

# 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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# Presenters and Contact Information

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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)

**Teacher**

**Student**

**Administrator**

Referrals	5 minutes	20 minutes	10 minutes
In-School Suspension	5 minutes	6 hours	20 minutes
Out of School Suspension	5 minutes	6 hours	45 minutes

# What we know, cont'd...

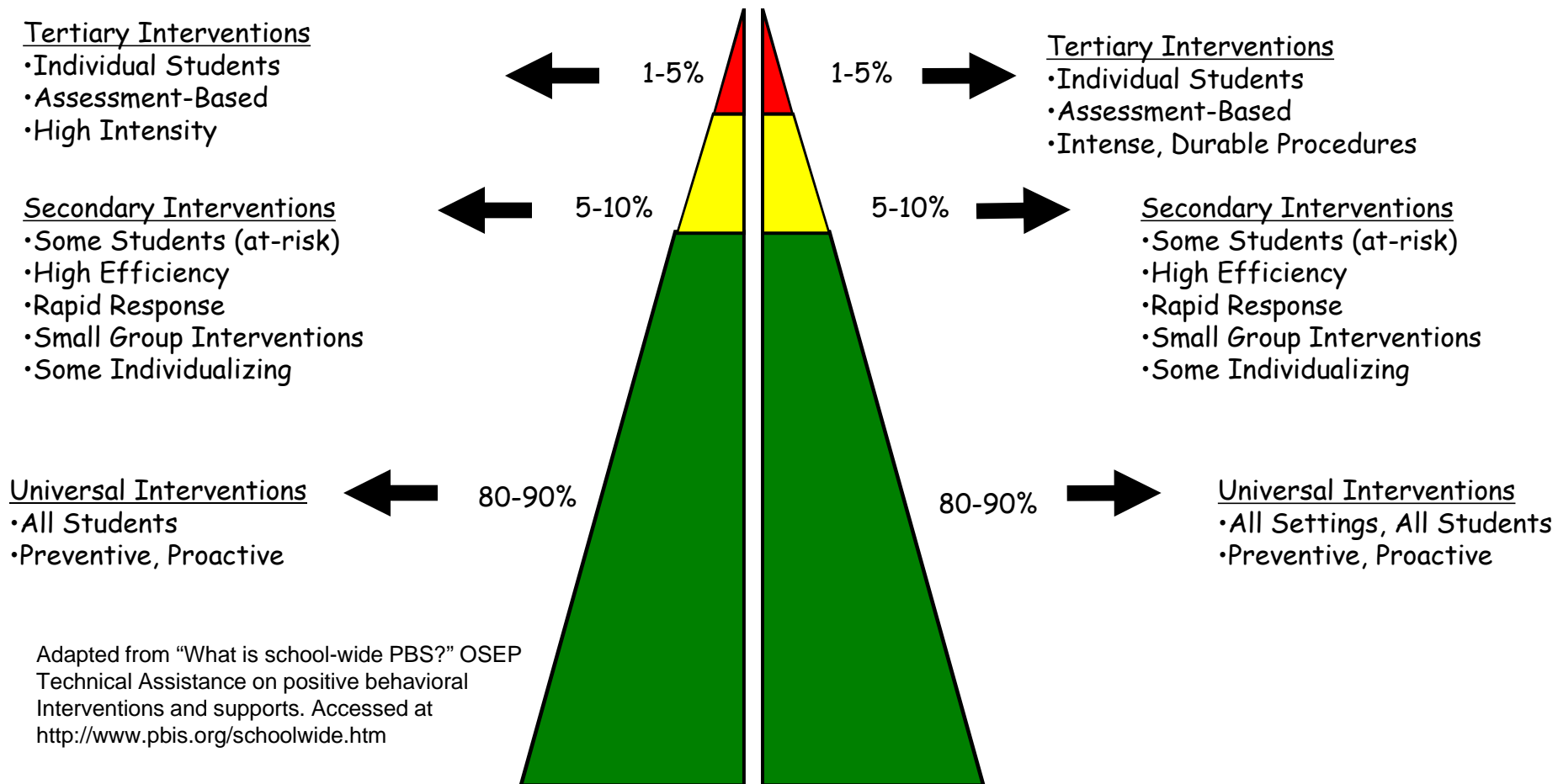
- We can identify actions for a school-wide team to improve the quality of classroom management throughout the school
- Effective Classroom Management strategies and practices implemented by classroom teachers are the foundation of both behavior and academic 3-tier interventions...

