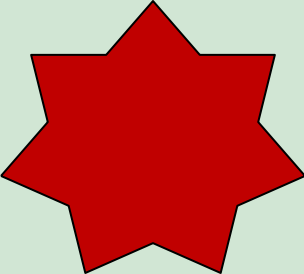# Classroom Systems

NorthWest PBIS Network

Classroom Systems

Sobering Considerations

- Student problem behavior is cited by the U.S. Dept of Education as one of the top three reasons why educators leave the field.

- Student problem behavior is one of the top two content areas identified by teachers (a) as an on-site training need, and (b) as a gap in their pre-service training.

A Framework for Considering Classroom Behavior Management

	Responses to Problem Behavior	Prevention of Problem Behavior
Individual Classroom		
Whole School		

A Framework for Considering Classroom Behavior Management

	Responses to Problem Behavior	Prevention of Problem Behavior
Individual Classroom	-Self-control -Function-based response -Negative response -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 system -Request for assist

SWPBIS Practices
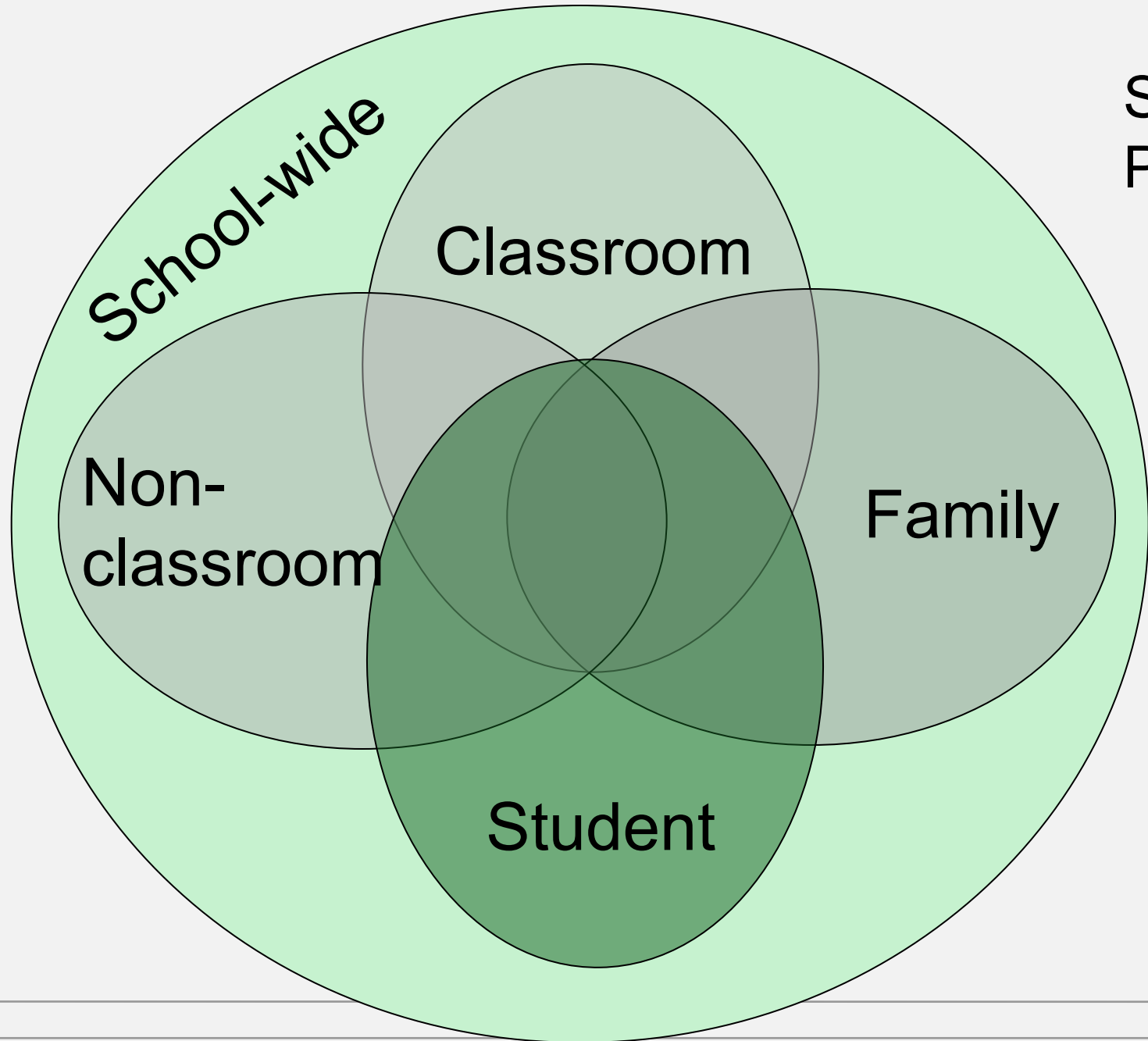
School-wide

Classroom

Non-classroom

Family

Student

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~5%

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

~15%

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

In Well Managed Classrooms Students:

