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Step 6: Positive Classroom Behavior Supports Snapshot

"...the key to successful classroom management is prevention of problems before they start, not knowing how to deal with problems after they have begun."
 -George Sugai and Brandi Simonson

SWPBIS Tiered Fidelity Inventory

TFI 1.8 Classroom Procedures:

Tier I features' (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within **classrooms** and consistent with school-wide systems.

Are all core features of Tier I supports visible?

- ▲ Teaching matrix with positively stated expectations and consistent routines
- ▲ System for acknowledging appropriate behavior
- ▲ In-class system for responding to inappropriate behavior

The single best way to address challenging behaviors in your classroom is to take steps to make sure they never occur. While there is no universal panacea for preventing challenging behaviors, there are several research-validated strategies which when implemented with fidelity, prevent challenging behaviors.

FOUNDATIONS

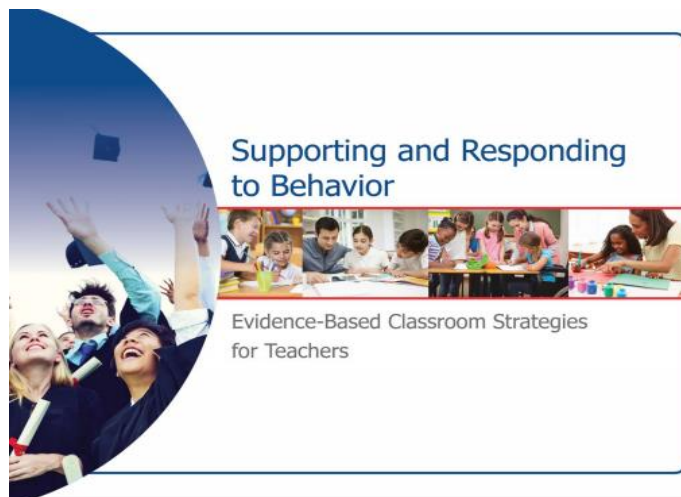
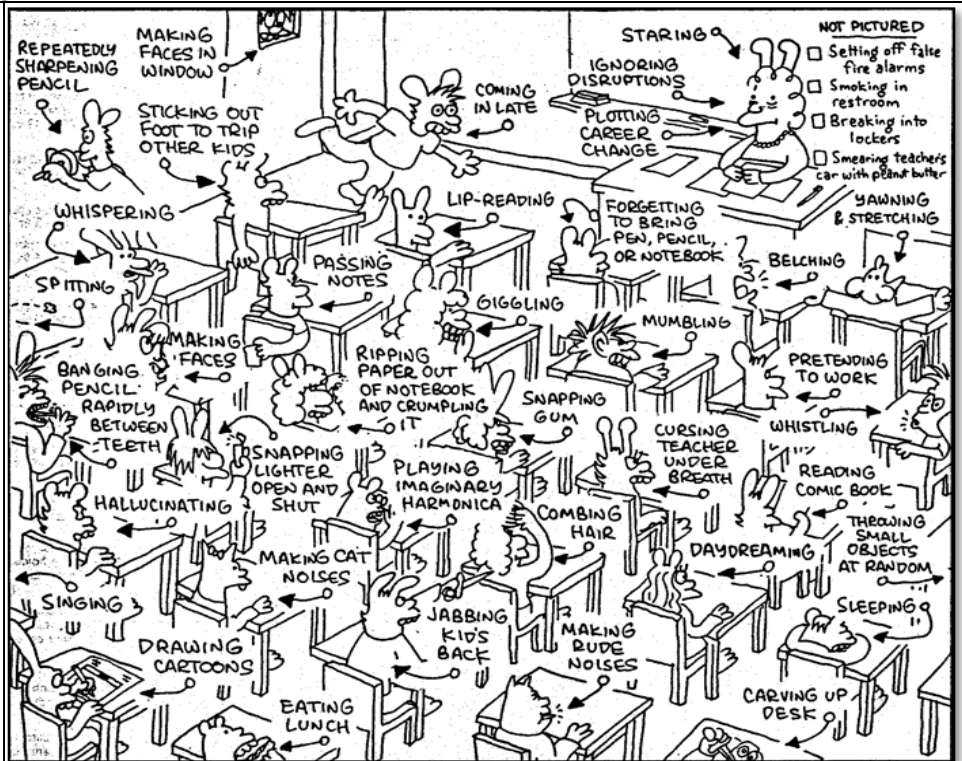
- Settings
- Routines
- Expectations

