

SLB

UNDERSTANDING **STUDENTS LEARNING BEHAVIOR**

Dr. Ahmad Rozelan Yunus
rozelan@utem.edu.my

18th September 2014

REFLECTION 1

Controllability Factor: The Teacher



**What one “thing” has
worked well in your
class over the
past year?**

REFLECTION 2

Controllability Factor: The Student



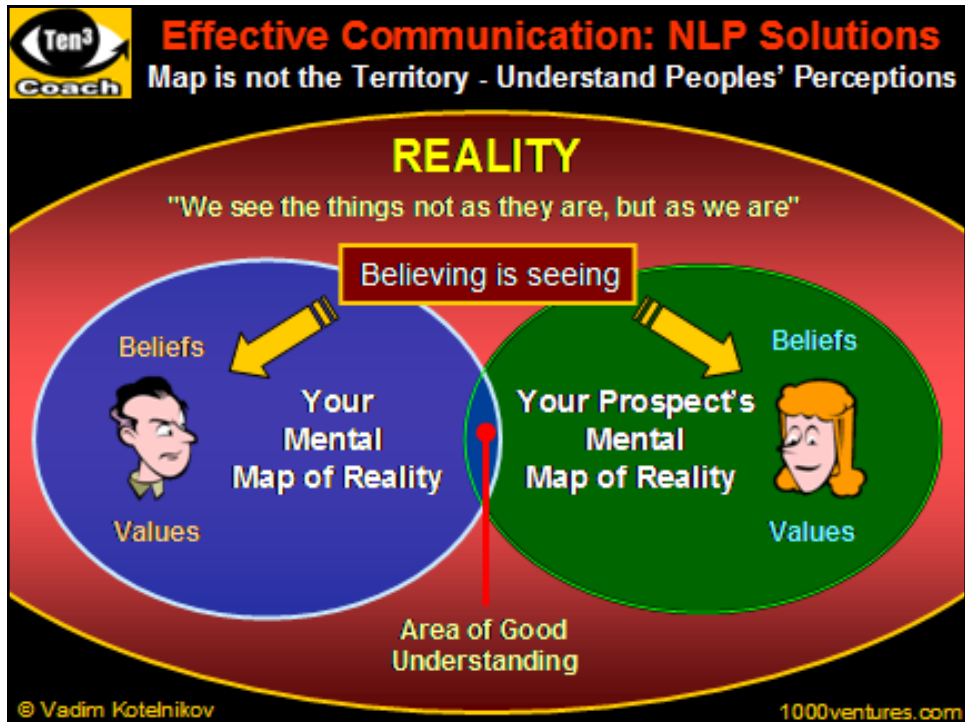
What are the kinds of students do you have in your classroom in terms of learning?

Generally, on the scale of 1 to 10, how do you rate them based on these variables?

3

THE FLOW

1. The reality is.....
2. Students Learning Behavior
3. Mental Maps: Preferred Mode of Thinking
4. Behavior and Learning
5. Students Personality Traits
6. Using Maslow's Hierarchy to Understand Student Behavior



Stress and Confidence

Stress leads to the production of cortisol, which reduces ability to perceive and to think clearly, interfering with short-term memory

Confidence and good mood increases production of serotonin, adrenaline, and noradrenaline, which puts us in a good mood and facilitates learning

Task I: Describe your best teacher



Please recall your best teacher and list five or six words that describe their teaching. Work in small groups.

(mahjong paper: sharing)

7

Teach in a Continuously Mindful Way

Students come to us with a wide variety of current personal situations, but also with a LOT of individual past personal experiences.

All of this impacts the learning process. It is what makes each person unique, but the uniqueness is also what makes teaching so challenging...and rewarding.

**While on a walk a few days ago,
John was hit by While on a walk a
few days ago, Ali was hit by a car
in the middle of the afternoon
just two blocks from his house.**

*What is the minimum number of
words needed to capture the most
important information above?*

SLB

VIDEO VIEWING

“Teaching Teaching, Understanding Understanding”



Students differences

Let's watch video..