- Follow a predictable schedule

- Demonstrate high rates of academic engagement

- Experience high rates of academic success (85%)

- Respond with high rates of compliance

- Follow a schedule with high rates of student managed behavior

- Use problem solving structures

- Follow smooth and efficient transitions

In Classrooms that were Ineffective

Wehby, Symons, &Shores (1995)

- Less than half of student hand raises or correct academic responses were acknowledged by teachers

- About 26 "to do" statements per hour

- Less than 2 praise statements per hour

- 64% of "to do" statements were social in nature

- Most academic work consisted of independent seatwork

- Inconsistent and unpredictable distribution of teacher attention

- Compliance to a command generally resulted in the delivery of another command

Classroom Management is a School-wide Consideration

- **<u>PBIS School team provides support</u>**
  - 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

Ten Features of Effective Classroom Management

- Physical Layout is functional

- Behavioral expectations taught

- Teach common routines

- Maintain high academic engagement

- Prompt and pre-correct for appropriate behavior

- Active supervision

- High rate of positive recognition

- Continuum of consequence for problem behavior

- Clearly defined and understood staff vs office managed behaviors

- Collect and use data for decision-making

1. 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
- Your desk

Questions for Planning Physical Space

- How many students will you have in the room at one time?

- How should your student's seats be grouped?

- Do you have immediate access to all areas of the room from any other area?

- Can you visually scan every setting where students will be spending their time?

- 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
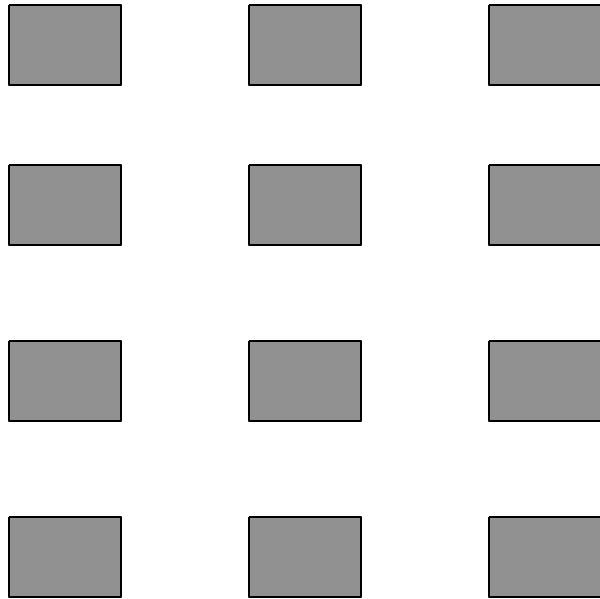
Desks in rows
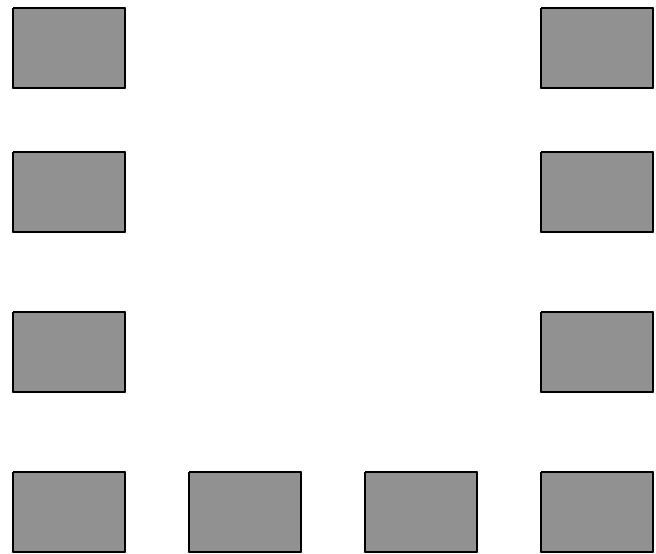
Desks in a horseshoe

