Supporting Implementation of Efficient and Effective Classroom-wide Positive Behavior Support Plans

Illinois PBIS Network
Positive Behavior Interventions & Supports

Coming Together to Strengthen Illinois Schools
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Session 14
Presenters and Contact Information

Illinois PBIS Network

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Based on review of 11,000 studies spanning 50 years, researchers determined ...the most important factor governing student learning is classroom management.

Margaret Wang, Geneva Haertel & Herbert Walberg, 1994
What happens when Classroom-Wide Strategies are not in place?

• “I have the worst class in the school!”

• “I have so many kids with behavior problems in my classroom that I can’t teach!”

• “Six kids in my classroom need to be referred for SPED services!”
What we know...

- Lack of discipline is one of the biggest problems facing public schools.

- More time is being spent on reactive classroom and behavioral management and less time on academic instruction.
# Time Lost to Discipline

*(Barrett and Swindell-2002)*

<table>
<thead>
<tr>
<th></th>
<th>Teacher</th>
<th>Student</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Referrals</strong></td>
<td>5 minutes</td>
<td>20 minutes</td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>In-School Suspension</strong></td>
<td>5 minutes</td>
<td>6 hours</td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Out of School Suspension</strong></td>
<td>5 minutes</td>
<td>6 hours</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>
What we know, cont’d…

- We can identify actions for a school-wide team to improve the quality of classroom management throughout the school.

- Effective Classroom Management strategies and practices implemented by classroom teachers are the foundation of both behavior and academic 3-tier interventions…
Designing School-Wide Systems for Student Success
A Response to Intervention Model

Academic Systems

Tertiary Interventions
- Individual Students
- Assessment-Based
- High Intensity

Secondary Interventions
- Some Students (at-risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

Universal Interventions
- All Students
- Preventive, Proactive

Behavioral Systems

Tertiary Interventions
- Individual Students
- Assessment-Based
- Intense, Durable Procedures

Secondary Interventions
- Some Students (at-risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

Universal Interventions
- All Settings, All Students
- Preventive, Proactive

Mrs. Mutner liked to go over a few of her rules on the first day of school.

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School-wide Systems

Classroom Systems

Non-classroom Systems

Individual Student Support Systems
Suggestions for Building Effective Classroom Management

Horner, Sugai, Dickey

University of Oregon & University of Connecticut
So What Is Classroom Management?

All the things a teacher does to organize students, space, time, and materials so that instruction in content and student learning can take place.

Students want a well-managed classroom...because a well-managed classroom gives students security. There are no surprises and no yelling in a classroom where everyone knows what is happening.
Good Teaching + Good Management Tools = Successful Student Achievement

Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems
1. Good teaching is one of our best behavior management tools
2. Apply 3 tiered prevention logic to classroom setting
3. Link classroom to school-wide expectation and office referrals
4. Teach academic like social skills
5. Build systems to support sustained use of effective/best practices
Effective Teachers will:

*Cultivate a positive reputation

*Regularly communicate with students & parents

*Greet students daily

*Manage rather than discipline their classroom
Staff Members Must Be Reinforcers

All Staff Members need to:

- Know students on a personal level
- Be sincere
- Be honest
- Be direct/clear
- Let them know you care
- Notice small accomplishments
- Praise appropriate behaviors
Classroom Behavioral Expectations

Define and teach 3-5 expectations for your classroom early in the year:

- Consistent with School-wide rules/expectations
- Positively stated expectations
- Easy to remember
- Posted in the classroom
- Taught directly

Be safe, Be responsible, Be respectful

Respect yourself, Respect Others, Be Responsible
Effective Teachers

- Clearly state positive expectations
- Create a climate of positive expectations for all
- Establish effective management techniques
- Set a goal to achieve high expectations
<table>
<thead>
<tr>
<th>SAMPLE SCHOOL MATRIX</th>
<th>All Settings and Community</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Bathroom</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect Self</strong></td>
<td>Maintain personal space.</td>
<td>Walk at all times.</td>
<td>Eat your food only.</td>
<td>Stay in assigned area.</td>
<td>Quietly wait your turn.</td>
<td>Keep to yourself.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Walk carefully to return trays.</td>
<td>Get help when it is needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Single file lines.</td>
<td>Stay in order when in line.</td>
<td>Take turns and share equipment.</td>
<td></td>
<td>Open stall doors slowly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jaguar waves only.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect the Environment</strong></td>
<td>Keep area clean.</td>
<td>Eyes only on displays.</td>
<td>Be quiet after ten minute warning.</td>
<td>Line up when signal is given.</td>
<td>Use toilets, sinks, and dryers correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Clean up your own space.</td>
<td>Pick up litter.</td>
<td></td>
<td>Keep bathroom clean.</td>
</tr>
</tbody>
</table>
Starting a Classroom Matrix Based on the Sample School Matrix

