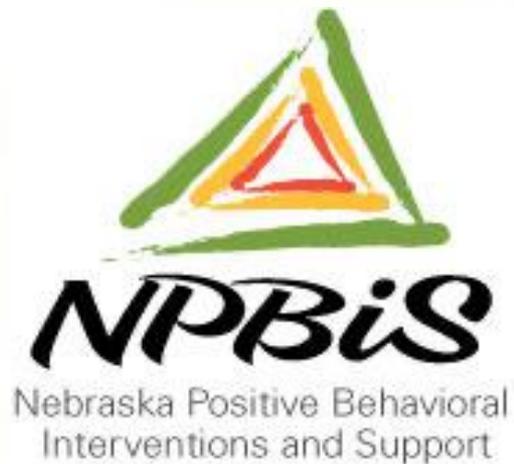




# Tier 1: Classroom

## A Key to Sustainability



Thank You!

- 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 3: Individual Interventions**



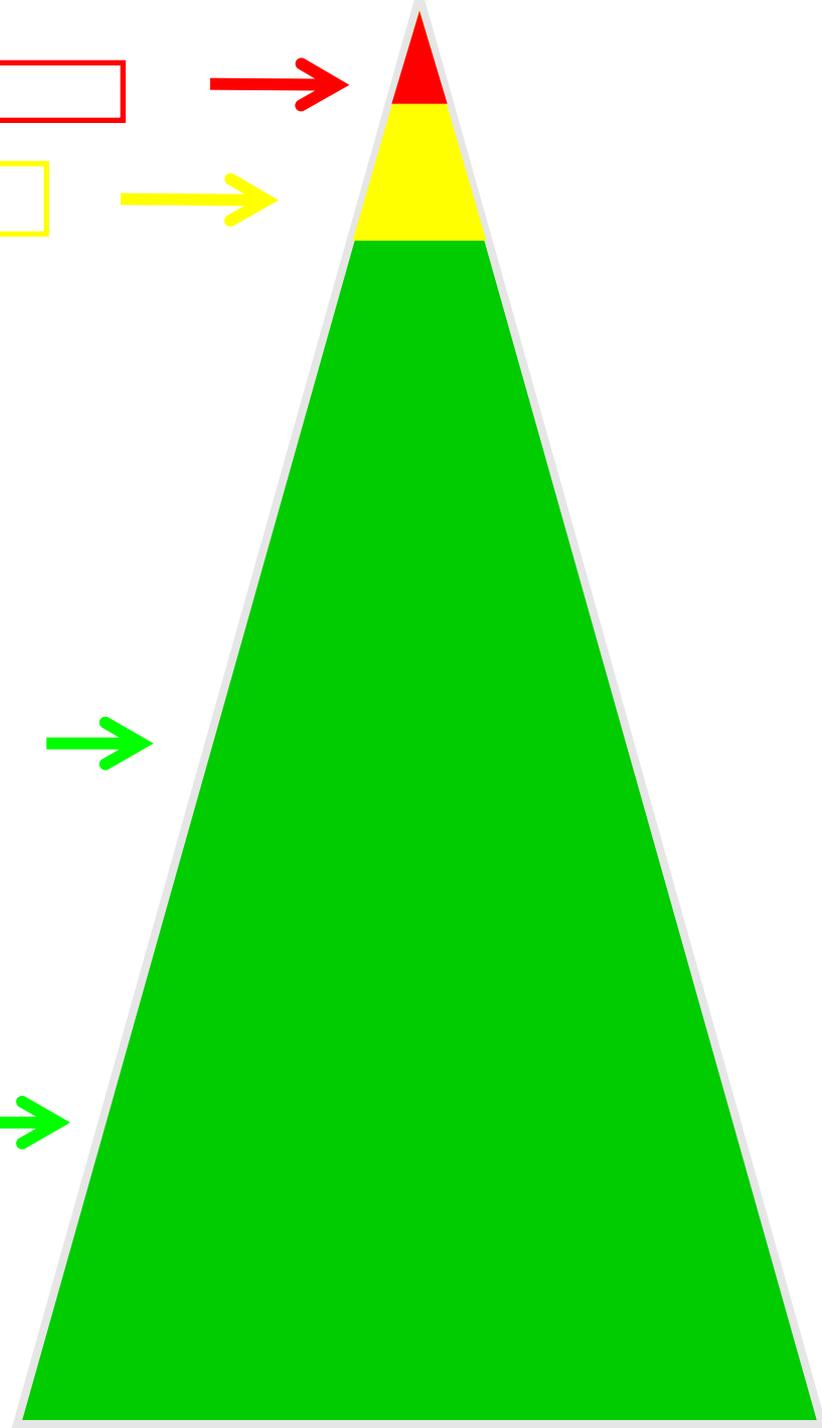
**TIER 2: Group Interventions**



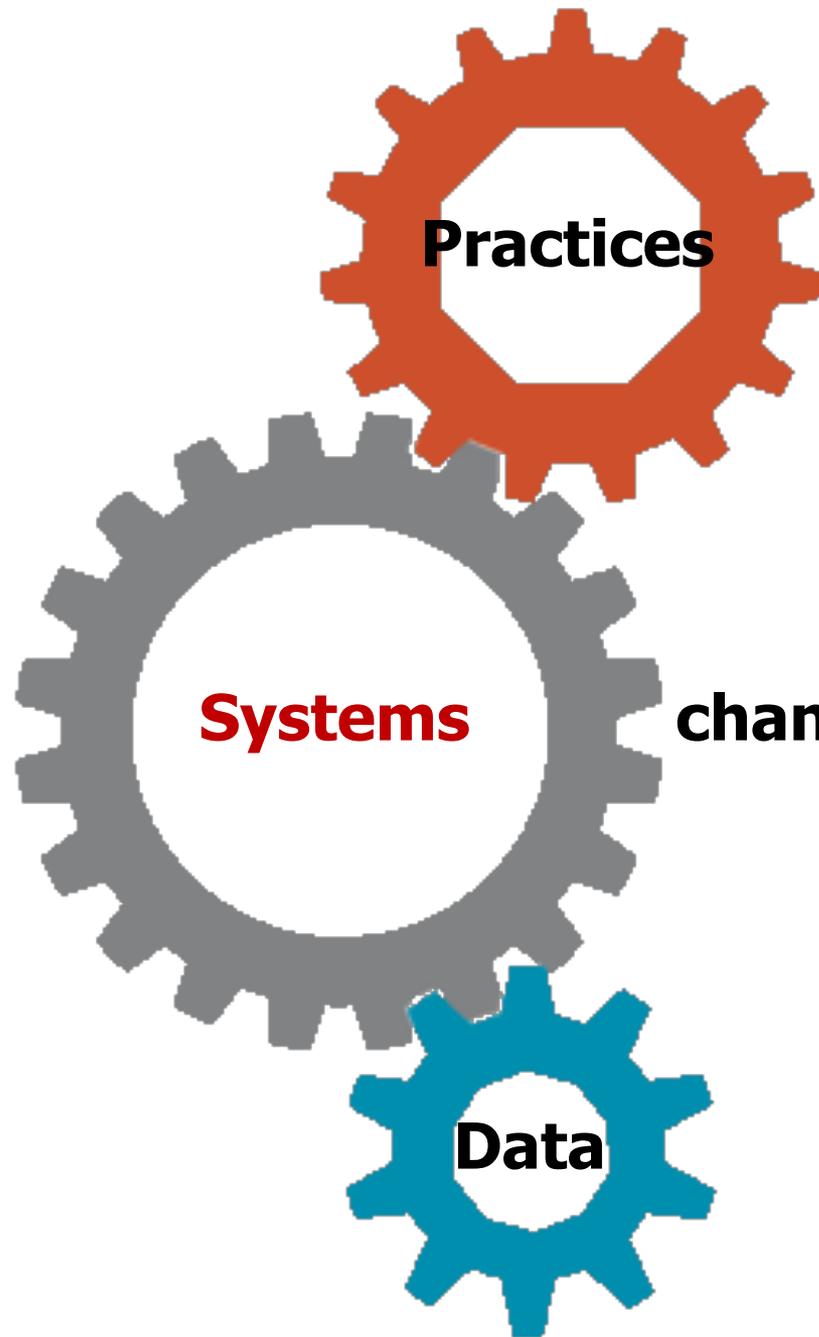
**TIER 1: Classroom Universals**



**Tier 1: School-wide Universals**



**PBIS is a**



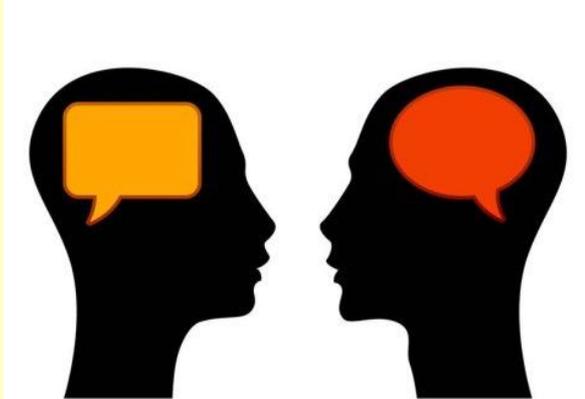
**Systems**

**change process**

**Data**

*Goal: Establish and maintain a positive teaching and learning environment*

- Visualization:



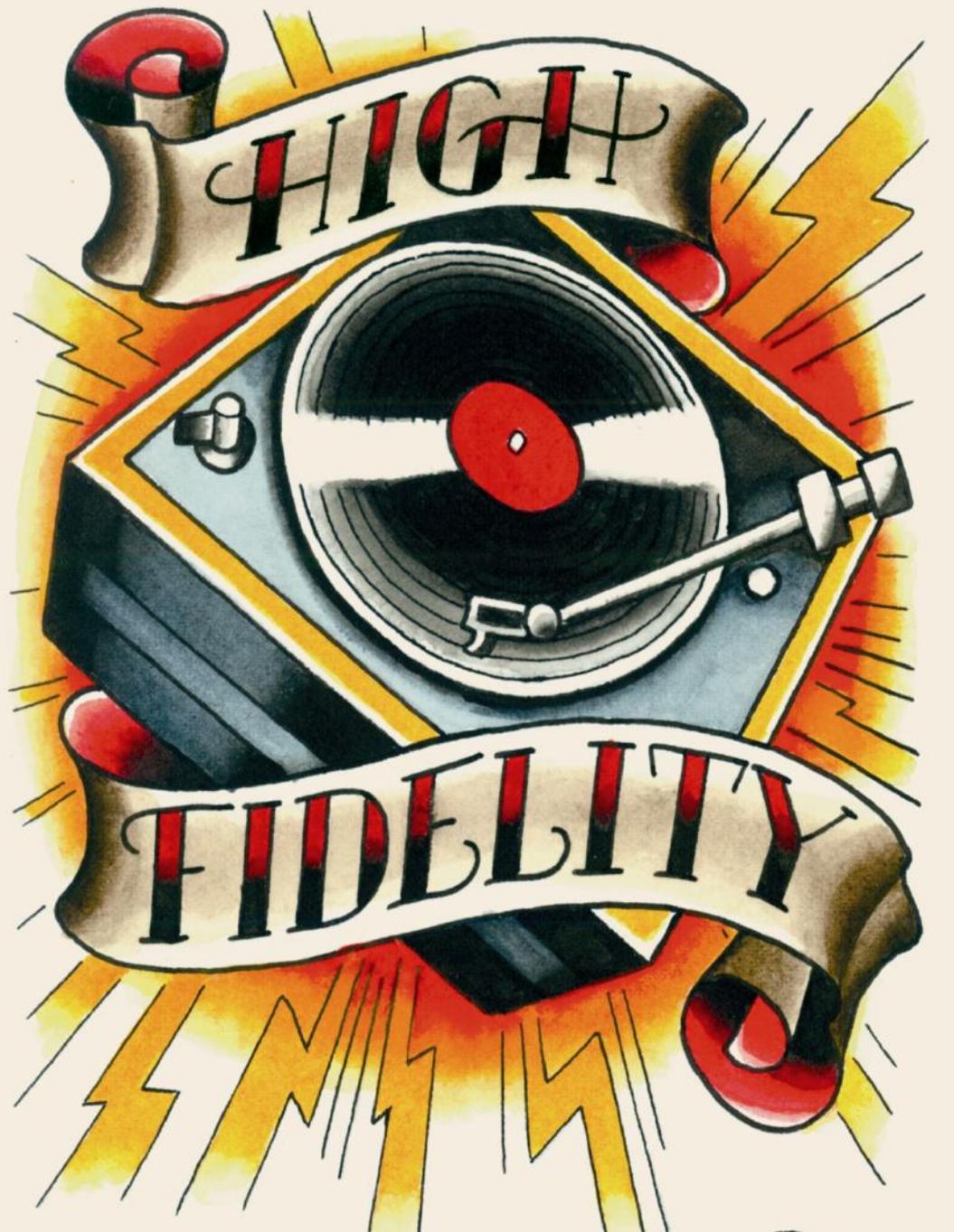
- When **all** the pieces are **fully** in place, what does your ideal PBIS school look like/ sound like when you arrive on the campus?
- Ask yourselves, “How do we make it happen?”