PREVENTION PRACTICES

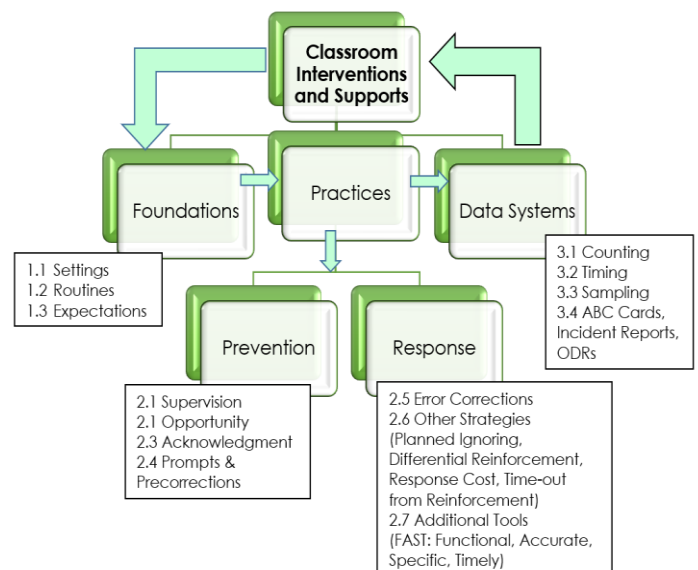
- Supervision
- Opportunity
- Acknowledgement
- Prompts/Pre-corrections

RESPONSE PRACTICES

- Error Correction
- FAST Method



This technical assistance document was adapted from the PBIS Technical Brief on Classroom PBIS Strategies written by: Brandi Simonson, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George and Bob Putman, 2015.



System To Support Teachers' Implementation of Positive Classroom Behavior Support

Adapted from Technical Assistance Center Brief

Jennifer Freeman, Brandi Simonsen, Steve Goodman, Barb Mitchell, Heather George, Jessica Swain-Bradway, Kathleen Lane, Jeff Sprague, Bob Putnam

The purpose of the technical brief is to summarize proactive, efficient, and evidence-based systems for supporting teachers' implementation of positive classroom behavior support (PCBS) practices school-wide. Specifically, this technical brief is designed to inform and support school and district leadership teams as they address the following questions while implementing PCBS school wide.

- ▲ What practices do you want to implement?
- ▲ Where are the practices implemented?
- ▲ Who are your implementation supporters?
- ▲ How will you support implementation?

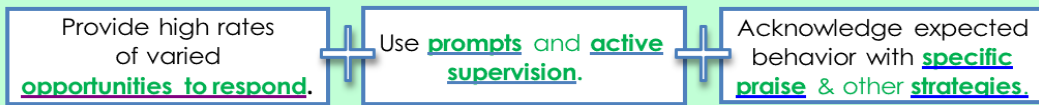
PCBS Decision Making Guide

1. Are the **foundations** of effective CWPBIS in



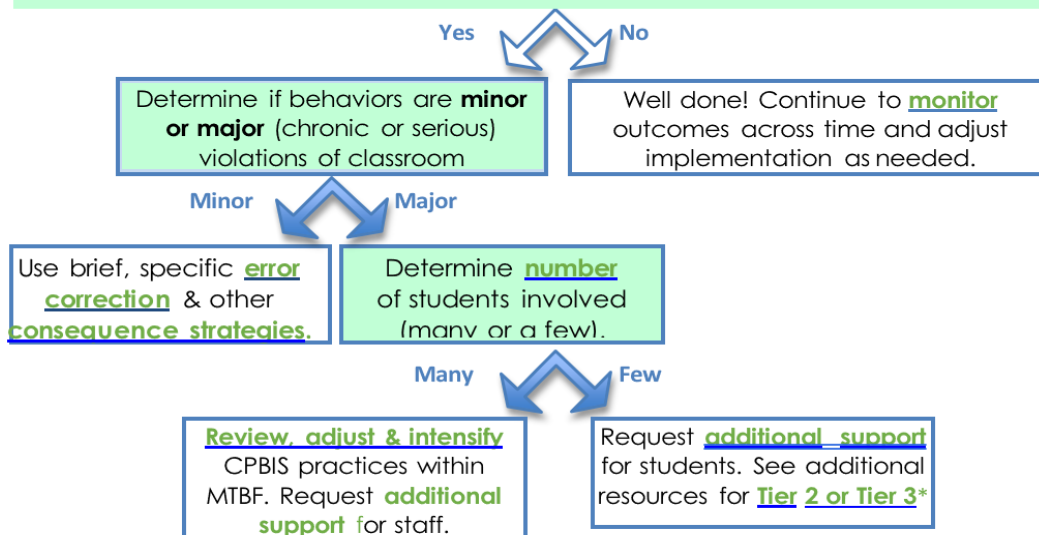
If **yes**, proceed to question 2. If **no**, review content in Table 1 (hyperlinked above) related to classroom design, routines, and expectations before proceeding to question 2.

