

Building Effective Classroom Management Within School-wide PBIS

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OSEP TA Center on Positive Behavior Support
www.pbis.org
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IES Classroom Management Practice Guide

Objective


- Identify **actions for a school-wide team** to improve the quality of classroom management throughout their school



Main Messages

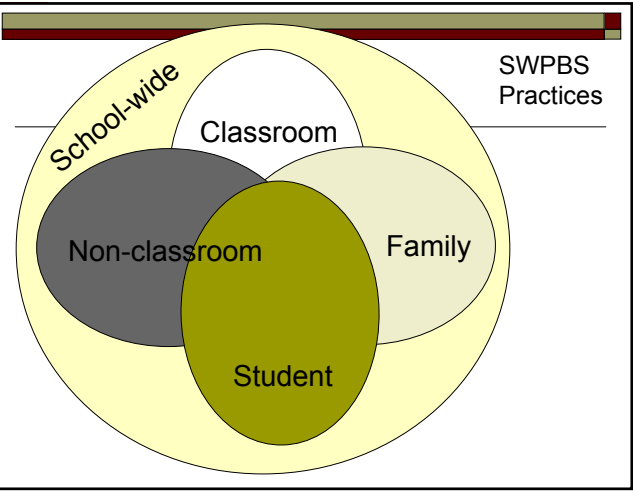
- Invest in both **PREVENTION** and REACTIVE strategies
- Invest in a “**whole-school**” approach to classroom management
- Collect and **use data** for decision-making

A Framework for Considering Classroom Behavior Management

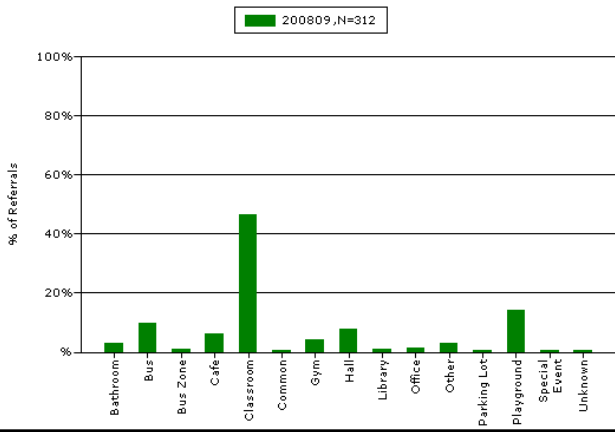
	Responses to Problem Behavior	Prevention of Problem Behavior
Individual Classroom	 -Rewards -Corrective Consequences	
Whole School		

A Framework for Considering Classroom Behavior Management

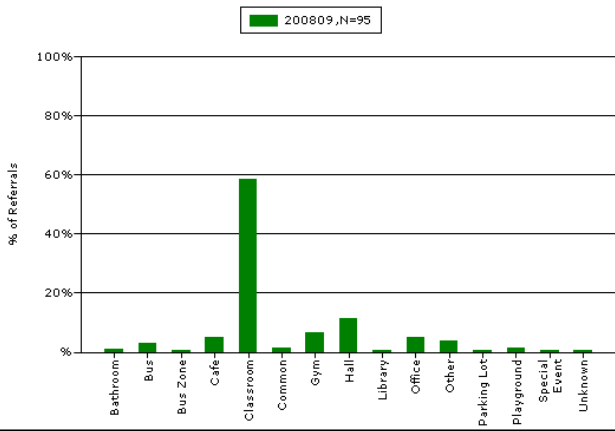
	Responses to Problem Behavior	Prevention of Problem Behavior
Individual Classroom	-Self-control -Function-based interventions -Negative consequences -Early intervention -5:1 ratio	-Define Expectations -Define Routines -Clear Consequences -Precorrection -Premack Schedule -Classroom layout -Academic match
Whole School	-Clear, school-wide consequence system -Strong admin support -School-wide reward system	-School-wide expectations -School-wide assess -School-wide data -Request for assist