*Tier 1: C*  
Building the  
Classroom  
Framework

YOUR ATTITUDE

Can Make a World of Difference.





## Classroom Procedures

- TFI  
– 1.8

# 1.8 Classroom Procedures

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>1.8 Classroom Procedures:</b> Tier I features (<u>school-wide expectations, routines, acknowledgements, in-class continuum of consequences</u>) are implemented within <b>classrooms</b> and consistent with school-wide systems.</p>	<ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Informal walkthroughs</li> <li>• Progress monitoring</li> <li>• Individual classroom data</li> </ul>	0 = Classrooms are not formally implementing Tier I  1 = Classrooms are informally implementing Tier I but no formal system exists  2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations

**Main Idea:** PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.

V 2.1



- Apply the tiered prevention logic to classroom setting
  - Primary for all
  - Secondary for some
  - Tertiary for a few

Intensive, Individual Interventions

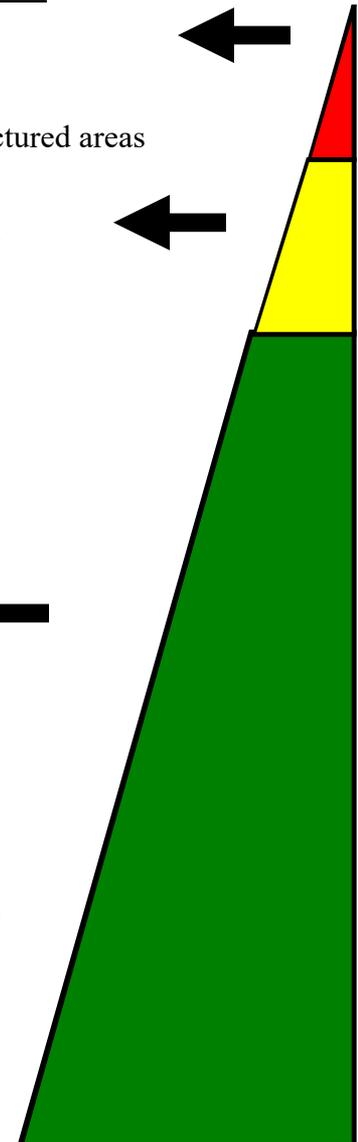
- Individual Students
- Self-management Plans
- Nonverbal Signals
- Specific boundaries in unstructured areas

Targeted Group Interventions

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

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



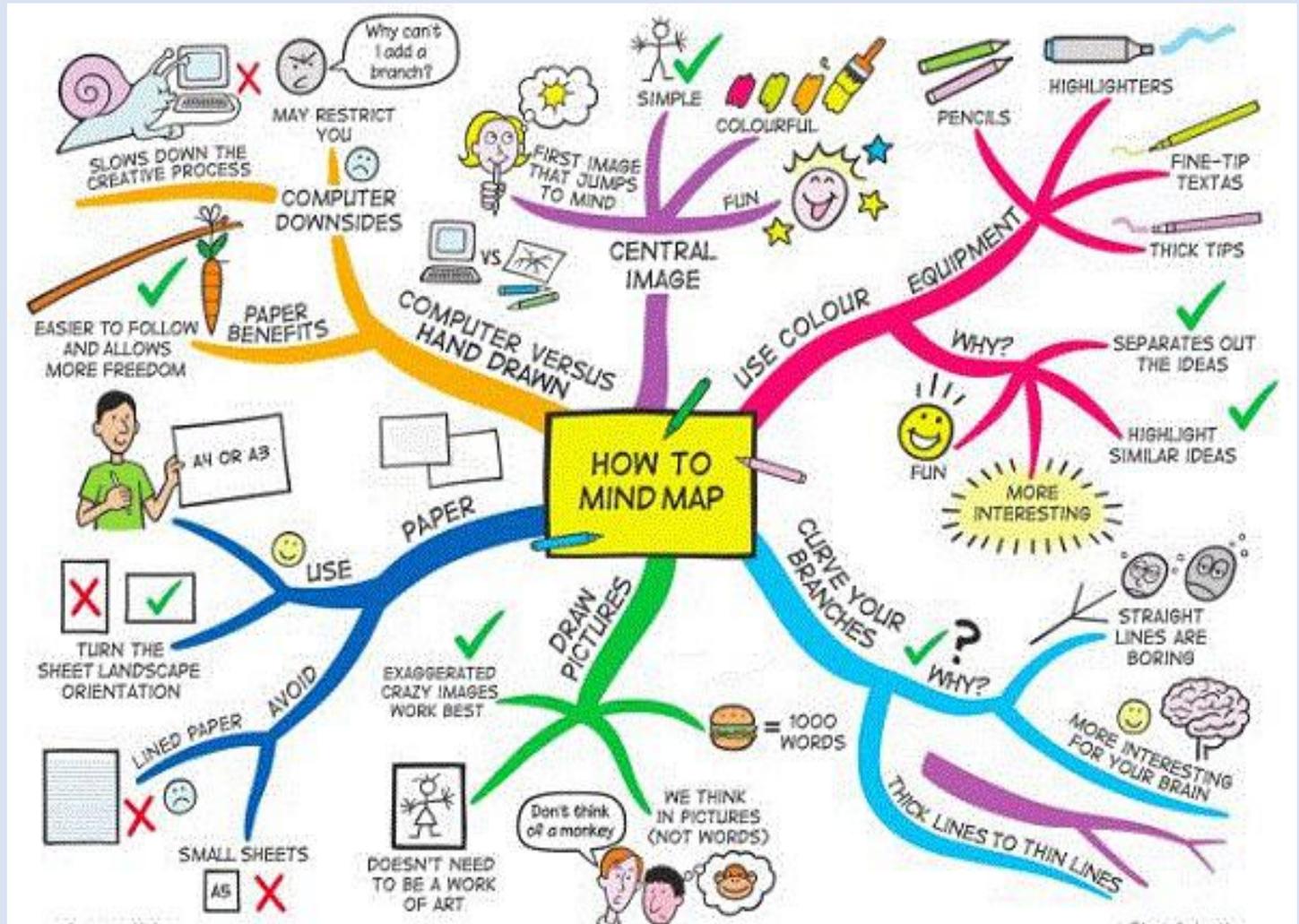
# Classroom PBIS: Guiding Principle

- Remember that **good instruction** is one of our best behavior management tools





# Classroom Management Mind Map



# The **BIG TEN** of Classroom Management

# 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.

## 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.

## 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.

## 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 and UDL strategies during all professional development.

## 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 pre-correcting in meetings and at school events.

## 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.

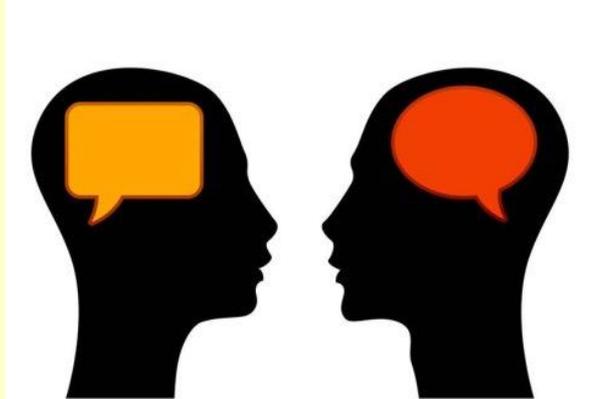
**HOW:** Present stakeholder stories, survey parents & students and share/analyze the information.





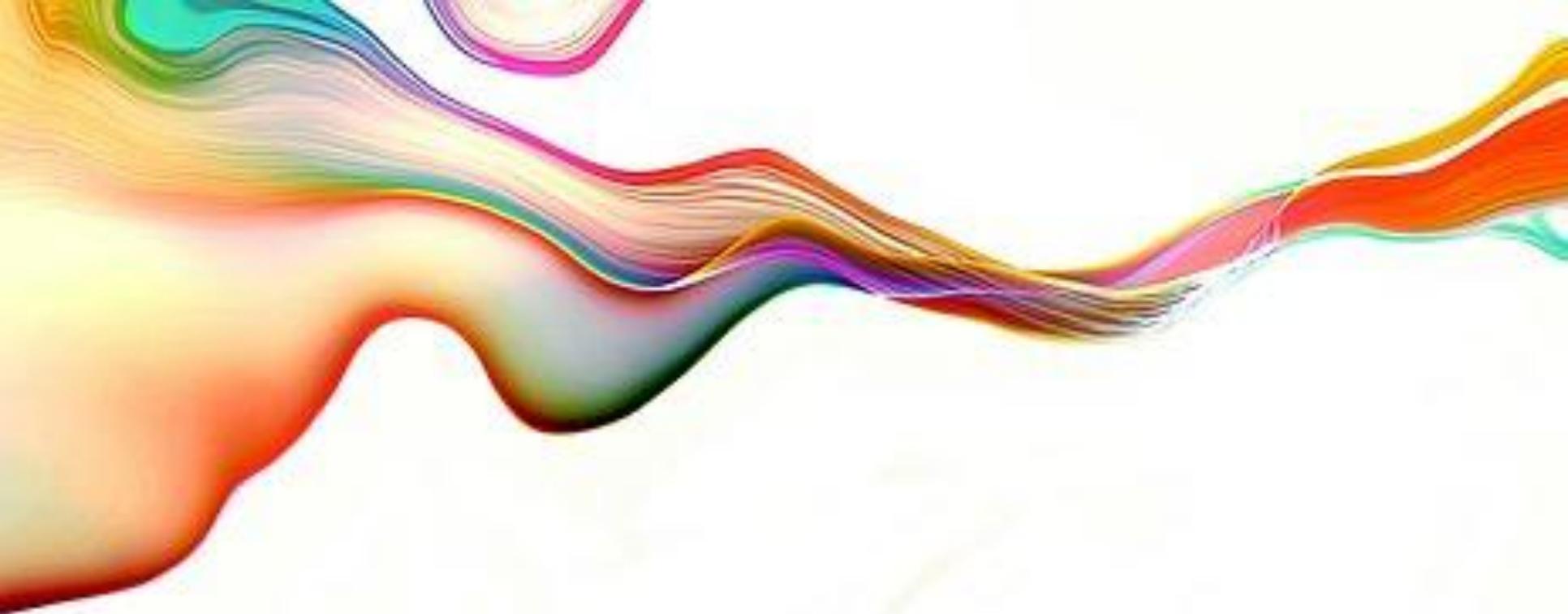
Determine how to *share* the  
classroom components





- As always, let's begin with our DATA.
- SAS: Classroom Systems- where does your team need to focus it's attention during the training?





