

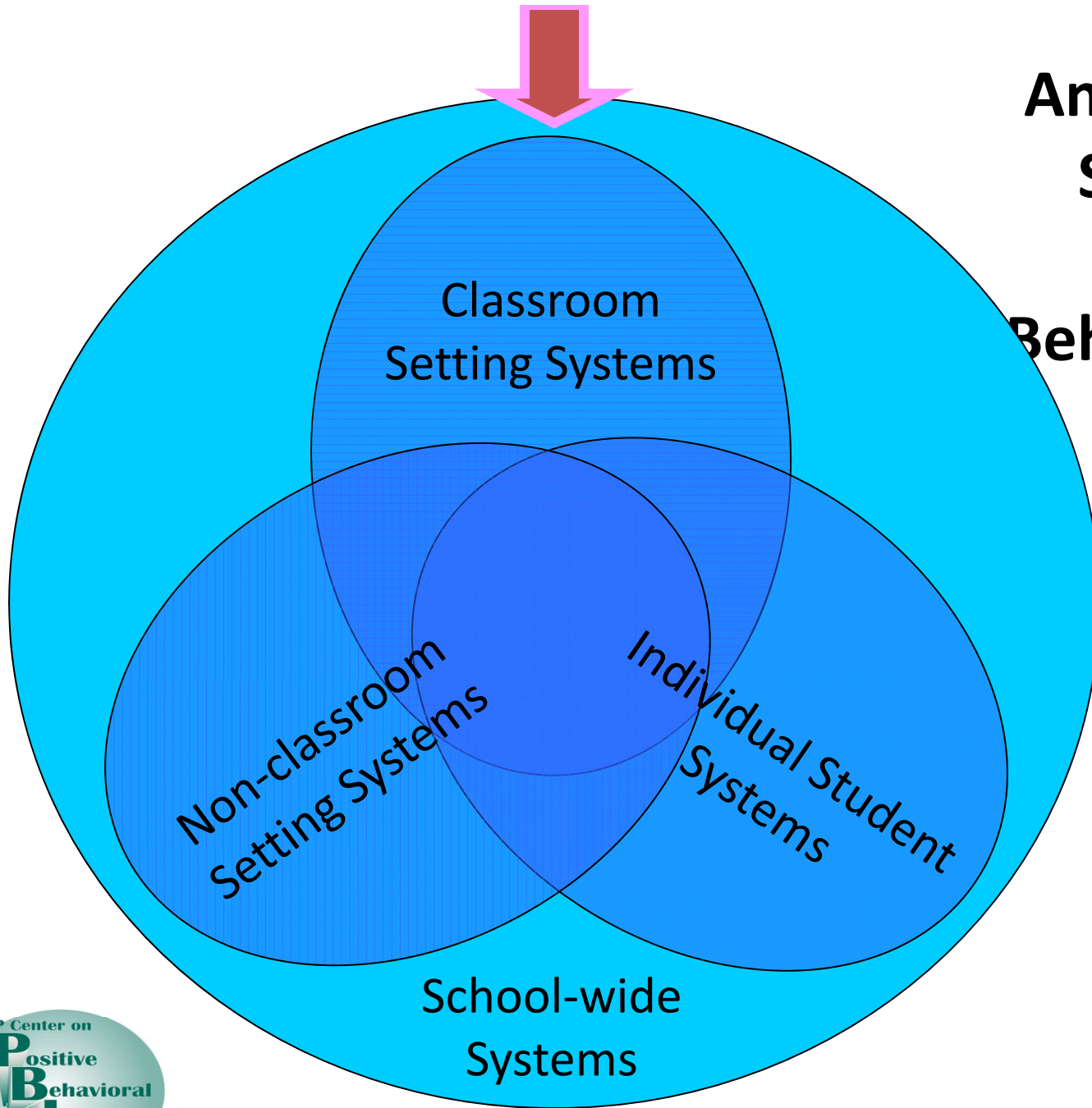


PBIS: Schoolwide to Classroom

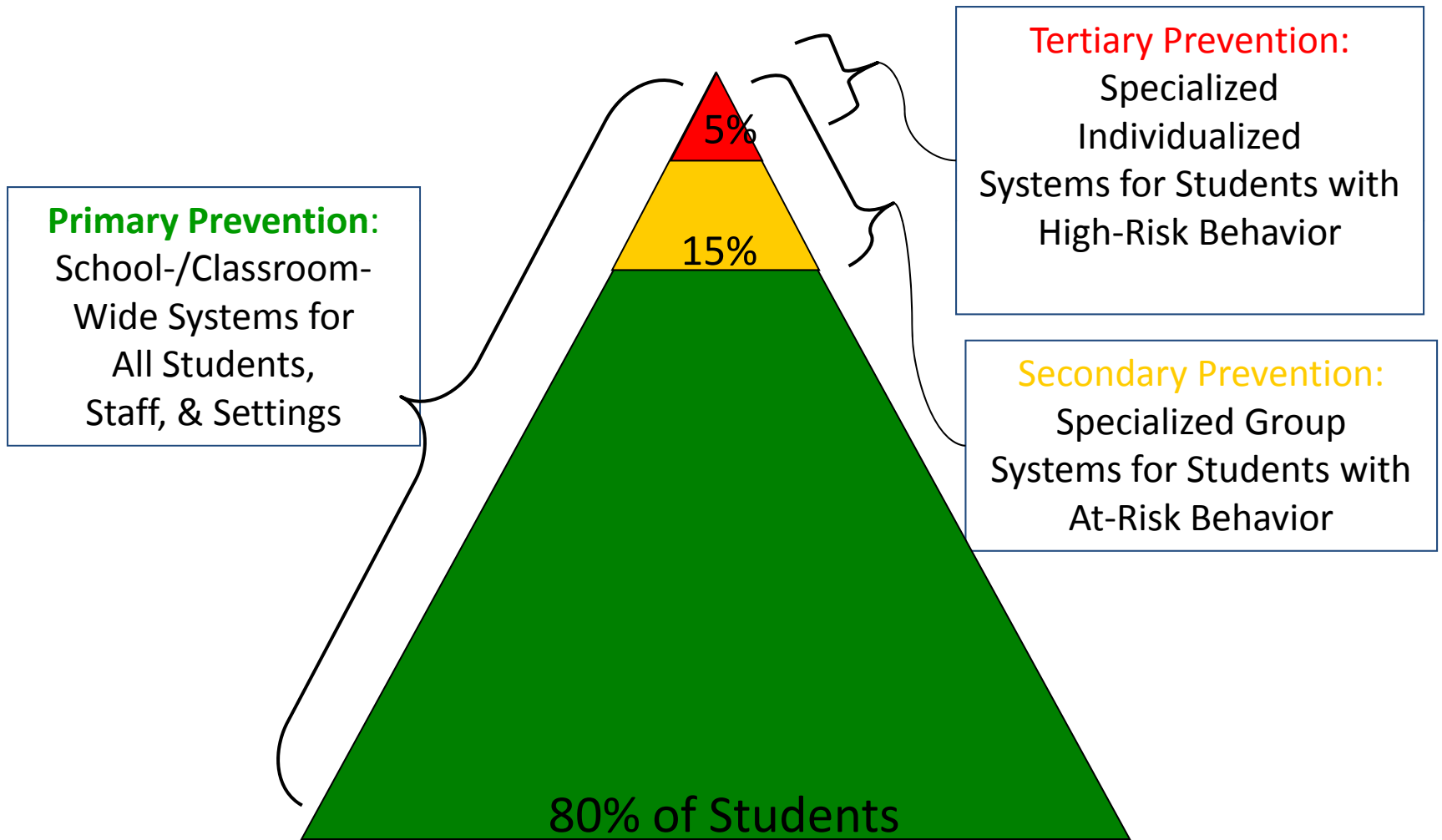
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Another Look at School-wide Positive Behavior Support Systems



Continuum of School-Wide Instructional and Positive Behavior Support



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? Do not focus on what you didn't see and hear.
- Open your eyes. Write down the five most important things you saw and heard.
- Discuss with your group.