2. Are proactive and positive **CWPBIS practices** implemented

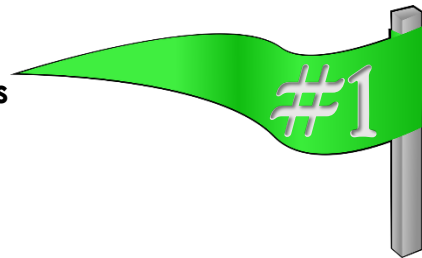


If **yes**, proceed to question 3. If **no**, review content in Table 1 (hyperlinked above) related to opportunities to respond, prompts, active supervision, and acknowledgement strategies before proceeding to question 3. If **unsure**, collect data on implementation (see Table 2 for strategies).

3. Do data indicate that students are still engaging in **problem behavior**?



Positive Classroom Behavioral Supports Self-Assessment Survey



Adapted from *Supporting and Responding to Behavior*
PBIS Technical Brief on Classroom PBIS Strategies

Scoring:

- 1) I never have heard of this practice.
- 2) I have implemented this practice, but I am inconsistent.
- 3) I implement this practice regularly in my classroom.
- 4) I implement this practice regularly and I am interested in how others are implementing the practice.

Classroom Supports	Evidence-based Practices	Scale of 1-4
FOUNDATIONS <i>Settings</i> <i>Routines</i> <i>Expectations</i>	Δ SETTINGS: I effectively design the physical environment of my classroom.	
	Δ ROUTINES: I develop and teach predictable classroom routines.	
	Δ EXPECTATIONS: I post, define and teach 3 to 5 positive classroom expectations.	

Classroom Supports	Evidence-based Practices	Scale of 1-4
PREVENTION PRACTICES <i>Supervision</i> <i>Opportunity</i> <i>Acknowledgement</i> <i>Prompts & Precorrections</i>	Δ SUPERVISION: I use active supervision and proximity.	
	Δ OPPORTUNITY: I provide high rates and varied opportunities to respond.	
	Δ ACKNOWLEDGEMENT: I use behavior specific praise.	
	Δ PROMPTS & PRECORRECTIONS: I make the problem behavior irrelevant with anticipation and reminders.	

Classroom Supports	Evidence-based Practices	Scale of 1-4
RESPONSE PRACTICES <i>Error Correction</i> <i>Planned Ignoring</i> <i>Function-based Thinking</i>	Δ Error Correction: I use brief, contingent, and specific error corrections to respond to problem behaviors.	
	Δ Error Correction: I respond to misbehavior accurately, specifically and in a timely manner.	
	Δ Planned Ignoring: I systematically withhold attention from a student when they exhibit minor misbehaviors for peer attention.	
	Δ F-B Thinking: I respond to behavior in a way that tries to address the reason or purpose why the student misbehaves.	

Classroom Supports	Evidence-based Practices	Scale of 1-4
INSTRUCTIONAL PRACTICES <i>Pacing</i> <i>Sequencing</i> <i>Choice</i>	Δ PACING: I allow for positive behavioral momentum beginning, during and/or ending an academic task.	
	Δ SEQUENCING: I consider pace, sequence and level of task difficulty when promoting each students' success.	
	Δ CHOICE: I consider a variety of methods when offering student choice.	