11

LISD 7 Learning Behaviors

1. Students can articulate the learning objective and find meaning in their learning.
2. Students assess their progress toward achieving the current learning target.
3. Students utilize classroom processes created for intervention and/or challenge.
4. Students understand and use a variety of learning strategies and tools to help them learn.
5. Students are interacting and engaged in their learning.
6. Students set learning goals and track their progress on an on-going basis.
7. Students produce evidence of their learning aligned with the learning target

REFLECTION 3



1. Highlight the main points in this session.
2. What new insights you have gained from this session?

13



14

MENTAL MAP

NLP Solutions: Understanding Yourself & Your Clients

Mental Maps: Preferred Modes of Thinking

The Visuals ("see" the world):

- Think by making pictures in their mind
- Able to understand something much better if they see it
- Appearance is very important

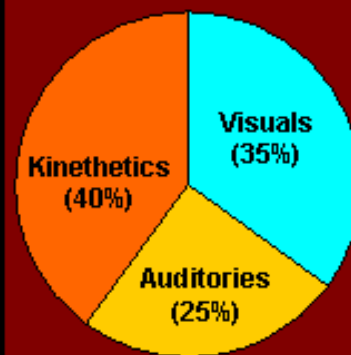
The Auditories ("hear" the world):

- Think by analyzing sounds
- Get more information from how you say things than from what you are saying
- Love to hear themselves and others talk

The Kinethetics ("feel" the world):

- Act on what they feel
- Get more information from touch, emotions, gut instincts, and hunches
- Love to touch people and things

The Three Groups of People and Their Share in the Population



1000ventures.com

MOVING TOWARDS

MOVING AWAY

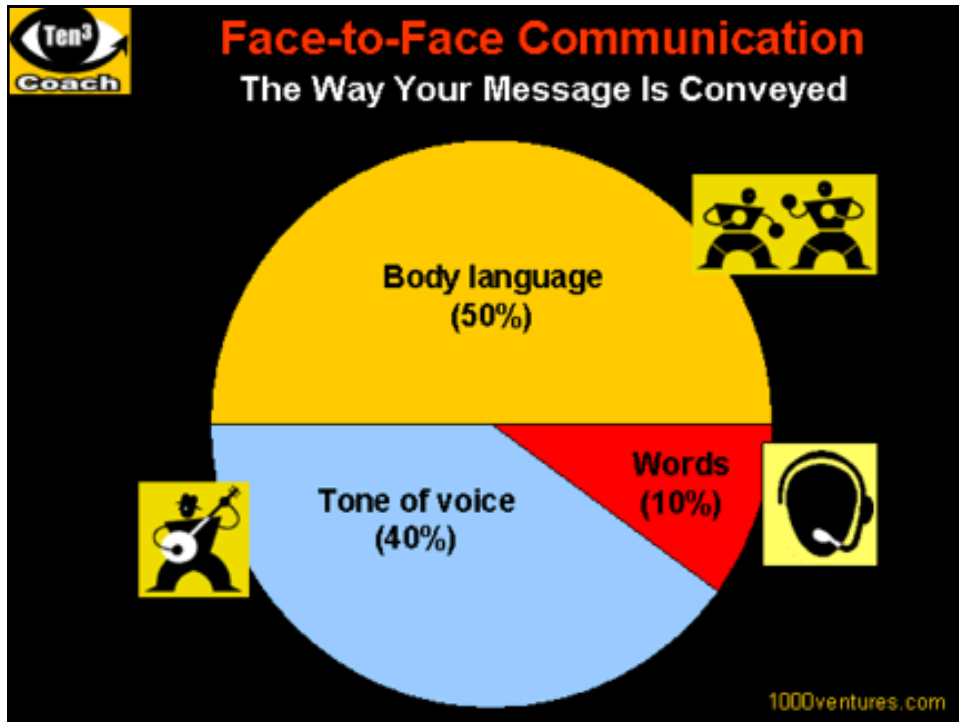
Behavior AND Learning (1/5)

Behavior Is Communication

Even though students' behavior can look bizarre or disruptive, their actions are purposeful and are their attempt to solve a problem.