# *Forge Relationships*



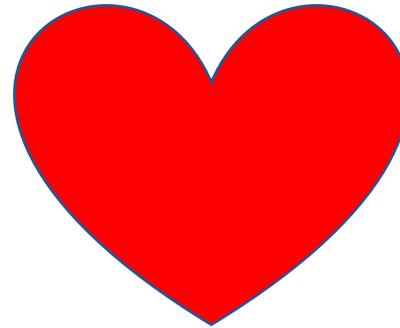
## Forge relationships with students and parents

**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.



## OBJECTIVES

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



# *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.**

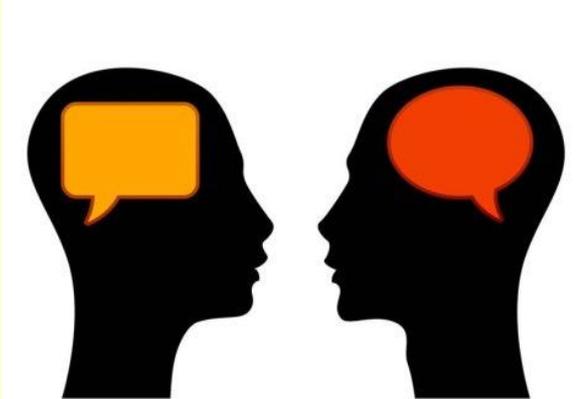
**Eric Jensen**

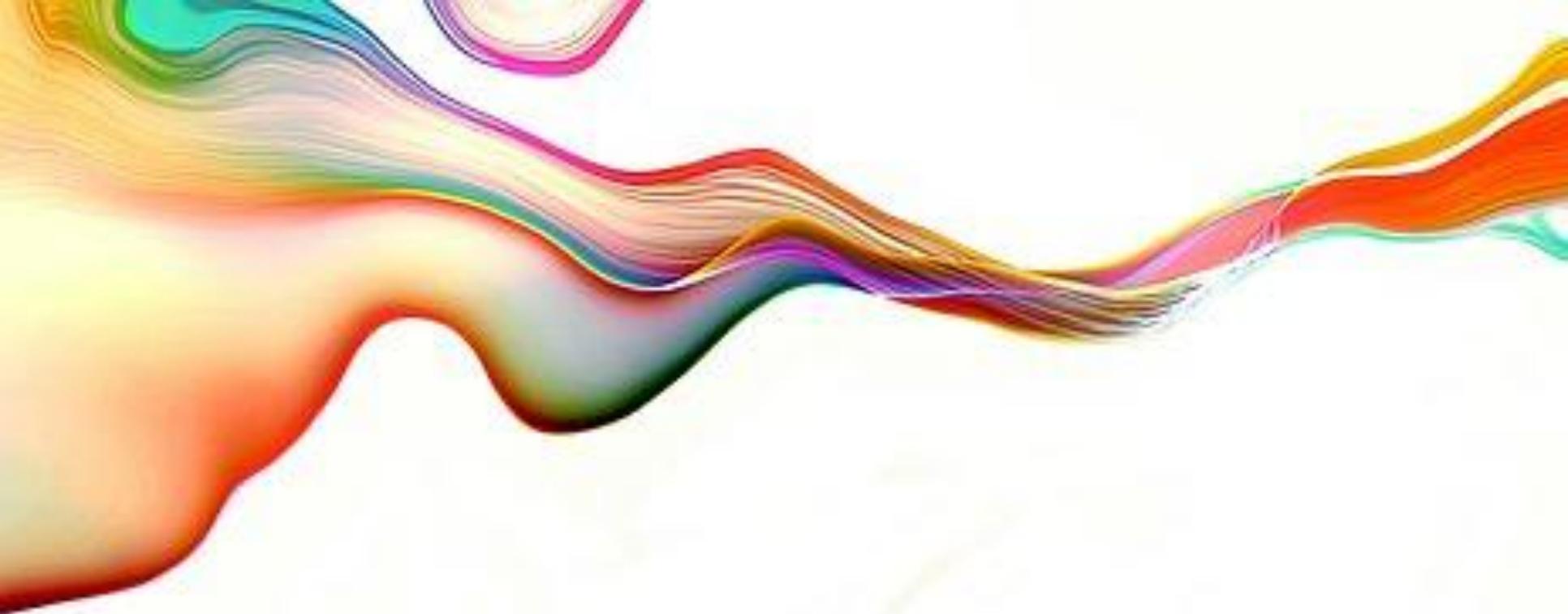




- Workbook pp. 1-5

- ***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!**

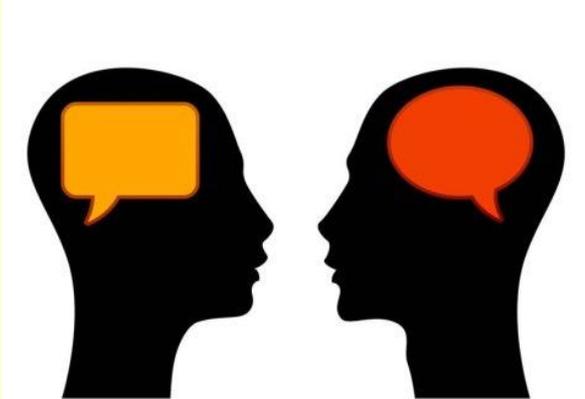


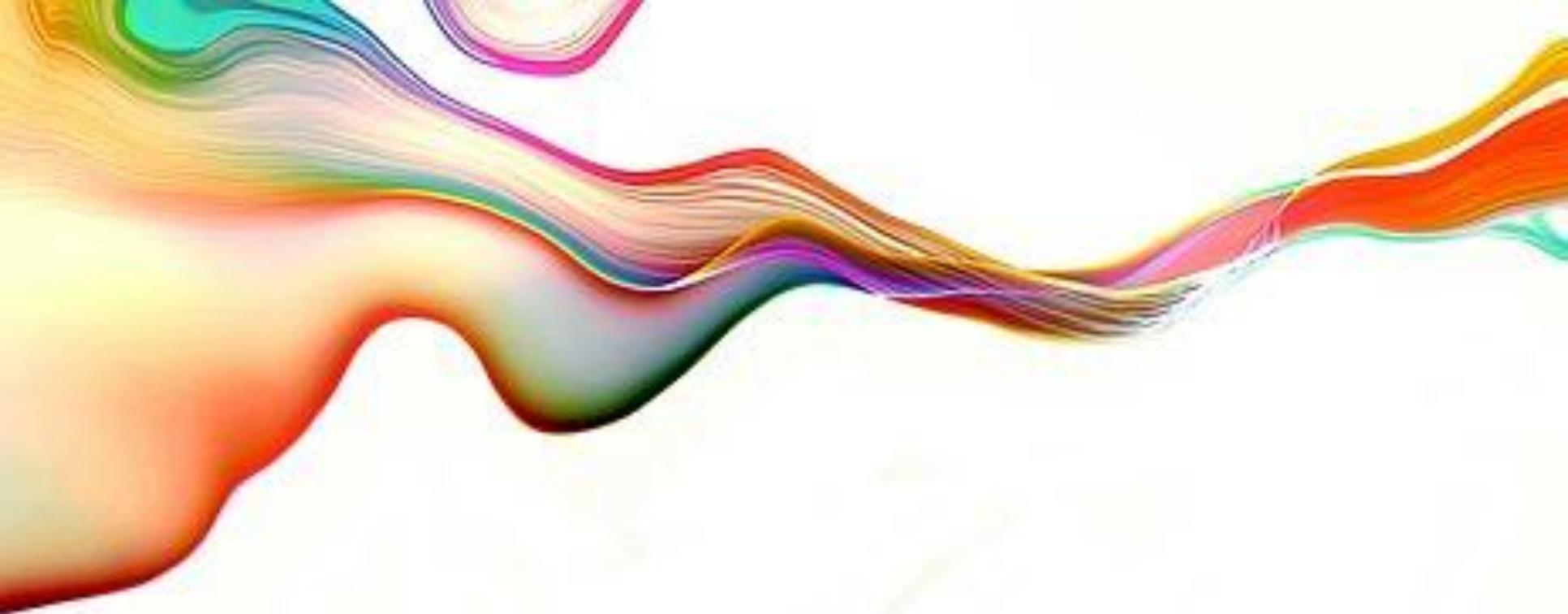
# Schedule- also part of classroom organization

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BIOLOGY	Introduction to the Circulatory System	Structure of the Heart	The Heart as a Pump	Blood Components	Blood Typing Lab
CHEMISTRY	Balancing Chemical Equations	Balancing Equations	Balancing Equations	Test Review	Test-Chemical Formulas & Equations
EARTH SCIENCE	Plate Boundaries	Mantle Convection	Test Review	Test Review	Ch 10 Test
ADVANCED BIOLOGY	Intro to the Circulatory System	Structure of the Heart	Circulatory System Model	Blood Components	Blood Typing Lab

- 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- 1<sup>st</sup> day!
- **Teach and review often.**





# THE Raven Way CLASSROOM

## 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

### Teacher to Student

- Be a good listener.
- Be helpful and encouraging.
- Be fair.
- Please don't show favoritism.
- Be honest...Be patient...Be positive!

### Student to Teachers

- Be on time.
- Be prepared for class.
- Be responsible by following rules, procedures, and directions.
- Be ready to learn.
- Be positive!

### Student to Student

- Please do not take things that do not belong to you.
- Please keep your hands to yourself.
- Please be responsible for your work in groups.
- Please be kind. No bullying.
- Please watch your language (no cursing).

# Create a Classroom Behavior Matrix

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



# Expectations for Mrs. James' Classroom



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



# 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



lic 19  
11



# 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





**Independent Seat Work**

**Safe**

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

**Respectful**

- Quiet lips
- Raise hand

**Responsible**

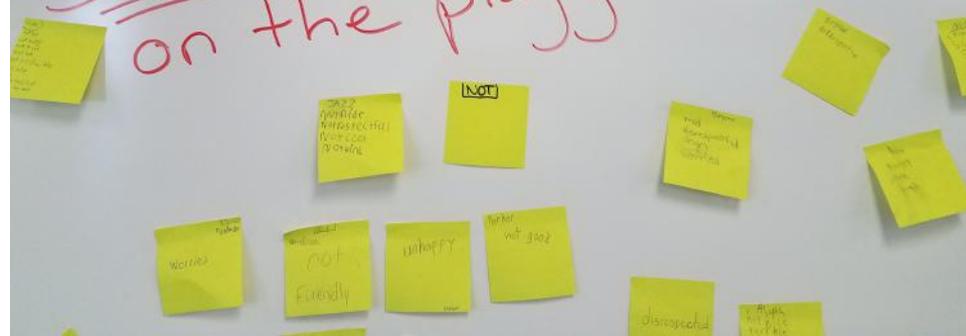
- Follow directions the first time
- Work quietly
- Ask for help
- Complete task



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

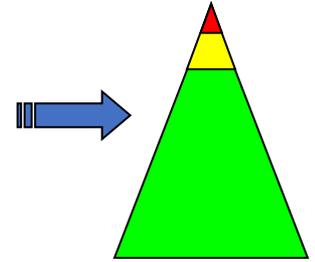


# Establish Classroom Procedures

- 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

# WELCOME

1. Get your backpack 🎒 from the tub.  
  
↓
2. Put your jacket 🧥 in your backpack 🎒.  
  
↓
3. Put your backpack 🎒 in your cubby.  
  
↓
4. Turn you attendance card over.  
  
↓
5. Walk to blue rug and sit down.  






