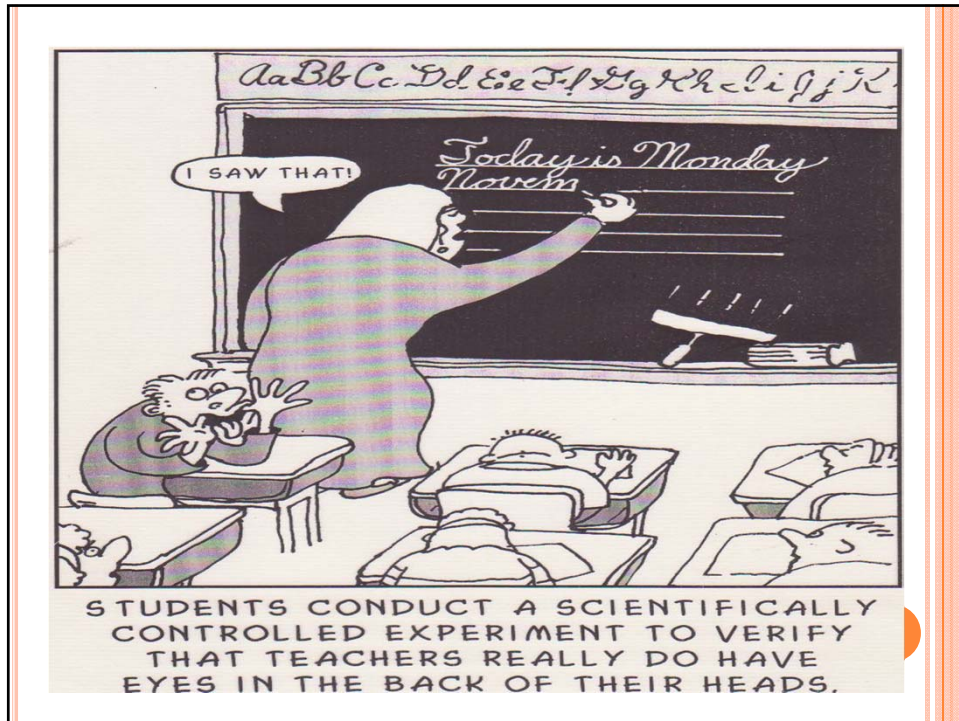


JACOB KOUNIN: WITH-IT-NESS

- **The primary difference between effective and ineffective managers is not in how they handled disruptive behavior.**
- **Effective teachers:**
 1. **Quickly and accurately identify problem behavior before it starts**
 2. **Act on it immediately**

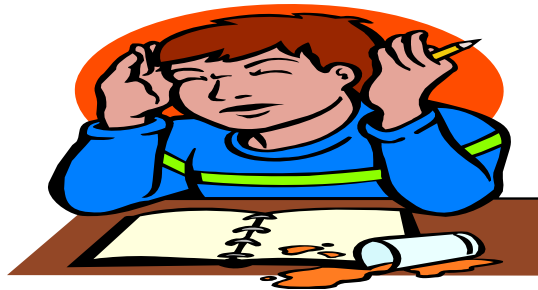
- Kounin,J. (1970)





