

Five Universal Principles of Positive Behavior Support and the Story of My Life

Dr. Annemieke
Golly





I want to dedicate this book to my son Mark, who is the most resilient, resourceful, positive and special person I know. Mark has been an inspiration to many teachers, parents and children. Happy 40th birthday, Mark.

Author: Dr. Annemieke Golly

Editor: Tom Kinney

Graphic Design: Sherry Pribbenow

Cover Photo: Michael Rebar

An Attainment Publication

©2006, Attainment Company, Inc. All Rights Reserved.

Printed in the United States of America.



P.O. Box 930160

Verona, Wisconsin 53593-0160

1-800-327-4269

Fax 800.942.3865

www.AttainmentCompany.com

ISBN 1-57861-590-9

Table of Contents

Introduction	4
Chapter 1: My Story	7
Chapter 2: Attention Seeking	27
<i>#1 Reason for Chronic Misbehaviors</i>	
Chapter 3: Escape/Avoidance	53
<i>#2 Reason for Chronic Misbehaviors</i>	
Chapter 4: Five Universal Principles of Positive Behavior Support	89
References	109



Introduction

This book is intended to provide teachers and parents with some helpful insights into the behavior of children. As a teacher for over 20 years, I have been able to work with many children displaying challenging behaviors and have been fortunate enough to find ways to help them find successful paths in life. After I left the classroom about 10 years ago to train educators all over North and Central America, Europe, South Africa and Japan, I frequently received feedback that the stories featured here had been helpful for others attempting to understand and implement the five universal principles. That invaluable feedback helped shape this book.

However, during the process of writing this, my editor, Tom Kinney — feeling that my background was unique and that it had contributed significantly to my work with challenging children — convinced me to include some of my personal history. Following my story, which starts the book, chapters two and three look at the two main reasons for chronic misbehaviors:

1. Seeking attention, usually from adults, sometimes from peers, and
2. Escaping from or avoiding situations that are for a variety of reasons deemed undesirable.

These are more or less givens. The motivations for misbehaviors remain fairly consistent. Once the student has reached the point where he chooses to exhibit these behaviors, it's already too late to stop them. Only punitive actions remain an option. What's needed is a program to prevent the motivations from arising in the first place.

In the course of developing this prevention and intervention program over the past 30 plus years, I have come to call my approach the Five Universal Principles of Positive Behavior Support.

It all starts with respect.

1. Being Respectful

The first issue is respect. Children learn by observing others — in essence, children expect adults to model respect for them. Sometimes, in spite of our best intentions and without knowing it, as teachers and adults in general, we default into a disrespectful mode when a student/child repeatedly refuses to comply. As adults, we owe it to children to present a respectful demeanor toward them and for them to present it toward each other at all times.

2. Modeling Behaviors

Children are more likely to 'do as you do,' than they are to 'do as you say.' They will mirror actions of others much more readily than they will follow verbal requests . . . especially if the requests differ significantly from the behavior the children see the adults modeling in their presence.

Don't drop your guard, because every minute of the day you are actively modeling for your students. Everything you and say do serves as a behavior model for them.

3. Having Clear Expectations

It's vital to always be clear about your expectations for students. The best way to insure that is to have a clear vision yourself of what you want of each student.

When you know what you want of a student, you can communicate it clearly to her.

Once the student knows what the expectations are, she can make the right choices about following them.

4. Maintaining Routines

Having a predictable classroom routine helps children feel safe and gives them a sense of belonging. First establish routines, then observe them with religious devotion. Do them until they become automatic, at which point the students cease questioning them and arguing about them. After a while they won't even require prompting. The longer you follow them, the less energy is required on your part to do them. The more you do them, the faster they go, saving you time. The more areas in which you establish routines, the more areas in which you won't have problems. Routines are especially important for students with challenging behaviors, providing them with consistent and clear options. Chart your daily classroom routines so that when you're not there, a substitute can follow them. That allows her to maintain a level of consistency in your classroom even in your absence.

Having established a foundational foothold with the first four principles, the fifth and final principle deals directly with the misbehavior itself.

5. Dealing with Chronic Misbehaviors

The reason why chronic misbehaviors occur is not always clear, even when you understand the student's motivation for them. When misbehaviors occur, we should view them as a puzzle and try to understand why the behavior keeps repeating. We have to become like detectives and solve the mystery. We need to know where and when the child behaves appropriately and also where and when he behaves inappropriately. There is a general overview of the Five Universal Principles of Positive Behavior Support, which I have found to be effective in working with all students with behavioral issues, and the Two Reasons for Chronic Misbehaviors (Attention and Avoidance/Escape), that explain most student motivations for acting out in the first place.

While these two main reasons cover a wide range of misbehaviors and seem to disappear only to reappear elsewhere in another form, if properly implemented they can all be held in check by the Five Principles of Positive Behavior Support, which follow them and concludes the book, and which I have found to prove effective in working with all students with behavioral issues.



But first, a little bit about me . . .

Annemieke Golly '65

I could take a look at him. We made an appointment for me to come over to their house.

A few days later, I met Steven. He had some very interesting behaviors and had his parents wrapped around his little finger. One day when we were

“My friend, Barbara Edge encouraged and advised me to go back to school to get a teaching certificate, but at the time I didn’t think I was “smart” enough to get through college.”

reading, Steven ate an entire box of Kleenex. He would chew on a Kleenex and spit it out while doing the reading tasks. I ignored it and after the lesson, I simply told him: “As soon as you clean up your mess, you can come and join us in the dining room.” He did. This is an example of not making a mountain out of a mole hill and not getting into a power struggle. We worked in the DISTAR program every day. His wonderful parents, his teacher and I collaborated on developing clear expectations, ignoring minor misbehaviors and giving lots of attention for appropriate behaviors. After several months, Steven’s

“I decided to get my GED and go to college to become a “REAL” teacher. I obtained a degree in special education and after substituting for six months, got a job as special education teacher at Santa Clara Elementary School where I worked for 15 years.”

behavior became much more positive. He learned to read, make choices and follow directions without arguing. He continued to be successful in the regular classroom. I forgot about Steven until I received the



Asian children 1979 -83



Dr. Hill Walker training teachers '94



Santa Clara Elementary '80 -95

following e-mail message many years later.
(See Pg. 18).

After the four-year assignment in Germany, Bob retired and we moved back to Eugene, Oregon. Engelmann asked if I would be interested in a teaching assistant job at Whiteaker Elementary school to teach a small reading group. I was hired for one hour a day (\$3.00 an hour) and taught three children in the bathroom (this was the only quiet place available at the time!). The next week, I was hired for three hours a day and the following week was hired to teach reading full time. The cozy bathroom was my teaching station for several months until I moved into a real classroom. As a full-fledged teaching assistant I supervised the playground and lunchroom, taught groups of kids, organized the room, ran off copies, etc. I loved my job as instructional assistant because I didn't have all the teacher responsibilities (e.g., attend meetings, complete paperwork) and could devote all my time working directly with students. When relating my enthusiasm for teaching, my friend, Barbara Edge encouraged and advised me to go back to school to get a teaching certificate, but at the time I didn't think I was "smart" enough to get through college.

During the late seventies, there was a large influx of non-English speaking children from Cambodia, Laos and Vietnam. The principal, Dave Campbell, decided I should work with those kids since English was a