Elementary  
School

**Sit Tall**



**Listen Big**

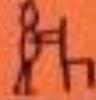


**Answer on Signal**

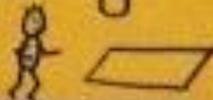


"Let's get started!"

1) Push the chair in.



2) Walk to the rug.

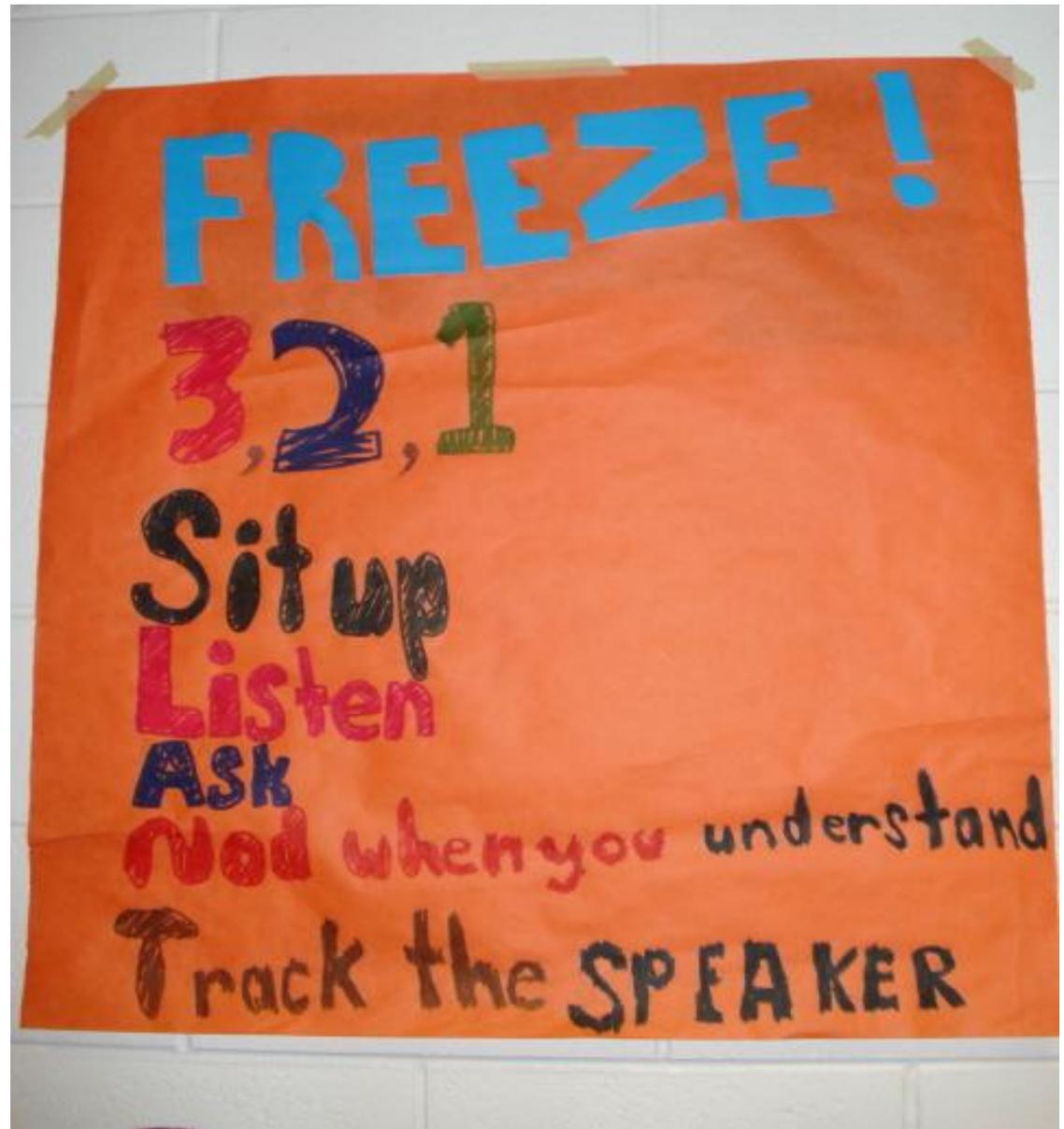


3) Sit down ready to learn.





Middle  
School





High  
School

## Entering the Class

1. Walk into the room quietly.
2. Gather the necessary materials listed on the board.
3. Sharpen pencils.
4. Read the Agenda.
5. Begin Bellwork.



# Important resources for your team!

- <http://www.ci3t.org/pl>
- <http://pbissmissouri.org/tier-1-effective-classroom-practices/>
- <http://louisville.edu/education/abri/training.html>



# Supporting and Responding to Behavior



## Evidence-Based Classroom Strategies for Teachers



This technical assistance document was adapted from the PBIS Technical Brief on Classroom PBIS Strategies written by: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George, and Bob Putman, 2015.

Additional assistance was provided to the Office of Special Education Programs by Brandi Simonsen and Jenifer Freeman. Special thanks to Allison Blakely, Ambra Green, and Jennifer Rink, OSEP Interns who also contributed to the development of this document.

**Using evidence as our guide. Document can be found on [pbis.org](http://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](#))

#### Prevention

##### 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

#### Response

##### 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

### Data Systems ([Table 3](#))

#### 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).

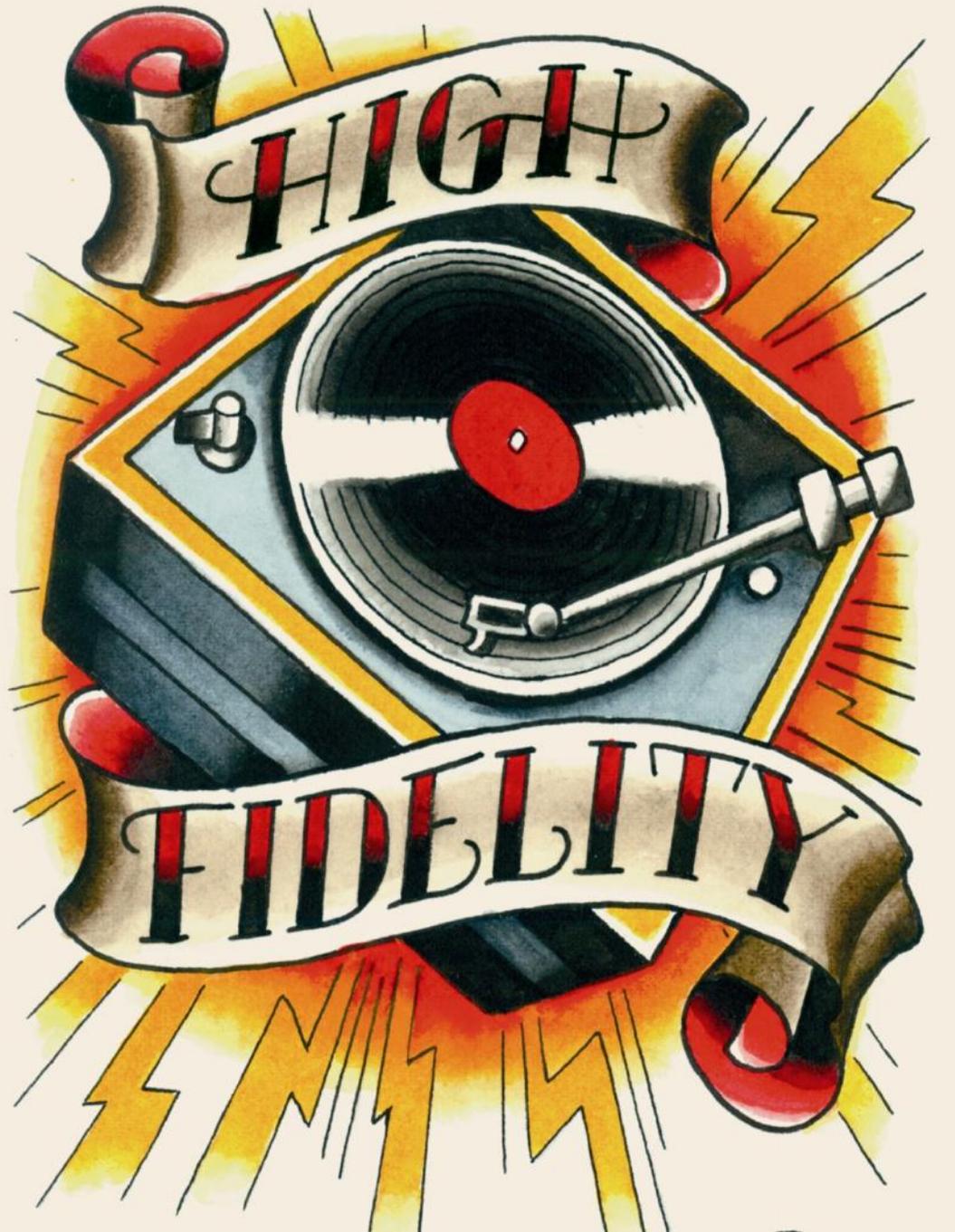
#### 3.3 [Sampling](#)

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





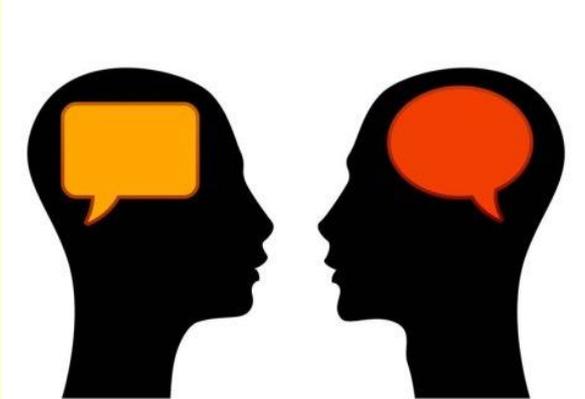
## Defining and Teaching Expectations

- 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.

4:1

## 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

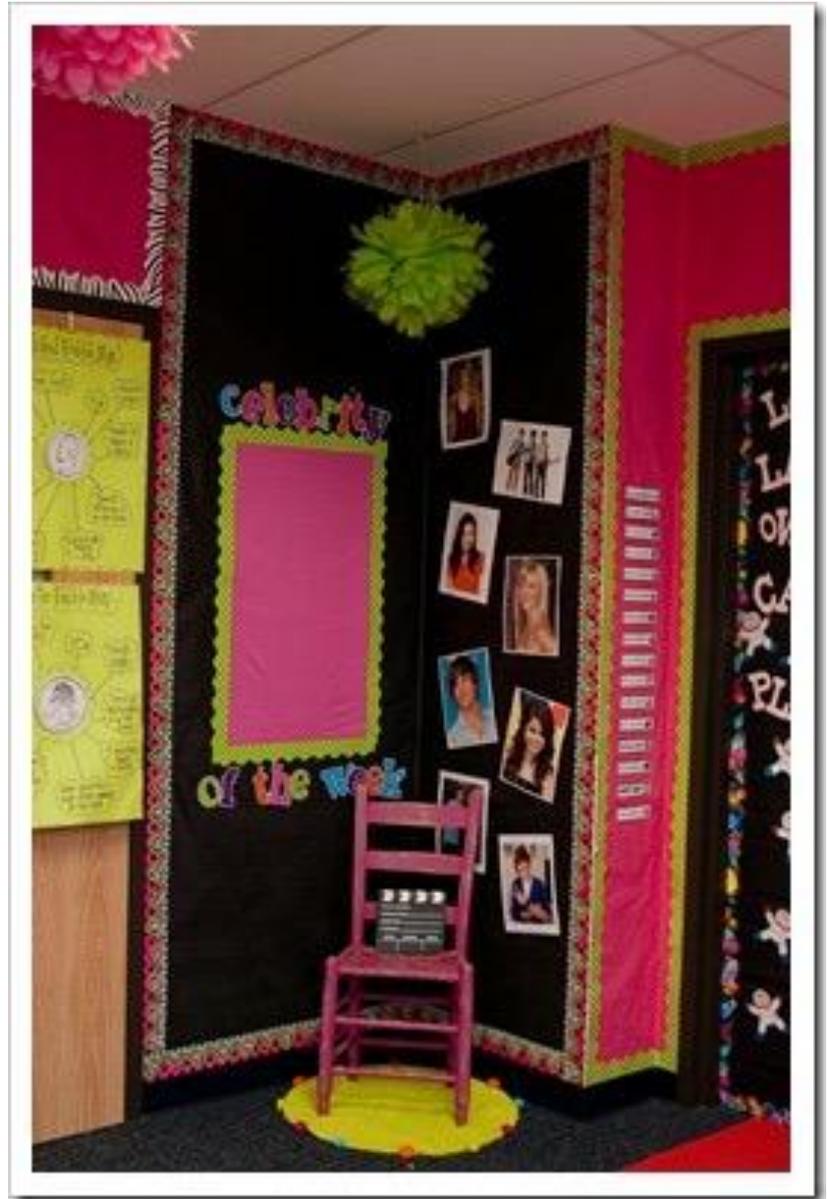


# Individual Student Reinforcement Systems



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 \* Can't be signed ahead of time

Box Top

under 10 +5	10-20 +20	30 or more +40
----------------	--------------	-------------------

Student of the Month +20 every day (must be present)

# PE\$O 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...

**Total Points**



**Week of March 12, 2018**

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

**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**

Improve any test grade by 5%. One coupon per test. Coupon must be presented to the teacher at least 1 week before the end of a grading term. Valid only on grades lower than 95%. Coupon is not valid with any other offer.