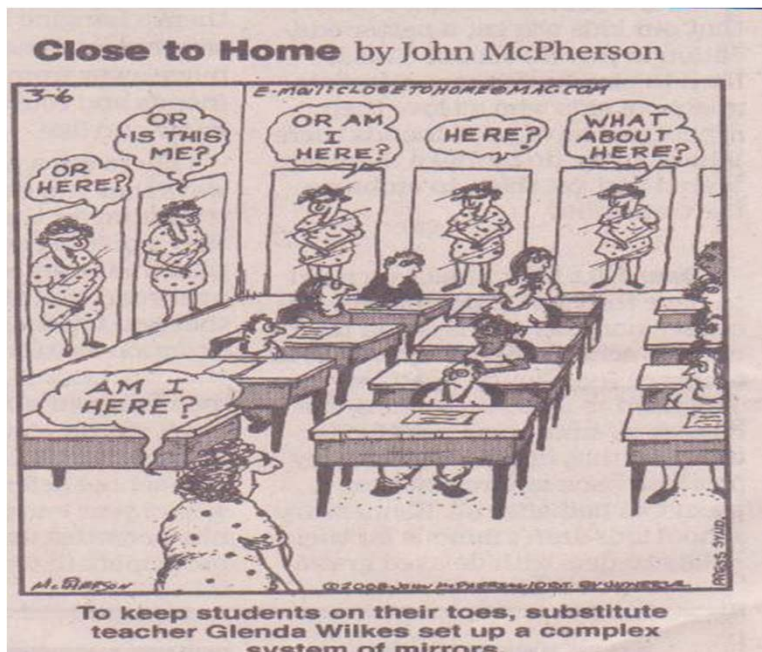
WITHITNESS

- See the potential for disruptive behavior and pay immediate attention to deter that behavior
- It consistently separates excellent classroom managers from average or below-average classroom managers



WHAT IS IT ABOUT SANTA CLAUS?

- He sees you when you're sleeping
- He knows when you're awake
- He knows when you are bad or good



NON-VERBAL COMMUNICATION: AN IMPORTANT PREVENTION TOOL

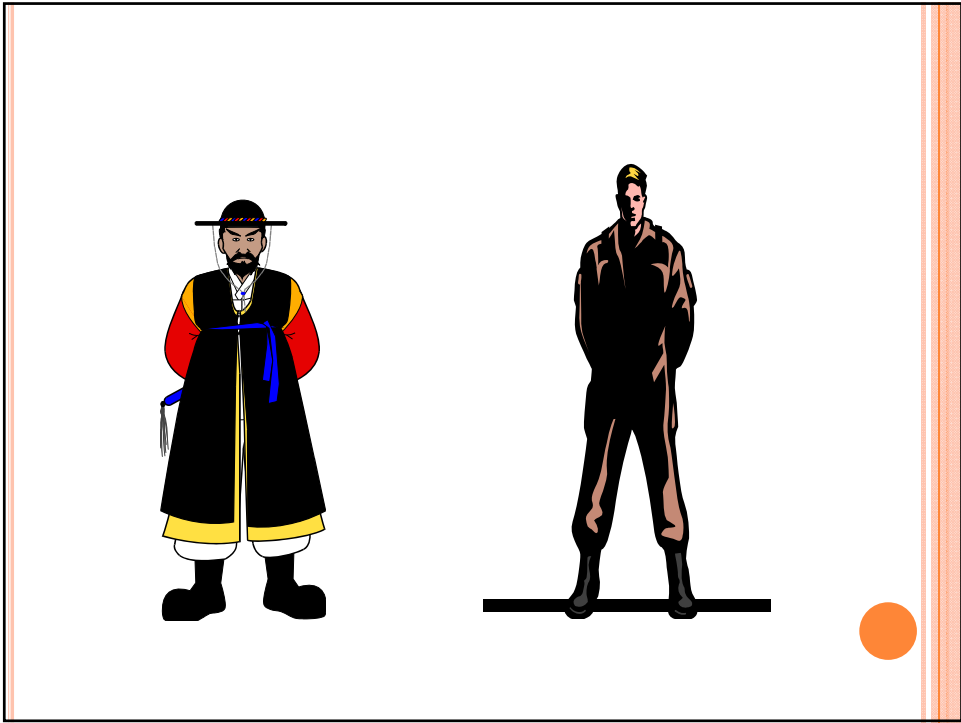
- Researchers believe that 65% of communication is non-verbal
- The language of your body is inevitable, you can stop talking but you can't stop communicating.
- Knapp, M. & Hall, J. (1997)