Classroom Arrangements

Desks in clusters
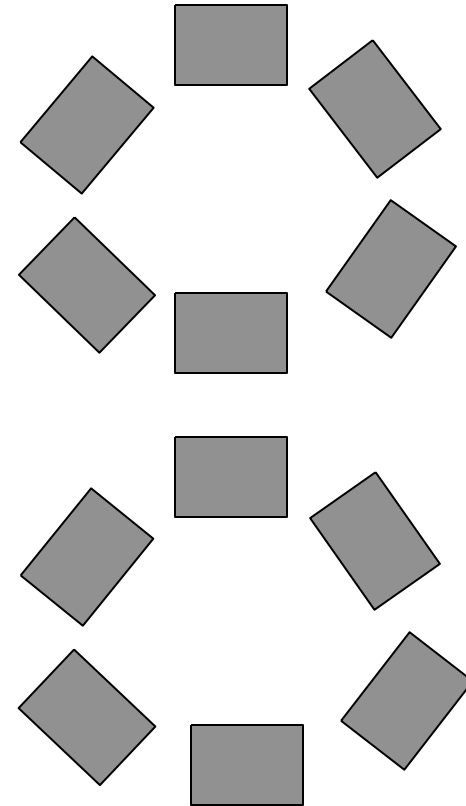
Desks in circles

Classroom Arrangement

- Define three typical activities done in class
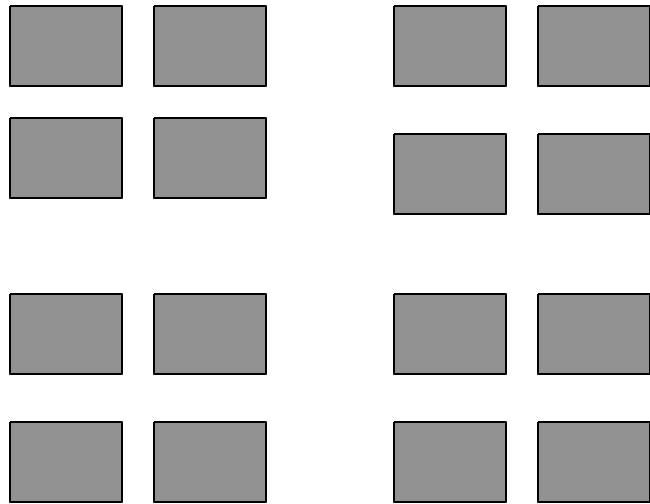 - A
  - B
  - C

- Define classroom organization and layout that is best for these activities yet allows teacher monitoring

- Discuss how classroom activity drives decision of classroom physical organization.

Activity

2. 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

Expectations & Rules (Curwin & Mendler, 2008)

Expectations

- Broad social ideas and constructs

- Conceptual

- Subjective

- Frequently used as "rules"

- Kindness, Respect Responsibility

Rules

- Specific, observable behaviors

- Clearly defined

- Bring principles to life

- Wait your turn to speak, use appropriate language, complete your work

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)
  - **Establishing what is desired allows all conversations about problem behavior to focus on what SHOULD happen, not what should not be happening.**

Classroom Expectations:

- List your classroom expectations (or a classroom you visit).

- Are your classroom rules:
  - Linked to school-wide expectations
  - Specific and observable
  - Taught, posted, reviewed

- What might you do to adjust your classroom expectations?

Activity

3. Establish a Predictable Environment

- Operationally define and teach classroom routines and transitions
  - Include time criteria
    - 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.
    - How to determine if you are doing well in class

Questions to think about when defining routines and activities

- Can students engage in conversation? About what? With whom?

- How do get your attention? How do they get questions answered? What should they do while waiting for help?

- Can students get out of their seats during the activity? For what reasons? Do they need permission?

- What behaviors show that the student are participating fully?

- What behaviors show that a student is not participating?

Develop an "Attention Signal"

- Establish an interactive attention signal for obtaining class attention
  - The most effective signals can be used in any location
  - Choose a signal that involves students
  - Decide on a reasonable length of time between giving the signal and gaining all students' attention
  - Make the procedure a regular routine in your classroom

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?

Process for teaching expectations *in class*

- Establish behavioral expectations/rules with students. Phrased positively, clearly, objectively.

- Teach rules in context of routines and activities and link them to your principles

- Prompt or remind students of rule prior to applicable situations. "Remember in the lab safety is first. Please use safety glasses and carefully follow directions…"

- Monitor student behavior in & provide specific feedback (corrective or positive praise/feedback).

- Evaluate effect of instruction - review data, make decisions, & follow up. Do I need to make adjustments or reteach anything?

Let's start from beginning: First Day! First Month!

When you teach students how to behave responsibly during the first month of school, you dramatically increase their chances of having a productive year.

Day 1 – schedule, introduction, attention signal, classroom layout

Day 2 Through 20 (The First Four Weeks) – Teaching procedures and routines

- Special Circumstances-
  - New students?

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?

- Discuss your schedule for teaching classroom expectations and routines.