Valid only to the original recipient. NON-transferable. Not valid on tests taken during previous marking periods. (Not valid on state tests or proficiency exams) Check with your teacher for specific rules. Offer Expires \_\_\_\_\_ 11:59 pm PST

And may all your test answers be right,



© K. Wright 2013

Frosty the snowman had to hurry on his way,

**20%  
OFF**

Reduce a class assignment by 20%. (Ex: 10 question assignment will be only 8 questions) 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 resale. 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

But he waved goodbye, saying please don't cry, You have less homework today,



© K. Wright 2013

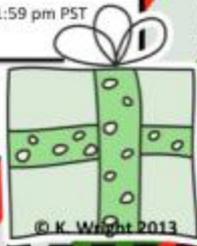
Bells on bobtail ring, Making spirits bright,

**+1  
POINT**

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 resale. 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

Add one point to a grade and everything's all right,



© K. Wright 2013

Oh the weather outside is frightful,

**1 DAY  
Due Date  
EXTENSION**

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 resale. 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

But your grades are so delightful,



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- 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

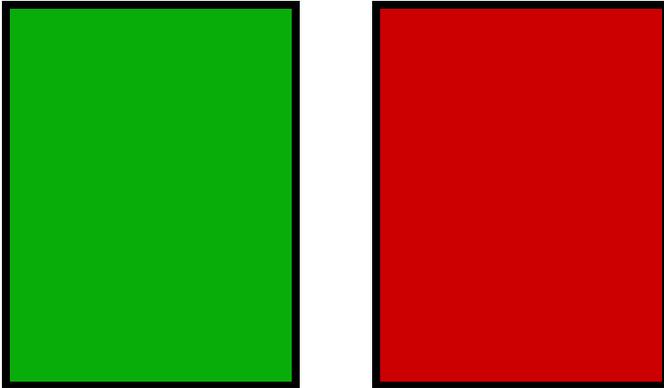
- Purpose:
  - Increase positive student behavior
  - Decrease undesired behavior
  - Create a positive classroom environment
  - Promote team work
  - Provide data on clarity of expectations and positive teacher interactions



# 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







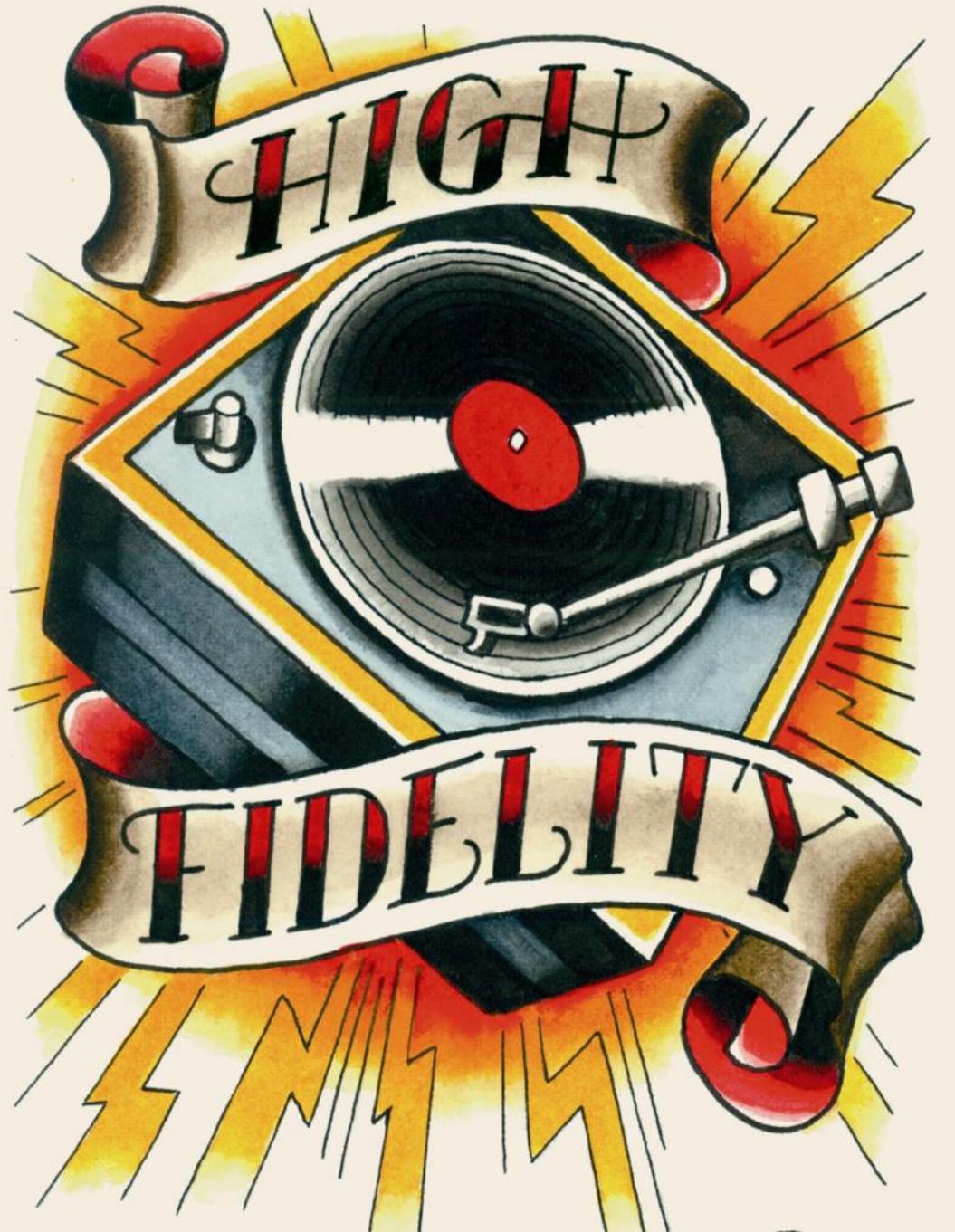
# 100 Squares

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- 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

	<b>R</b>	<b>E</b>	<b>S</b>	<b>P</b>	<b>E</b>	<b>C</b>	<b>T</b>
<b>Period 1</b>	<b>R</b>	<b>E</b>					
<b>Period 2</b>	<b>R</b>						
<b>Period 3</b>	<b>R</b>	<b>E</b>	<b>S</b>	<b>P</b>	<b>E</b>		
<b>Period 4</b>	<b>R</b>	<b>E</b>					
<b>Period 5</b>	<b>R</b>	<b>E</b>	<b>S</b>				
<b>Period 6</b>	<b>R</b>	<b>E</b>	<b>S</b>	<b>P</b>			