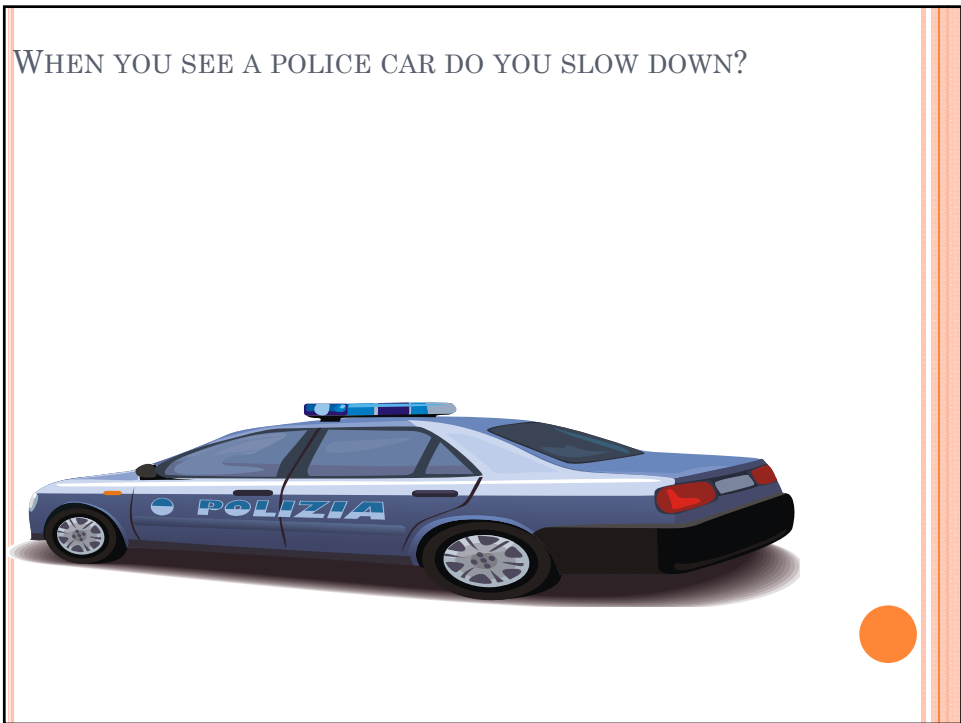
THE POWER POSITION

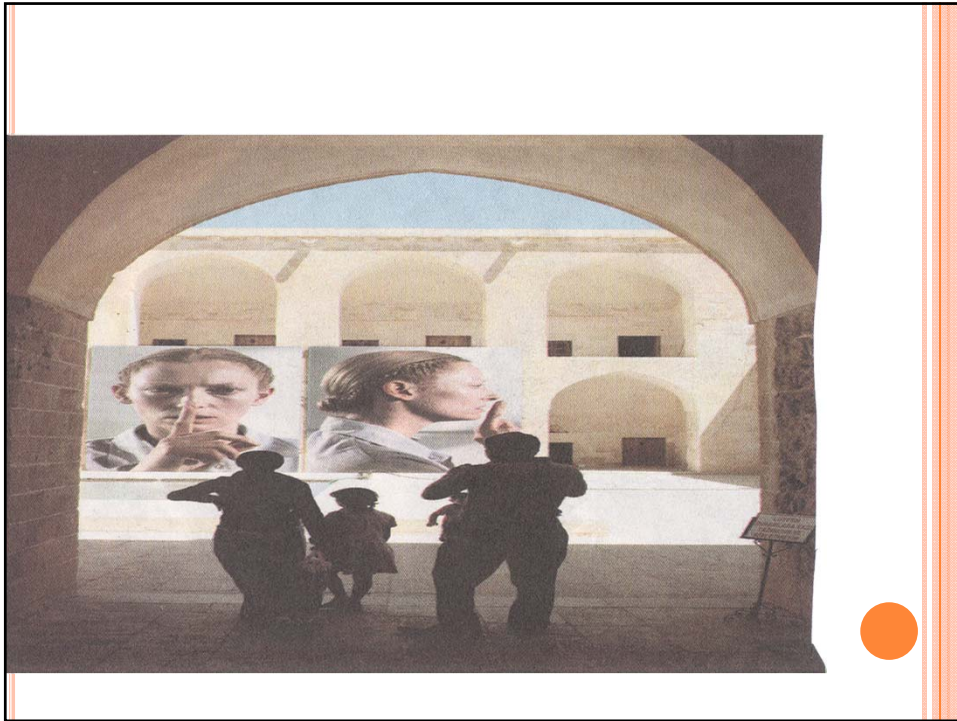
- Stand erect, legs hip-width apart, feet parallel
- Contract the muscles at the top of your knees, grip the ground with all 10 of your toes, tuck your tailbone.
- Your feet, hips, shoulders and head must be in line.
- Your hands can be at your sides or behind your back, not crossed in front.
- Wait for your students' attention and never give directions while you are moving.