Step 6: Classroom Foundations Snapshot

Self-Assessment Teachers should start with the first statement on the self-assessment. When unsure of an answer, teachers should go to the part of the interactive map indicated and read more about the practice.	FOUNDATIONS		YES	NO
	1. The classroom is physically designed to meet the needs of all students. <i>If yes, continue with self-assessment. If no, begin with 1.1 of interactive map.</i>			
	2. Classroom routines are developed, taught, and predictable. <i>If yes, continue with self-assessment. If no, begin with 1.2 of interactive map.</i>			
	3. Three to five positive classroom expectations are posted, defined and explicitly taught. <i>If yes, continue with self-assessment. If no, begin with 1.3 of interactive map.</i>			

1.1 SETTINGS: Effectively design the physical environment of the classroom

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>What evidence supports this practice, and where can I find additional resources?"</i>
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Elementary

<p>Design classroom to facilitate the most typical instructional activities.</p> <p>Arrange furniture to allow for smooth teacher and student movement.</p> <p>Assure instructional materials are neat, orderly, and ready to use.</p> <p>Post materials that support critical content and learning strategies.</p>	<p>Design classroom layout according to the type of activity taking place</p> <ul style="list-style-type: none"> • Tables for centers • Separate desk for independent work • Circle area for group instruction <p>Consider teacher versus student access to materials</p> <p>Use assigned seats and areas</p> <p>Be sure all students can be seen</p>	<p>Equipment and materials are damaged, unsafe, and/or not in sufficient working condition or not accessible to all students</p> <p>Disorderly, messy, unclean, and/or visually unappealing environment</p> <p>Some students and/or parts of the room not visible to teacher</p> <p>Congestion in high-traffic areas (e.g., coat closet, pencil sharpener, teacher desk)</p> <p>Inappropriately sized furniture</p>	<p>Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical space</p> <p>Arranging classroom environment to deliver instruction in a way that promotes learning</p> <p>Video: http://louisville.edu/education/abri/primarylevel/structure/group (2)</p> <p>Book: <i>Structuring Your Classroom for Academic Success</i> (3) (2) Archer & Hughes, 2011 (3) Paine, et al, 1983</p>
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Secondary

<p>Design classroom to facilitate the most typical instructional activities.</p> <p>Arrange furniture to allow for smooth teacher and student movement.</p> <p>Assure instructional materials are neat, orderly, and ready to use.</p> <p>Post materials that support critical content and learning strategies.</p>	<p>Design classroom layout according to the type of activity taking place:</p> <ul style="list-style-type: none"> • Circles for discussion • Forward facing for group instruction <p>Use assigned seats</p> <p>Be sure all students can be seen</p> <p>Consider options for storage of students' personal items</p>	<p>Equipment and materials are damaged, unsafe, and/or not in sufficient working condition or not accessible to all students.</p> <p>Disorderly, messy, unclean, and/or visually unappealing environment</p> <p>Some students or parts of the room not visible to teacher</p> <p>Congestion in high-traffic areas.</p>	<p>Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical environment. (1) Arranging classroom environment to deliver instruction in a way that promotes learning. (2)</p> <p>Video: http://louisville.edu/education/abri/primarylevel/structure/group</p> <p>Book: <i>Structuring Your Classroom for Academic Success</i> (3) 1 Wong & Wong, 2009 2 Archer & Hughes, 2011</p>
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1.2 ROUTINES: *Develop and teach predictable classroom routines*

