Tier 1: Classroom
A Key to Sustainability
• This presentation is the result of the hard work of Jeffrey Sprague, George Sugai, Rob Horner, Anne Todd, Terry Scott, Tim Lewis, Don Kincaid, Bob Algozzine, Brandi Simonsen, Laura Riffel, Randy Sprick, Leanne Hawken, and their many, many colleagues, all of whom have been willing to share the fruits of their labor in order to bring PBIS to scale in our schools.
MAKE THIS DAY GREAT!
OBJECTIVES

- Reflect on the school-wide PBIS framework
- Recognize the importance of building systems in the PBIS process
- Focus on sustainability
Tier 1: Building the School-Wide Framework
TIER 1: School-wide Universals

TIER 2: Group Interventions

TIER 3: Individual Interventions
PBIS is a change process. Goal: Establish and maintain a positive teaching and learning environment.
• Visualization:

• When **all** the pieces are **fully** in place, what does your ideal PBIS school look like/ sound like when you arrive on the campus?

• Ask yourselves, “How do we make it happen?”
Tier 1: C
Building the Classroom Framework
Classroom Procedures

- TFI
  - 1.8
1.8 Classroom Procedures

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
</tr>
</thead>
</table>
| 1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. | - Staff handbook  
- Informal walkthroughs  
- Progress monitoring  
- Individual classroom data |

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Not implemented</td>
</tr>
<tr>
<td>1 = Partially implemented</td>
</tr>
<tr>
<td>2 = Fully implemented</td>
</tr>
</tbody>
</table>

Main Idea: PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.
• Apply the tiered prevention logic to classroom setting
  • Primary for all
  • Secondary for some
  • Tertiary for a few

Universal Interventions
• All students
• Preventive, proactive
  • Forge Relationships
  • Design the Classroom
  • Define & Teach Expectations
  • Acknowledge Expectations
  • Consider Instruction and OTR
  • Provide Prompts & Precorrects
  • Respond to Behavior
  • Analyze Data
  • Involve Students & Parents

Targeted Group Interventions
• Some students (at-risk)
• Intentional Grouping
• Seating
• Re-teach/ Practice
• Increased Supervision

Intensive, Individual Interventions
• Individual Students
• Self-management Plans
• Nonverbal Signals
• Specific boundaries in unstructured areas
Classroom PBIS: Guiding Principle

• Remember that **good instruction** is one of our best behavior management tools
Classroom Management Mind Map
### The BIG TEN of Classroom Management

#### Design the classroom arrangement for engagement, supervision, and efficiency
- **WHY:** Efficient classroom design increases time on task and appropriate behavior.
- **WHAT:** Staff members assess classroom arrangement to ensure it meets the needs of all students.
- **HOW:** Provide opportunities for staff members to self-assess.

#### Establish classroom expectations & procedures
- **WHY:** Students benefit from environments that are predictable.
- **WHAT:** Staff members develop expectations that align with school-wide & procedures that are task analyzed.
- **HOW:** Create methods to share what is working in various classrooms.

#### Create strategies to acknowledge desired behavior
- **WHY:** Acknowledging desired behavior increases the future probability the behavior will occur again.
- **WHAT:** Staff members establish individual, group, and class contingencies and positive descriptive feedback.
- **HOW:** Develop a google drive with examples and directions for strategies.

#### Consider instruction: engagement, differentiation, and activity type/difficulty
- **WHY:** When students are engaged in instruction, they demonstrate academic growth.
- **WHAT:** Staff members create opportunities to respond & implement universal design for learning strategies.
- **HOW:** Use a variety of OTR & UDL strategies during all professional development.

#### Respond instructionally to problem behavior
- **WHY:** Misbehavior presents an opportunity for instruction.
- **WHAT:** Staff members develop a continuum of response from low effort to effort.
- **HOW:** Create intervention banks & practice responding to common problems across multiple classrooms.

#### Collect & analyze classroom level data
- **WHY:** Data allows us to make informed decisions.
- **WHAT:** Staff members create simple data collection strategies for the classroom.
- **HOW:** Encourage peer to peer data collection and problem solving.

#### Involve students and parents in classroom activities and instruction
- **WHY:** School climate improves when students and parents are engaged as partners in the process.
- **WHAT:** Staff members create reciprocal communication opportunities & parent/student focus groups.
- **HOW:** Present stakeholder stories, survey parents & students and share/analyze the information.

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**A Guide for Growth**

- **FORGE RELATIONSHIPS WITH STUDENTS AND PARENTS**
  - **WHY:** Connections keep students in school and increase the probability of desired behavior.
  - **WHAT:** Staff members create intentional activities to connect with students & parents.
  - **HOW:** Engage staff members in brief intentional activities at meetings.

- **TEACH EXPECTATIONS & PROCEDURES**
  - **WHY:** Expectations and procedures that have been taught become routine and increase instructional time.
  - **WHAT:** Staff members provide explicit instruction in expectations throughout the year.
  - **HOW:** Create demonstration tools for staff members.
Determine how to *share* the classroom components
• As always, let’s begin with our DATA.

• SAS: Classroom Systems—where does your team need to focus its attention during the training?
Forge Relationships
OBJECTIVES

- Describe the importance of forging relationships with students.
- Illustrate strategies for forging relationships with students in the classroom.

Forge relationships with students and parents

**WHY:** Connections keep students in school and increase the probability of desired behavior.

**WHAT:** Staff members create intentional activities to connect with students & parents.

**HOW:** Engage staff members in brief intentional activities at meetings.
WHY: Research on Relationships

• Positive relationships with adults are perhaps the single most important ingredient promoting positive youth development (Pianta & Allen, 2008).

