

The Best of the Best

An Eclectic Approach to Classroom Management

Special thanks to George Sugai, Jeff Sprague, Geoff Colvin,, Brandy Simonsen, Randy Sprick and many colleagues for their endless efforts in developing the PBS framework. They are responsible for most of the slides in this presentation.

Expectations

Be Respectful

- Turn off cell phone ringers
- Listen attentively to others

Be Responsible

- Return promptly from breaks
- Make yourself comfortable and take care of your needs

Be Kind

- Participate in activities
- Listen and respond appropriately to others' ideas

Remember those 7 foundation pieces of Positive Behavior Support??

- Defining Expectations
- Teaching Expectations
- Acknowledging Expectations
- Employing Systematic Supervision
- Engaging in Effective Classroom Management/ Organization
- Correcting Behavior
- Reviewing Data

How do those foundation pieces fit in terms of classroom management?? What Does the Research Say??

- Post, teach, review, monitor, and reinforce a small number of positively stated expectations. (DEFINING, TEACHING, SYSTEMATICALLY SUPERVISING)
- Establish a continuum of strategies to acknowledge appropriate behavior. (ACKNOWLEDGING)
- Actively engage students in observable ways. (AHA- Something new to add!)
- Maximize structure in the classroom (MANAGEMENT/ ORGANIZATION)
- Establish a continuum of strategies to respond to inappropriate behavior (CORRECTING,
- Evaluate the effects (REVIEWING DATA)

"Evidence Based Practices in Classroom Management" from the journal *Education and Treatment of Children*, Simonsen, et al 2008

Defining

- Expectations (rules) are general statements guiding behavior, for example, "Respect others; listen while others are speaking." Evertson and Emmer, 2009

Teaching

Teach **academic like social** skills

- Tell/model/ demonstrate
 - Provide visual cues!
- Guide practice
- Independent practice
- Monitor & assess
- Give feedback (positive and corrective)

Teach Rules in the Context of Routines

- Teach expectations directly.
 - Define rule in operational terms—tell students what the rule looks like within routine.
 - Provide students with examples and non-examples of rule-following within routine.
- Actively involve students in lesson—game, role-play, etc. to check for their understanding.
- Provide opportunities to practice rule following behavior in the natural setting.

Teaching Expectations
ELEMENTARY STUDENTS

Key research finding:

“Children below 4th grade require a great deal of instruction and practice in classroom rules and procedures.... Effective management in the early grades, is more and instructional than a disciplinary enterprise.” (Cotton, 1990, p.8)

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- Use **pre-corrections**, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings where problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).

Acknowledging

Procedures for Using Positive Consequences

- Deliver at a high rate (especially for younger children and troubled students)
- Deliver consistently and immediately as possible
- Emphasize intrinsic versus extrinsic reinforcers

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- Pair reinforcers (follow intrinsic with extrinsic reinforcers)
- Have some delayed positives (for maintenance & building a longer base of acceptable behavior)
- Vary reinforcers
- Maintain consistent criteria for delivery
- Have some individual, group and whole class reinforcers
- CAREFULLY EXPLAIN HOW THE SYSTEM WORKS

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Examples of Positive Consequences

- Teacher praise
- Demonstrations of teacher approval
- Positive feedback
- Points (leading to privileges and rewards)
- Contingent use of breaks, privileges

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- Access to special activities
- Contracts and token economies
- Mystery awards
- Public recognition (class-wide and school-wide)
- Menus (store, list of reinforcers)
- Various combinations of reinforcers
- Parent contact

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- Specific and Contingent Praise
- Group Contingencies
- Behavior Contracts
- Token Economies

- Specific and Contingent Praise**
- Praise should be...
 - ...**contingent**: occur immediately following desired behavior
 - ...**specific**: tell learner exactly what they are doing *correctly* and continue to do in the future
 - “Good job” (not very specific)
 - “I like how you are showing me active listening by having quiet hands and feet and eyes on me” (specific)

Group Contingencies

- Three types:
 - **“All for one”**
(Interdependent Group Contingency)
 - **“One for all”**
(Dependent Group Contingency)
 - **“To each his/her own”** (Independent Group Contingency)

Behavioral Contracts

- A written document that specifies a contingency for an individual student or in this case...whole class
- Contains the following elements:
 - Operational definition of **BEHAVIOR**
 - Clear descriptions of **REINFORCERS**
 - **OUTCOMES** if student fails to meet expectations.
 - Special **BONUSES** that may be used to increase motivation or participation.