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>What evidence supports this practice, and where can I find additional resources?"</i>
Elementary			
<p>Establish predictable patterns and activities.</p> <p>Promote smooth operation of classroom.</p> <p>Outline the steps for completing specific activities.</p> <p>Teach routines and procedures directly.</p> <p>Practice regularly.</p> <p>Recognize students when they successfully follow classroom routines and procedures.</p> <p>Create routines and procedures for the most problematic areas or times.</p> <p>Promote self-managed or student-guided schedules and routines.</p>	<p>Establish routines and procedures for</p> <ul style="list-style-type: none"> • Arrival and dismissal • Transitions between activities • Accessing help • What to do after work is completed <p>Example arrival routines:</p> <ul style="list-style-type: none"> • Hang up coat and backpack • Put notes and homework in the "In" basket • Sharpen two pencils • Go to desk and begin the warm-up activities listed on the board • If you finish early, read a book 	<p>Assuming students will automatically know your routines and procedures without instruction and feedback</p> <p>Omitting tasks that students are regularly expected to complete</p> <p>Missing opportunities to provide: (a) visual and/or auditory reminders to students about your routines and procedures (e.g., signs, posters, pictures, hand signals, certain music playing, timers) and/or (b) feedback about student performance</p>	<p>Establishing classroom routines and procedures early in the school year increases structure and predictability for students; when clear routines are in place and consistently used, students are more likely to be engaged with school and learning and less likely to demonstrate problem behavior. (4)</p> <p>Student learning enhanced by teachers' developing basic classroom structure. (5)</p> <p>Podcast: http://pbissmissouri.org/archives/1252 Video: https://www.teachingchannel.org/videos/create--a--safe--classroom</p> <p>(4) Kern & Clemens, 2007 (5) Soar & Soar, 1979</p>
Secondary			
<p>Establish predictable patterns and activities.</p> <p>Promote smooth operation of classroom.</p> <p>Outline the steps for completing specific activities.</p> <p>Teach routines and procedures directly.</p> <p>Practice regularly.</p> <p>Recognize students when they successfully follow classroom routines and procedures.</p> <p>Create routines and procedures for the most problematic areas or times.</p> <p>Promote self-managed or student-guided schedules and routines.</p>	<p>Consider routines and procedures for:</p> <ul style="list-style-type: none"> • Turning in work • Handing out materials • Making up missed work • What to do after work is completed <p>Examples of class period routines:</p> <ul style="list-style-type: none"> • Warm-up activity for students • Review of previous content • Instruction of new materials • Guided or independent practice opportunities • Wrap -up activities 	<p>Assuming students will automatically know your routines and procedures without instruction and feedback.</p> <p>Omitting tasks that students are regularly expected to complete.</p> <p>Missing opportunities to provide:</p> <ul style="list-style-type: none"> • Visual and/or auditory reminders to students about your routines and procedures • Feedback about student performance 	<p>Establishing classroom routines and procedures early in the school year increases structure and predictability for students; when clear routines are in place and consistently used, students are more likely to be engaged with school and learning and less likely to demonstrate problem behavior. (4)</p> <p>Student learning enhanced by teachers' developing basic classroom structure. (5)</p> <p>Podcast: http://pbissmissouri.org/archives/1252 Video: https://www.teachingchannel.org/videos/create--a--safe--classroom</p> <p>(4) Kern & Clemens, 2007 (5) Soar & Soar, 1979</p>

Designing Your Classroom Matrix

#2

Step 1: FRAME IT

- Create a context of why you are doing what you are doing.
- Make a list of procedures helping to create predictability and structure in your classroom
- Consider problem areas or problem times such as arrival, small group work, independent work

Step 2: DO IT TOGETHER

- Invite students to take an active role in developing the matrix by contributing to definitions and/or building consensus.
- Elicit student input for classroom procedures aligned with schoolwide expectations following the guidelines below (observable, measurable, positively stated, understandable, always applicable).

Guidelines:	This means:	Example:	Non-example:
Observable	I can see it	Raise hand and wait to be called on	Be your best
Measurable	I can count it	Bring materials	Be ready to learn
Positively Stated	I tell students what TO do	Hands and feet to self	No fighting
Understandable	The vocabulary is appropriate for age/grade level	Hands and feet to self	Maintain personal space (K_1 rule) *children this age do not have a concept of "personal space."
Always Applicable	I am able to consistently enforce	Stay in assigned area	Remain seated until given permission to leave

Step 3: PUTTING IT ALL TOGETHER

- Organize information on the matrix

Step 4: REFLECT

- Structure an intentional way to reflect on the experience.
- "What part of the classroom teaching matrix is important to you and why?"

Step 5: TEACH-PRACTICE- FEEDBACK

- Teach explicitly, model, practice, reinforce, and provide error correction using language reflected in the matrix to provide on-going feedback to students as they develop fluency with rules and procedures.