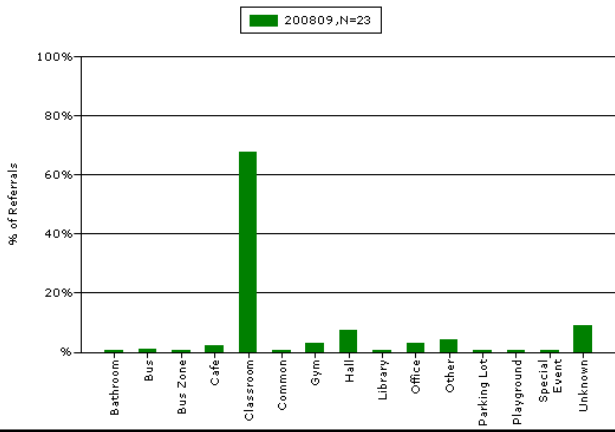
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Illinois : 6-9 - ODR by Location - (Majors Only)
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Illinois : 9-12 - ODR by Location - (Majors Only)
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In a Well-Managed Classroom

- Students are actively involved in their work
- Students know what is expected of them and are generally successful
 - (academically and socially)
- Students follow a predictable schedule
- There is relatively little wasted time, confusion, or disruption
- The climate of the classroom is work-oriented, but relaxed and pleasant

In Classrooms that were Ineffective

Wehby, Symons, & Shores (1995)

- Less than half of student's hand raises or correct academic responses were acknowledged by teachers
- Less than 2 praise statements per hour
- About 26 "to do" statements per hour
 - 64% of "to do" statements were social in nature
- Most academic work consisted of independent seatwork
- Inconsistent distribution of teacher attention
- Compliance to a command generally resulted in the delivery of another command

Classroom Management is a School-wide Consideration

- **PBIS School team provides support**
 - Clear delineation of office-managed versus classroom-managed problems
 - Training on effective teaching and behavior support strategies
 - Access to evidence-based strategies
 - Materials for implementing interventions
 - Easy way for teachers to request secondary and tertiary interventions assistance

10 Key Features of Classroom Management

- Review each feature
- Consider a system for taking this information to the whole faculty
- Build a “measure” of school-wide classroom management
 - Use this measure for action planning and continuous improvement



1. Behavioral Expectations: Invest in Appropriate Behavior

- Define and teach 3-5 expectations for your classroom early in year.
 - Positively stated expectations
 - Easy to remember
 - Posted in the classroom
 - Consistent with School-wide rules/expectations
 - Taught Directly
 - Positive and negative examples
 - Examples:
 - Be safe, Be responsible, Be respectful
 - Respect others, Respect property, Respect self

The Value of Classroom Expectations

- Rules serve as a framework for guiding both student and teacher behavior throughout the year
- Communicate teacher expectations
- Provide basis for teacher to “catch the students being good”
- Facilitate communication (teacher-student, student-student)
- Personalize school-wide expectations

Activity: Classroom Expectations

- List your classroom expectations.
- Are your classroom rules:
 - Linked to school-wide expectations
 - Specific and observable
 - Taught, posted, reviewed
- What might you do to adjust your classroom expectations?

2. Establish a Predictable Environment

- Define and teach classroom routines
 - How to enter class and begin to work
 - How to predict the schedule for the day
 - What to do if you do not have materials
 - What to do if you need help
 - What to do if you need to go to the bathroom
 - What to do if you are handing in late material
 - What to do if someone is bothering you.
 - Signals for moving through different activities.
 - “Show me you are listening”
 - How to determine if you are doing well in class
- Establish a signal for obtaining class attention
- Teach effective transitions.

Designing Classroom Routines

Routine	Desired Behavior	Signal
Entering Class	Walk in, sit down, start work	Instruction on board
Obtaining class attention	Orient to teacher, be quiet	?
Getting Help during seat work	?	?

