

PBIS: Schoolwide to Classroom

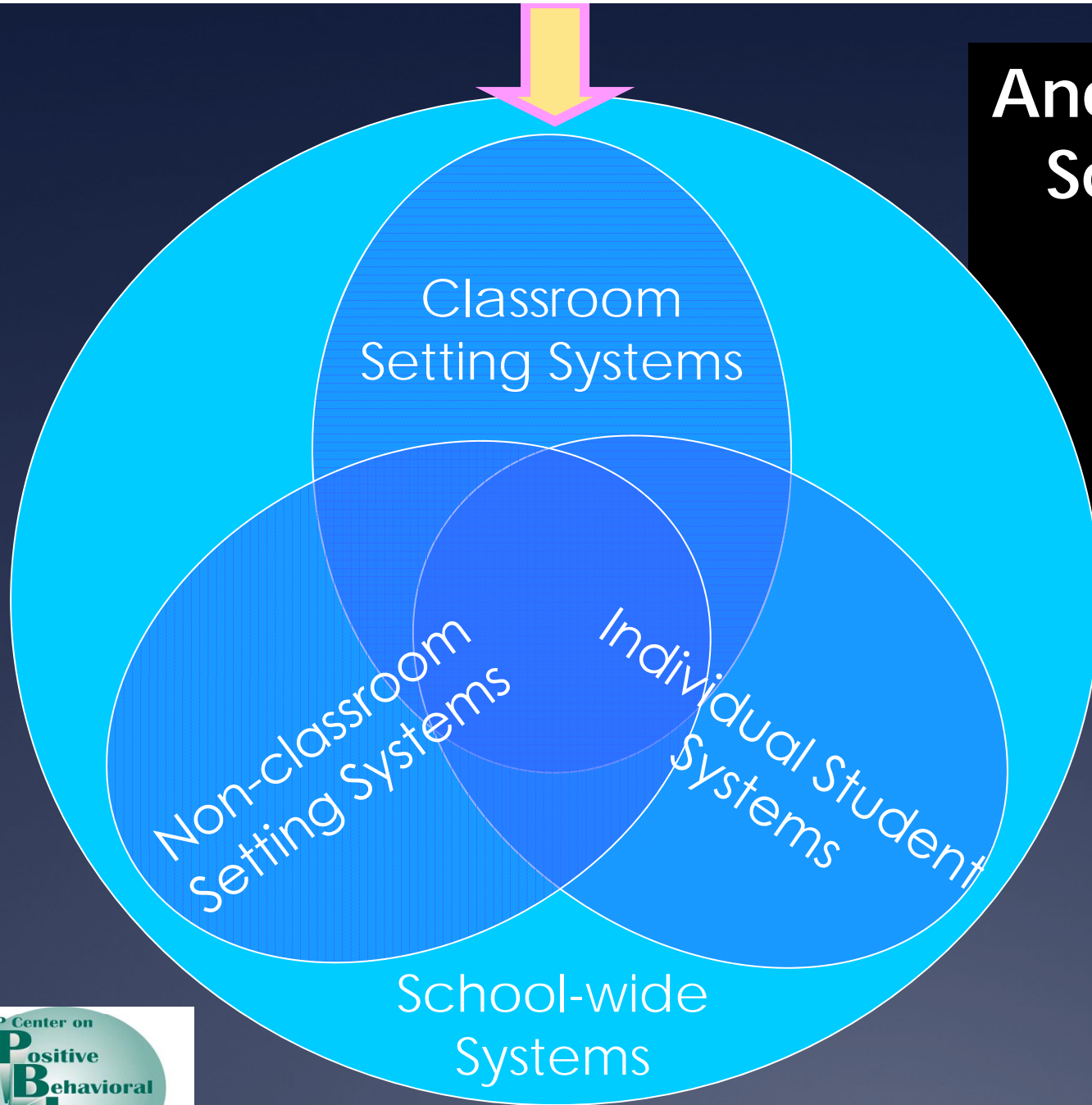