• School connectedness is associated with lower rates of substance use, delinquency, violent behavior, & gang membership (Catalano, Oesterle, Fleming, & Hawkins, 2004).

• Students described their most effective teachers as the ones who took the time and made the effort to build relationships with them (Gelbach, Brinkworth, & Harris, 2011).

• School connectedness is associated with increased academic achievement, including students' overall grades and scores on standardized tests (Klem & Connell, 2004; Wang & Holcombe, 2010).
Remember:
The more you connect, the less you correct

Your Success as an educator is more dependent on positive, caring, trustworthy RELATIONSHIPS than on any skill, idea, tip or tool.

Eric Jensen
I believe that any man's life will be filled with constant and unexpected encouragement, if he makes up his mind to do his best each day, and as nearly as possible, reaching the high watermark of pure and useful living.

Booker T. Washington

Life's most persistent and urgent question is, What are you doing for others?

Martin Luther King Jr.

A leader leads by example not by force.

Sun Tzu
CHAT PACK
Fun Questions to Spark Conversations

IDEAL FOR:
- Dinner parties
- Family gatherings
- Car trips
- Hostess gifts
- Business meetings
- Classroom activities

- If you could enter a racehorse in the Kentucky Derby, what would you name your horse?
- If you could have any book instantly memorized, which book would it be?
- What is the greatest lesson in life you have ever learned?
• Workbook pp. 1-5

• *How/ when* will you share the importance *of* and strategies *for* forging relationships with your staff members?
Design the Classroom
Design the classroom arrangement for engagement, supervision, and efficiency

**WHY:** Efficient classroom design increases time on task and appropriate behavior.

**WHAT:** Staff members assess classroom arrangement to ensure it meets the needs of their students.

**HOW:** Provide opportunities for staff members to self-assess.

**OBJECTIVES**

- Describe the organization of an effective classroom.
- Identify the critical features of supervision in the classroom.
WHY: Research on Classroom Design

• Room arrangement affects the learning process, student behavior, and student engagement (Florman, 2003; Lackney & Jacobs, 2002; Proshansky & Wolfe, 1974; Reinke, Herman, Sprick, 2011; Richards, 2006; Scheuermann & Hall, 2008; Sprick, Reinke, & McKale, 2010; Strong-Wilson & Ellis, 2007; Susi, 1989; Weinstein, 1977).

• Use of active supervision:
  • resulted in a classroom-wide decrease in minor behavioral incidents (De Pry & Sugai, 2002).
  • accounted for the most variance in problem behavior in non-classroom transition settings (Colvin, Sugai, Good & Lee, 1997).
Physical Space

- Welcoming
- Monitoring capabilities
- Gaining physical access (to students and materials)
- Deciding seat assignments
- Planning for instruction (whole group, small group, independent)
- Positioning the teacher desk unobtrusively
- Displaying student work
Classroom scenarios: Workbook pp. 9-10

Design an appropriate classroom based upon the scenario
Supervision

Employing Systematic Supervision in the Classroom:

1. Movement
2. Scanning
3. Positive Contact
4. Positive Reinforcement
5. Instructional Responses
6. Immediate Action

IT’S THE SAME!
<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIOLOGY</strong></td>
<td>Introduction to the Circulatory System</td>
<td>Structure of the Heart</td>
<td>The Heart as a Pump</td>
<td>Blood Components</td>
<td>Blood Typing Lab</td>
</tr>
<tr>
<td><strong>CHEMISTRY</strong></td>
<td>Balancing Chemical Equations</td>
<td>Balancing Equations</td>
<td>Balancing Equations</td>
<td>Test Review</td>
<td>Test - Chemical Formulas &amp; Equations</td>
</tr>
<tr>
<td><strong>EARTH SCIENCE</strong></td>
<td>Plate Boundaries</td>
<td>Manhille Convection</td>
<td>Test Review</td>
<td>Test Review</td>
<td>Ch 10 Test</td>
</tr>
<tr>
<td><strong>ADVANCED</strong></td>
<td>Intro to the Circulatory System</td>
<td>Structure of the Heart</td>
<td>Circulatory System Model</td>
<td>Blood Components</td>
<td>Blood Typing Lab</td>
</tr>
</tbody>
</table>
• Workbook pp. 6-8

• *How/ when* will you share the importance *of* and strategies *for* designing the classroom with your staff members?
Teach Expectations & Procedures
### Establish classroom expectations & procedures

**WHY:** Students benefit from environments that are predictable.

**WHAT:** Staff members develop expectations that aligned to school-wide & procedures that are task analyzed.

**HOW:** Create methods to share what is working in various classrooms.

### Teach expectations & procedures

**WHY:** Expectations and procedures that have been taught become routine and increase instructional time.

**WHAT:** Staff members provide explicit instruction in expectations throughout the year.

**HOW:** Create demonstration tools for staff members

## OBJECTIVES

- Develop classroom expectations that align with the matrix.
- Identify effective classroom procedures.
WHY: Research on Expectations & Routines

- Reported in *Classroom Management that Works: Research-Based Strategies for Every Teacher*
- Across all studies, “the average number of disruptions in classes where rules and procedures were effectively implemented was 28 percentile points lower than the average number of disruptions in classes where that was not the case.” (Marzano, 2003)
Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.
Classroom Expectations

• Align with the umbrella expectations

• State positively.