4. Maximize Academic Engagement and Instructional Success

- Match Instructional demands to student competence
  - Differentiated Instruction

- Efficient transitions

- Maximize opportunities for student responses

- Self-management

- Active Supervision
    - Move
    - Monitor
    - Communication/Contact/Acknowledge

Instruction Influences Behavior

- Pacing

- Opportunities for student responses
  - Acquisition vs Practice/Performance
    - Joe Wehby
    - Phil Gunter

- Student feedback from teacher

- Instructional priming

Active engagement:
Vary modes of instruction

- Group lecture

- Small group

- Independent work

- Integrating Activities

- Peer tutoring

Vary opportunities to respond to instruction

- Vary individual vs. group responding

- Vary response type
  - Oral, written, gestures, movement

- Increase participatory instruction
  - Questioning, materials, group learning

- Plan how you will involve students with special needs

5. Prompt and pre-correct appropriate behavior

- Review or practice appropriate behavioral routines prior to entering more difficult situations.
  - Start of independent seat-work
  - Prior to transitions

- Behavioral Momentum for students with more intense needs.

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?
- Discuss how you might teach/review this with staff

Activity

6. Active Supervision

- Move

- Interact

- Acknowledge

- Pre-correct

- Active supervision begins at the door
  - Greet your students as they enter the classroom

- Proximity makes a difference
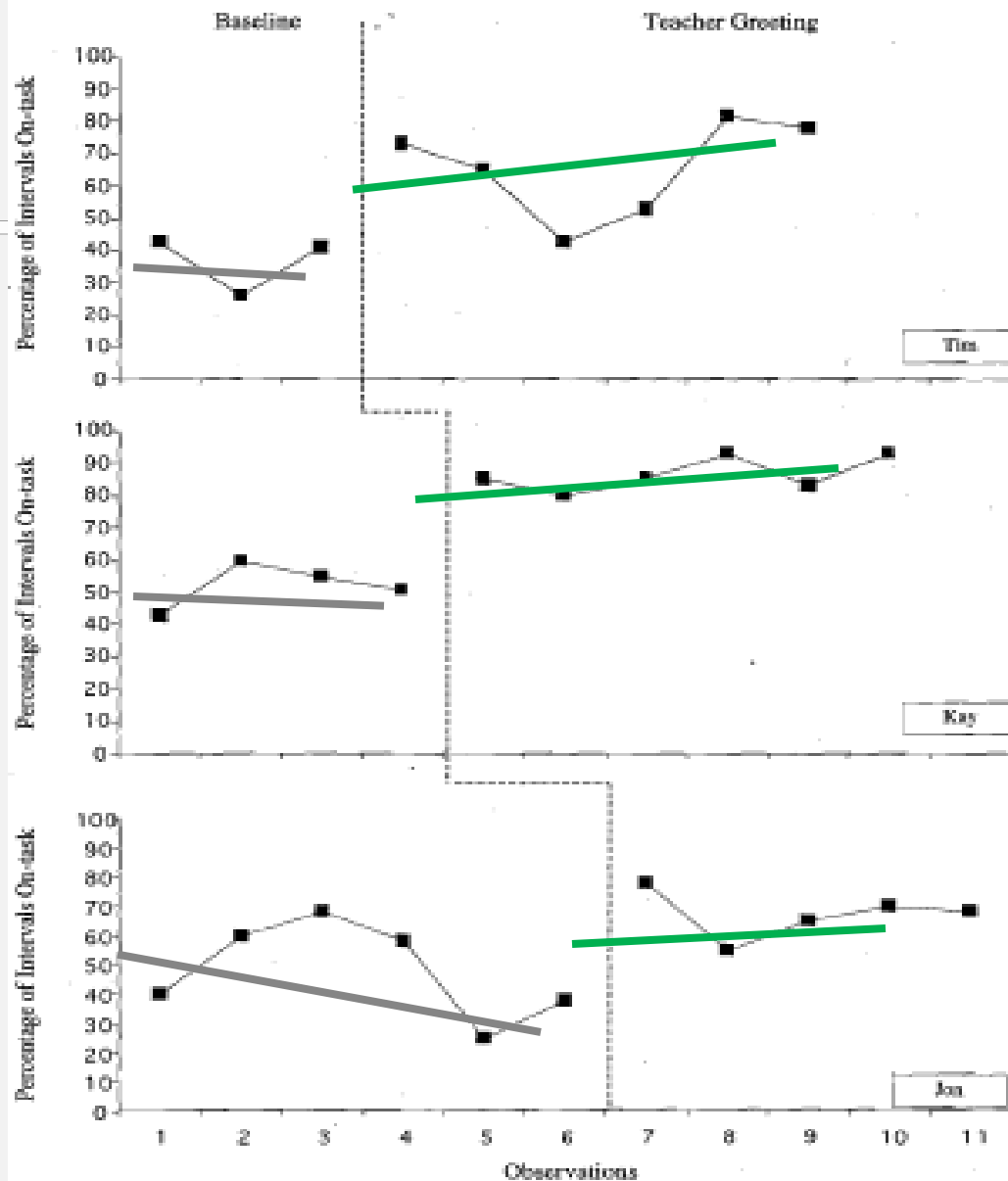
Figure 1. Percentage of intervals with on-task behaviors across participants and phases.