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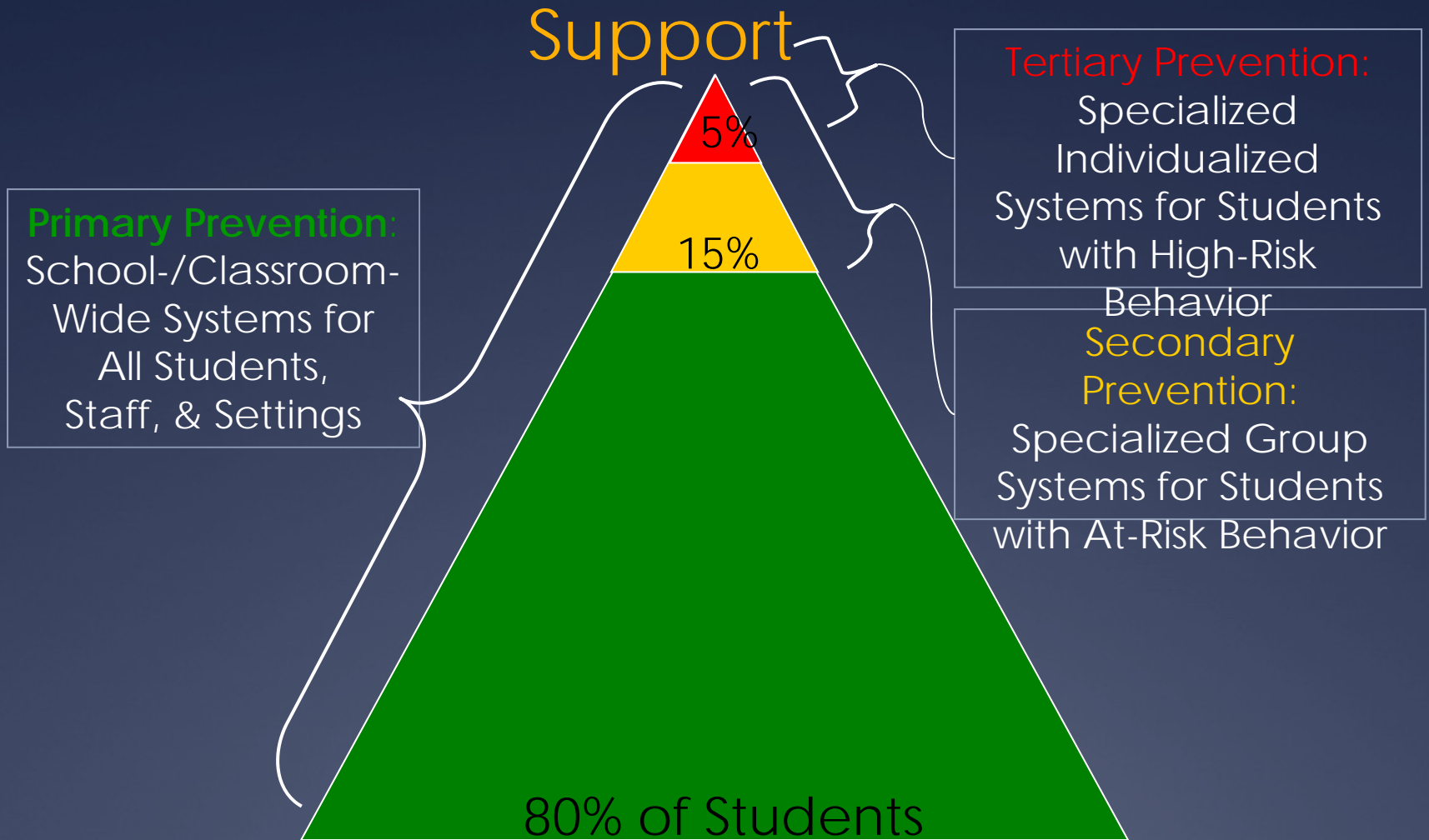
University of Maine



