SM Learned Behaviors and Your Challenge: A Cause-and-Effect Analytical Approach to Improving Student Performance

Workshop Prepared by

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Rev. Spring 2017

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Learned Behaviors and Your Challenge Workshop

- Objective of Workshop
- Background of Workshop
- Hierarchy of Improving Performance
- Where does “learned behavior” come from?
- What is a challenge?
- What can the workshop do for me?
- Description of model used for the workshop
- Is the model effective?

Workshop Objective

PWBAT* identify their bad behaviors and measure their affect on success in school and/or life.

PWBAT* take corrective action to fix the identified bad behaviors, measure these corrective actions and they will enhance their success in school and/or life.

PWBAT* identify their good behaviors that will affect their success in school and/or life and nurture these good behaviors.

PWBAT* develop an improvement plan with

significant bad behaviors noted with action plan.

*PWBAT = Participant will be able to

Background of Workshop

- The workshop was developed by Wilson Consulting Services, LLC and is most effective in parent/guardian and student participate in the same workshop.
- This workshop has been conducted at McNeil Chapel MBC and St. Paul AME Church with favorable reviews. See links below. However, follow-up has been less than desirable.

1. **McNeil Chapel MBC Workshop Feedback Analysis**
   https://wilsonconsultingservices.net/Workshop_FB_1.pdf
2. **St. Paul AME Church Workshop Feedback Analysis**
   https://www.wilsonconsultingservices.net/St_Paul_Church.pdf

Background of Workshop – cont'd

- **My Observation as a Substitute Teacher**
  - children not conscious of the bad behavior because it felt normal to them
  - talking with others while teacher is going over lessons
  - students felt being picked on when challenge concerning their disruption
  - seemed perplexed as to why they were called out by teacher
  - students often asked why were they being addressed by the teacher

Background of Workshop – cont'd

❑ Learned Behaviors and Your Challenge Workshop… Why?

- The idea of the learned behaviors and your challenge workshop is to have individuals to think about their behavior

  1) identify the bad behavior

  2) write it down

  3) rank the importance

  4) consequence of each behavior

  5) be challenged with a plan to fix it and follow through living by it

Where does "learned behavior" come from?

- **Webster definition of behavior**
  - Behave – 1. to conduct (oneself) in a specified way; 2. to conduct (oneself) properly

- **Behavior** – way of behaving, conduct or action

- **Learned behavior**
  - It is derived from our primary social groups, such as our family, peer groups, neighborhoods, and our community at large

  - Basically, it can be thought of as a socially transmitted pattern

What is a Challenge?

…a call to question…

…a call for special effort…

…a call or summons to engage in any contest, as of skill, strength, etc. …

…a demand to explain or justify…

…a difficulty in a job or undertaking that is stimulating to one engaged in, etc.….

What can the workshop do for me?

- It will empower you to take responsibility for improving your performance by strategizing your approach the rigor of school.
- Improve children's school performance
- It allows a student to identify their own behavior issues in school and put together a corrective action and self monitoring their plan with supervision and encouragement from parents.
- The parents and/or guardian will also have their corrective action and monitoring plan.
- It will enable you to buy-in to the idea that your education is your responsibility, and not someone's else.

Behavior and Effect Analysis (BEA)

- The tool that is used for the workshop Bad Behavior and Effect Analysis (BBEA)
- Developed Dave Wilson of WCS as an idea to use an engineering approach performance improvement.
- The model will work with any situation to effect improvement
- The BEA approach will only be successfully if there is full buy-in from students, parents, guardians, adults, community leaders, churches, etc., particularly the student and parent.
- BB is analogy to a failure mode in engineering.
  - ✓ **The car will not start (it might be a bad battery)**
  - ✓ **You failed your last math test (it might be because you did not put enough preparation time)**

BEA Model used for the workshop…

How does the model work?

- It is a procedure for identifying and analyzing bad behaviors within the classroom, home, work, everyday life, etc.
- The procedure allows the classification of the severity of the bad behavior and its effect on success in school, work, life, etc.

What is bad behavior?

- It is defined as any action or lack of action in life's process that can or will affect negatively on your success in school and life.
- The model allows the measurement of actions taken to unlearn bad behaviors.
- Basically, it measures before and after behavioral changes were made to quantify the improvements toward good behavior.

Flow Chart of a Typical Learning Process?