Allday & Pakurar (2007)

7. High Rate of Acknowledgement for Appropriate Behavior

- 4-5 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"

- Provide multiple paths to success/praise.
    - Group contingencies, personal contingencies, etc

Differences between positive and negative interactions

- Positive= any attention that is paid to a student when he is doing what is expected

- Negative= any attention that is given to a student when he is NOT doing what is expected
  - Ask yourself "what was the student doing just prior to your interaction?"

Contingent and Non-Contingent Attention

- **Contingent Feedback** is based on the student following rules or meeting academic and/or behavioral expectations.

- **Non-contingent attention** is attention that is paid to a student for no other reason than to show interest and caring.
  - Providing both is important!

Specific and Descriptive Feedback

- Be specific

  - Instead of just "good job" say "good job staying focused and completing your assignment on time"

- Be descriptive

  - Instead of "you're a kind person" say "the way you complimented Jordan really encouraged him"

Many options for Reward Systems

- Key features
  - Efficient
  - Functional
  - Sustainable
  - Individual/Group/Whole

Types of Classroom Systems

- Total class systems

- Team systems

- "Mystery Motivator" systems

- Spinner systems

- Dice (chance) systems

- Classroom Bingo

- Lottery ticket systems

- Grading on individual behavior

- Student self-monitoring

- Individual contracts

Key elements to Reward-Based Systems

- Age appropriate for students

- Use highly motivating rewards
  - Recognition
  - Food
  - Time to do something
  - Time away from something

- Set up for high rates of success

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.		

Activity

8. Establish a predictable and consistent 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

Effective Consequences

- Consistent

- Calm

- Quick

- Immediate (when possible)

Consequences for Problem Behavior

- Make every interaction a teaching event
  - Focus on what you want … more than what you don't want
  - Invest in what happens BETWEEN problem events.

- Prevent escalation
  - Disengage quickly

- Continue instruction for remainder of class
  - Academic engagement is valued

- Minimize reward for problem behavior
  - Consider WHAT the behavior is, WHERE it is occurring, WHY it continues.
  - Remove access to the WHY

- Safety

Possible Hierarchy of Consequences

- **Gentle verbal reprimand**

- Behavior improvement form

- Parent contact

- Restitution

- Reduction of points

- Time owed

Gentle Verbal Reprimand

- Minimize the audience
  - Get within 3 feet of the student
  - Use a quiet voice

- State the student's name

- Refer to the rule or expectation

  - Do not use a question

Possible Classroom Consequences

- Gentle verbal reprimand

- Student completes a behavior improvement form

- Parental contact

- Restitution

- Reduction of points (behavioral grading)

- Time owed

Classroom Consequences (cont.)

- Behavior contract/tracking

- Restriction from class privileges

- Timeout—two possible levels
  1. Removal from group (_five_ min. max)
  2. In another class nearby
     Caution: Do not send the student to the hallway
     Arrange for a different grade when possible

- Restriction from class privileges

- After school or lunch detention

- Sent to office and/or referral

Chronic Behavior Errors

The goal of any consequence is to <u>change/improve</u> the student's behavior.

When consequences are used and do not change behavior...

- "Major" consequences used once or twice

  (Detentions, out-of-class timeouts, referrals, ISS, OSS)

- "Minor" consequences used consistently and appropriately

  They can no longer be considered an intervention.

They are a <u>short-term</u> way to buy time while figuring out a new plan.

Classroom Consequences:

- List a few common misbehaviors of concern

- Identify the rule the misbehavior violates

- Identify several consequences from mild to severe that you could implement to address the misbehaviors.

- Think about how you will share these ideas with staff.