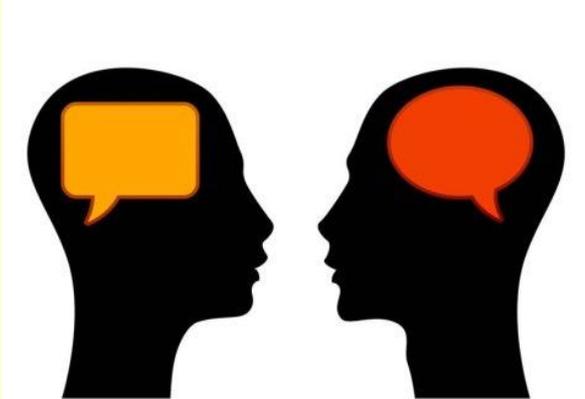
## Acknowledging Classroom Expectations

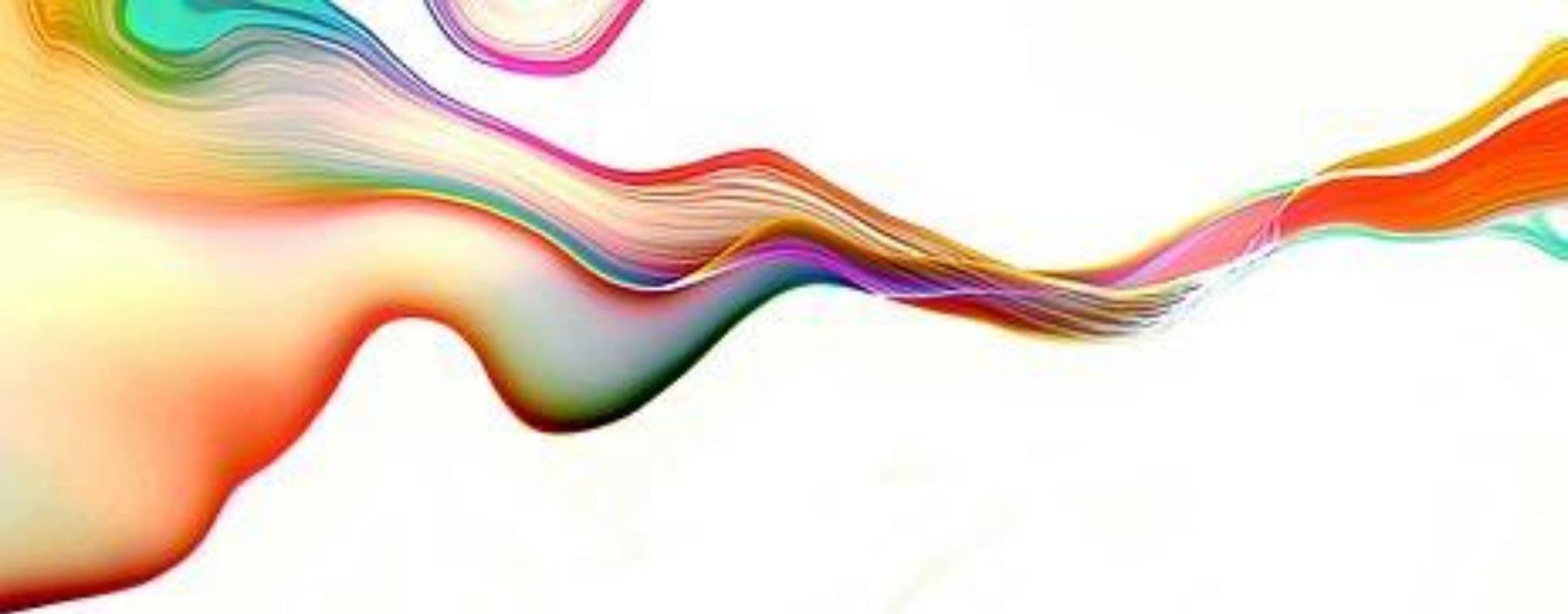
- SAS
  - Classroom #4



- 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



agree



Disagree



# 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



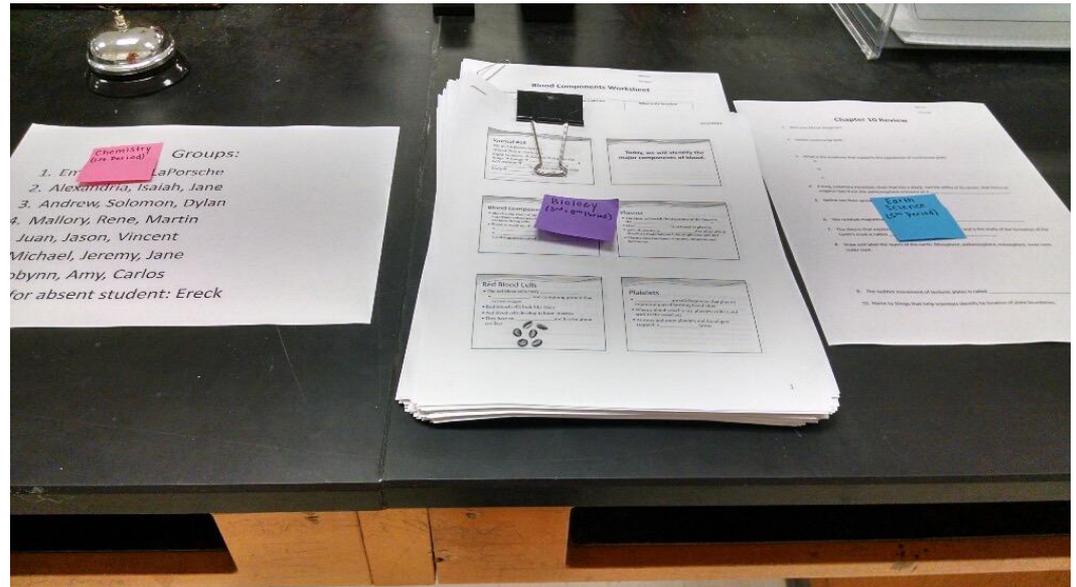
# Other Engagement Strategies

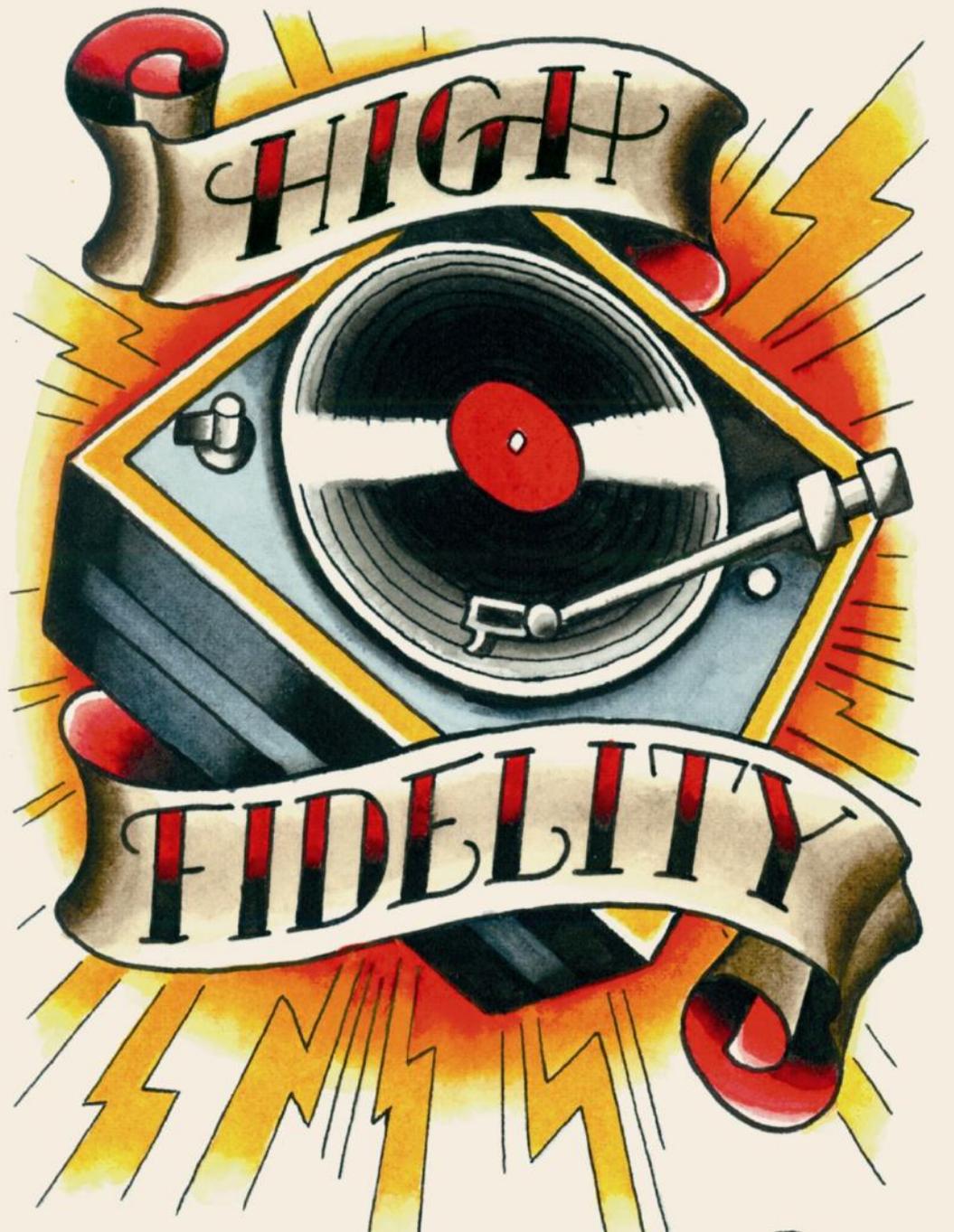
- Mind Maps®
- Conversation circles
- Unfinished sentences
- Voting on Topics
- Competitive Games (Jeopardy, Bingo, etc.)
- “Look at your neighbor’s paper and...”
- Read Around
- Air writing
- Jigsaw





**Preparation is key!!**





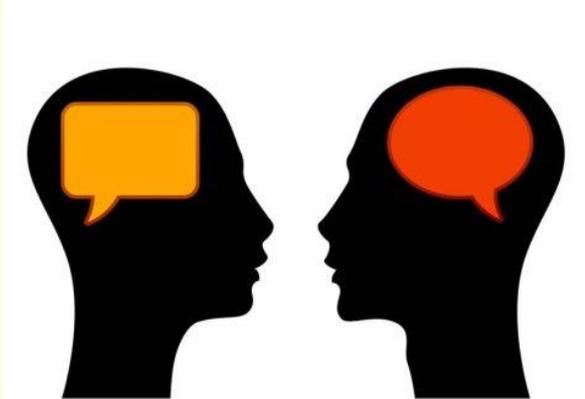
OTR

- 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 Precorrections*



## 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 pre-correcting 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/ Precorrections

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

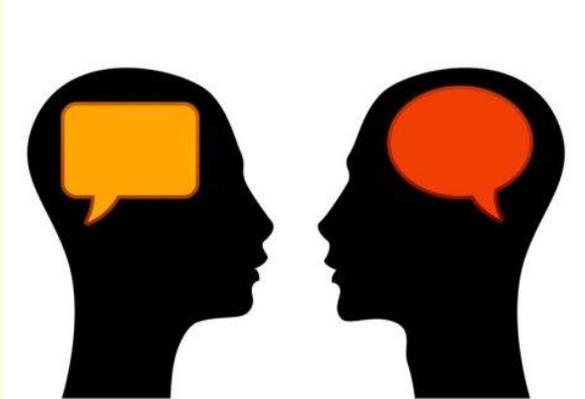


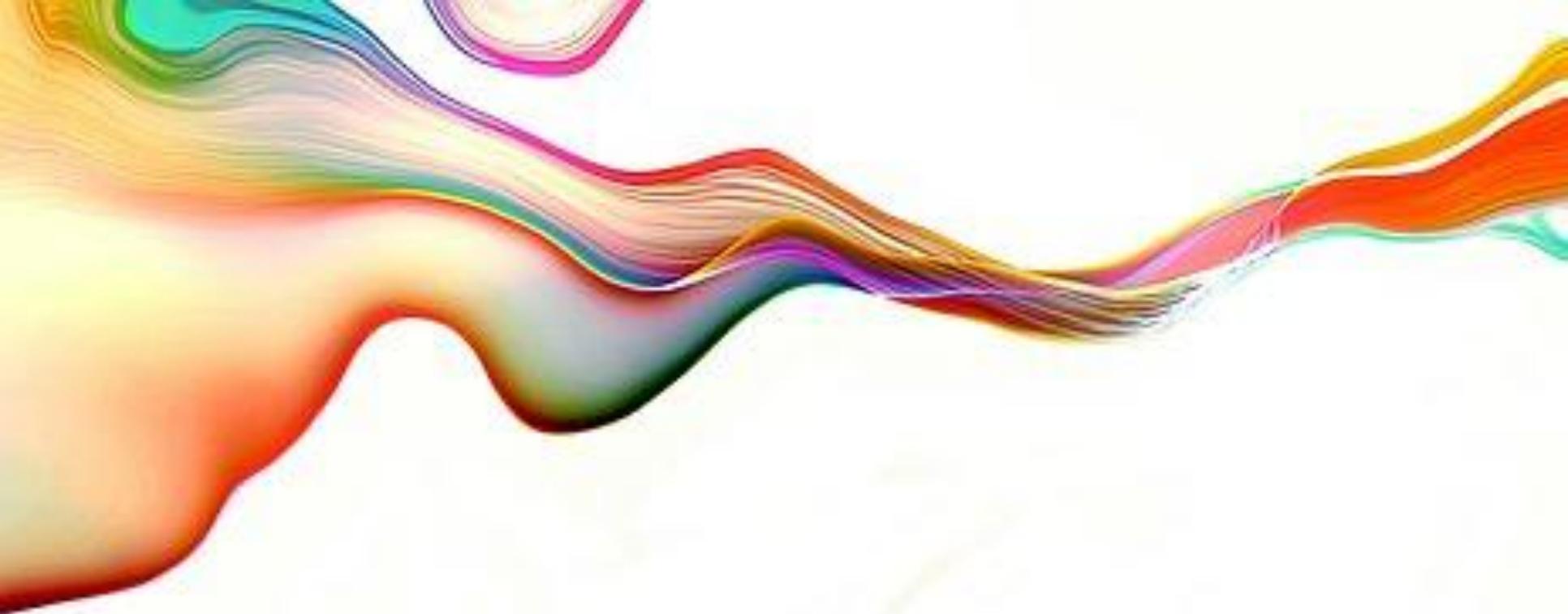
# Example of precorrection

- 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, & Fattersak, 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!