WHEN YOU SEE A POLICE CAR DO YOU SLOW DOWN?



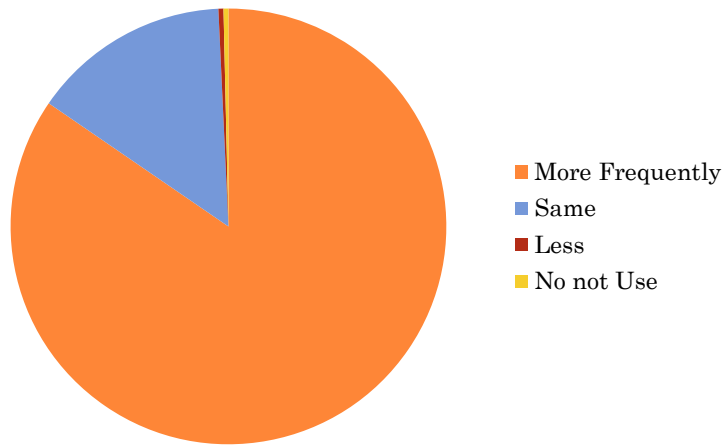


CUES FOR THE CLASSROOM.

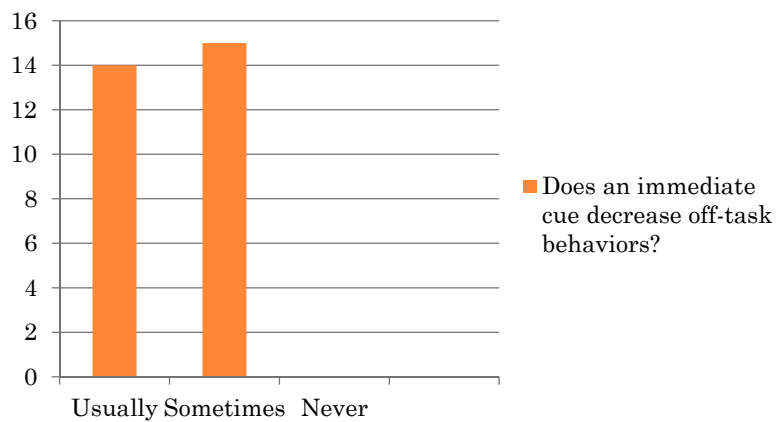


TEACHER REPORT USE OF NON-VERBAL COMMUNICATION