Classroom Routines Matrix

Routine	What do you expect?	What is the signal?
1		
2		
3		

Activity: Identify Routines

- What are 3 routines common across classrooms in your school?
- Complete the matrix for your classroom
 - (or a classroom you know well)
- What is a PROCESS you might use with your faculty to define and share effective examples?

Teach Students to Self-Manage

- Once students know the routines, allow routine initiation to be prompted by normal events (the bell... completion of an assignment)... rather than rely on teacher prompts.
- Teach self-management
 - The target behavior
 - The self-management behavior
 - Prompts
 - Consequences

Examples

- Anne Todd
 - Teach student expectations
 - Teach student to self-monitor
 - Teach student to self-evaluate
 - Teach student to self-recruit feedback
- Children with autism...use of picture schedule
- Complete independent seat work... and transition to next task without prompt



Activity: Self-recruited Recognition

- What is one common classroom routine where self-recruited recognition would be appropriate?

Routine	Student Self-evaluation behavior	Student Self-recruitment behavior

3. Active Supervision

- Move
- Interact
- Acknowledge
- Pre-correct

- Proximity makes a difference

Activity: Pre-correction.

- Define a routine with higher than typical problem behavior.
 - How might you use pre-correction with this routine?
 - What would you do?
 - When would you do it?
 - How would you know if it was being effective?

4. Establish a “positive environment”

- Five instances of praise for every correction.
- Begin each class period with a celebration.
- Your first comment to a child establishes behavioral momentum.
 - Engelmann, Mace, “interspersed requests”
 - Behavioral priming
- Provide multiple paths to success/praise.
 - Group contingencies, personal contingencies, etc

Activity: Classroom Acknowledgements

What is a Student Behavior that you Value	How is student behavior acknowledged?	Is recognition benefiting one student, group, whole class, whole student body?
1.		
2.		
3.		

5. Design a Functional Physical Layout for the Classroom

- Different areas of classroom defined for different activities
 - Define how to determine “what happens where”
- Traffic patterns
- Groups versus separate work stations
- Visual access
 - Teacher access to students at all times
 - Student access to relevant instructional materials
- Density
- Your desk

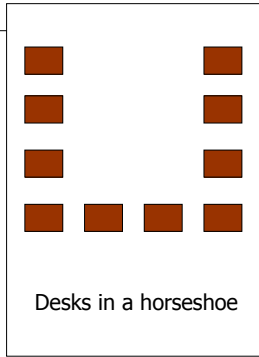
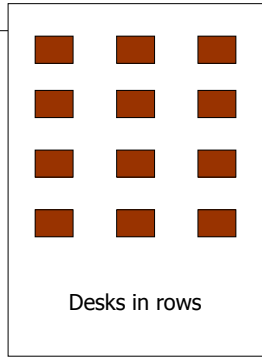
Questions for Planning Physical Space

- How many students will you have in the room at one time?
- How should your pupil’s seats be grouped?
- What kinds of activities will be taking place in your classroom?
- Do any students need to be isolated? If so, is it for certain activities or for most of the day?
- How is movement in the classroom to be regulated?
- What can you do to create a sense of well-being and safety for your students in your classroom?

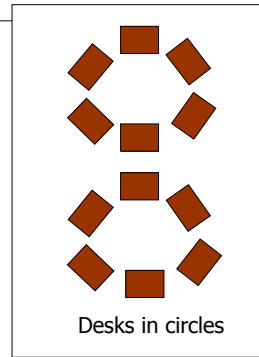
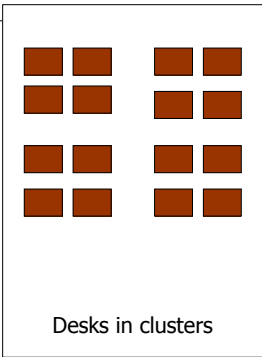
Physical Space

- Divide Classroom into defined areas
- Locate areas within easy access of any external requirements (e.g. sink, light)
- Separate incompatible activities
- Limit barriers that hinder supervision
- Keep aisles and pathways are clear and don’t pass through work areas
- Avoid large open spaces that invite inappropriate physical activities
- Locate the Teacher’s desk: out of the way