Activity

9. Role of Teams:
Ensure Teachers Have a Plan

- Distinguish between office managed and classroom managed

- Classroom plans should include opportunities for students to learn and/or practice more acceptable behaviors

- Help ensure consistency in delivery of consequences

- Generate ideas for immediate consequences

- Documentation system for classroom managed problems

- Ideas for notifying parents of problems

- Emphasize prevention

Office Managed Behaviors

Definition: Serious misbehavior that endangers the safety or well-being or makes normal classroom activities difficult or impossible

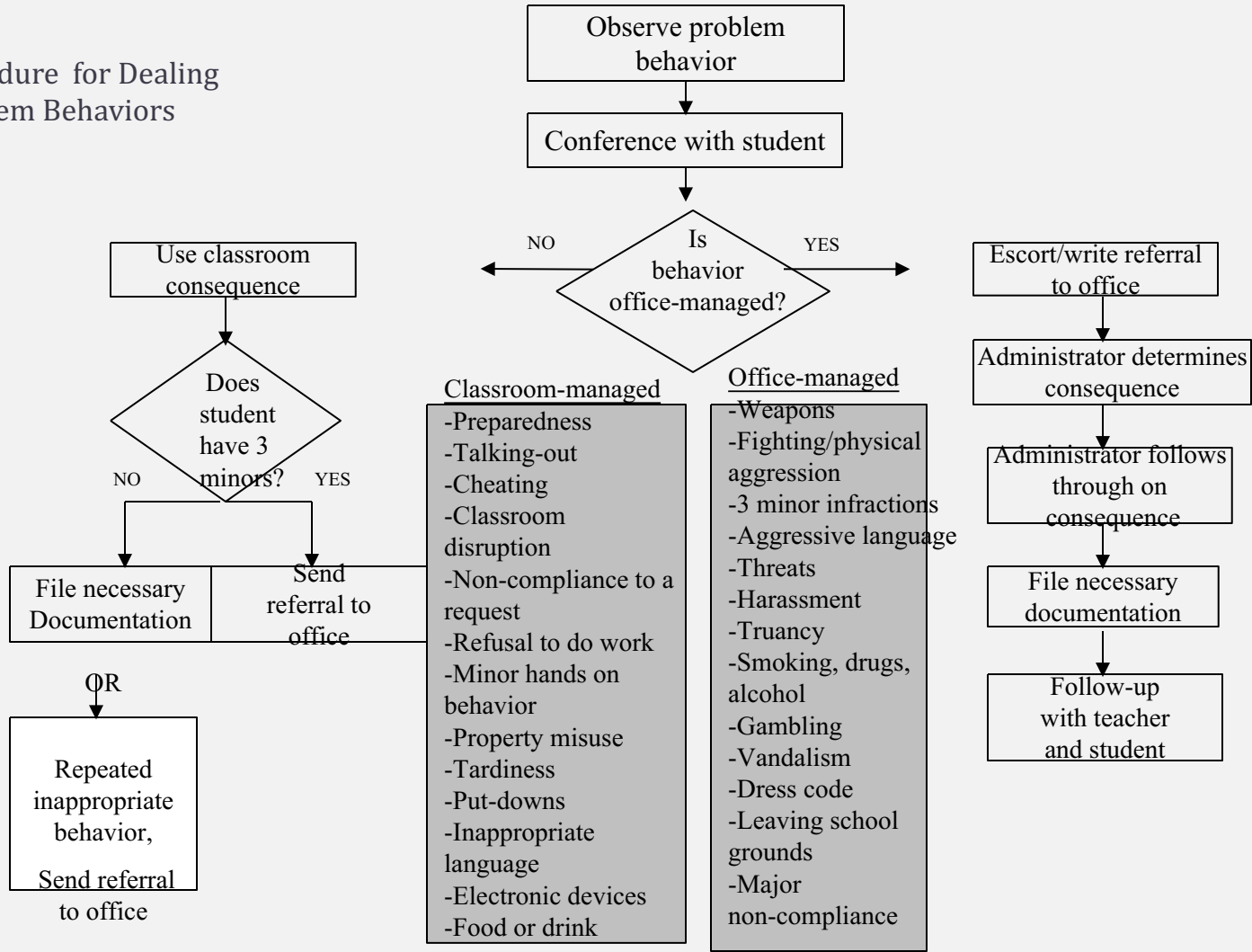| Behaviors	Responses/ Consequences
- Danger to others with intent to hurt - Weapons - Fighting/ assault/ physical aggression - Serious disruption - Overt defiance - Harrassment/Bullying - Inappropriate touching - Unsafe activities - Theft - Use/possession of alcohol or drugs - Vandalism - Chronic minor behavior	- Send student to office - Complete office referral form - Parent contact - Notify law enforcement (as necessary) - Consequencses – Detention – Suspension – Restitution – Loss of privileges – Parental escort at school - Formal behavior plan