• Use clear and concise examples.

• Display publicly at student’s eye level.

• Establish classroom expectations immediately- 1st day!

• Teach and review often.
BE SAFE -
- Know emergency procedures
- Pay attention to others
- Follow teachers' safety guidelines
- Keep hands to self

BE RESPECTFUL -
- Follow adult directions
- Use positive & appropriate language
- Have regard for others
- Listen while others are talking
- Be tolerant of others' ideas

BE RESPONSIBLE -
- Be on-time and come prepared
- Be honest
- Know expectations for classroom
- Complete assignments on time
- Ask for help when you need it
# Respect Agreements - Mrs. Blomberg

<table>
<thead>
<tr>
<th>Teacher to Student</th>
<th>Student to Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be a good listener.</td>
<td>• Be on time.</td>
</tr>
<tr>
<td>• Be helpful and encouraging.</td>
<td>• Be prepared for class.</td>
</tr>
<tr>
<td>• Be fair.</td>
<td>• Be responsible by following rules, procedures, and directions.</td>
</tr>
<tr>
<td>• Please don’t show favoritism.</td>
<td>• Be ready to learn.</td>
</tr>
<tr>
<td>• Be honest...Be patient...Be positive!</td>
<td>• Be positive!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Please do not take things that do not belong to you.</td>
</tr>
<tr>
<td>• Please keep your hands to yourself.</td>
</tr>
<tr>
<td>• Please be responsible for your work in groups.</td>
</tr>
<tr>
<td>• Please be kind. No bullying.</td>
</tr>
<tr>
<td>• Please watch your language (no cursing).</td>
</tr>
</tbody>
</table>
# Create a Classroom Behavior Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Safe</th>
<th>Respectful</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Desk</td>
<td>Walk to and from</td>
<td>Keep in front of</td>
<td>Have own materials and use them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask to have or use items from teacher’s desk</td>
<td></td>
</tr>
<tr>
<td>Free Time Area</td>
<td>Stay seated in chairs keep chair on floor</td>
<td>Talk quietly when permitted</td>
<td>Work on assignments for this or other classes</td>
</tr>
<tr>
<td>Drinks</td>
<td>Keep closed and to self</td>
<td>Have only allowed items—water bottles with screw-on lids.</td>
<td>Keep allowed water bottles in the classroom away from any computers.</td>
</tr>
<tr>
<td>Bathroom</td>
<td>Leave and return in an orderly and direct manner</td>
<td>Raise hand to get permission</td>
<td>Use restroom during appropriate times—</td>
</tr>
</tbody>
</table>
# Expectations for Mrs. James' Classroom

<table>
<thead>
<tr>
<th></th>
<th>Got 2B</th>
<th>Safe</th>
<th>Responsible</th>
<th>Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Times</strong></td>
<td>Stay in your personal space.</td>
<td>Make learning your first priority.</td>
<td>Be polite to other students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keep aisles clean.</td>
<td>Have materials ready.</td>
<td>Use appropriate language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Always Walk.</td>
<td></td>
<td>Accept others' ideas and thoughts.</td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Time</strong></td>
<td>Keep all legs of your chair on the floor.</td>
<td>Focus on the lesson being presented.</td>
<td>Stay in your seat unless given permission to get up.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet, and materials to yourself.</td>
<td>Follow directions quickly.</td>
<td>Save private conversations for later.</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Work Time</strong></td>
<td>Keep all legs of your chair on the floor.</td>
<td>Raise your hand.</td>
<td>Keep conversations focused on topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet, and materials to yourself.</td>
<td>Participate / Ask Questions / Give Answers.</td>
<td>Keep voices low so that others can work.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Work Time</strong></td>
<td>Sit so that you can work effectively.</td>
<td>Participate.</td>
<td>Consider others' ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use materials appropriately.</td>
<td>Focus on the assigned task.</td>
<td>Be kind to others.</td>
<td></td>
</tr>
</tbody>
</table>
Small Group

Safe
- Keep hands & feet to yourself
- Stay in assigned area

Respectful
- Inside voices
- Stay on topic
- Take turns
- Accept each other answers/opinions

Responsible
- Follow directions the first time
- Work quietly
- Ask for help
- Share ideas & questions
- Complete task
Whole Group

Safe
- Keep hands & feet to yourself
- Stay in assigned area

Respectful
- Quiet lips
- Raise hands
- Eyes on speaker
- Stay on topic
- Accept each other answers/opinions

Responsible
- Follow directions the first time
- Work quietly
- Share ideas & questions
- Complete task
Safe
- Keep hands & feet to yourself
- Stay in assigned area

Respectful
- Quiet lips
- Raise hand

Responsible
- Follow directions the first time
- Work quietly
- Ask for help
- Complete task
How I feel when people are: Safe, respectful, responsible on the playground.

How I feel when people are NOT Safe, respectful, responsible on the playground.
• Video: Managing Middle School Classroom Expectations
Establish Classroom Procedures

• Procedures are the specific steps used for the day to day running of the classroom.

  • Procedures need to be taught
  • Students should be able to follow the procedures independently; they should become routine
Develop Common Classroom Procedures

Dismissal

Group work

Computer time

Entering room

Deskwork
Pre-School
Elementary School

- Sit Tall
- Listen Big
- Answer on Signal

"Let's get started!"

1) Push the chair in.
2) Walk to the rug.
3) Sit down ready to learn.
FREEZE!