The Woodlands Way	Room 200 (Attention signal 1-2-3, Eyes on Me)			
	Morning Routine	When you feel upset...	How to Transition/ Line Up	Small Group Work
Be Responsible	<ul style="list-style-type: none"> • Turn in homework • Put instructional materials in desk • Begin morning work 	<ul style="list-style-type: none"> • Recognize what you're feeling "I feel..." • Stop and take a few deep breaths 	<ul style="list-style-type: none"> • Put materials away • Get materials ready for next activity 	<ul style="list-style-type: none"> • Do your fair share • Manage time carefully
Be Respectful	<ul style="list-style-type: none"> • Say "good morning" to teacher and classmates • Talk in soft voices 	<ul style="list-style-type: none"> • Ask for a break if you need a moment • Express your feelings appropriately 	<ul style="list-style-type: none"> • Listen for direction to next activity 	<ul style="list-style-type: none"> • Listen to your peers • Take turns speaking • Say "I like that idea, AND..."
Be Safe	<ul style="list-style-type: none"> • Put personal belongings in designated areas • Take your seat 	<ul style="list-style-type: none"> • Talk to someone if you need help • Talk to someone if it will make you feel better 	<ul style="list-style-type: none"> • Stand up • Push in chair • Wait for group to be called to line up 	<ul style="list-style-type: none"> • Clean up area when time is up

Examples

Morrison's R.U.L.E.S.	Transition (Start/End/Break)	Direct Instruction	Group Work	Individual Work	Middle Room	Room Culture
Respect <small>Willingness to show honor and appreciation and to refrain from violating something</small>	*enter classroom quietly and begin WOW *Wait to pack up until given permission	*Give your full attention to the presenter or activity *Follow directions	*Be kind and courteous to all group members *Stay on task *Complete all work on time	*Use time wisely by quietly staying on task' *Complete assignment	*Only use computers with permission *Follow the Technology agreement	*Use appropriate language and tone of voice when speaking to teacher and classmates
Unwavering Integrity <small>A steadfast adherence to a strict moral ethical code: Honest</small>	*Use your points or pass to leave the classroom	*Give your full attention to the presenter/activity *Follow directions	*Divide work evenly to group *Create original work and use citations	*Create original work and cite sources when needed	*Follow the Technology Agreement *Create original work use citations	*Honor teacher's personal space: desk, filing cabinet and cupboard
Leadership <small>The ability to guide, direct or influence people</small>	*Enter classroom only when teacher is present *Be ready with material for day	*Listen attentively *Positively contribute for discussion	*Help your group stay focused *Help manage the group's tasks *Openly communicate	*Use time wisely *Quietly stay on-task *Encourage others to stay focused and on-task	*Notify a teacher if there is a problem	*Be responsible for your work *Track your progress and achievements
Effort <small>Earnest activity intended to accomplish something</small>	*Be in your seat ready to work when the bell rings *Read daily agenda	*Stay on task by: -Following along when reading -Take notes	*Complete all assigned tasks and do your best work *Stay on task	*Complete all assigned tasks and do your best work *Stay on task	*Work diligently and quietly. *Complete all tasks *Do your best work	**Write all homework and test dates in Binder Reminder, daily
Social Responsibility <small>The principle that one should contribute to the welfare of society</small>	*Enter / exit through outside classroom door *Be understanding towards people of different cultures, races, religions and abilities	*Listen attentively *Raise your hand to contribute	*Be understanding of differences *Use an "inside voice" when talking with group *Stay in seat	*Use time wisely *Quietly stay on task *Use time effectively if you finish early	*Use time wisely *Quietly stay on task *Respectfully follow the requests of all teachers	*Use and return classroom supplies *Be understanding towards people of different cultures, races, religions and abilities

	Small Group Activity	Independent Seat Work	Transitions
Respectful	<ul style="list-style-type: none"> Listen to others Accept each other's answers and opinions 	<ul style="list-style-type: none"> Raise hand before Talking Work quietly 	<ul style="list-style-type: none"> Hands to self Move Quietly Keep space between you and others in line
Responsible	<ul style="list-style-type: none"> Follow directions Stay on task Stay with you group Use time wisely 	<ul style="list-style-type: none"> Stay on task Manage time wisely Remain in seat unless you have permission to be up 	<ul style="list-style-type: none"> Put materials away Get required materials ready Follow directions
Cooperative	<ul style="list-style-type: none"> Do your share of work Everyone participates 	<ul style="list-style-type: none"> Wait quietly if the teacher is assisting a classmate 	<ul style="list-style-type: none"> Leave the area clean and orderly Help your neighbor