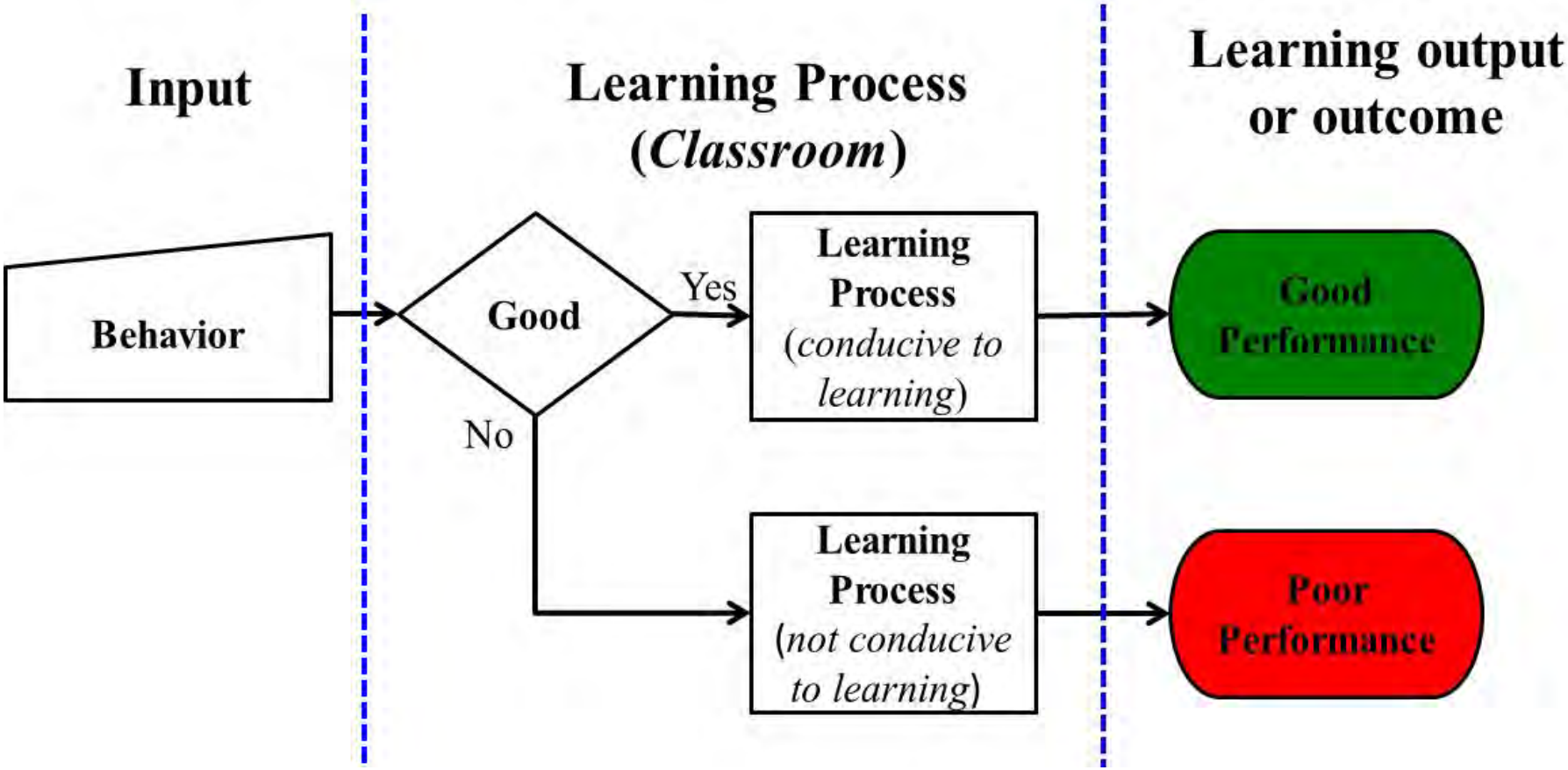


Figure 9. Reference flowchart

More on Behaviors

- Funnel Concept
- Hypothetical causes of poor performance
- Characterization of Inputs and Their Consequences
- The Idea of the BEA Model

(BEA) Model. Hence: B = Cause
E = Effect
A = Analysis

The Funnel Concept

The notion behind the funnel concept is that the big contributors should be the focus and fixed, rather than chasing a bunch of little contributors that have little or no effect on the outcome.