# Designing School-Wide Systems for Student Success

## A Response to Intervention Model

### Academic Systems

### Behavioral Systems



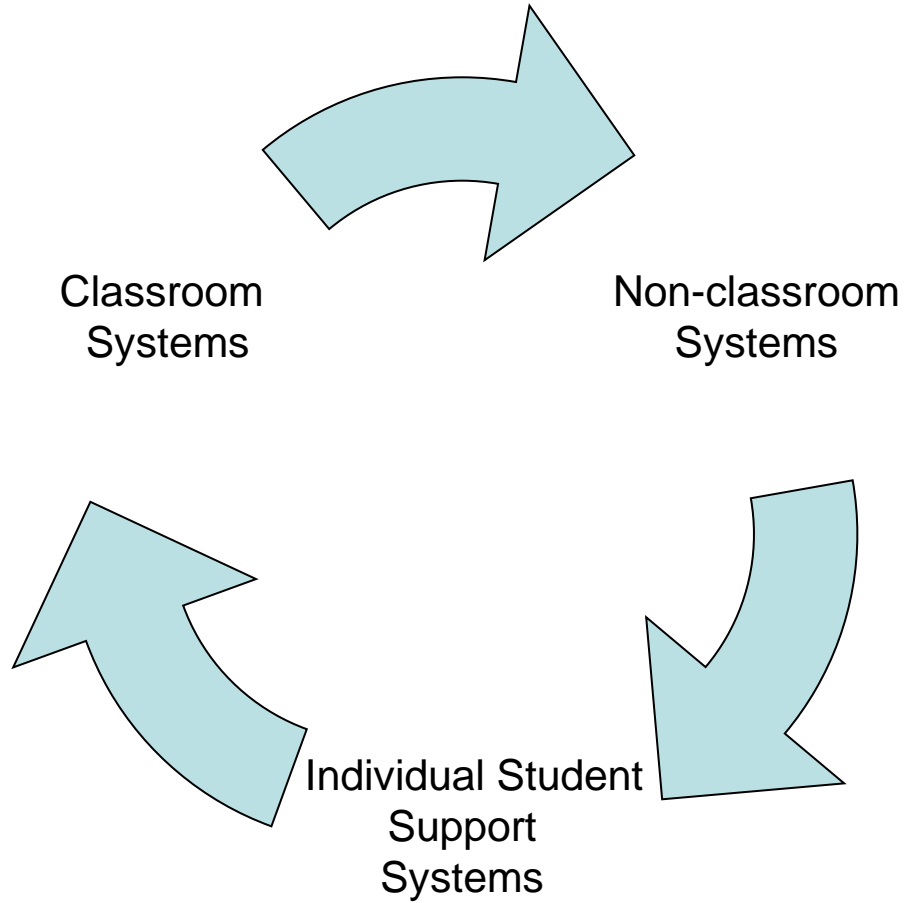




**Mrs. Mutner liked to go over a few of her rules on the first day of school.**

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# School-wide Systems



# Suggestions for Building Effective Classroom Management



Horner, Sugai, Dickey

University of Oregon & University of Connecticut

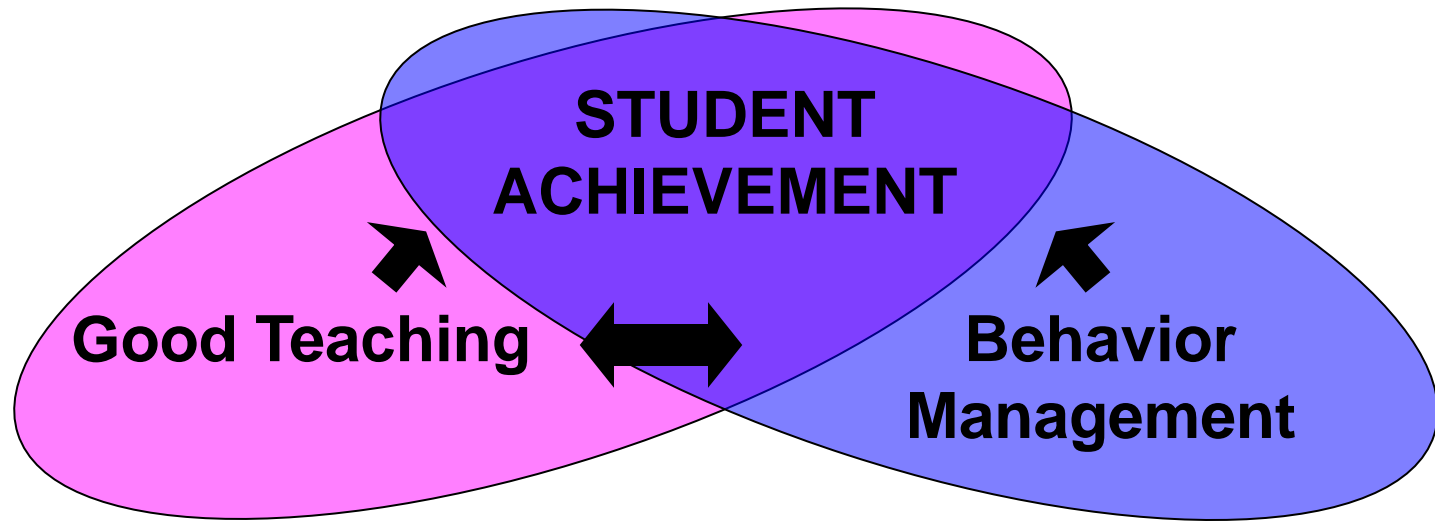
# So What Is Classroom Management?

**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



# FIVE Guiding Principles



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:

MARTIN

- \*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 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**



<b>SAMPLE SCHOOL MATRIX</b>	<b>All Settings and Community</b>	<b>Hallways</b>	<b>Cafeteria</b>	<b>Playground</b>	<b>Bathroom</b>	<b>Classroom</b>
<b>Respect Self</b>	Maintain personal space.	Walk at all times.	Eat your food only.  Walk carefully to return trays.	Stay in assigned area.  Get help when it is needed.	Quietly wait your turn.  Keep to yourself.	
<b>Respect Others</b>	Keep hands, feet, and other objects to self.	Voices off and arms folded.  Single file lines.  Jaguar waves only.	Be polite and use good manners.  Stay in order when in line.	Play by the rules.  Take turns and share equipment.	Walk in and out quietly.  Voices off.  Open stall doors slowly.	
<b>Respect the Environment</b>	Keep area clean.	Eyes only on displays.	Be quiet after ten minute warning.  Clean up your own space.	Line up when signal is given.  Pick up litter.	Use toilets, sinks, and dryers correctly.  Keep bathroom clean.	