Another Look at School-wide Positive Behavior Support Systems



Continuum of School-Wide Instructional and Positive Behavior Support



Guiding Principle

Apply the same three tiered prevention logic to classroom setting

1. Primary classroom management for all
2. Secondary (group) for some
3. Tertiary (individual) for a few

- * Effective and Efficient
- * Smarter not harder

Keep in Mind

1. Minor behaviors can lead to more serious behaviors
1. Lots of minor behaviors can be as destructive to a classroom or building as the less frequent major behaviors

Activity

- * Close your eyes and visualize your perfect classroom on a perfect day. What do you want to see and hear?
- * Open your eyes. Write down the five most important things you saw and heard.

What can Teachers Do?

Focus on Prevention (Classroom - Tier I)

- Establish Classroom Management System
- Use pre-correction with the whole class when problem behaviors from many or wide variety of students are likely
- * Use pre-correction with a few when problem behaviors from a few known students are likely
- * Use pre-correction with individual students when problem behaviors from a known individual student are likely

Prevention Continued

- * Remember that **good teaching** is one of our best behavior management tools
 - * Active engagement
 - * Frequent opportunities to respond
 - * Predictability
 - * Clear and consistent classroom routines
 - * Alpha directions
 - * Positive reinforcement

Five Evidence Based Practices in Classroom Management

1. **Maximize structure** in the classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated **expectations**.
3. **Actively engage** students in observable ways.
4. Establish a **continuum of strategies** to **acknowledge appropriate behavior**.
5. Establish a **continuum of strategies** to **respond to inappropriate behavior**.

1. Maximize Structures Activity

- * Environmental Arrangement
- * Routines

Think of places you choose to frequent (i.e., favorite store).

What is it you like about it/them? Why do you keep going back?

1. Maximize structure in your classroom.

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

Activity

- * What are some good examples of predictable routines and/or environmental designs that you have seen classrooms in your school?

Design environment

- * Five instances of praise for every correction (5:1)
- * Begin each class period with a celebration
- * Your first comment to a child establishes behavioral momentum (e.g., greet at door)
- * Provide multiple paths to success/praise

2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations

- * *Establish* behavioral expectations/rules – linked to school values.
- * *Teach* expectations in context of classroom routines.
- * *Prompt* or remind students of expectation prior to entering natural context.
- * *Monitor* students' behavior in the classroom & provide specific feedback.
- * *Evaluate* effect of instruction - review data, make decisions, & follow up.

Establish Behavioral Expectations/Rules

- * What are some classroom rules (positively stated, easy to remember) that link with your schoolwide expectations?
- * **Operationally define** what the rules look like across all the routines and settings in your classroom.
- * One way to do this is in a **matrix** format (see sample).

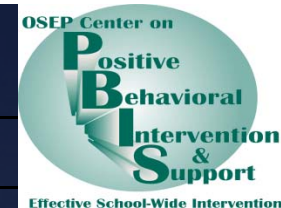
Rules within Routines Matrix

Routines Rules	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Be Safe				
Be Respectful				
Be Responsible				

Teach Expectations in the Context of Routines

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

“Cool Tool”



Skill Name

Getting Help

(How to ask for assistance for difficulty tasks)

Teaching Examples

1. When you're working on a math problem that you can't figure out, *raise your hand and wait until the teacher can help you.*
2. You and a friend are working together on a science experiment but you are missing a piece of lab equipment, *ask the teacher for the missing equipment.*
3. You are reading a story but you don't know the meaning of most of the words, *ask the teacher to read and explain the word.*

Kid Activity

1. Ask 2-3 students to give an example of a situation in which they needed help to complete a task, activity, or direction.
2. Ask students to indicate or show how they could *get help*.
3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.

After the Lesson

(During the Day)

1. Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could *get help* if they have difficulty (precorrection).
2. When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they *need help* (reminder).
3. Whenever a student *gets help* the correct way, provide specific praise to the student.

Prompt or Remind Students of the Rule

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

3. Actively engage students in observable ways.

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



3. Actively engage students in observable ways.

*What are **two** strategies you use to actively engage students?