(Wolery, Bailey, & Sugai, 1988)

Establishing a Token Economy

- Determine and teach the target skills
- Select tokens
- Identify what will be back-up reinforcers
- Identify the number of tokens required to receive back-up reinforcers
- Define and teach the exchange and token delivery system
- Define decision rules to change/fade the plan
- Determine how the plan will be monitored

Guidelines from Sulzer-Azaroff & Mayer, 1993

Systematically Supervising

VIDEO

- Systematic Supervision in the Classroom

Organizing

Organizing

- **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
 - Arrange **furniture** to allow easy traffic flow.
 - Ensure adequate **supervision** of all areas.
 - Designate staff & student **areas**.
 - **Seating** arrangements (groups, carpet, etc.)
- Develop **Predictable Routines**
 - **Teacher routines**: volunteers, communications, movement, planning, grading, etc.
 - **Student routines**: personal needs, transitions, working in groups, independent work, instruction, getting, materials, homework, etc.

Help Beginning Teachers Create Structures to Maximize Learning

- Physical lay-out of the room
- Analyze daily schedule
- Signal for attention
- Establish routines for beginning and ending class (or the day)
- Clarify expectations for student behavior during seatwork and teacher-led activities
- Assignment of, assistance for, and collection of student work

Adapted from *Coaching Classroom Management*, pp.120-125

Classroom Design

- Design room to stimulate learning
- Design room to accomplish instructional goals and objectives
- Keep high traffic areas free of **congestion**
- Situate high items so that all students can be supervised at all times
- Make commonly used materials easily **accessible**
- Ensure all students can see and hear presentations and displays

Designing the Physical Space Procedural Steps

Step One, List :

- a. Features to stimulate learning
- b. Classroom functions
- c. Classroom **materials**
- d. Student seating arrangement needs

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Step Two, Design:

- a. Features to stimulate learning
- b. Space to accommodate all functions
- c. Space to ensure access to all materials
- d., Student **seating arrangement**

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Establishing Classroom Routines

Key Concepts

- Routines are specific procedures used for the **day to day** running of the classroom
- The goal is for students to follow the routines independently
- Routines need to be **taught**.
- Apply standard instructional practices for teaching classroom routines

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Steps for Establishing Classroom Routines

1. Understand the benefits
2. Identify needed routines
3. Specify ***student behaviors*** for each routine
4. Teach each routine
5. Maintain the routines

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Sample Routines

- A. Elementary: Exiting the classroom to another activity such as P.E. or Art
- Put materials away, clear desk and push chairs in
 - On signal move quietly to doorway
 - Line up facing the door and keep one space between each person
 - Keep hands and feet to self
 - Listen to the teacher and wait for signal to depart

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Sample Routines

- B. Secondary: Conducting Quizzes and Tests
- Put all materials in your desk not needed for quiz
 - Listen carefully to directions (no talking)
 - Raise your hand if you have a question
 - Stay in your seat
 - Complete the quiz without talking
 - Follow directions for completing test (pass papers forward or give them to person collecting)
 - Begin the designated activity following the quiz

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Sample Routines

- C. Specialist: Beginning Physical Education Class
 - Students line up at the gym door
 - On signal they enter the gym
 - Students move directly to line on gym floor (basketball court line)
 - Maintain a space, more than one arm's length
 - Face the teacher
 - On signal begin to jog in place

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Teach The Routines

- A. Elementary Teachers use the same five steps used to teach **classroom expectations** (explain, specify behaviors, practice, monitor and review)
- B. Secondary Teachers use the same three steps for teaching classroom expectations (remind, supervise and provide feedback)
- C. Specialist Teachers (use the same three steps- remind, supervise and provide feedback).

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Maintaining Classroom Routines

- Use maintenance procedures following initial teaching
- Maintenance procedures consist of providing
 - a. Reminders
 - b. Supervision
 - c. Feedback
- Return to initial teaching if **frequent reminders occur**.

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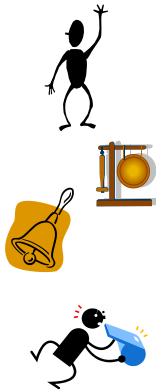
Daily Schedule—Tool for Management Problems



- If students seem not to be responsible or on-task, ask the teacher to reflect on a typical day—or class period.
- Reconstruct a class period, and record the amount of time spent on each type of activity:
 - Teacher-led review
 - Teacher presentation of new information
 - Whole class question and answer
 - Independent work
 - Small group (or pair) work
 - Teacher-led (whole class) correction of assignments
 - Other learning activity (e.g. video, computer, etc.)