# Starting a Classroom Matrix Based on the Sample School Matrix

Rules within Routines Matrix				
Routines Rules	Entering the Classroom	Seat Work	Small Group Activity	Leaving Classroom
Respect self	Maintain personal space			
Respect others	Keep hands, feet, and other objects to self			
Respect the environment	Keep your space and our room clean			

# Sample Classroom Matrix

<b>Waldo “Paws”itive Actions</b>	<b>In the Classroom</b>
<b>Be Respectful</b>	<ul style="list-style-type: none"><li>• Raise your hand</li><li>• Use positive language</li><li>• Take care of materials</li></ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"><li>• Be on time</li><li>• Bring required mat’ls</li><li>• Complete all work</li></ul>
<b>Be Ready to Learn</b>	<ul style="list-style-type: none"><li>• Listen &amp; follow directions</li><li>• Participate</li><li>• Stay on task</li></ul>
<b>Build Relationships</b>	<ul style="list-style-type: none"><li>• Be caring</li><li>• Share</li><li>• Clean up together as a team</li></ul>

# 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

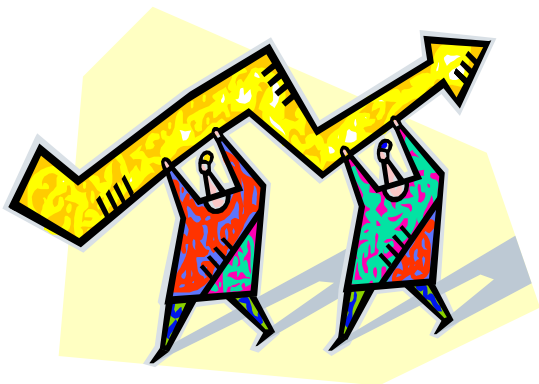
- “Show me you are listening”
- Obtaining class attention

## Teaching effective transitions



# Classroom Management: Self-Assessment

Teacher _____		Date _____	
Rater _____		_____	
Instructional Activity		Time Start _____	
		Time End _____	
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio of Positives to Negatives: _____ to 1			