Staff Managed Behaviors	
Definition: Failure to follow school or classroom rules and expectations	
Behaviors	**Responses/ Consequences**
<u>Level 1 – Minor</u> • Talk outs • Off task • Failing to follow rules/directives • Interrupting instruction • Inappropriate voice level • Disruptive • Inappropriate language/comments • Put downs/ low level teasing • Hands/feet/objects on others • Note passing • Out of assigned area • Unsafe play/ inappropriate use of equipment • Late coming in from playground • Spitting • Running in halls • Not walking wheels on school grounds • Littering <u>Level 2</u> • Repeated Minor behavior • Unexcused tardy/ absence • Cheating • Defiance • Intimidation/threats • Inappropriate displays of affection • Electronic equipment at school	<u>1st minor offense</u> • Ask student which school rule was broken • Teach appropriate behavior • Remind, redirect, reinforce • Additional practice of the correct behavior • Closer monitoring/ proximity • Ignore/ acknowledge appropriate behavior • Use humor • Complete paperwork for minor behavior if necessary • Contact parent (as necessary) <u>Repeated minor offense or Level 2 behavior</u> • Re-teach appropriate behavior w/ student practice • Complete necessary paperwork • Mild Consequences (natural, logical consequences are optimal): — loss of a privilege (i.e. recess, computer time, etc.) — time out — write letter or a plan for change — clean up duty — contact parent — send to another classroom — stay after school to complete work missed — restitution — detention — referral to Rule School — Consult with student — Conference w/ student & parent • Consult w/ colleagues, behavior specialist in school • Develop a plan of support

General Procedure for Dealing with Problem Behaviors

Observe problem behavior

Conference with student

Is behavior office-managed?

NO → Use classroom consequence

Does student have 3 minors?

NO → File necessary Documentation

YES → Send referral to office

OR

Repeated inappropriate behavior, Send referral to office

Classroom-managed
-Preparedness
-Talking-out
-Cheating
-Classroom disruption
-Non-compliance to a request
-Refusal to do work
-Minor hands on behavior
-Property misuse
-Tardiness
-Put-downs
-Inappropriate language
-Electronic devices
-Food or drink

Office-managed
-Weapons
-Fighting/physical aggression
-3 minor infractions
-Aggressive language
-Threats
-Harassment
-Truancy
-Smoking, drugs, alcohol
-Gambling
-Vandalism
-Dress code
-Leaving school grounds
-Major non-compliance

YES → Escort/write referral to office

Administrator determines consequence

Administrator follows through on consequence

File necessary documentation

Follow-up with teacher and student

Use the following teacher consequences: (Must be documented prior to writing an office referral)

Parent contact is a MUST!

← NO | Is the behavior office managed? | **YES →** | Write referral to the office
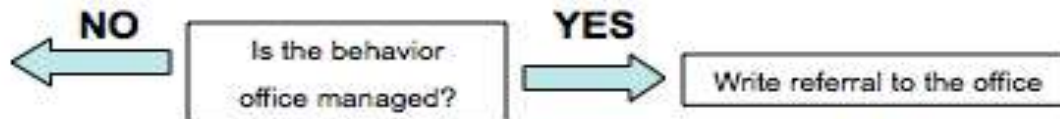
1st Offense:
Student-Teacher Conference Reteaching Explanation

⬇

2nd Offense:
Teacher determined consequence
(ex. move seat, loss of privilege)

Parent-Guardian Contact

⬇

3rd Offense:
Teacher determined consequence & Parent-Guardian Contact

Teacher Managed Behaviors	Office Managed Behaviors
•Attitude or Tone •Backpack •Blurting out •Cheating •Disrespect •Disruption •Dress Code Violation (send to the office) •Electronics •Food, Drink, Gum •Personal Space- keep to self •Tardy •Language •Minor Dishonesty •Minor Insubordination / noncompliance •Non-Performance or Refusing to Work •Preparedness •Running in the Halls/ Horseplay	•Chronic Minor Infractions (x3) • Aggressive Physical Contact •Bullying/Harassment •Drugs/Alcohol •Major Insubordination •PDA •Profanity Towards Staff or Student •Off Campus •Smoking •Theft •Threats •Truancy •Vandalism •Weapons