3, 2, 1

Sit up

Listen

Ask

Nod when you understand

Track the SPEAKER
Entering the Class
1. Walk into the room quietly.
2. Gather the necessary materials listed on the board.
4. Read the Agenda.
5. Begin Bellwork.
Important resources for your team!

• http://www.ci3t.org/pl

• http://pbismissouri.org/tier-1-effective-classroom-practices/

• http://louisville.edu/education/abri/training.html
Using evidence as our guide. Document can be found on pbis.org under “Current Topics”
Interactive Map of Core Features

Classroom Interventions and Supports

Foundations (Table 1)

1.1 **Settings**
The physical layout of the classroom is designed to be effective

1.2 **Routines**
Predictable classroom routines are developed and taught

1.3 **Expectations**
Three to five classroom rules are clearly posted, defined, and explicitly taught

Practices (Table 2)

2.1 **Supervision**
Provide reminders (prompts), and actively scan, move, and interact with students

2.2 **Opportunity**
Provide high rates and varied opportunities for all students to respond

2.3 **Acknowledgment**
Using specific praise and other strategies, let students know when they expectations

2.4 **Prompts and Precorrections**
Provide reminders, before a behavior is expected, that clearly describe the expectation

2.5 **Error Corrections**
Use brief, contingent, and specific statements when misbehavior occurs

2.6 **Other Strategies**
Use other strategies that preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time

2.7 **Additional Tools**
More tips for teachers

Response

3.1 **Counting**
Record how often or how many times a behavior occurs (also called frequency)

3.2 **Timing**
Record how long a behavior lasts (also called duration).

3.3 **Sampling**
Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval

3.4 **ABC Cards, Incident Reports, or Office Discipline Referrals**
Record information about the events that occurred before, during, and after a behavior incident
Defining and Teaching Expectations

• SAS
  • Classroom #1, 3, & 11
• Workbook pp. 11-13

• *How/ when* will you share the importance of and strategies for expectations & procedures with your staff members?
Acknowledge Expectations
Create strategies to acknowledge desired behavior

**WHY:** Acknowledging desired behavior increases the future probability the behavior will occur again.

**WHAT:** Staff members establish individual, group, and class contingencies and positive descriptive feedback.

**HOW:** Develop a google drive with examples and directions for strategies.

**OBJECTIVES**

- Discuss how to increase positive descriptive feedback.
- Design classroom reinforcement systems.
WHY: Research on Acknowledgement

• Delivering praise increased:
  • On-task behavior (Ferguson, & Houghton, 1992)
  • Student attention (Broden, Bruce, Mitchell, Carter, & Hall, 1970)
  • Compliance (Wilcox, Newman, & Pitchford, 1988)
  • Student motivation, accuracy of responding & task persistence. (Keller, Brady, & Taylor, 2005)
  • On-task behavior, which was significantly greater when praise for specific behavior was given, versus general praise. (Chalk & Bizo, 2004)

• Class-wide Group Contingencies:
  • Resulted in increased positive and decreased negative verbal interactions (Hansen, & Lignugaris, 2005)
  • Decreased transition time (Yarborough, Skinner, Lee, & Lemmons, 2004)
Acknowledgement

Recognition Guidelines

• High ratio/ high rate

• Be specific (PDF- Positive Descriptive Feedback)
  • State the positive behavior
  • Tie to school-wide expectation

• Recognize individuals and groups
  • Students, staff members, parents
I just love getting a pat on the back!
Cheers to you!
Reinforcement Guidelines

• Reinforce frequently in the beginning

• Reinforce behaviors listed on the matrix

• Reinforce immediately following desired behavior

• Deliver reinforcement *intermittently and unexpectedly* throughout the day
Individual Student Reinforcement Systems

Two parts model paint to one part dishwashing detergent.
Personal Point Sheet

Attendance +20 (Everyone in Team Present = Extra +20 Team Points)

Planner Signed +30

Box Top
- Under 10 +5
- 10-20 +20
- 30 or more +40

Student of the Month +20 everyday (must be present)

Peso Menu

- Lunchtime Computer Pass 50
- Pencil 150
- Gum 100
- Red Zone/Refocus 80
- Bathroom 40 (free the first time)
- Late Assignment 80
- Friday Free-time Pass 100
- Lost paper/Assignment 40
- Lost packet 80
- Missing Planner 80
- Missing Planner Signature 40
PERSONAL POINT SHEET for:

EARN POINTS FOR THE FOLLOWING: Coming to school on time, bringing your planner every day, participating in class, meeting academic goals...

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (daily and for the week)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEAM POINTS 100% ATTENDANCE</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planner Signed</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizenship &amp; Student of the Month</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MISCELLANEOUS (Box Tops and stuff)</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAILY TOTAL</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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</tbody>
</table>

What am I working on this week?

Math: ___________________________

Reading: _________________________

History: _______________________  

Science: ________________________

What am I doing that is positive? _________________________

What can I improve on? _______________________

FOLLOW THE WARRIOR WAY: SAFETY, MANNERS, SELF-RESPONSIBILITY
May your days be merry and bright,

5% BONUS

And may all your test answers be right.

Bells on bobtail ring, Making spirits bright,

Add one point to your score on a homework or quiz grade. One coupon per student per assignment. Coupon is not valid with any other offer and cannot be combined with any other coupon or discount.

Valid only to the original recipient. NON-transferable. Not for ressale. Not replaceable if lost or stolen. May not be valid on certain assignments. Check with your teacher for specific rules.

Offer Expires __________ 11:59 pm PST

Oh the weather outside is frightful,

1 DAY EXTENSION

But your grades are so delightful.