<table>
<thead>
<tr>
<th>Rules within Routines Matrix</th>
<th>Entering the Classroom</th>
<th>Seat Work</th>
<th>Small Group Activity</th>
<th>Leaving Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect self</td>
<td>Maintain personal space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect others</td>
<td>Keep hands, feet, and other objects to self</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect the environment</td>
<td>Keep your space and our room clean</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sample Classroom Matrix

<table>
<thead>
<tr>
<th>Waldo “Paws”itive Actions</th>
<th>In the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>• Raise your hand</td>
</tr>
<tr>
<td></td>
<td>• Use positive language</td>
</tr>
<tr>
<td></td>
<td>• Take care of materials</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>• Be on time</td>
</tr>
<tr>
<td></td>
<td>• Bring required mat’ls</td>
</tr>
<tr>
<td></td>
<td>• Complete all work</td>
</tr>
<tr>
<td><strong>Be Ready to Learn</strong></td>
<td>• Listen &amp; follow directions</td>
</tr>
<tr>
<td></td>
<td>• Participate</td>
</tr>
<tr>
<td></td>
<td>• Stay on task</td>
</tr>
<tr>
<td><strong>Build Relationships</strong></td>
<td>• Be caring</td>
</tr>
<tr>
<td></td>
<td>• Share</td>
</tr>
<tr>
<td></td>
<td>• Clean up together as a team</td>
</tr>
</tbody>
</table>
Behavior

- Pre-plan “consequences” and evaluate effectiveness
- Frequently reinforce the right behaviors
- Address behaviors while they are small
- Utilize peer attention to your advantage
Expectations

- Teach, re-teach, role-play
- Acknowledge rule-following behaviors
- Refer to the expectations often
- Link to consequences
- Embed into all interactions
Establish Predictable Environment

Define and teach classroom routines

- Entering class and beginning work
- Predicting daily schedules
- Solving personal classroom issues, i.e.
  - No pencil, paper, etc.
  - How do I ask for help?
  - Bathroom procedures
  - Consequences for not completing or late work
  - What if someone is bothering me?
  - How do I know if I am doing well in class?
Establish a Predictable Environment, cont’d

Signals for moving through different class activities
- “Show me you are listening”
- Obtaining class attention

Teaching effective transitions
# Classroom Management: Self-Assessment

**Teacher__________________________**

**Rater__________________________**

**Date_______**

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tally each Positive Student Contacts</th>
<th>Tota l #</th>
<th>Tally each Negative Student Contacts</th>
<th>Tota l #</th>
</tr>
</thead>
</table>

| Ratio of Positives to Negatives: _____ to 1 |

## Classroom Management Practices

<table>
<thead>
<tr>
<th>Statement</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have arranged my classroom to <strong>minimize crowding and distraction</strong></td>
<td>Yes No</td>
</tr>
<tr>
<td>2. I have <strong>maximized structure and predictability</strong> in my classroom (e.g., explicit classroom routines, specific directions, etc.)</td>
<td>Yes No</td>
</tr>
<tr>
<td>3. I have posted, taught, reviewed, and reinforced 3-5 <strong>positively stated expectations</strong> (or rules).</td>
<td>Yes No</td>
</tr>
<tr>
<td>4. I provided <strong>more frequent acknowledgement</strong> for appropriate behaviors than inappropriate behaviors (See top of page).</td>
<td>Yes No</td>
</tr>
<tr>
<td>5. I provided each student with <strong>multiple opportunities to respond</strong> and participate during instruction.</td>
<td>Yes No</td>
</tr>
<tr>
<td>6. My instruction <strong>actively engaged</strong> students in observable ways (e.g., writing, verbalizing)</td>
<td>Yes No</td>
</tr>
<tr>
<td>7. I <strong>actively supervised</strong> my classroom (e.g., moving, scanning) during instruction.</td>
<td>Yes No</td>
</tr>
<tr>
<td>8. I <strong>ignored</strong> or provided <strong>quick, direct, explicit reprimands/redirections</strong> in response to inappropriate behavior.</td>
<td>Yes No</td>
</tr>
<tr>
<td>9. I have <strong>multiple strategies/systems</strong> in place to <strong>acknowledge</strong> appropriate behavior (e.g., class point systems, praise, etc.).</td>
<td>Yes No</td>
</tr>
<tr>
<td>10. In general, I have provided <strong>specific feedback</strong> in response to social and academic behavior errors and correct responses.</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

**Overall classroom management score:**

10-8 yes =**Super**  7-5 yes =**So-So**  >5=**Improvement Needed**
Proactively Structure the Environment

- Space
- Time
- Materials
- Interactions
Procedures:

- Entering the classroom: on-time, tardy
- Getting to work immediately
- Being dismissed from class
- Participating in class discussions
- Obtaining pencils/paper
- Keeping an orderly desk
- Indicating an understanding
- Making up work: absent, out of room
- Working cooperatively
Teach Students to Self-Manage

Once students know routines, allow prompts by normal events, rather than teacher prompts

- Bell
- Completion of an assignment

Teach self-management
Procedures

- Getting directions for assignments
- Changing groups
- Keeping a notebook/progress report
- Going to the office
- Asking for help
- Knowing the schedule
- Passing in and exchanging papers
- Returning student work
- Getting materials without disturbing others
Classroom Schedules

- Clearly define and post classroom schedule
- Prepare students for changes: assembly, Guest Teacher
- Stick to the schedule
Procedures

- Distributing playground equipment
- Moving about the room
- Going to the library
- Headings on papers
- Finishing early
- Returning to task after interruptions: guest, announcements, drill
- Asking a question
- Walking in the halls during class time
- Going to support staff
Active Supervision

Move

Interact

Knowledge

Proximity makes a difference!!!
Effective Staff Members Always:

- Think through a discipline plan and convey it to students
- Involve the administration to guarantee and enforce the plan
- Have high expectations and confidence to teach students self-discipline
Establish a “Positive Environment”

Five instances of praise for every correction

Begin each class period with a celebration

Your first comment to a child establishes behavioral momentum

Provide multiple paths to success/praise

- Group contingencies
- Personal contingencies
Make the Most of Praise

- Make eye contact
- Use behaviorally specific language
- Provide immediate feedback
- Acknowledge appropriate behavior often
- Interact positively once every 5 minutes
- Follows correction for rule violation with positive feedback for following expectations
Actively & Continuously Supervise

- Move
- Scan
- Interact
- Remind/pre-correct
- Positively acknowledge

Respond to Inappropriate Behavior Quickly, Positively, & Directly

- Respond efficiently
- Attend to students who are displaying appropriate behavior
- Follow school procedures for major problem behaviors objectively & anticipate next occurrence
Design a Functional Physical Layout for the Classroom

Different areas of classroom defined for different activities
➢ Define how to determine “what happens where”

Traffic patterns

Groups versus separate work stations

Visual access
➢ Teacher access to students at all times
➢ Student access to relevant instructional materials
➢ Teacher’s desk
Minimize crowding & distraction

Design environment to elicit appropriate behavior:

- Arrange **furniture** to allow easy traffic flow.
- Ensure adequate **supervision** of all areas.
- Designate staff & student **areas**.
- Prepare **seating arrangements** (classrooms, cafeteria, etc.)

**Maximize structure & predictability**

- **Teacher routines**: volunteers, communications, movement, planning, grading, etc.

- **Student routines**: personal needs, transitions, working in groups, independent work, instruction, getting, materials, homework, etc.
Instruction Influences Behavior

Pacing

Opportunities for student responses

Giving feedback to students

Vary modes of instruction
- Group lecture
- Small group
- Independent work
- Integrating activities
- Peer tutoring
- Cooperative learning groups
Ability Differences

- Team teach
- Targeted skill development based on data
- Learning centers: class, school-wide
- Assign academic mentors
- Utilize alternative strategies: computer, listening center
And finally...

There is a system for teachers to identify need for assistance, and request help easily

- From administration
- From peers
- From pupil support services
Big Ideas

- Classroom Management is one of the critical elements of effective teaching
- Classroom Management procedures that are linked with school-wide expectations strengthen your Tier 1 behavior support intervention
- Everyone should assess their classroom management strategies (need a standard)
Effective Teachers

- Teach students - not a subject or grade level
- Maximize academic learning time
- Have students earning their own achievement
- Keep students actively engaged in learning
What Works:

- Have well-thought-out and structured procedures for EVERY activity
- Teach the procedures often
- Rehearse procedures until they become class routines
- Re-teach procedures when necessary
- Acknowledge when procedures are appropriately followed
Next Steps?

- Complete the Classroom Management Self-Assessment Tool (Handout)
- Discuss in small groups, compare responses, and share ideas
- Develop Classroom Matrix and align classroom rules/expectations to School-wide Expectations (See Sample)
Classroom Scenarios: Share a response

It is very difficult for me, a teacher reported, to conduct small group instruction in my classroom. These kids need so much attention that when I work with a group, the ones not in the group, move around the room, talk to each other, do things to get my attention. I am stuck with whole class instruction.
Classroom Scenarios: Share a response

The teacher commented that she knows the students need recess, but goodness, when they come in they are noisy, pushing each other, and it takes quite a while to settle them down and start instruction....
References


Resources

www.pbis.org
www.pbisillinois.org
www.pbsssurveys.org
www.modelprogram.com