Administrator ReTeaching/ Consequences

✚

Administrator Contacts Parent-Guardian
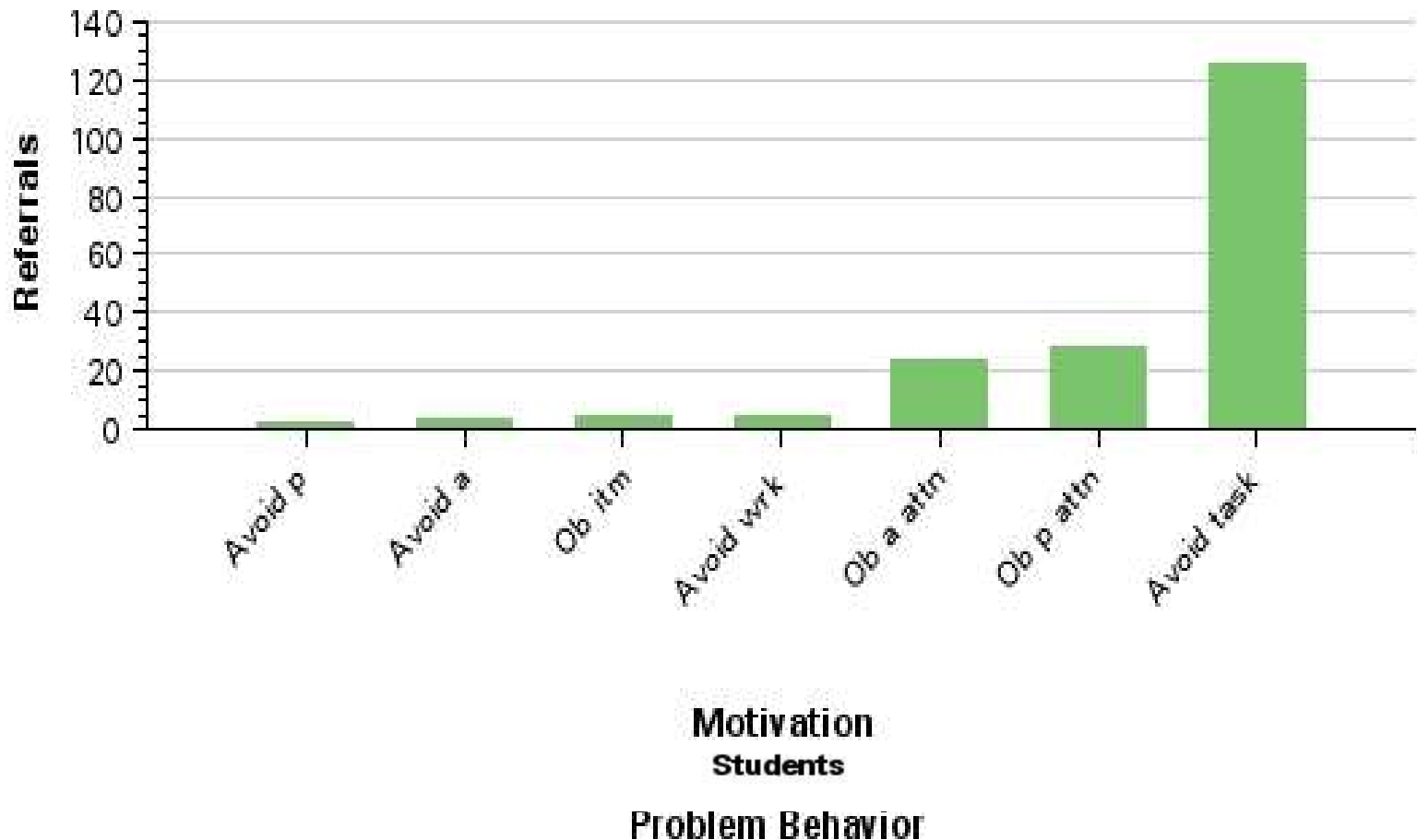
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Teacher Receives Copy of Referral

10. Collect and use data for decision-making

- Decisions:
  - Student grouping
  - Curriculum adaptations
  - More intense behavior support

- Data to consider
  - Number of problem behaviors in classroom
  - Who: one student, many students
  - What: What are the problem behaviors
  - When: Time of day, Time of class
    - What activity, expectations
  - Why: To get attention, to avoid tasks, ???

One Example: Only for Classroom

Referrals by Perceived Motivation
Drill Down

PBISApps

Bar chart with y-axis labeled "Referrals" ranging from 0 to 140, and x-axis labeled "Motivation" with categories: Avoid p, Avoid a, Ob itm, Avoid wrk, Ob a attn, Ob p attn, Avoid task.

Students

Problem Behavior

Whole School Emphasis

- Define the Mean Classroom Management rating for the school
  - Each teacher does self-assessment (after training, or with coach)
  - Team shares mean (not individual scores)
  - Repeat process 2-3 times during the academic year.

- Ask staff to identify any "element" they would want training around.
  - Organize professional development around staff requested "elements"
  - Always tie professional development back to student outcomes.

Acti vity

Team Work Time:

Classroom Self-Assessment

- Independently rate your own classroom
  - If you do not have a classroom rate a classroom you know best.

- Develop a hypothetical "Mean" for the school