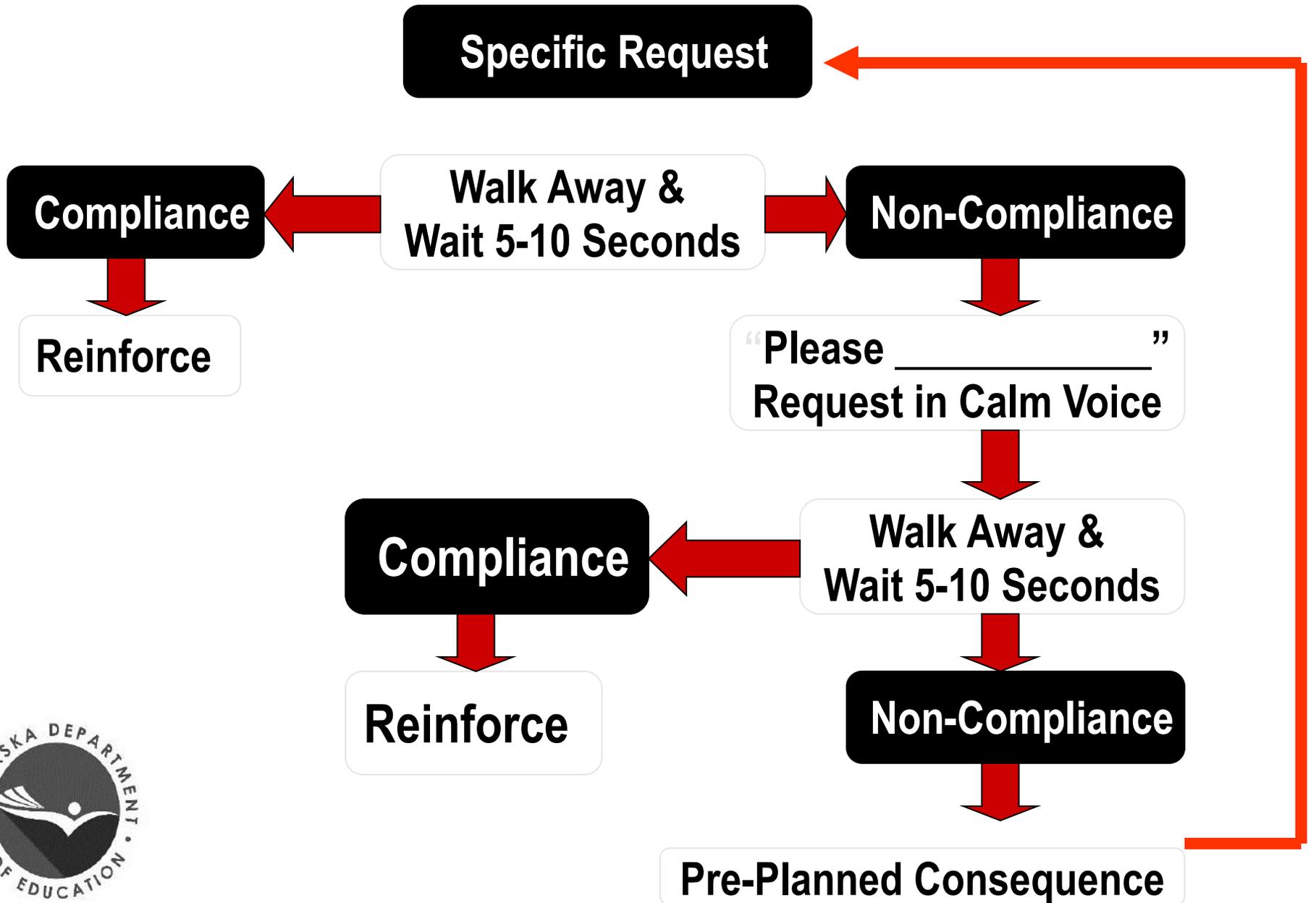


## What they hear

blah blah GINGER blah  
blah blah blah blah blah  
blah blah GINGER blah  
blah blah blah blah...



# Specific Request Sequence



**Ineffective**

**and**

**Effective**

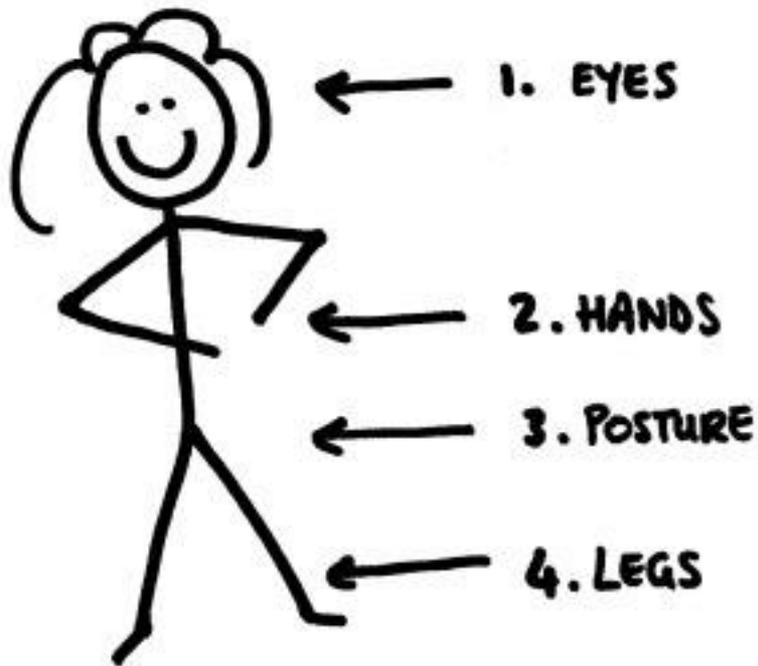
**responses**



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!** 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





### *Script Notes*

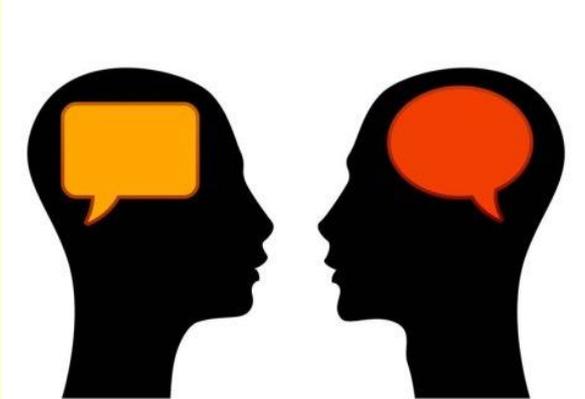
Create a “step by step” script for responding to inappropriate behavior.

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?