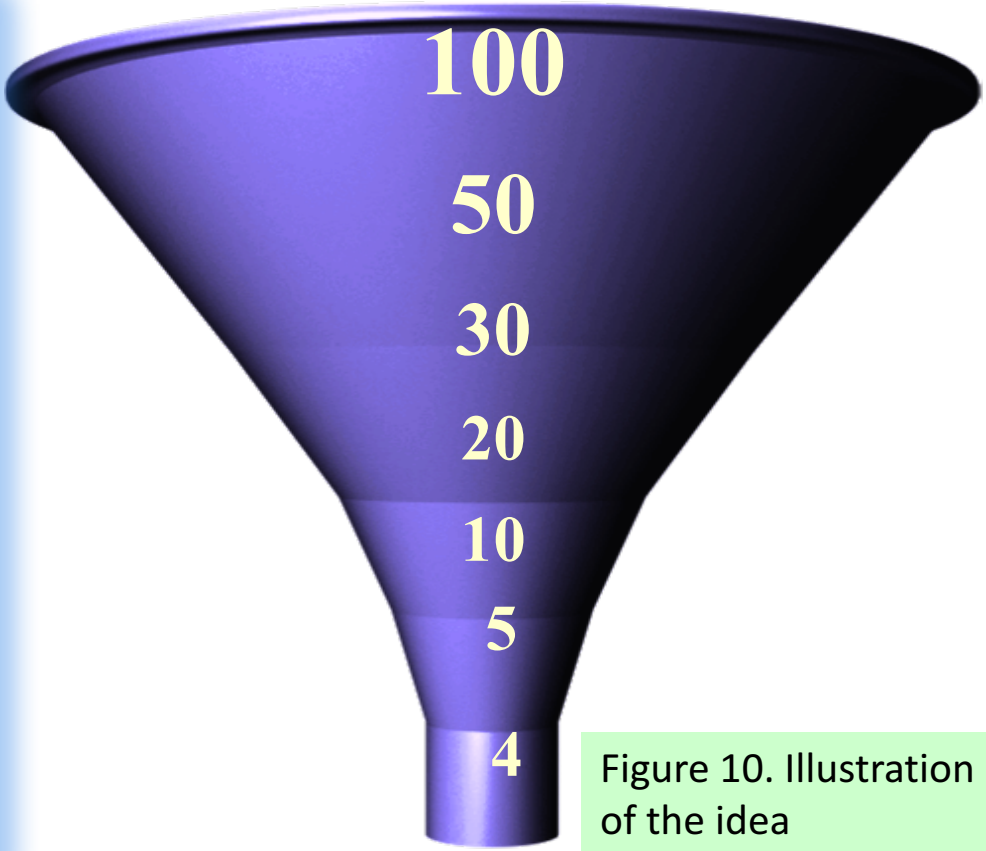


Figure 10. Illustration of the idea

The funnel symbolizes the mighty many and the vital few behaviors which will make a difference.

The Idea of the BEA Model

Example 1. The consequence of bad behavior.

Figure 13. Demonstration of Bad Behavior

***B*(*x*)**

Behavior (Defect)

***x* = input**

Cause

y = output

Effect

Process: Do not understand the material and received no credit for homework.

Input (talking in class, hardly ever complete homework or sleeping in class)

Output (poor report card with two failing grades)

The Idea of the BEA Model – cont'd

Example 2. The consequence of bad behavior.

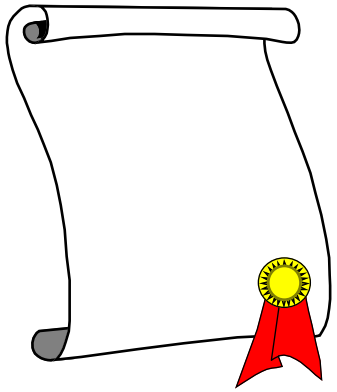
***B*(*x*)**

Behavior (Defect)

Figure 14. Demonstration of consequences bad behavior

***x* = input**

Cause



Process: Procrastinated until the day before the report was due to get another copy of instructions.

***y* = output**

Effect

Input (Lost book report instructions)

Output (Book report completed poorly and an "F" grade is issued)

The Idea of the BBEA Model – cont'd

Example 3. The consequence of good behavior.

