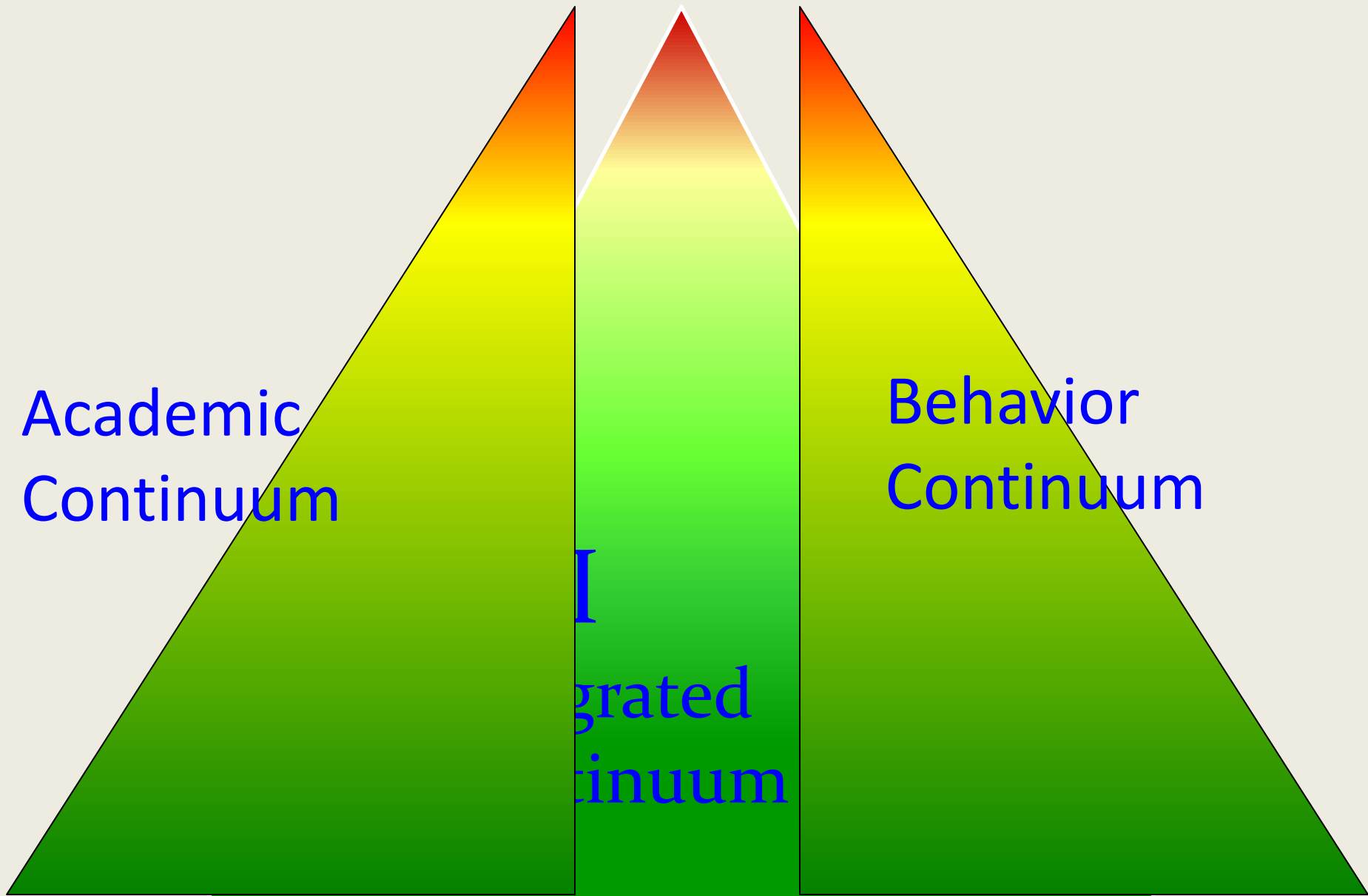


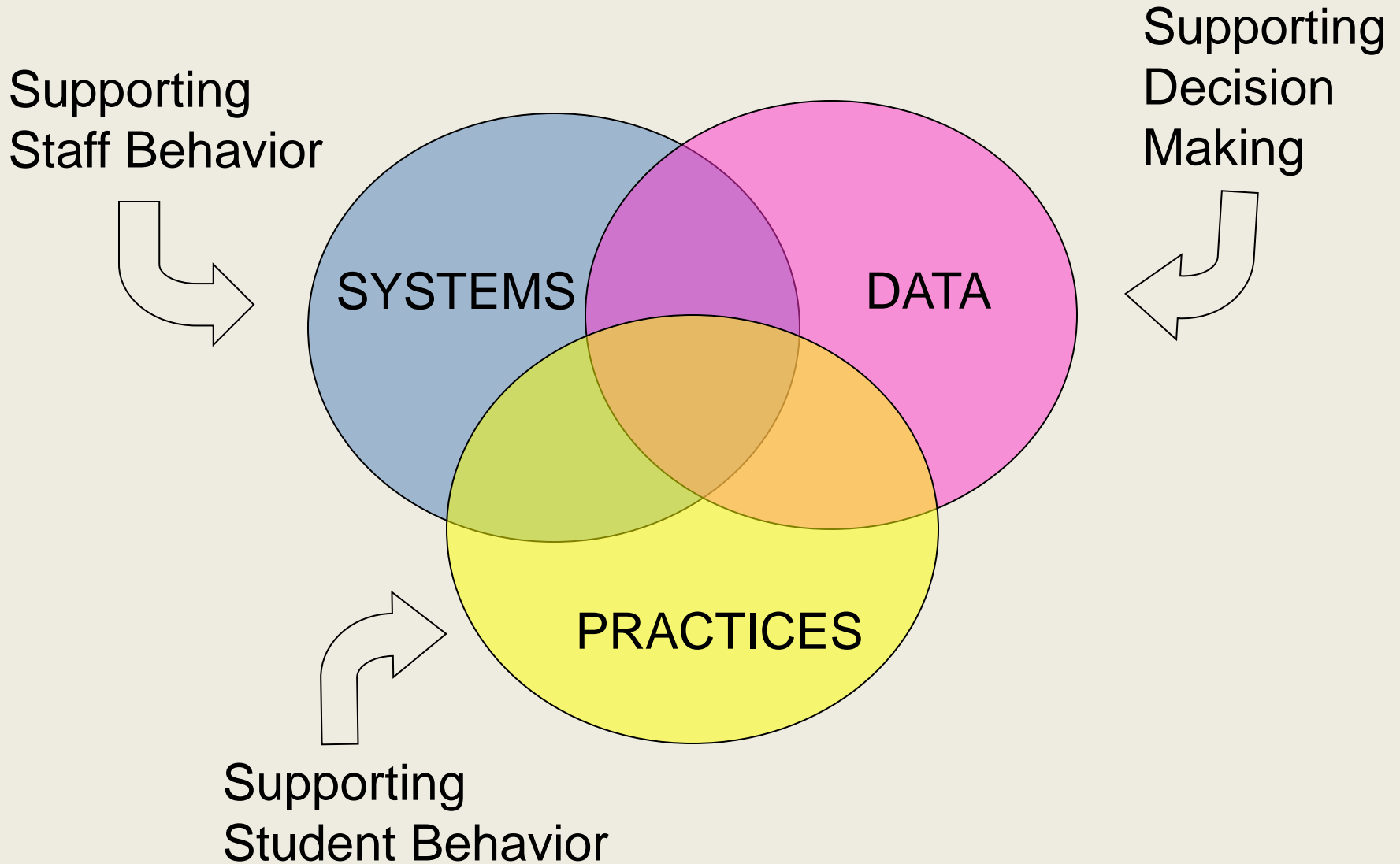
Managing Problem Behavior in the Classroom: Avoiding Office Referral

Objectives

- Learn how to use low-intensity strategies in classroom settings to **reduce challenging behaviors**, **strengthen positive behavior**, and **support academic learning**
- Be able to differentiate between **proactive** and **reactive** strategies.
- Link your **classroom** strategies to **schoolwide** approaches.
- Create a **continuum** of responses to problem behavior.



PBIS Outcomes: Academic and Social Competence



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

- How do you know when things are “clicking” in your classroom?
 - What do you see?
 - What do you hear?

Schoolwide Positive Behavior Support

Comprehensive, Integrated
Three-tiered
Models of Support
Prevention

Low Intensity Strategies

Basic Classroom
Management
Effective Instruction
Low Intensity Strategies

Behavior Contracts
Self-Monitoring
Behavioral Contracting
Goal Setting

Higher Intensity Strategies

Assess, Design,
Implement, and
Evaluate

Assessment

Prevention First

- Easiest time to influence behavior is before it happens.
- Make positive behavior the norm
- Make positive behavior part of the culture



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Classroom Climate

- Classrooms that foster prosocial behaviors:
 - Have an energetic feel with students actively participating
 - Have respectful interactions between students and between students and teachers
 - Have teachers who treat each student kindly and with patience

RELATIONSHIPS

- Gotta have it...
 - Why???????
 - Can't do PBIS without them