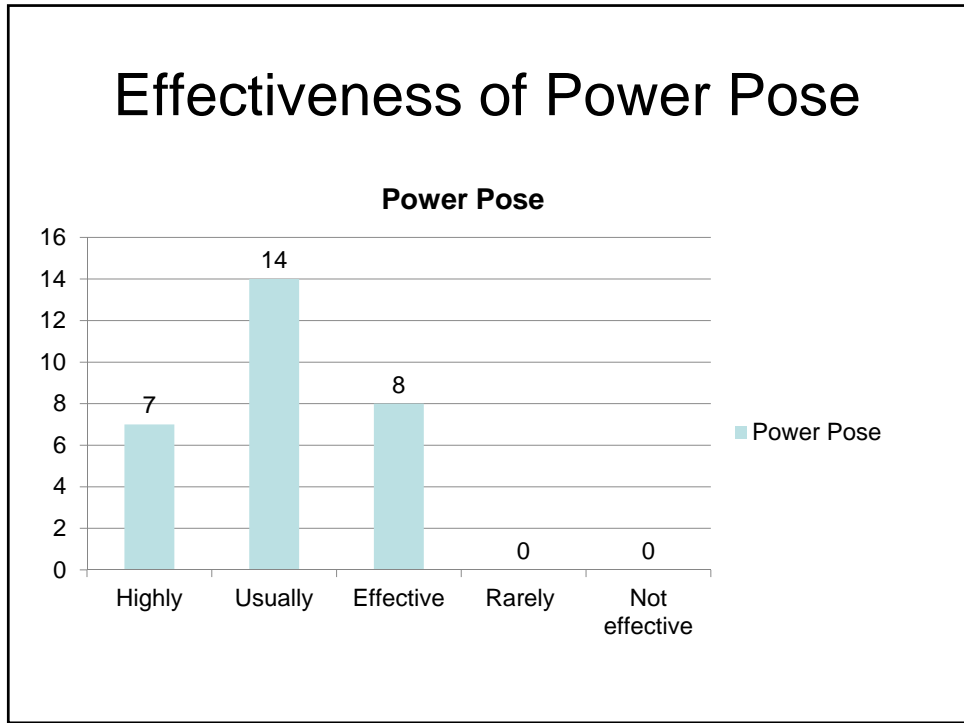
Use of Non-Verbal Communication



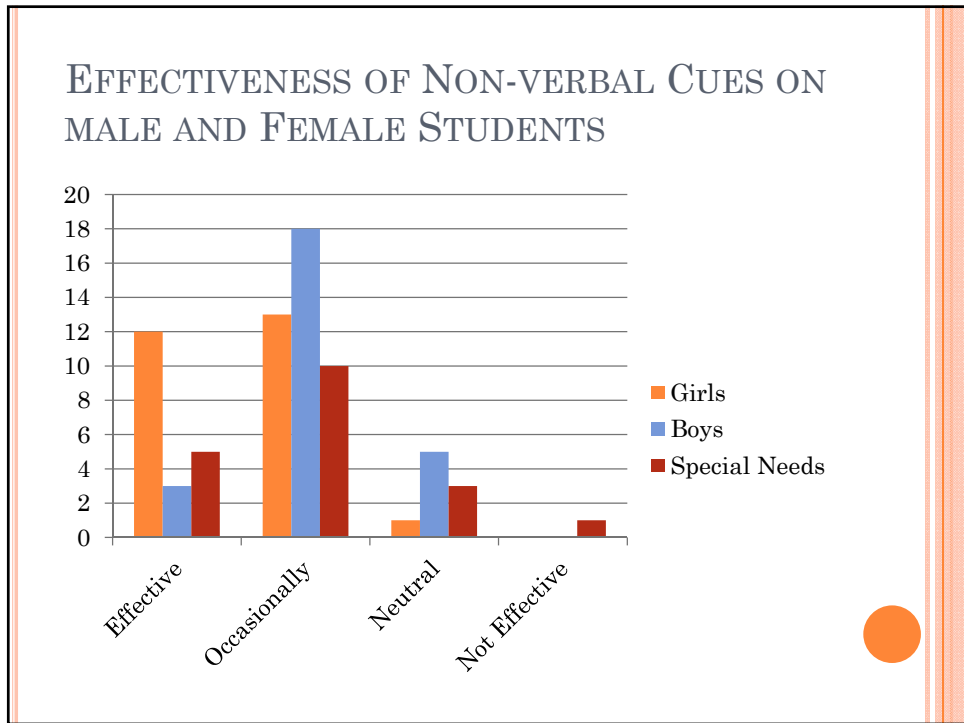
Does an immediate cue decrease off-task behaviors?