TAKE ACTION



# Respond

- Note

*Action*

NOT

Reaction

**Our actions must be intentional**



# Vintage Video



# Respond

- 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





<http://toonoisyapp.com/>





- Preventing Defiance: Handouts pp. 20-21
- Interim Response Behavior Plan

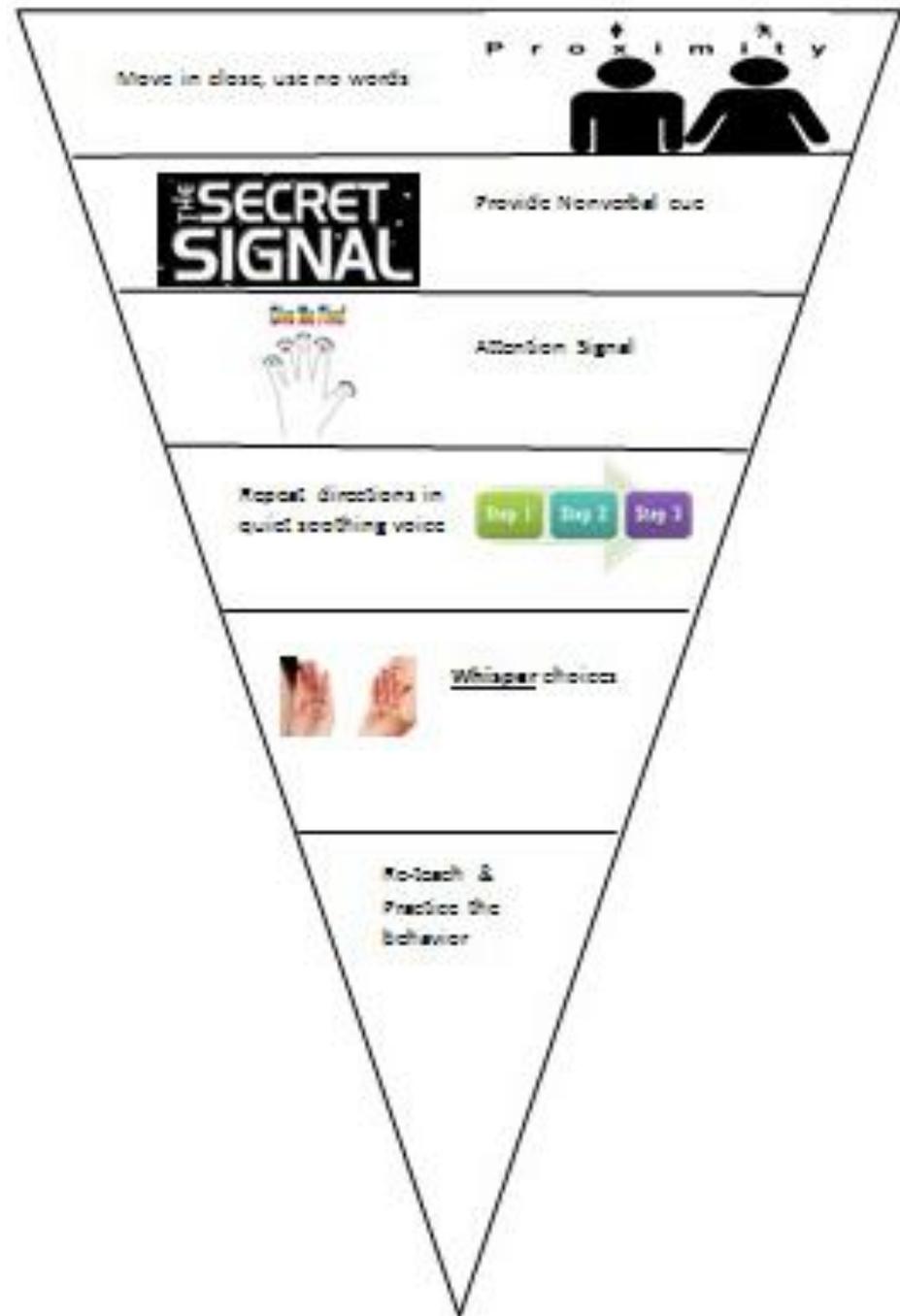


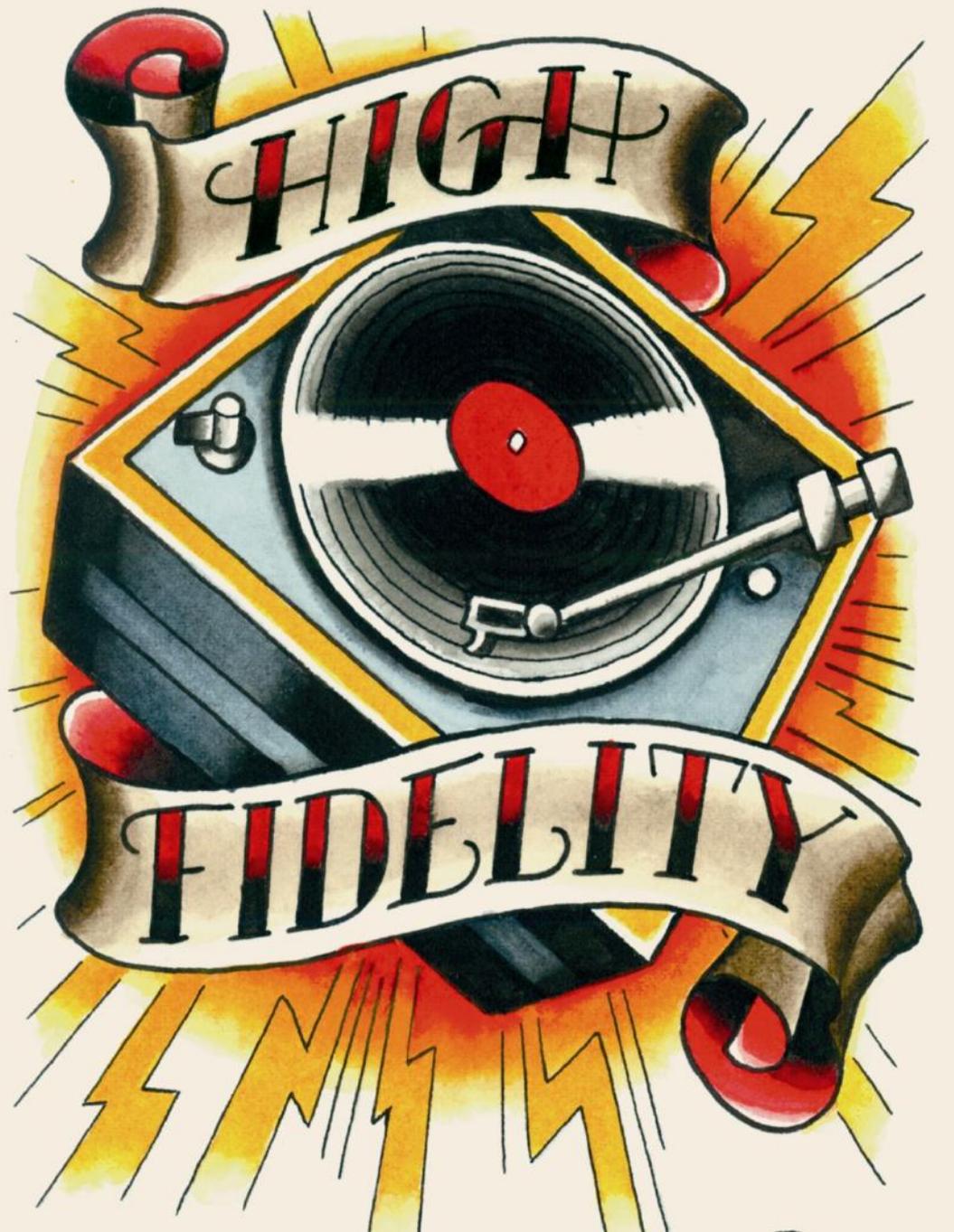
# Offering Choices

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*

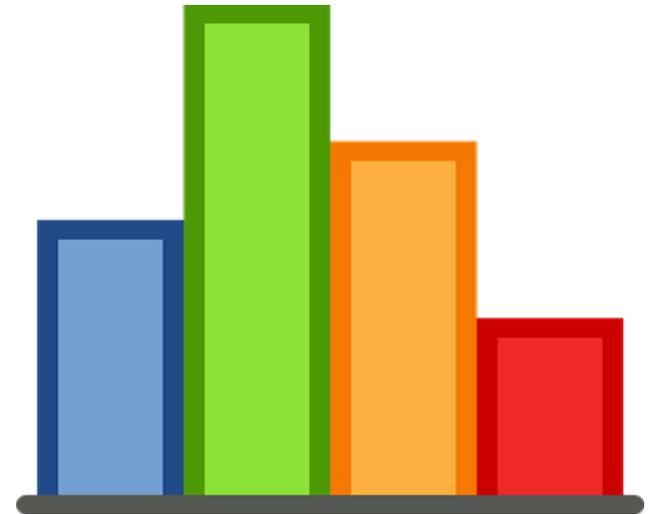


## Collect & analyze classroom level data

**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 that can be used in the classroom.



# WHY: Research on Data Systems

- 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)*

Date	Instances	Total
9/30/2010		3
10/7/2010		3
10/14/2010	<del>    </del>	8
10/21/2010		1
10/28/2010		2



# 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 \_\_\_\_\_**

Date	Context (e.g. math class – worksheet)	Start Time	Stop Time	Duration
2/2	Guided reading	9:06	9:22	16 min
2/2	math – drill practices	11:15	1:36	21 min
2/2	science – group work	12:10	12:16	6 min
2/2	library	1:12	1:30	18 min



Example: Intensity Data Sheet (sometimes called a behavior rating scale)

Student's name \_\_\_\_\_ Observer \_\_\_\_\_

Date \_\_\_\_\_

Interfering behavior hitting

**Behavior rating system**

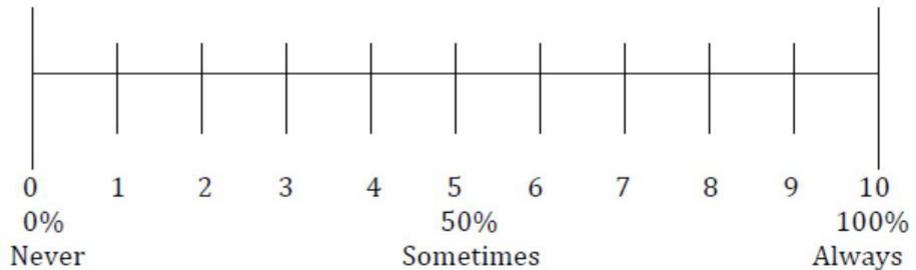
Time behavior occurred	Very severe/ intense (dangerous)	Pretty severe (potentially dangerous)	Somewhat severe (causes problems but is not dangerous)	Not at all severe (annoying, inconvenient or distracting)
9:15	4	3	2	1
10:05	4	3	2	1
10:23	4	3	2	1
10:40	4	3	2	1
11:30	4	3	2	1
today	intense (dangerous)			

# Sampling

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: \_\_\_\_\_

% of Total Time



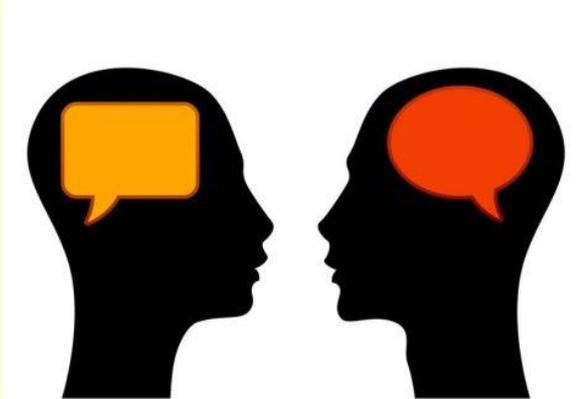
# A-B-C Data

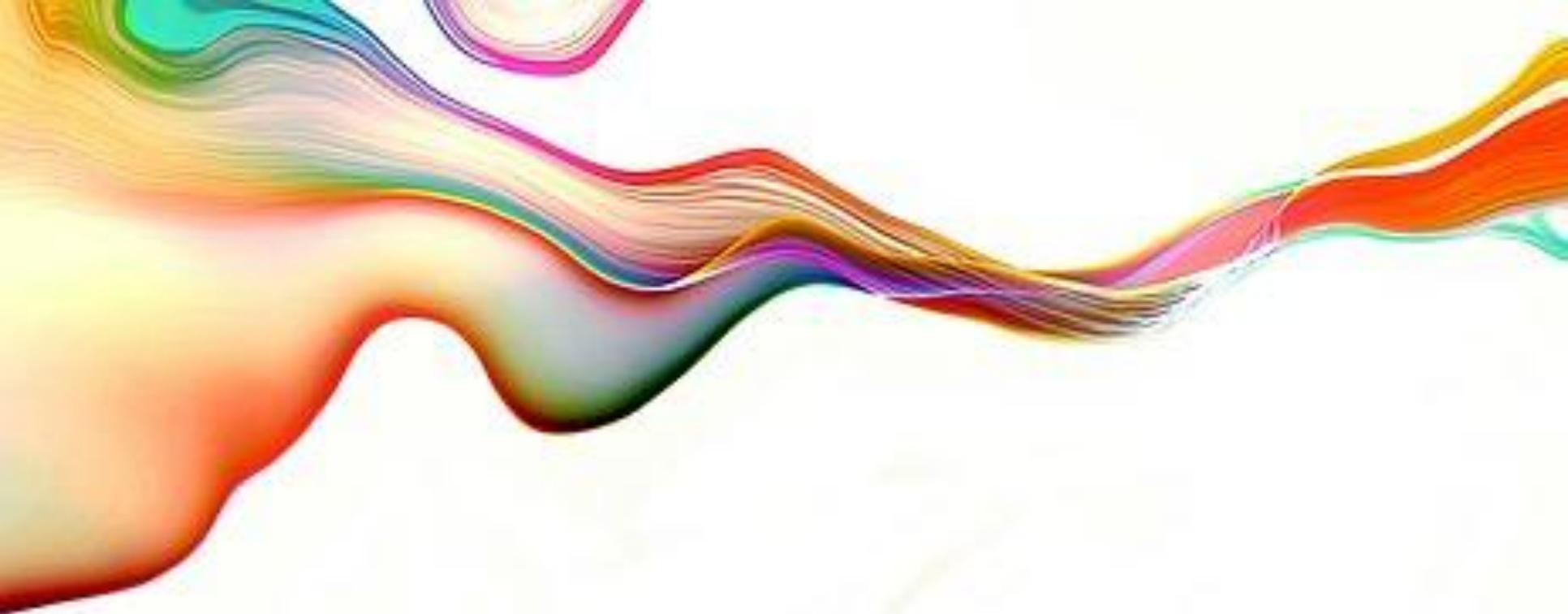
Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that <u>may</u> have triggered the behavior	What the behavior looked like	What happened after the behavior, or as a result of the behavior
Feb. 8 <sup>th</sup> ; 9:35 AM (*)	Math Class	Mrs. England was lecturing to the class	George put his head on the desk (*Possible setting event: George said he had not slept well the night before)	Mrs. England asked George to participate in the class
Feb. 8 <sup>th</sup> ; 9:38 AM (*)	Math Class	Mrs. England asked George to participate in class discussion	George ignored Mrs. England's requests and kept his head on the desk	After asking twice, Mrs. England gave up and ignored George
Feb. 8 <sup>th</sup> ; 2:40 PM (*)	In class free time to work quietly	Mrs. England was working on one-on-one tutoring with other students; Time was running out for Mrs. England to work with George	George began humming loudly	Mrs. England and peers ignored George
Feb. 8 <sup>th</sup> ; 2:55 PM (*)	In class free time to work quietly	George's study partner suggested to go over assigned math sheets	George said "No", and threw his book at his partner	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



- 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 group who may address these needs.

# Student Voice



## 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!"  
~~"Outsist"~~ "Outstanding!"  
positive words

A Good  
Teacher

## Does...

good lessons  
gives instructions  
helps you  
fun stuff  
give treats & prizes  
motivates you

## Is NOT...

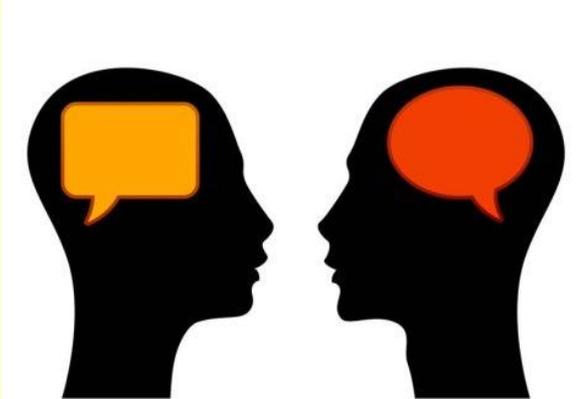
disrespectful/rude  
mean  
someone who yells...  
impatient  
unsafe  
grumpy all the time  
a rule-breaker  
destructive

# 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?



# The **BIG TEN** of Classroom Management

# 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.

## 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.

## 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.

## 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 and UDL strategies during all professional development.

## 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 pre-correcting in meetings and at school events.

## 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.





Determine how to *share* the  
classroom components



**TIER 3: Individual Interventions**



**TIER 2: Group Interventions**



**TIER 1: Classroom Universals**



**Tier 1: School-wide Universals**