- How do you develop them?
 - Write down 5 ways you accomplish this.
 - Share with the person to your left
 - Give us your best.

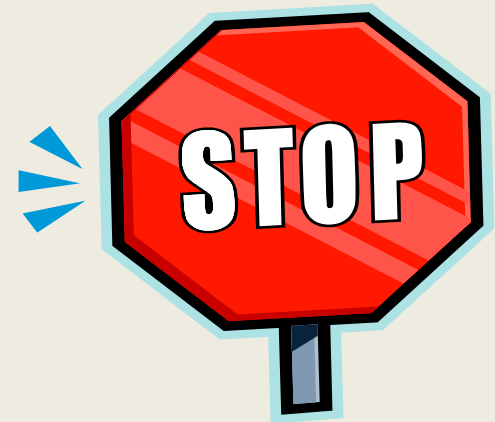
A few others ideas

- Greet at door
- Warm and welcoming
- Personalize
- Take interest in their interest
- Share your interests
- 5 to 1

It's the day to day, minute to minute interactions that create or breakdown relationships AND the climate of the classroom.

What do you do to create positive relationships with:

- All Student (Universal – Tier I)?
- Students who are somewhat challenging (Tier II)?
- Quite difficult indeed (Tier III)?



Physical Arrangement

- Classroom Flow
 - High traffic areas free of obstruction
 - Spacing of students
 - Visibility of students and teacher
 - Type of instruction: cooperative or independent
- Workspace & Materials Storage
 - Anticipate problem areas (i.e. bottlenecks)
 - Convenient and easy to access
- Room Decorating
 - Create a warm and inviting space
 - Carefully consider the work that is displayed
 - Model the organization you would like to see from students



Routines and Procedures

Establishing routines and procedures:

Maximizes academic engagement time

Minimizes disruptive behaviors

Allows students and teachers to work efficiently and independently

Essential procedures:

Starter activities

Transitions

Paperwork

Routines and Procedures

- Teaching and Modeling
 - Define the procedure
 - Model the procedure to students
 - Prompt students to display behavior
 - Reinforce students who display behavior
 - Follow-up/ booster sessions



Steve Jobs, 1955 – 2011

Activity

- Handout: Classroom Expectations and Rules
- GREEN
- Handout: Borgmeier, p. 1 & 2