Extend any homework or project due date by 1 day without penalty. Coupon must be presented to the teacher on the original assigned due date. Coupon is not valid with any other offer and cannot be combined with any other coupon or discount. Valid only to the original recipient. Not for ressale. Not replaceable if lost or stolen. May not be valid on certain assignments. Check with your teacher for specific rules. Offer Expires __________ 11:59 pm PST

Frosty the snowman had to hurry on his way,

20% OFF

But he waved goodbye, saying please don’t cry. You have less homework today.
• Elementary
  • Sitting in teacher’s chair
  • P.E./Music
  • Snack/treats
  • Fun activities/games
  • Handing out papers
  • First in line
  • Additional time at recess

• Secondary
  • 10 min. free time
  • 10 min. computer time
  • 10 extra points on quiz
  • Buy back a grade
  • Assisting coach
  • Eat w/ preferred adult
  • Giant cookie
  • Free entrance to a dance
Class-Wide Reinforcement Systems

• Purpose:
  • Increase positive student behavior
  • Decrease undesired behavior
  • Create a positive classroom environment
  • Promote team work
  • Provide data on clarity of expectations and positive teacher interactions
Green / Red Card Game

1. Make a large card:
   • Green on one side
   • Red on the other side

2. Place card so class can see it.

3. Make place to mark points so students can see the points. (e.g. Laminate card or write points on board or paper)

4. Have an intermittent audible signal.
   – Computer Prompter program
   – Timer
   – Stopwatch
OUR BEHAVIOR IS POPPIN'

1 2 3 4 5

McCarthy

1 2 3 4 5

Pizza Party Points

PIZZA HOT & FRESH
Save

We are fast and careful!

Quiet
# 100 Squares

- Student chooses a numbered tile as a reinforcement
- Numbered square is crossed off
- When class receives 10 in a row (up and down, across, diagonal) they are reinforced
- Chart is wiped clean and started again
<table>
<thead>
<tr>
<th>Period</th>
<th>R</th>
<th>E</th>
<th>S</th>
<th>P</th>
<th>E</th>
<th>C</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>R</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>R</td>
<td>E</td>
<td>S</td>
<td>P</td>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>R</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>R</td>
<td>E</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>R</td>
<td>E</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Acknowledging Classroom Expectations

• SAS
  • Classroom #4
• Workbook pp. 14-16

• **How/when** will you share the importance *of* and strategies *for* acknowledging students with your staff members?
Consider Instruction & Opportunities to Respond (OTR)
Consider instruction: engagement, differentiation, and activity type/difficulty

**WHY:** When students are engaged in instruction, they demonstrate academic growth.

**WHAT:** Staff members create opportunities to respond & implement universal design for learning strategies.

**HOW:** Use a variety of OTR and UDL strategies during all professional development.

---

**OBJECTIVES**

- Discover the relationship between engagement & behavior.
- Discuss strategies for increasing engagement/ OTR in the classroom.
WHY: Research on OTR

• Students who are engaged in the learning process are less likely to exhibit inappropriate behaviors and more likely to achieve academic success (Conroy, Sutherland, Snyder, & Marsh, 2008; Simonsen et al., 2008; Sutherland & Wehby, 2001).

• Increasing the rates of OTR has been shown to be effective in increasing student engagement (Carnine, 1976; Christle & Schuster, 2003; Davis & O’Neil, 2004; Haydon, Conroy, Scott, Sindelar, Barber, & Orlando, 2010; Haydon, Mancil, & Van Loan, 2009; Sutherland, Alder, & Gunter, 2003).

• Increasing the rate of OTR can result in decreasing disruptive behavior (Armendariz & Umbreit, 1999; Haydon et al., 2010; Haydon et al., 2009; Lambert, Cartledge, Heward, & Lo, 2006; Sutherland et al., 2003; West & Sloan, 1986).
Opportunities to Respond

What is OTR? A variation of 4 key components:

1. Teacher instructional talk
2. Prompts/ Cues/ Signals 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)
Response Cards/Boards
Talking Chips

1. Students are asked to discuss a topic in groups.
2. As each student talks, he/she places his/her chip in the centre of the table (a pen or pencil will work in place of chips).
3. Once a student finishes talking, he/she cannot talk until every other “chip” has been thrown into the centre.
4. If a student doesn’t have anything to share on this particular topic, they can place a chip in the centre at the end.
5. When all chips are down, students retrieve their chips and start over.

- Good for ensuring participation in discussion is equal

Chips can mean different things-
- Red - facts
- Yellow - supporting point
- Blue - Challenge point
- White - Question
Gallery Walk
Other Engagement Strategies

• Mind Maps®
• Conversation circles
• Unfinished sentences
• Voting on Topics
• Competitive Games (Jeopardy, Bingo, etc.)
• “Look at your neighbor’s paper and...”
• Read Around
• Air writing
• Jigsaw
Preparation is key!!
OTR

- SAS
  - Classroom #8-9
• Workbook pp. 17-18

• *How/ when* will you share the importance of and strategies for differentiating & engaging students with your staff members?
Provide Prompts and Precorrects
Provide prompts & precorrections

**WHY:** Students benefit from cues about expected behaviors.

**WHAT:** Staff members deliver brief reminders based on previous problems.

**HOW:** Model prompting and precorrecting in meetings and at school events.

**OBJECTIVE**

- Review the importance of prompting and precorrecting
WHY: Research on Precorrection

• Using pre-correction improved transition behaviors in an elementary school. (Colvin, Sugai, Good, & Lee, 1997)

• Using precorrection decreased problem behavior on an elementary school playground. (Lewis, Colvin, & Sugai, 2000)

• On task behavior improved and aggression decreased when precorrection was used. (Covinton-Smith, Lewis, & Stormont, 2011)

• Using precorrection enhanced reading performance of students with learning and behavior problems. (Yu, Darch, & Rabren, 2002)
Prompts/ Precorrects

What is precorrection?