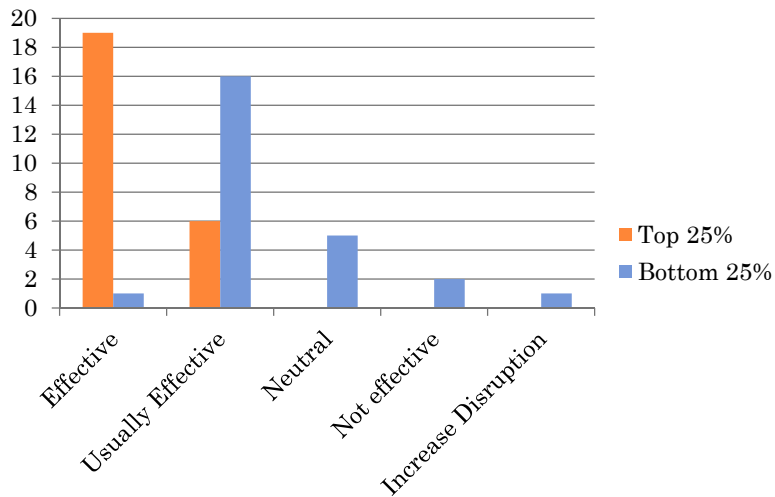
Effectiveness of Power Pose



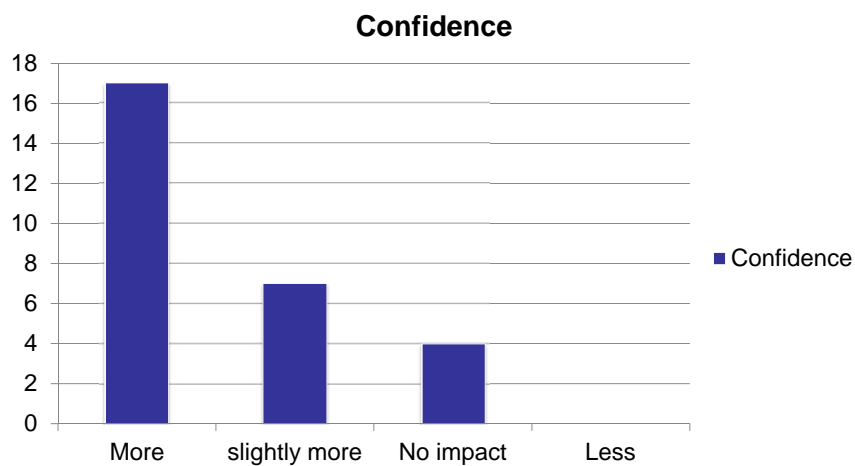
EFFECTIVENESS OF NON-VERBAL CUES ON MALE AND FEMALE STUDENTS



DOES A NUDGE DETER INAPPROPRIATE BEHAVIOR FOR ALL STUDENTS EQUALLY?

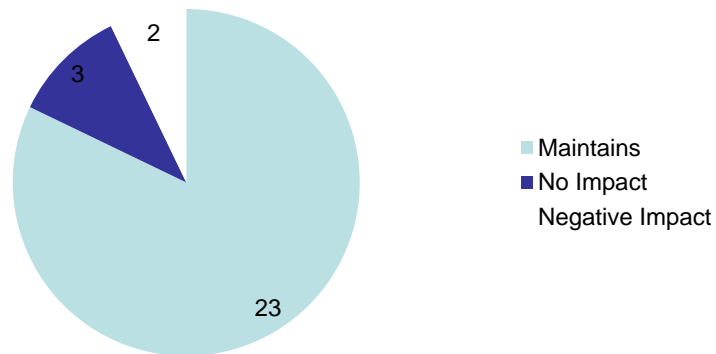


Do you feel more confident in the Power Pose?