--Adapted from *Coaching Classroom Management*, pp. 120-121

Signal for Attention



- Effective teachers have a signal that alerts students to be quiet and pay attention to instructions.
- Do you use such a signal? Share in your table groups.

Beginning and Ending of Class: Typical Time Wasters



- Students don't get started working immediately
- Students come to class unprepared—without books, materials, pencils
- Interruption as tardy students enter class
- Students return after absence and need teacher attention for missed assignments
- Students “pack up” before the end of class

Seatwork and Teacher-Led Activities

— Elementary and Secondary

- Student attention during presentations
- Student participation
- Talking among students
- Obtaining help
- Out-of-seat behavior
- Behavior when work has been completed

Student Work

- Post assignments in the same place every day.
Establish the routine that students record these assignments into a planner or a notebook.
- Establish a help-seeking signal during independent or small group work time.
- Create a graph of work completion rates to share with students.

Engaging

Actively engage students in observable ways.

- Provide high rates of opportunities to respond (OTR)
 - Vary individual v. group responding
 - Increase participatory instruction (enthusiasm, laughter)
- Consider various observable ways to engage students
 - Written responses
 - Writing on individual white boards
 - Choral responding
 - Gestures
 - Other: _____
- Link engagement with outcome objectives

Opportunities to Respond (OTR)

What is OTR?

A variation of 4 key components:

1. Teacher instructional talk
2. Prompts given to students
3. Wait time for the response
4. Specific feedback for correct responding

*Can be provided individually or to whole class

(Stichter, Lewis, Richter, Johnson & Bradley, 2006)

Opportunities to Respond (OTR)

<u>ANTECEDENT</u>	<u>BEHAVIOR</u>	<u>CONSEQUENCE</u>
<i>Teacher Provides:</i> Prompts & Wait time	<i>Student Responds:</i> Read Write Verbal Answer Motor/Gesture	<i>Teacher Provides:</i> Specific, Positive Feedback

Optimal Rates of OTR

1. Teacher talk = 40-50% of the instructional period
2. Prompts = 3.5 per minute average
3. Wait time = 3 or more seconds
4. Feedback = ratio of 4 positive to 1 corrective

**Focus = Is the teacher creating opportunities for students to DO something rather than just being passive recipients?*

(Sprick et al., 2006; Stichter et al., 2006)

Ways to Increase OTR

- A. Track Students Called On
- B. Guided Notes
- C. Response Cards

A. Track Students Called On

- Are all students called on?
 - Use a seating chart & mark off when a student is called on to answer an academic question.
 - Draw students' names from a jar
 - Increases individual responding
 - Allow "phone a friend" if student does not know answer

B. Guided Notes

- Opportunity to Respond is an instructional question, statement or gesture made by the teacher seeking _____.
- Rate of teacher instructional talk is ___% of an instructional period
- Optimal rate of prompts is ___ average per minute.
- Effective wait time is ___ or more seconds.
- Three common strategies to increase OTR are:
 1. Tracking students called on
 2. Guided _____
 3. Response _____

C. Response Cards

- Cards, signs, or items simultaneously held up by all students to display their responses
- Types of response cards:
 - Preprinted cards with standard answers:
 - yes/no, true/false, agree/disagree,
 - Preprinted cards with multiple answers:
 - letters, numbers, parts of speech, characters in a story
 - Write-on cards or white boards w/dry erase marker
- Easy to manipulate, display and see

Use of Response Cards

- Teach, Model and Practice the Routine
 - Teacher gives question and wait time
 - Teacher gives cue for students to show answer
 - Students show response
 - Teacher gives feedback about correct answer
 - Students put down card and prepare for next question.

Use of Response Cards

- Maintain lively pace
- Short time between questions
- Give clear cues
- OK to look at classmates' cards
- Specific, positive feedback for correct answers and use of cards

Response Card Practice

- Routine:
 - I will ask a question and give you time to think.
 - I will say "Answer"
 - Show your card with your answer toward me.
 - Hold card up until I say "Cards down".
 - Place card on table and put eyes on me.

Handout 2

Other Engagement Strategies

- Mind Maps®
- Unfinished sentences
- Voting on Topics
- Competitive Games (Jeopardy, Bingo, etc)
- Think, Pair, Share
- “Look at your neighbor’s paper and...”
- Read Around
- Agree, Disagree
- Air writing
- Jigsaw

Correcting

First, Strategies for Preventing Problem Behavior

Activity Sequencing

- Intermingle easy with more difficult
- Simple requests prior to more challenging

Offering Choice

- Type, order, materials, who, place, use of time

Activity Sequencing

Task Interspersal
Behavioral Momentum

What is Activity Sequencing?