Figure 15. Demonstration of consequences good

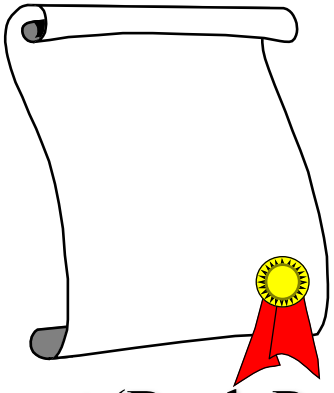
B(*x*)

Behavior

(Defect- none)

***x* = input**

Cause



Input (Book Report Instructions)

Process: Read the book and completed the report

***y* = output**

Effect

Output (Book report completed correctly and an "A" grade is awarded)

Procedure and Worksheet for the Workshop

- The Central Tenets of the Workshop
- Role of Workshop Team Facilitators
- Workshop Worksheet Procedure
- Examples of Good and Bad Behaviors
- Examples of Completed Worksheets
- Example of Learned Behaviors and Your Challenge Flow Chart

The Central Tenets of the Workshop

- The workshop will enable students and adults to think about things that they do as an individual in everyday life that may have a negative affect inside and outside of the classroom..
- Self-identification of bad behavior and take corrective action is paramount for both student and parent/guardian.
- The workshop will serve as a self critique to identify your bad behaviors and consequences.
- The BEA Worksheet is a Cause-and Effect Analysis Model that will actually be completed by each participant during the breakout sessions at the workshop.

  B = Cause; E = Effect; A = Analysis

Workshop Team Facilitators

❑ Breakout Sessions

- Keep each team size, if possible, to 3 - 4 people.
- Coach, provide guidance, and cajole each learner in the team to complete the worksheets individually. Allow approximately 40 minutes for this task.
- Have the group to select a few good examples from their individual worksheet and write the information on the large flip chart sheet provided to the team. Have the group select a spokesperson for the presentation. Allow approximately 20 minutes.
- The team will present the information on the flip chart to the entire audience. Allow approximately 10 minutes. The Team Facilitator will aid in coaching the team with the group presentation.

Workshop Team Facilitators, cont'd

- ❑ Create and build a safe learning environment based on trust and support that encourages the learner to expand their knowledge and skills.
- ❑ Respond to learner's needs. There are two types of needs: **Personal** and **Practical.**
  - Personal needs focus on the learner's basic human desire to feel valued. Therefore, listen to each learner and make him/her feel included.
  - Practical needs focus on the learner's achieving a purpose and/or objective, such as transferring knowledge on a particular behavior or help them build their skills to deal with their behavioral issues.
- ❑ Promote behavioral change
  - Help the learners understanding "what is in it for them?"
  - Show the learner how he/she can benefit from changing behavior.

Workshop Worksheet Procedure

- **The severity (SEV), (OCC) and (DET) for bad behaviors are ranked as shown below.**
  - Severity means how severe is the bad behavior on your success.
  - Occurrence means how often the bad behavior occurs.
  - Ranking Severity, Occurrence, and Detection
    - ✓**High = 5**
    - ✓**Moderate = 3**
    - ✓**Low = 1**

Workshop Worksheet Procedure

- The three numbers for (SEV), (OCC), (DET) are multiplied to give an RPN score.
- RPN stands for **risk priority number**. It is a quantitative measurement representing how bad the behavior affects you and its consequences.
- The higher the number the worst the behavior is to your success.
- The objective is to lower the number.
- The maximum RPN is 125.
- Your goal is to reduce it as close to one (1) as possible with your new RPN calculations.

Examples of Good and Bad Behaviors

Good Behaviors	Bad Behaviors
• Going to bed early enough so that you can get eight hours of sleep	• Not going to bed early enough to get eight hours of sleep
• Do homework everyday	• Hardly ever do homework
• Turn homework in on time	• Always late turning in homework
• Never blame others or something for your own failure or not being successful	• Always blaming others or something for your failure or not being successful.
• Talking in class or getting out of your seat only when given permission by the teacher.	• Inappropriate talking in class or getting out of your seat without permission of the teacher
• Always raise hand to get the teacher's attention	• Never raise hand to get the teacher's attention
• Always on time for class	• Frequently late for class

Example: Student Behavior & Effect Analysis Worksheet

Worksheet

Student - Behavior and Effect Analysis (BEA)