Classroom Arrangements



Classroom Arrangements



6. Maximize Academic Engaged Time

- Efficient transitions
- Maximize opportunities for student responses
- Self-management
- Active Supervision
 - Move
 - Monitor
 - Communication/Contact/Acknowledge

Activity:

- Count opportunities for student responses during a 20 min teaching lesson.
 - Elementary
 - Middle
 - High School

7. Ensure Academic Success: Match Curriculum to Student Skills

- Failure as a discriminative stimulus for problem behavior.
 - 70% success rate. Amanda
 - Young learners versus experienced learners
 - How can we teach with success and still teach the required curriculum? Jorge
- Monitor and adapt
 - Maintain instructional objective, but adjust the curriculum/instruction
 - The art of curricular adaptation (strategies)
- Have fun

Instruction Influences Behavior

- Pacing
- Opportunities for student responses
 - Acquisition vs Practice/Performance
 - Joe Wehby
 - Phil Gunter
- Student feedback from teacher
- Student choice
- Sequence activities so preferred activities follow more demanding activities

8. Establish an effective hierarchy of consequences for problem behavior

- Do not ignore problem behavior
 - (unless you are convinced the behavior is maintained by adult attention).
- Establish predictable consequences
- Establish individual consequences AND group consequences
- Define the school-wide “rule” for what is managed in the classroom and what is sent to the office

Activity

- Define the school-wide rule for what should be managed in the classroom versus what should be sent to the office.
 - Any behavior that places the student or others at risk.
 - Any major behavioral violation
 - Any behavior that requires more than 1 min of teacher time pulled from instruction for all.

Consequences for Problem Behavior

- Applied consistently
- Immediate feedback
- Pre-determined plan for major, minor, repeat violations
- Plan consistent with school-wide plan
- Consequence linked to context

Reasonable and Logical Strategies

Student Behavior	Common response	PBIS response
Chews Gum	Teacher sends student to the office	???
Turns in a sloppy paper	Teacher refuses the paper	???
Walks in noisily	Teacher ignores behavior	???

Reasonable and Logical Strategies

Student Behavior	Common response	PBIS response
Chews Gum	Teacher sends student to the office	Dispose of gum, writes paper on the issue
Turns in a sloppy paper	Teacher refuses the paper	Redoes the paper
Walks in noisily	Teacher ignores behavior	Walks in again quietly

Reasonable and Logical Strategies

Student Behavior	Common response	PBIS response
Passes paper in incorrectly	Teacher deducts 10 points	???
Arrives late	Teacher sends student to the office	???
Does not bring text book or pencil	Student sits at their desk without a pencil or textbook	???

Reasonable and Logical Strategies

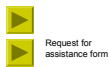
Student Behavior	Common response	PBIS response
Passes paper in incorrectly	Teacher deducts 10 points	Passes paper in again correctly
Arrives late	Teacher sends student to the office	Misses instruction and has to get help from a peer
Does not bring text book or pencil	Student sits at their desk without a pencil or textbook	Student has to borrow one from the teacher for .50 cents (classroom money)

9. Vary modes of instruction

- Group lecture
- Small group
- Independent work
- Integrating Activities
- Peer tutoring

10. Teacher has System to Request Assistance

- Teacher should be able to identify need for assistance and request help easily.
 - Teacher request for assistance form
 - Three times each year when teacher is prompted to identify students needing extra support.



Activity



- Assume you are the faculty for the whole school.
 - Independently rate your own classroom
 - If you do not have a classroom rate the classroom you know best.
 - Produce a “Mean” for the school by taking the mean of your classrooms.
 - Identify the one element of the self-assessment that would make the biggest difference. Identify one action to be completed within the next three months of school that would improve that element.

Summary

- Extend school-wide PBIS to the classroom
- Consider ALL classrooms in the school
- Build a plan to assess classroom systems at least three times during the school year until you reach 80%...then at least annually.