- Thinking about and altering the *manner in which* instructional *tasks*, activities or requests *are ordered* in such a way that promotes learning and encourages appropriate behavior.

(Kern & Clemens, 2007)

Why Consider Activity Sequence?

- For some students presenting difficult tasks back-to-back often sets the occasion for frustration, failure and problem behavior.
- Varying the sequence of tasks may not be necessary for average students, ***but can be very important for students who are at-risk for learning or behavior concerns***

(Darch & Kame'enui, 2004).

Strategies for Effective Activity Sequencing

- Intermingle easy/brief problems among longer or more difficult tasks (*task interspersal*)

(Kern & Clemens, 2007)

Strategies for Effective Activity Sequencing

- Deliver 3 to 4 simple requests prior to a more difficult task (*behavioral momentum*)

(Kern & Clemens, 2007)

Research Examples of Activity Sequencing

- Behavioral improvements during a difficult transition by delivering 5 simple requests prior to the transition (Ardoin, Martens & Wolfe, 1999)
- Improved the journal writing production of students by asking them to write a series of 3 simple words each time they stopped writing (Lee & Laspe, 2003)

**Classroom Application of
Activity Sequencing**

- On a sheet of math problems white out one number on every third question to intersperse easier calculations with more difficult ones.
- In spelling or vocabulary lists include 3-5 simple, fun words such as student names, sports teams or holiday related terms.
- During a writing activity ask students to draw a simple stick figure at the end of each sentence or paragraph.

**Strategies for
Preventing Problem Behavior**

Activity Sequencing

- Intermingle easy with more difficult
- Simple requests prior to more challenging

Offering Choice

- Type, order, materials, who, place, use of time

Offering Choice

Type, Order, Materials,
Whom, Place & Time

Why Provide Choice?

“Providing opportunities for students to *make choices* has been demonstrated to be an effective intervention in preventing problem behavior and increasing engagement”

(Kern and Clemens, 2007, p. 70)

Strategies for Offering Choice

Examples of classwide choice:

- *Type* of task or activity
- *Order* for completing tasks
- Kinds of *materials* that will be used
- *Whom* to work with
- *Place* to work
- Choice of how to use *time*

Offering Choice: Example

- Listen while I read an example teacher’s science lesson plan.
- As I read, keep a tally of the kinds of choices this teacher offered.

Offering Choice: Example

Before the Lesson

- Based on prior observations and interactions with his students, Mr. Franklin knew that they enjoyed hands-on experiments, and activities that relate to their everyday lives. He also knew of students who loved using technology rather than paper and pencil tasks.
- Mr. Franklin considered his resources (available computers, physical space, staff and time) and developed his lesson accordingly. At the onset of a lesson on recycling, Mr. Franklin presented students with a choice of two different activities: a) develop a recycling survey or b) plan a recycling program. He had students vote on what activity they wanted to pursue that day. Students then divided into 2 groups according to their preference

Offering Choice: Example

During the Lesson

- Mr. Franklin made the content relevant to students by giving them the option of writing a recycling plan for their classroom or neighborhood, developing their own questions for the survey or browsing the internet to search for other surveys available to use as an example. He further allowed students to select whether they would work in groups, pairs, or individually. After the students decided on the activity and their working formation, Mr. Franklin encouraged them to choose the manner of completion and materials they would use. For example, students could handwrite the survey or recycling plan on recycled paper or type it on the computer.

Offering Choice: Example

At the End of the Lesson

- Later, students were asked to select one take home project from a list of choices to be completed by the end of the unit: create and monitor a compost pile, develop a resource notebook of local recycling units or write a persuasive speech to promote recycling programs in the school or community. Finally, Mr. Franklin asked students to anonymously write on a piece of paper what parts of the lesson they enjoyed most and why. He wanted to use student feedback for future lesson planning.

Steps for Using Choice in the Classroom

- 1) Create a menu of choices you would be willing to provide to students.
- 2) Look through your choice menu before planning each lesson.
- 3) Decide what types of choice are appropriate for the lesson and where they fit best in the lesson.
- 4) Provide choices as planned while teaching the lesson.
- 5) Solicit student feedback and input.

(Kern and State, 2009, p. 5)

Offering Choice

Remember . . .

- **Every lesson does not have to include all of the choices on your list**, but if each lesson you teach provides at least one opportunity for choice, students are likely to benefit.