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

# 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



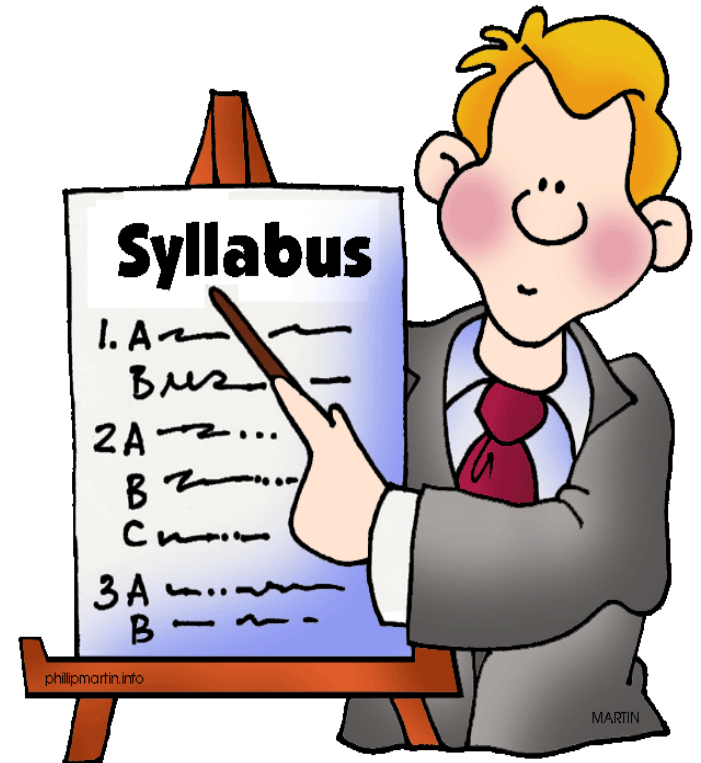
# Procedures



- **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**

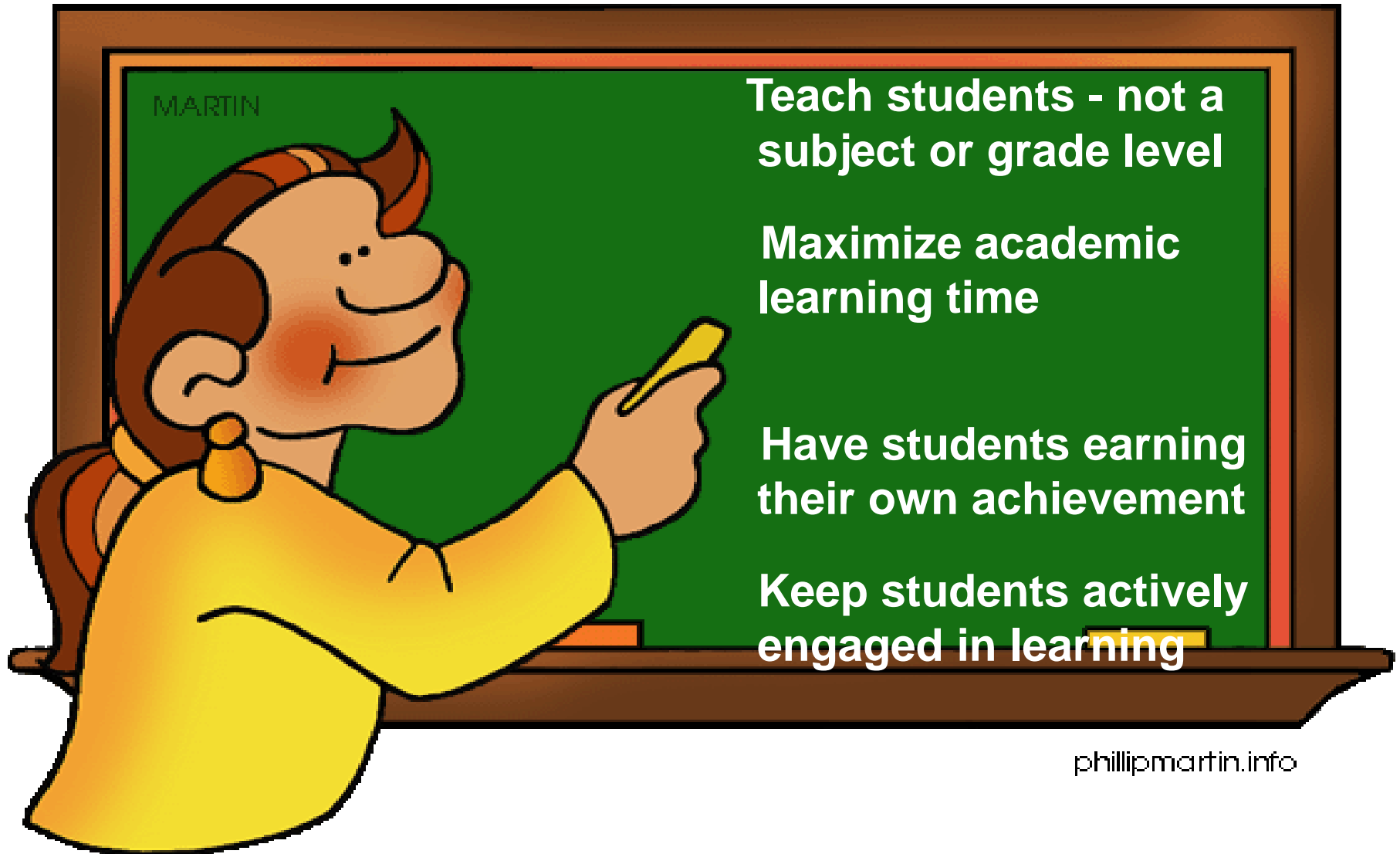
- **From administration**
- **From peers**
- **From pupil support services**



# 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....



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# Resources

[www.pbis.org](http://www.pbis.org)

[www.pbisillinois.org](http://www.pbisillinois.org)

[www.pbssurveys.org](http://www.pbssurveys.org)

[www.modelprogram.com](http://www.modelprogram.com)