Name		(student or adult)	If student, grade level	Dated started	
John Doe		Student	7th	4/21/13	

Behavior	Location	Potential Effect	SEV	Potential causes	OCC	DET	*RPN	Your Challenge #1	Responsibility & date started	Your Challenge #2	New SEV	New OCC	New DET	New RPN**
What are your bad behaviors?	Where were you?	What is the impact on your success in school, others, and/or life?	the effect to school success?	What causes this behavior in your learning process?	How often does BB occur?	How well can you detect	How well can you detect BB?	What are your action plans for correcting the behavior?	Who is responsible your action plan?	What are the completed actions? Be sure to include new RPN calculation to the right.				
EXAMPLE: Getting out of my seat without permission.	School (math class)	Low grade and/or fail math test; disrupting class; interferring with learning procees of others; preventing others from learning	5	Not interesting in school; little consequences; not aware of my behavior.	5	5	125	Ignore bad behavior of others; take a deep breath and think before getting out of my seat without permission; raise hand to get permission from the teacher; Learn more about good and bad behaviors and forever be aware of them.	John Doe 4/21/12	No longer get out of my seat without raising my hand to get permission from the teacher; I take a deep breadth and think before acting on my impulse; I have learned more good behavior traits and unlearned most of my bad behaviors traits.	5	1	5	25

Figure 16. Worksheet example (student)

BEA Ranking: High =5, Moderate = 3 and Low =1, *RPN = (SEC)(OCC)(DET)

Last columns: New **RPN = (SEV)(OCC)(DET). Complete the last three columns after your actions plans (Challenge #1) are in place. RPN = Risk Priority Number. The smaller the RPN score, the better the improvement.

Example Adult Behavior & Effect Analysis Worksheet

Worksheet

Adult - Behavior and Effect Analysis (BEA)

Name		(student or adult)	If student, grade level	Dated started
Jane Doe		Adult	N/A	4/21/13

Behavior (BB)	Location	Potential Effect	SEV	Potential causes	OCC	DET	*RPN	Your Challenge #1	Responsibility & date started	Your Challenge #2	New SEV	New OCC	New DET	New RPN**
What are your behaviors?	Where were you?	What is the impact on the child's success in school and/or life?	the effect to school success?	What causes this behavior by you?	How often does BB occur?	How well can you detect	How well can you detect BB?	What are your action plans for correcting the behavior?	Who is responsible your action plan?	What are the completed actions? Be sure to include new RPN calculation to the right.				
EXAMPLE: I seldom ask my child how their school day went and/or check to make sure home work is complete.	Home	Child feels he is not valued; Poor performance; Unaware of behavioral issues	5	Too busy; It is the school's responsibility to educate my child; I am not aware of my behavior	5	5	125	Write myself note to always asked about my child's day in school; Set aside a time to talk about school and other things my child's mind.	Jane Doe, 4/21/13	I now ask everyday about school, no matter how busy I am. Talk at least five minues per day about school, homework, dreams and aspiraion, etc.	5	1	5	25

Figure 17. Worksheet example (adult)

BBEA Ranking: High =5, Moderate = 3 and Low =1, *RPN = (SEC)(OCC)(DET)

Last columns: New **RPN = (SEV)(OCC)(DET). Complete the last three columns after your actions plans

(Challenge #1) are in place. RPN = Risk Priority Number. The smaller the RPN score, the better the improvement.

Flow Chart - Learned Behaviors and Your Challenge

- This process must be repeated until there is no longer a need to go through the bad behaviors process.