Pre-Correcting Problem Behavior

Key Points

- “Pre-” means before; “-Correct” means after
- “Pre-Correction” means anticipating problem behavior and intervening beforehand
- Problem behavior is **prevented**
- Expected behavior **replaces** problem behavior

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Pre-Correction Steps (Seven)

1. Identify the context (trigger) and predictable problem behavior
2. Specify expected (replacement) behavior
3. Systematically modify the context

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4. Conduct behavioral rehearsals
5. Provide strong reinforcement for expected behaviors
6. Prompt expected behavior
7. Monitor student behavior

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Procedures for Using Negative Consequences

- Deliver negative consequences following occurrence of problem behavior
- Consequences should be ***mild***
- More serious consequences usually delivered by administration
- Follow negative consequences with positive consequences at earliest appropriate opportunity (“fair pair”)

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- Ratio of positive to negative consequences should be at least **2:1**
- Maintain student's respect and dignity when administering consequences
- Understand clearly which behaviors warrant classroom follow-up versus an **office referral**
- Ensure familiarity for delivering office referrals
- Ensure familiarity with crisis or emergency procedures

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Examples of Negative Consequences

- Loss of teacher attention and approval
- Loss of **privileges**
- Time out or removal from activity
- Restitution or make-up service help
- Isolation
- Response cost
- Parent contact and conference

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Golden Rule for Using Negative Consequences

- Is there a Silver Bullet?

NO

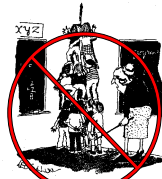
But -There is a Golden Rule

MILD CONSEQUENCES
CONSISTENTLY DELIVERED

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Establish a continuum of strategies to respond to inappropriate behavior.

- Error Corrections
- Differential Reinforcement
- Planned ignoring
- Response Cost
- Time out from reinforcement



NOVEMBER 1985 209

Quick Error Corrections

- Your error corrections should be...
 - ...**contingent**: occur immediately after the undesired behavior
 - ...**specific**: tell learner exactly what they are doing *incorrectly* and what they should do differently in the future
 - ...**brief**: after redirecting back to appropriate behavior, move on

Types of Differential Reinforcement

- DR...of **lower** rates of behavior (DRL)
- DR...of **other** behaviors (DRO)
- DR...of **alternative** behavior (DRA)
- DR...of **incompatible** behavior (DRI)

Planned Ignoring

Definition:

- If a behavior is maintained by adult attention ...consider planned ignoring (e.g., ignore behavior of interest)

Example:

- Taylor talks out in class and his teacher currently responds to him approximately 60% in the time (either + or -).
- The teacher decides to ignore all talk outs and instead only call on him when his hand is raised.

Response Cost

Definition:

- The withdrawal of specific amounts of a reinforcer contingent upon inappropriate behavior.

Examples:

- A wrong answer results in a loss of points.
- Come to class without a pencil, buy one for 5 points.

Time-out

Definition:

- A child (or class) is removed from a previously reinforcing environment or setting, to one that is not reinforcing

Example:

- Child throws a rock at another child on the playground. The child is removed to the office...
- REMEMBER the environment the child is removed to cannot be reinforcing!!! So, if the child receives adult attention in the office, which they find reinforcing, YOU have NOT put the child on time out

Strategies for Selected Problem Behavior

- 1. Off-task behavior
- 2. Rule violations
- 3. Disrespectful behavior
- 4. Limit testing

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Off Task Behavior

Management Steps

- 1. Attend to students ***on task*** and delay responding to student off task
- 2. Redirect student to task at hand and do not respond directly to off task behavior
- 3. Present ***choice*** between on task direction and negative consequence
- 4. Follow through on student choice

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Rule Violation

Management Steps

- 1. State the rule or expectation
- 2. Explicitly request the student to ***“take care of the problem”***
- 3. Present options if needed
- 4. Follow through

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Disrespectful Behavior

Management Steps

1. Studiously avoid reacting *personally* (such as shouting, challenging, becoming agitated)
2. Maintain calmness, respect and detachment (Teacher modeling role)

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3. Pause and focus
4. Focus on the student behavior ("That language...")
5. Deliver consequence as appropriate

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Limit Testing

Management Steps

1. Pre-Teach the procedures
2. Deliver the following information in a calm matter-of-fact manner
 - a. Present expected behavior and negative consequence as a *decision*
 - b. Allow few seconds for decision
 - c. Withdraw and attend to other students
3. Follow through based on student decision

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Reviewing Data

Encourage Teachers to Collect Data

- Keep a tally of rules: a check when each is followed; an x when not.
- Identify problem behaviors. Keep a tally of their occurrence.
- Record rates of student engagement.

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