

Managing Behavior to Support Differentiating Instruction

TRAINING MANUAL

for
Modules 1-6

Vicki Gibson, Ph.D.

with J. R. Wilson, M.A.



**Published by
Gibson Hasbrouck & Associates
396 Washington Street, Suite 370
Wellesley Hills, MA 02481
Phone: 781-690-7150
www.gha-p.com**

**Copyright © 2010
All rights reserved.**

ISBN: 978-0-9823232-2-9

No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of Gibson Hasbrouck & Associates, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Authors: Vicki Gibson, Ph.D. , with J. R. Wilson, M.A.

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a Web site does not indicate an endorsement by the authors or Gibson Hasbrouck & Associates. GHA does not guarantee the accuracy of the information presented at these sites.

**For additional information regarding professional development or consulting services, or educational products available through GHA, please contact:
www.gha-pd.com or call 781-690-7150.**

Table of Contents

Introduction	9
Module 1: Changing Classroom Communication	
INTRODUCTION	13
Discipline Defined	14
Introductory Overview	16
Getting Started	17
Developing Teacher Talk	18
<i>Monitoring Voice Tone and Level</i>	20
<i>Communicating in Situations of Conflict</i>	22
<i>Listening Attentively</i>	23
<i>Speaking Positively and Affirmatively</i>	24
<i>Developing Routine Ways of Speaking</i>	26
<i>Using Consistent Language for Transitions and Directions</i>	28
<i>Using Release Words to Manage Time and Behavior</i>	29
KEY POINTS AND STRATEGIES	30
KEY TERMS AND DEFINITIONS	31
GETTING STARTED	32
THINGS TO CONSIDER	32
FORMULATING A PLAN	33
IMAGINE THIS?	35
FURTHER INVESTIGATION	36
Module 2: Communicating with TCD Language	
INTRODUCTION	39
Developing Student Talk	39
<i>Step One: Defining Acceptable and Unacceptable Responses</i>	41
<i>Step Two: Modeling and Practicing Acceptable Responses</i>	44
<i>Step Three: Coaching Students to Perform Acceptable Responses</i>	45
<i>Step Four: Following Through with Consistency and Accountability</i>	46
Disengaging	47
Coaching for Respect and Responsibility	48
Signaling for Communication	49
A Personal Story	50
KEY POINTS AND STRATEGIES	51

KEY TERMS AND DEFINITIONS	52
GETTING STARTED	52
THINGS TO CONSIDER	54
FORMULATING A PLAN	55
IMAGINE THIS?	55
FURTHER INVESTIGATION	57

Module 3: Setting Goals and Establishing Choices

INTRODUCTION	61
Identifying Attainable Goals	61
<i>Applying Data to Set Goals</i>	63
<i>Releasing Responsibility to Students</i>	64
<i>Establishing a Timeline for Implementation</i>	65
Imagining a Sample Scenario	67
Identifying Livable Choices	69
Exploring Choice Options	72
<i>Option 1: Providing two choices</i>	72
<i>Option 2: Disengaging to stop the conversation</i>	73
<i>Option 3: Implementing a consequence</i>	73
Communicating Choices	73
Non-Verbal Complimentary Behaviors	75
Listing “No Choice” Situations	78
<i>Establishing Respect as a Standard</i>	80
Establishing “No Response” as a Choice	82
Involving Parents and Peers	83
A Personal Story	84
KEY POINTS AND STRATEGIES	85
KEY TERMS AND DEFINITIONS	85
GETTING STARTED	87
THINGS TO CONSIDER	88
FORMULATING A PLAN	88
IMAGINE THIS?	89
FURTHER INVESTIGATION	90

Module 4: Selecting Consequences

INTRODUCTION	93
Teaching Personal Responsibility	93
<i>Setting the Classroom Standard</i>	94
Teaching Self-Regulation	95
Understanding Natural and Logical Consequences	96
Teaching Consequences	98

<i>Aligning Choices and Consequences</i>	100
Maintaining Consistency	101
<i>Avoiding Compromise</i>	103
<i>Clarifying Choice Options</i>	106
Applying a Consequence	107
<i>Regrouping After a Consequence is Applied</i>	109
<i>Delaying a Consequence</i>	109
<i>Delaying Consequences for Additional Reasons</i>	112
KEY POINTS AND STRATEGIES	114
KEY TERMS AND DEFINITIONS	114
GETTING STARTED	115
THINGS TO CONSIDER	116
FORMULATING A PLAN	117
IMAGINE THIS?	117
FURTHER INVESTIGATION	119
Module 5: Implementing Two Choice Discipline	
INTRODUCTION	123
Engaging or Disengaging	123
<i>Setting Limits for Re-engagement</i>	127
<i>Choosing Battles Strategically</i>	129
Techniques for Effective Engagement	129
<i>Practicing Student Techniques</i>	133
Pacing for Sustained Change	136
Establishing Fines for Continued Offenses	138
Starting Over When Necessary	142
KEY POINTS AND STRATEGIES	143
KEY WORDS AND DEFINITIONS	143
GETTING STARTED	144
THINGS TO CONSIDER	146
FORMULATING A PLAN	147
IMAGINE THIS?	148
Module 6: Evaluating Outcomes	
INTRODUCTION	153
Monitoring Progress and Adjusting Practice	153
Understanding Peak Behavior	157
Evaluating Success	159
Extending Your Learning	161

KEY POINTS AND STRATEGIES	162
KEY TERMS AND DEFINITIONS	162
GETTING STARTED	163
THINGS TO CONSIDER	164
FORMULATING A PLAN	165
IMAGINE THIS?	166
FURTHER INVESTIGATION	167
Annotated List of Appendices	171
Appendix 1.1: Recording Problematic Behaviors	175
Appendix 1.2: Evaluating Your Learning Environment	177
Appendix 1.3: Monitoring Teacher Performance	179
Appendix 2.1: Defining Acceptable and Unacceptable Student Talk	181
Appendix 3.1: Observing Students' Developmental Readiness	183
Appendix 3.2: Setting Goals for TCD	185
Appendix 3.3: Developing a Plan for Implementation	187
Appendix 3.4: Identifying Two Choices	189
Appendix 3.5: Identifying & Addressing No Choice Situations	191
Appendix 3.6: Two Choice Discipline: A Guideline for Parents	193
Appendix 4.1: Defining Natural and Logical Consequences	195
Appendix 4.2: Discussing Natural and Logical Consequences	197
Appendix 4.3: Selecting Appropriate Choices & Consequences	199
Appendix 4.4: Pre-planning for an Extraordinary Occasion or Event	201
Appendix 5.1 Pacing Instruction to Support Compliance	203
Appendix 6.1: Evaluating Data for TCD	205