• Following initial instruction, a staff member anticipates possible behavioral errors based on past history and then provides the student/s with a prompt regarding appropriate behavior.

• Precorrection is *prevention*!
Steps in Precorrection

1) Identify the context & predictable behavior
2) Define/model the expected behaviors
3) Modify the context (environment), as needed
4) Practice the behavior
5) Acknowledge the expected behavior
6) Prompt expected behaviors before performance
7) Monitor the plan

Colvin, Sugai & Patching, 1997
Example of precorrection

• To be safe on the way to the bus, we need to walk, keep our hands and feet to self, and leave space between us and the person in front of us. Show me what that looks like.

• Awesome! You are all demonstrating safe behavior.

• Now remember to walk, keep your hands and feet to self, and leave space between people as we head down the hall.

• You did it! You were safe the whole way to the bus!
• Workbook pp. 19-21

• *How/ when* will you share the importance of and strategies for prompts & precorrects with your staff members?
Respond Instructionally
Respond instructionally to problem behavior

**WHY:** Misbehavior presents an opportunity for instruction.

**WHAT:** Staff members develop a continuum of response from low effort to effort.

**HOW:** Create intervention banks & practice responding to common problems across multiple classrooms.

**OBJECTIVES**
- Examine how to employ effective error corrections
- Identify strategies that preempt escalation
WHY: Research on Response Systems

• Error corrections that were brief (i.e., 1 to 2 words) were more effective than longer error corrections (i.e., 2 or more phrases). Abramowitz, O’Leary, & Futtersak, 1988)

• Corrections that were delivered consistently were superior to those delivered inconsistently. (Acker & O’Leary, 1988)

• Feedback that is vague, sarcastic, or over wordy decreases compliance and increases disrespect and power struggles. (Newcomer, 2008)

• School discipline should not be about control but about the development of self-discipline. (Bear, 2005)

• Punishing a student does not teach them the skills they need to be successful. (Greene, 2008)
Error Corrections

• Error corrections follow inappropriate behavior and are brief statements regarding expected behavior

  • Elementary: A student blurts out an answer. The staff member says, “Please remember to raise your hand to speak.”

  • Secondary: A student is on the incorrect website. The staff member says, “Please leave that site and go to the correct site.”

Error corrections are followed up with praise when the student complies.
When Responding to Inappropriate Behavior

• Remember, make the response
  • Immediate
  • Contingent on behavior
  • Non-argumentative, non-critical
  • Specific to behavior
  • Systematic: correction, model, lead, test
  • Consistent (with behavior and across staff)
What we say to dogs
Okay, Ginger! I've had it!
You stay out of the garbage!
Understand, Ginger? Stay out of the garbage, or else!

What they hear
blah blah GINGER blah
blah blah blah blah blah
blah blah GINGER blah
blah blah blank blank blank...
Specific Request Sequence

Specific Request

Compliance — Walk Away & Wait 5-10 Seconds — Non-Compliance

Compliance -> Reinforce

Non-Compliance -> "Please ________" Request in Calm Voice

Compliance -> Walk Away & Wait 5-10 Seconds

Compliance -> Reinforce

Non-Compliance — Pre-Planned Consequence
Ineffective
and
Effective
responses
Remember: Elevated emotions lead to poor decision-making skills
• Consider body language

• Is it?

• supportive?
• impatient?
• empathetic?
• condescending?
• interested?
• judgmental?
• Consider Tone/ Volume of Voice

Hey, you! hey you HEY, YOU! hey, you Hey, you! HEY, YOU! hey, you Hey, you! hey, you HEY, YOU!

• Is it?
  • supportive?
  • impatient?
  • empathetic?
  • condescending?
  • interested?
  • judgmental?
It takes two to tango
• Classroom Managed Behavior
  
  • Staff member managed versus Administrator managed
    
    • Follow the school’s Office Referral Flow Chart
    
    • Maintain academic engagement
    
    • Plan ahead
Menu of Classroom-based Responses

• Verbal reminder of appropriate behavior
• Positive practice
• Apologizing
• Overtly keep a record of the behavior
• Time-owed
• Withdrawal of privilege (for a short time)
• Restitution/ Replacing/ Repairing
• Reflection/ refocus
• Discussions
Create a “step by step” script for responding to inappropriate behavior.

Be prepared to demonstrate delivery; remember to consider body language and tone of voice.
• Workbook pp. 22-34

• *How/ when* will you share the importance of and strategies for responding instructionally with your staff members?
Our actions must be intentional
Vintage Video
Anticipate
Provide support
Baby steps/ start small
Change pace
Relaxation approach
Provide detailed instruction
Give direct skills training
Rehearse
WHAT ELSE???
Respond

7 Deadly *Ing* Habits

1. Criticizing
2. Blaming
3. Complaining
4. Nagging
5. Threatening
6. Punishing
7. Controlling

7 Connect *Ing* Habits

1. Caring
2. Listening
3. Supporting
4. Contributing
5. Encouraging
6. Trusting
7. Acknowledging
• Preventing Defiance: Handouts pp. 20-21

• Interim Response Behavior Plan
Offering Choices

1. Put your desks in circles or rows?
2. Whisper or talk quietly?
3. Clap or snap for friends?
4. Walk down this hall or that hall?
5. Have lights on or off? Music on or off?
6. Read on the floor or in your seat?
7. Pass your papers in to the front or to the back?
8. Stop reading now or 5 minutes from now?