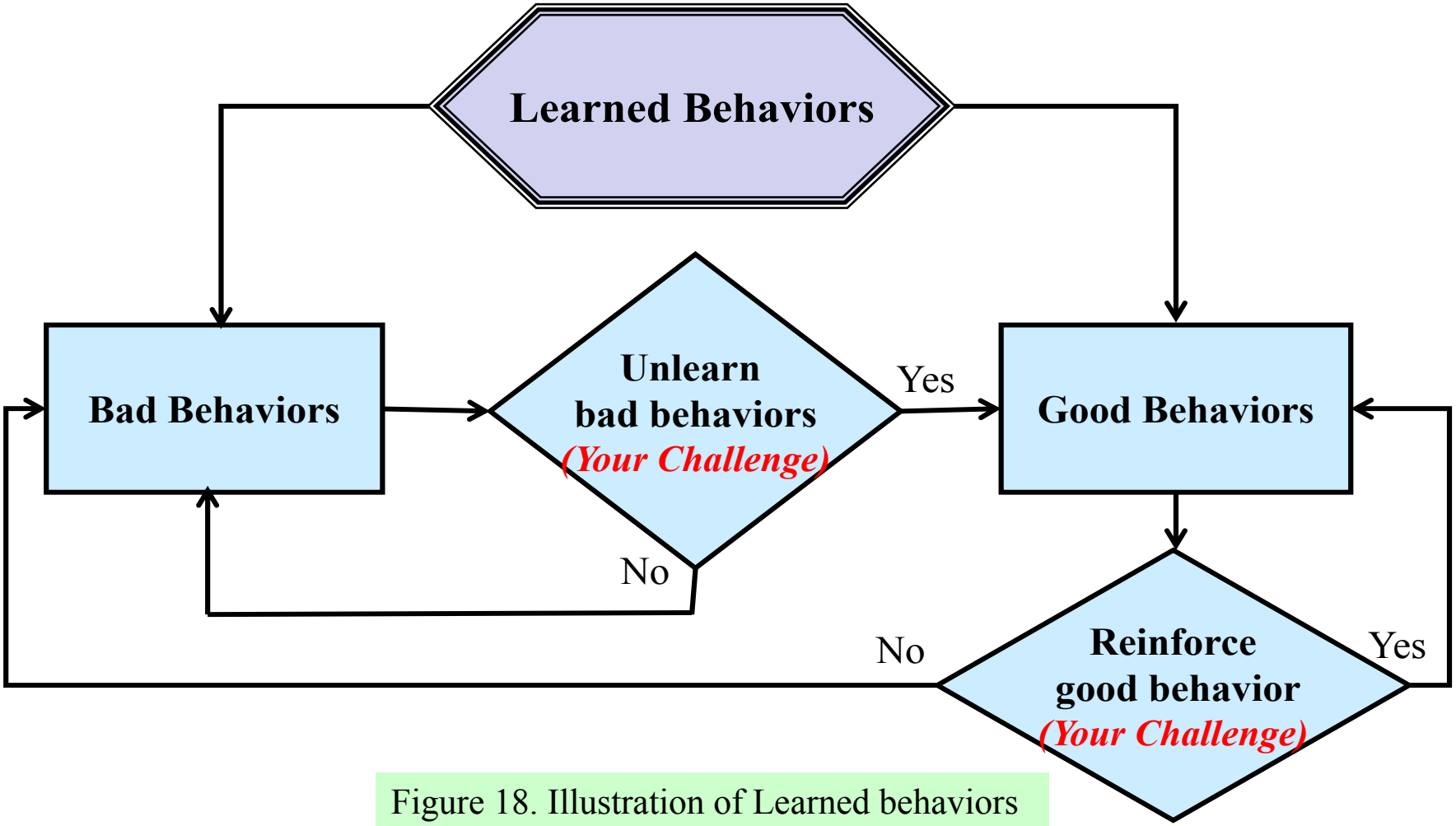


Figure 18. Illustration of Learned behaviors

*Proposal: Community Achievement Gap Effort (CAGE)

❑ CAGE Mission Statement

- To foster a collaborative efforts among various community groups by soliciting their help in closing the education gap.
- Encourage students, parents, churches, and the communities to get involved with closing the education gap between white and black students.
- Augment the schools and their ongoing efforts to close the education gap.
- Is of the belief that low income students can also achieve excellence
- Activities:

✓ Literacy
✓ Education Forum
✓ Community Tutoring
✓ Speakers
✓ Workshops
✓ Enrichment programs