Does nudging help to maintain good relationships?

Relationships



USING 4-5 HINTS BEFORE MOVING TO A CONSEQUENCE

- Demonstrate that you are aware and with-it use eye contact.
 - Move closer to the student in the *Power Position*
 - Stand in close proximity
 - Give a prompt or cue
 - Nudge the entire class (What should everyone be doing?)

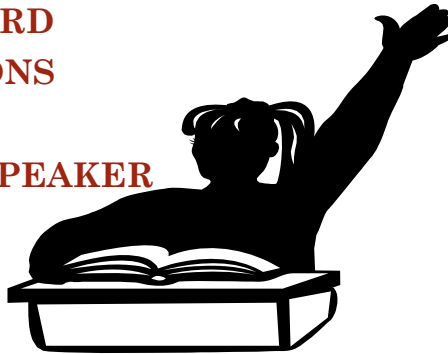
 - Indicate consequence for students' choice
 - Apply a consequence that increases self-control
- Jones, V. Jones, L.(2007).



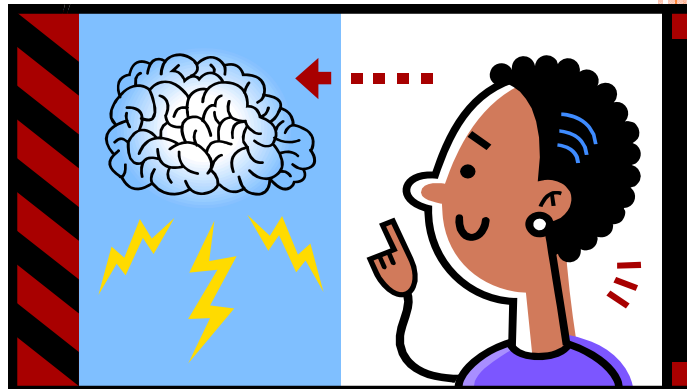
CUE THE CLASS OR STUDENT TO
SLANT

SIT UP
LEAN FORWARD
ASK QUESTIONS
NOD
TRACK THE SPEAKER

KIPP CHARTER SCHOOLS

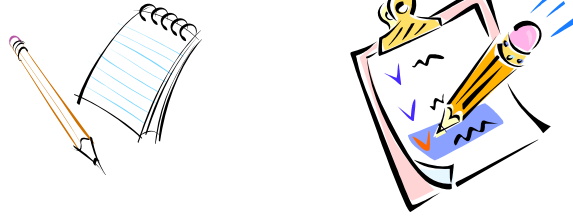


THINK HARDER GET SMARTER

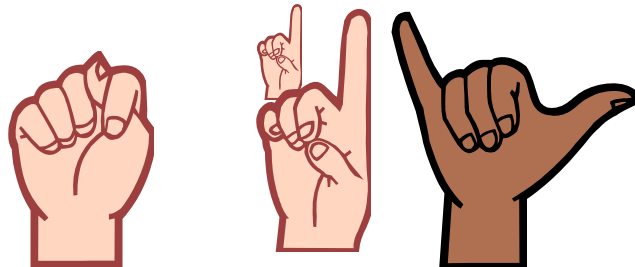


SUGGESTED HINTS

- Note to a student



AMERICAN SIGN LANGUAGE



RESULTS

- All teachers rated the power position hint effective with students. 24% rated it highly effective, 48% rated it usually effective and 27 % found it to be effective. No one found it was not effective with students.
- After learning about non-verbal hints 79% reported that they used them more frequently. When asked if hints can usually stop typical off-task behavior, 48% of teachers felt they were effective and 52% found they worked some of the time. No-one found they did not have an impact on behaviors.

○ Bibliography

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