Deposits and withdrawals....
Responding to Problem Behavior in the Classroom

- SAS
  - Classroom #2, 5-7
Collect & Analyze Data
Collect & analyze classroom level data

**WHY:** Data allows us to make informed decisions.

**WHAT:** Staff members create simple data collection strategies for the classroom.

**HOW:** Encourage peer to peer data collection and problem solving.

---

**OBJECTIVE**

- Identify 4 simple data collection strategies than can be used in the classroom.
• Providing systematic *performance feedback* regarding target social behaviors resulted in:
  • An increase in appropriate behavior of all students, as compared to a control classroom (Winett & Vachon, 1974).
  • A decrease the frequency of target behaviors (Brantley & Webster, 1993).
  • Decrease classroom transition times (Yarbrough, Skinner, Lee, & Lemmons, 2004).
  • An increase of pro-social and academic behaviors such as on-task behavior, self-esteem, reading, spelling, (Kastelen, Nickel, & McLaughlin, 1984).
Counting/ frequency

Student: Chad
Behavior: Talking out without raising hand
Observation Period: 9:30 a.m. - 10:10 a.m. (Math - Whole Group Instruction)

<table>
<thead>
<tr>
<th>Date</th>
<th>Instances</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/30/2010</td>
<td>III</td>
<td>3</td>
</tr>
<tr>
<td>10/7/2010</td>
<td>III</td>
<td>3</td>
</tr>
<tr>
<td>10/14/2010</td>
<td>III</td>
<td>8</td>
</tr>
<tr>
<td>10/21/2010</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10/28/2010</td>
<td>II</td>
<td>2</td>
</tr>
</tbody>
</table>
**Timing/Duration**

**Student:** Stan  
**Behavior:** off task

**Start recording when:** Stan looks away from instruction, stops working in the presence of an assignment, talks with peer during work time without permission.

**Stop recording when:** Stan is tracking the instructor, has eyes on work, and is actively working toward completion of assigned task.

*Note if data is Baseline _____ or Intervention _____*

<table>
<thead>
<tr>
<th>Date</th>
<th>Context (e.g. math class – worksheet)</th>
<th>Start Time</th>
<th>Stop Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2</td>
<td>Guided reading</td>
<td>9:06</td>
<td>9:22</td>
<td>16 min</td>
</tr>
<tr>
<td>2/2</td>
<td>math – drill practices</td>
<td>11:15</td>
<td>1:36</td>
<td>21 min</td>
</tr>
<tr>
<td>2/2</td>
<td>science – group work</td>
<td>12:10</td>
<td>12:16</td>
<td>6 min</td>
</tr>
<tr>
<td>2/2</td>
<td>library</td>
<td>1:12</td>
<td>1:30</td>
<td>18 min</td>
</tr>
</tbody>
</table>
Example: Intensity Data Sheet (sometimes called a behavior rating scale)

<table>
<thead>
<tr>
<th>Student's name</th>
<th>Observer</th>
<th>Date</th>
<th>Interfering behavior: hitting</th>
</tr>
</thead>
</table>

**Behavior rating system**

<table>
<thead>
<tr>
<th>Time behavior occurred</th>
<th>Very severe/ intense (dangerous)</th>
<th>Pretty severe (potentially dangerous)</th>
<th>Somewhat severe (causes problems but is not dangerous)</th>
<th>Not at all severe (annoying, inconvenient or distracting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10:05</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10:23</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10:40</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11:30</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Today**

- intense (dangerous)

**Directions:** Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-vary. If desired, an additional behavior may be defined and rated.

**Behavior:** ____________________________

<table>
<thead>
<tr>
<th>% of Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% Never</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10 Always</td>
</tr>
</tbody>
</table>

Sampling
A-B-C Data

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Activity</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 8th, 9:35 AM (*)</td>
<td>Math Class</td>
<td>Mrs. England was lecturing to the class</td>
<td>George put his head on the desk (*Possible setting event: George said he had not slept well the night before)</td>
<td>Mrs. England asked George to participate in the class</td>
</tr>
<tr>
<td>Feb. 8th, 9:38 AM (*)</td>
<td>Math Class</td>
<td>Mrs. England asked George to participate in class discussion</td>
<td>George ignored Mrs. England’s requests and kept his head on the desk</td>
<td>After asking twice, Mrs. England gave up and ignored George</td>
</tr>
<tr>
<td>Feb. 8th, 2:40 PM (*)</td>
<td>In class free time to work quietly</td>
<td>Mrs. England was working on one-on-one tutoring with other students; Time was running out for Mrs. England to work with George</td>
<td>George began humming loudly</td>
<td>Mrs. England and peers ignored George</td>
</tr>
<tr>
<td>Feb. 8th, 2:55 PM (*)</td>
<td>In class free time to work quietly</td>
<td>George’s study partner suggested to go over assigned math sheets</td>
<td>George said “No”, and threw his book at his partner</td>
<td>George’s study partner returned to his desk. Mrs. England told George that if he did this again he would be sent to the office</td>
</tr>
</tbody>
</table>
• Workbook pp. 35-37

• *How/ when* will you share the importance *of* and strategies *for* collecting classroom data with your staff members?
Involve Parents & Students
Involve students and parents in classroom activities and instruction

**WHY:** School climate improves when students and parents are engaged as partners in the process.

**WHAT:** Staff members create reciprocal communication opportunities & parent/students focus groups.

**HOW:** Present stakeholder stories, survey parents & students and share/analyze the information.

**OBJECTIVES**

- Become familiar with Epstein’s Model of Parental Involvement
- Discuss ways to develop student voice in the classroom
Epstein’s Six Types of Parental Involvement

Type 1: Parenting Skills and Knowledge
- Families learn about parenting skills, child development, and home conditions that support learning and development. Schools learn about families.