Matrix Scorecard

Table 4. Best Practice Scorecard

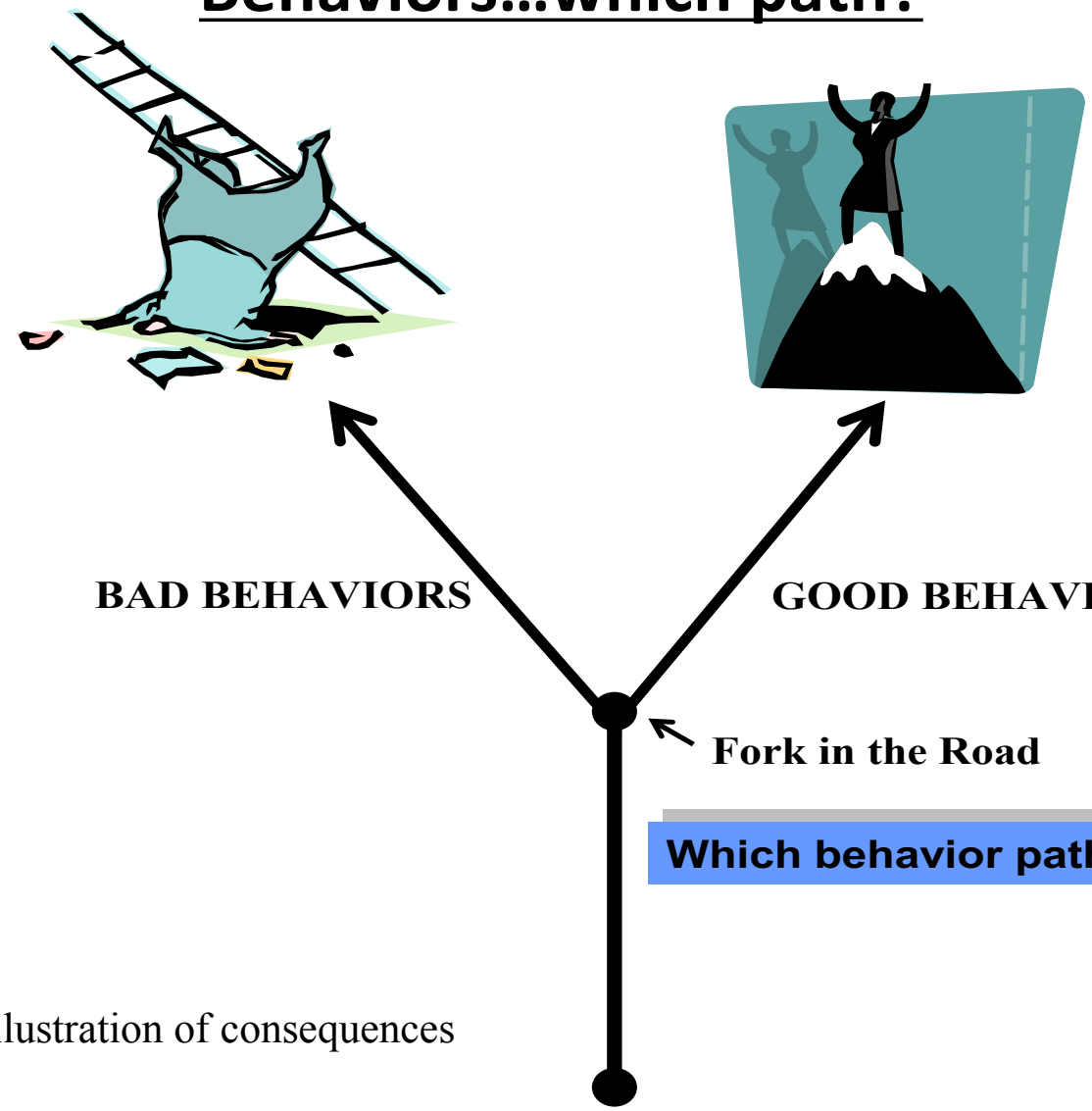
Situation	**Closing student student performance gap**					
Sources of prior success	**0**	**1**	**2**	**3**	**4**	**5**
Parental involvement						
Student behavior						
Church/Community						
School						

Best practice is a method, process, activity, incentive, or reward which conventional wisdom regards as more effective at delivering results.

0 = Not aware or aware of best practices: No plans to adopt any
1 = Plans to adopt: No current activities in place
2 = Current activities on best practices
3 = Best practice implemented on some activities
4 = Best practices implemented on all activities
5 = Model for best practice

Closing Comments and Summary

Behaviors…which path?



Which behavior path will you choose?

Figure 19. Illustration of consequences of behaviors

Closing Comments and Summary – cont'd

After high school…which path?