Prevention

- 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

Evidence Based Practices

Effective Classroom Practices

Classroom:

- **Expectations & Rules**
- Procedures & Routines
- Continuum of Strategies to Acknowledge Appropriate Behavior
- Continuum of Strategies to Respond to Inappropriate Behavior
- Active Supervision
- Multiple Opportunities to Respond
- Activity Sequence & Offering Choice
- Academic Success & Task Difficulty

Quick Activity

- How do clearly stated expectations and rules support academic growth and student behavior?
 - 2 Minutes

Building Classroom Expectations & Rules

Identify, Teach, Practice, Reinforce

What are Expectations, Rules, and Routines?

- **Expectations** are **outcomes**
- **Rules** are the specific criteria for meeting expectation outcomes
- **Rules** identify and define concepts of acceptable behavior
- Use of **expectations and rules** provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards
- **Routines** provide consistent process for common experiences such as transitions.

Guidelines for Writing Classroom Rules

Consistent with schoolwide expectations/rules

1. Observable (you can see it)
2. Measureable (you can quantify/qualify)
3. Positively stated (what they should do)
4. Understandable (by real kids)
5. Always applicable – Something the teacher will consistently enforce

What else?

- What role do students play in formulating rules
- Rules displayed prominently; easily seen
- Teacher **models** and **reinforces** consistently
- Rules that are **easily monitored**

Routines

See Routines Handout

- Quick Memory Activity
 - Think of one routine you used this morning to get yourself here in one piece, ready to go.
 - Think of one problem you have encountered that you solved by changing your routine.

Examples

- Value: Responsible
- Expectation/Rule: Students will come to class prepared.
- Expectation/Rule: Students will keep work area organized.

- Routine for #2: Students put materials away as soon as they are finished with them.

Examples

- **Value:** Respect
- **Expectation/Rule:** Students will walk quietly in hallway.
- **Expectation/Rule:** Students will keep their hands and feet to themselves.
- **Routine for 1 & 2:** Students will walk single file and arms length between them and the person in front of them.

Using Expectations, Rules, & Routines to Solve Problems

- Steps
 - What is the problem?
 - What does your data tell you?!
 - What should students **and** adults do instead?
 - Brainstorm with students?
 - Refer back to schoolwide expectations.
 - Post
 - Teach/Correct/Monitor
 - Reinforce
 - Evaluate and **share** progress with kids

Classroom Strategies to Acknowledge Appropriate Behavior

Why Acknowledge Appropriate Classroom Behavior?

Effective acknowledgment ...

- Can increase
 - on-task behavior,
 - correct responses, work productivity and accuracy,
 - attention and compliance
 - cooperative play
- Foster intrinsic motivation to learn which comes from mastering tasks
- Have vicarious effect with benefits that may be long lasting

Acknowledging Appropriate Behavior

Effective strategies are

- Clear and specific
- Applied immediately and contingently
- Focus on improvement and effort (Genuine!)

Acknowledging Appropriate Behavior

Classroom Continuum:

- Level 1 = Free and Frequent
 - Use everyday in the classroom
- Level 2 = Intermittent
 - Awarded occasionally
- Level 3 = Strong and Long Term
 - Quarterly or year long types of recognition

Classroom Continuum of Strategies

Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Phone Calls	Field Trip
Stickers	Special Privileges	Special Project
Rubber Stamps	Computer Time	Recognition
Thumbs up	Social/Free Time	Ceremonies
Home Notes	Special Seat	Honor Roll

Classroom Continuum of Strategies

1. Clear and specific

2. Related to rules

3. Hierarchy of alternatives

Connection to SW System

Free and Frequent

Intermittent

Strong and Long-term

ACTIVITY

ACKNOWLEDGEMENTS

HANDOUT #3

Classroom Continuum to Acknowledge Appropriate Behavior

- If a school wide system of recognition is already in place why is it important to also develop a classroom continuum of recognition?
- Give examples of how a classroom plan for acknowledging appropriate behavior might align with a school wide system of recognition.
- What response can you give to faculty who say it's cumbersome or too much work to implement both a school wide system and a classroom system of recognition?

Relationships

1. What is your “Ideal” school 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

Think-pair-share

- What is one thing you will do differently next week to improve behavior in your classroom?
- 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 for this Presentation

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<http://pbissmissouri.org/minimod.html>
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