It is critical to step back and try to decipher what the student is trying to communicate and what the function (or intent) of the behavior is.

With practice, teachers can learn to stop and "listen" to the message the behavior is conveying, break the behavior code, and respond in more productive ways.



Behavior AND Learning (2/5)

Behavior Has Function

Behavior is never random or aimless. Individuals would not repeat a behavior unless they were getting something out of it. Usually, it is a response from other people that fuels inappropriate behavior.

Whining may work to get a teacher's attention, as does swearing. If a student repeatedly has tantrums and then gets to leave a classroom, she has learned that tantrums further her desire to escape.

Teachers first need to figure out what the student is getting from inappropriate behavior, in order to find different ways to respond so as not to inadvertently reinforce the behavior.

Behavior AND Learning (3/5)

Behavior Occurs in Patterns

When teachers feel they have tried everything with a student but the student is still acting inappropriately, the next step is to investigate in a systematic way. The key to breaking the behavior code is to look for patterns.

These patterns can be based **on time of day** (she always yawns in the morning before snack), **activity** (he always asks to go to the nurse when math starts), **people** (she participates more in class when Ms. Irving is there), and many other factors.

When trying to understand behavior, teachers need to notice these bookends. These are what fuel the behavior and allows it to persist.

Behavior AND Learning (4/5)

The Only Behavior Teachers Can Control Is Their Own

Although behavior plans are typically thought of as a way to improve students' behavior, good behavior plans are really a guide for helping teachers develop new behaviors so they can interact with challenging students in a more productive way.

Behavior AND Learning (5/5)

Behavior Can Be Changed

For some students, when the interventions are spot-on in understanding the function of the student's behavior and teaching underdeveloped skills, the student can show change quickly.

If the student has been demonstrating an inappropriate behavior for years and lacks the necessary skills, it may take longer for her to change. We've had students stop behaving inappropriately in only three weeks, whereas other students have tapered off a behavior over a three-year period.

The more intensely the student is taught the underdeveloped skills and the more the environment is changed to encourage appropriate behavior, the faster the student's behavior is likely to change.

Behavior AND Learning

Change That Lasts

Building on an understanding of what drives behavior, we provide a framework for a different kind of behavioral intervention plan that we call the **FAIR** Plan. FAIR stands for **functional hypothesis, accommodations, interaction strategies, and response strategies**.

The goal of the FAIR Plan is to change inappropriate behavior to appropriate behavior for the long term, rather than, for example, simply "managing the behavior" until the end of the year. Achieving this type of change requires teachers to take five basic steps that use the fundamental concepts outlined above.

REFLECTION 4



1. Highlight the main points in this session.
2. What new insights you have gained from this session?

25



STUDENTS PERSONALITY TRAITS

Rotter's Locus of Control

Rotter's Locus of Control

SCORING GUIDE

A high score = External Locus of Control

A low score = Internal Locus of Control

12 – 23 => External Locus of Control

0 – 11 => Internal Locus of Control

Brain Storming

Using Maslow's Hierarchy to
Understand Student
Behavior Problems

Task 2:

1. Highlight the main points of this text.
2. What new insights you have gained from this text?

REFLECTION 5



1. Highlight the main points in this session.
2. What new insights you have gained from this session?

31

SUMMARY



UNDERSTAND YOUR STUDENTS
EMPATHY

32

Ten3 Coach

Highly Effective People

Your Character Ethic and Personality Ethic



©Vadim Kotelnikov

Your primary greatness

YOUR CHARACTER

- Beliefs & Values
- Effective Living
- The Golden Rule

"Do unto others as you would have do unto you."

Your secondary greatness

YOUR PERSONALITY

- Human and public relations techniques
- Positive Mental Attitude (PMA)

1000ventures.com

End of session



The End