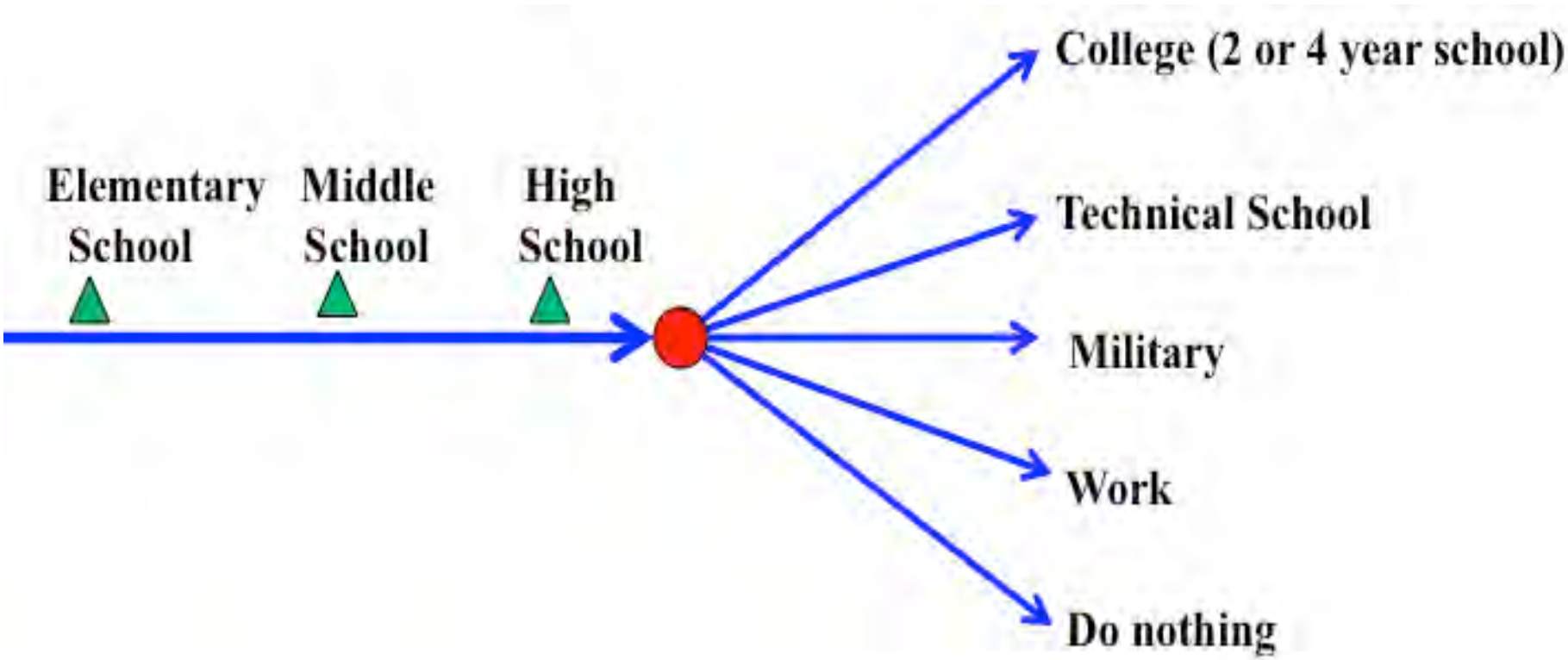


Figure 20. Options after high school

Closing Comments and Summary – cont'd

Wilson Consulting Services, LLC would like to take this opportunity to thank everyone who helped make this presentation possible and those in attendance today. It is my hope and desire that this presentation will play a role in your consideration to host the workshop as part of your community achievement gap effort (CAGE) on "Learned Behaviors and Your Challenge."

I feel that the workshop will be productive and inspiring; therefore, it is our sincere desire that the model will enable every student, parent, church, and community to realize that the education gap between white and black students will never be closed without everyone becoming true stakeholders. We can no longer keep repeating the words of excuses because this will never make a difference. We are talking about a culture change when it comes to quality education for our children; therefore, students, parents, church, and community must work hard to alter this downward spiral.

At the end of the day, we must unlearn bad behaviors and constantly reinforce good behaviors.

Please remember that a problem is never solved by trying to manage its output and/or tinkering with insignificant little bits and pieces of the input.
Thank you.

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Areas of expertise: Statistical Services, Mathematics Education, and Family History Research

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Areas of expertise:

"It must be demonstrated..."

“Success is the progressive achievement of a worthwhile goal”

By Earl Nightingale