Establish a continuum of strategies to acknowledge appropriate behavior.

4. Acknowledge & Recognize

KEYS TO SUCCESS

Respect

- Hallway/stairway
- Cafeteria
- Bus/bus stop
- Classroom
- Auditorium
- Media Center
- Bathroom/Drinking Fountain
- Locker room

Responsibility

- Hallway/stairway
- Cafeteria
- Bus/bus stop
- Classroom
- Auditorium
- Media Center
- Bathroom/Drinking Fountain
- Locker room

Pride

- Hallway/stairway
- Cafeteria
- Bus/bus stop
- Classroom
- Auditorium
- Media Center
- Bathroom/Drinking Fountain
- Locker room

Student's Name _____ Date _____
Staff's Initials _____



WMS-KEYS-1

Student: _____

Respect

- Hallway/stairway
- Cafeteria
- Bus/bus stop
- Classroom
- Auditorium
- Media Center
- Bathroom/Drinking Fountain
- Locker room

Responsibility

- Hallway/stairway
- Cafeteria
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Pride

- Hallway/stairway
- Cafeteria
- Bus/bus stop
- Classroom
- Auditorium
- Media Center
- Bathroom/Drinking Fountain
- Locker room

Given By: _____

Student Signature: _____

Specific and Contingent Praise

* Praise should be...

* ...**contingent**: occur immediately following desired behavior

* ...**specific**: tell learner exactly what they are doing *correctly* and continue to do in the future

* "Good job" (not very specific)

* "I like how you are showing me active listening by having quiet hands and feet and eyes on me" (specific)

5. Establish a continuum of strategies to respond to inappropriate behavior.

- Keep it personalized and private, w/eye contact
- Error Corrections
- Planned ignoring
- Redirect
- Present options
- Time out from reinforcement

Establish a continuum of strategies to respond to inappropriate behavior.

- * Be clear about what behaviors are to be dealt with in the classroom vs. those that should be sent to the office

Quick Error Corrections

* Your error corrections should be...

* ...**contingent**: occur immediately after the undesired behavior

* ...**specific**: tell learner exactly what they are doing *incorrectly* and what they should do differently in the future

* ...**brief**: after redirecting back to appropriate behavior, move on

Relationships

1. What is your “Ideal” classroom climate?
2. How do you develop and maintain that climate?
3. What style of interaction between staff and students is initiated, modeled by adults, and present in your “ideal” school environment?

Teachers as Role Models

- * Are teachers models?
- * Do you have the option of not being a model?
- * Make a list of behaviors you demonstrate that enable you to serve as a model.
- * Expand the your list to include things you would like to do, but have not considered in the past.

Creating Relationships

- * Getting to Know Students
 - * What do you share about yourself?
 - * What do you want to know about your students?
 - * How do you maintain contact with your students?

Creating Relationships

- * Positive to negative statement ratios
- * Communicating high expectations
- * Specific, descriptive feedback
- * Sharing responsibility with students

Use Schoolwide Data

Extensive behavioral issues in the classroom are not just an issue for the classroom teacher: Why?

- * Classroom v. office managed rule violations
- * As a SCHOOL: Focus on classroom systems if:
 - * More than 60% of referrals are from classroom settings, or
 - * 50% or more of ODRs come from less than 10% of the classrooms

Think-pair-share

- * What is one thing your team will recommend to improve behavior at the classroom level?
- * How will you ensure that classroom systems are part of the Universal Schoolwide System?

Discuss Behavioral
Expectations AND Classroom
Management Strategies as a
School Staff

Sources

- * Susan Brawley, M.Ed., University of Missouri
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- * Sprague, J. & Golly, A. (2005). *Best Behavior: Building Positive Behavior Support in Schools*. Longmont, CO: Sopris West.
- * Scheuermann, B.K. & Hall, J.A. (2008). *Positive Behavioral Supports for the Classroom*. Upper Saddle River, NJ: Pearson Education, Inc.