Type 2: Communicating Between Home and School
- Focuses on effective school-to-home and home-to-school communications.

Type 3: Encouraging Volunteering at School and in the Community
- Focuses on recruitment, training, and schedules to involve parents as volunteers and audiences for schools and other locations that support students and school programs.

Type 4: Supporting Student Learning at Home
- Family involvement with children in learning activities in the home.

Type 5: Involvement in Decision-making and Advocacy
- Focuses on family involvement in school decision making, governance, and advocacy through a variety of committees and parent organizations.

Type 6: Collaboration with the Community
- Coordination of schools’, families’, and students’ needs for resources and services with businesses, agencies, and other groups who may address these needs.
Is...
- Cool, a nice person
- Someone who loves kids, knowledgeable, intelligent, helpful, encouraging, caring, friendly, safe, respectful, responsible, polite, resourceful, patient, strict

Says...
- "Good job!"
- "Way to go!" "You're awesome"
- "Keep it up!" "Have a nice day!"
- "Try hard!" "Amazing effort!"
- "Outstanding!"

A Good Teacher
- Good lessons
- Gives instructions
- Helps you
- Fun stuff
- Give treats & prizes
- Motivates you

Is NOT...
- Disrespectful/rude
- Mean
- Someone who yells...
- Impatient
- Unsafe
- Grumpy all the time
- A rule-breaker
- Destructive
Student Focus Groups
• Workbook pp. 38-39

• *How/ when* will you share the importance *of* and strategies *for* collecting classroom data with your staff members?
<table>
<thead>
<tr>
<th>Design the classroom arrangement for engagement, supervision, and efficiency</th>
</tr>
</thead>
</table>
| **WHY:** Efficient classroom design increases time on task and appropriate behavior.  
**WHAT:** Staff members assess the classroom arrangement to ensure it meets the needs of their students.  
**NOW:** Provide opportunities for staff members to self-assess. |

<table>
<thead>
<tr>
<th>Establish classroom expectations &amp; procedures</th>
</tr>
</thead>
</table>
| **WHY:** Students benefit from environments that are predictable.  
**WHAT:** Staff members develop expectations that aligned with school-wide & procedures that are task analyzed.  
**NOW:** Create methods to share what is working in various classrooms. |

<table>
<thead>
<tr>
<th>Teach expectations &amp; procedures</th>
</tr>
</thead>
</table>
| **WHY:** Expectations and procedures that have been taught become routine and increase instructional time.  
**WHAT:** Staff members provide explicit instruction in expectations throughout the year.  
**NOW:** Create demonstration tools for staff members |

<table>
<thead>
<tr>
<th>Create strategies to acknowledge desired behavior</th>
</tr>
</thead>
</table>
| **WHY:** Acknowledging desired behavior increases the future probability the behavior will occur again.  
**WHAT:** Staff members establish individual, group, and class contingencies and positive descriptive feedback.  
**NOW:** Develop a google drive with examples and directions for strategies. |

<table>
<thead>
<tr>
<th>Consider instruction: engagement, differentiation, and activity type/difficulty</th>
</tr>
</thead>
</table>
| **WHY:** When students are engaged in instruction, they demonstrate academic growth.  
**WHAT:** Staff members create opportunities to respond & implement universal design for learning strategies.  
**NOW:** Use a variety of OTR and UDL strategies during all professional development. |

<table>
<thead>
<tr>
<th>Provide prompts &amp; pre-corrections</th>
</tr>
</thead>
</table>
| **WHY:** Students benefit from cues about expected behaviors.  
**WHAT:** Staff members deliver brief reminders based on previous problems.  
**NOW:** Model prompting and pre-correcting in meetings and at school events. |

<table>
<thead>
<tr>
<th>Respond instructionally to problem behavior</th>
</tr>
</thead>
</table>
| **WHY:** Misbehavior presents an opportunity for instruction.  
**WHAT:** Staff members develop a continuum of response from low effort to effort.  
**NOW:** Create intervention banks & practice responding to common problems across multiple classrooms. |

<table>
<thead>
<tr>
<th>Collect &amp; analyze classroom level data</th>
</tr>
</thead>
</table>
| **WHY:** Data allows us to make informed decisions.  
**WHAT:** Staff members create simple data collection strategies for the classroom.  
**NOW:** Encourage peer to peer data collection and problem solving |

<table>
<thead>
<tr>
<th>Involve students and parents in classroom activities and instruction</th>
</tr>
</thead>
</table>
| **WHY:** School climate improves when students and parents are engaged as partners in the process.  
**WHAT:** Staff members create reciprocal communication opportunities & parent/ student focus groups.  
**NOW:** Present stakeholder stories, survey parents & students and share/analyze the information.
Determine how to **share** the classroom components
Tier 1: School-wide Universals

Tier 1: Classroom Universals

Tier 2: Group Interventions

Tier 3: Individual Interventions