Typical Contexts/ Routines	Classroom-Wide Rules/Expectations		
	Respect Others	Respect Property	Respect Self
All	Use inside voice. Raise hand to answer/talk.	Recycle paper. Put writing tools inside desk.	Do your best. Ask.
Morning Meeting	Eyes on speaker. Give brief answers.	Put announcements in desk. Keep feet on floor.	Put check by my announcements.
Homework	Do own work. Turn in before lesson.	Put homework neatly in box. Touch your work only.	Turn in lesson on time. Do homework night/day before.
Transition	Use inside voice. Keep hands to self.	Put/get materials first. Keep hands to self.	Have plan. Go directly.
"I Need Assistance"	Raise hand or show "Assistance Card". Wait 2 minutes & try again.	Have materials ready.	Have plan. Ask if unclear.
Teacher Directed	Eyes on speaker. Keep hands to self.	Use materials as intended.	Have plan. Ask.
Independent Work	Use inside voice. Keep hands to self.	Use materials as intended. Return with done.	Use time as planned. Ask.
Problem to Solve	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act

**Classroom
Positive
Behavior
TEACHING
MATRIX**

Routines and Procedures

SW Positive Behavioral Expectations

		•	•	•	•
		•	•	•	•
		•	•	•	•
		•	•	•	•
		•	•	•	•



Step 6: Prevention Practices Snapshot

Self-Assessment

Teachers should start with the first statement on the self-assessment. When unsure of an answer, teachers should go to the part of the interactive map indicated and read more about the practice.

	PRACTICES	
	YES	NO
4. Prompts and active supervision practices are used proactively. <i>If yes, continue with self-assessment. If no, begin with 2.1 of interactive map.</i>		
5. Opportunities to respond are varied and are provided at high rates. <i>If yes, continue with self-assessment. If no, begin with 2.2 of interactive map.</i>		
6. Specific praise and other strategies are used to acknowledge behavior. <i>If yes, continue with self-assessment. If no, begin with 2.3 of interactive map.</i>		
7. Reminders are consistently given before a behavior might occur. <i>If yes, continue with self-assessment. If no, begin with 2.4 of interactive map.</i>		
8. The responses to misbehaviors in the classroom are appropriate and systematic. <i>If yes, continue with self-assessment. If no, begin with 2.5 of interactive map.</i>		

2.1 SUPERVISION: Use active supervision and proximity

DESCRIPTION AND CRITICAL FEATURES	EXAMPLES	NONEXAMPLES	EMPIRICAL SUPPORT and RESOURCES
<i>"What key strategies can I use to support behavior in my classroom?"</i>	<i>"How can I use this practice in my classroom?"</i>	<i>"What should I avoid when I'm implementing this practice?"</i>	<i>What evidence supports this practice, and where can I find additional resources?"</i>

Elementary

<p>A process for monitoring the classroom, or any school setting, that incorporates moving, scanning, and interacting frequently with students.</p> <p>Includes: SCANNING: visual sweep of entire space MOVING: continuous movement, proximity INTERACTING: verbal communication in a respectful manner, any pre-corrections, non-contingent attention, specific verbal feedback</p>	<p>While students are working independently in centers, scan and move around the classroom, checking-in with students</p> <p>While working with a small group of students, frequently look up and quickly scan the classroom to be sure other students are still on track</p> <p>During transitions between activities, move among the students to provide proximity; scan continuously to prevent problems, and provide frequent feedback as students successfully complete the transition</p>	<p>Sitting or standing where you cannot see the entire room or space, such as with your back to the group or behind a desk.</p> <p>Walking the same, predictable route the entire period-of-time, such as walking the rows of desks in the same manner every period.</p> <p>Stopping and talking with a student or students for several minutes.</p> <p>Interacting with the same student or groups of students every day.</p>	<p>Combining prompts or pre-correction with active supervision is effective across a variety of classroom and non--classroom settings (9)</p> <p>Module: http://pbissmissouri.org/archives/1304</p> <p>Video http://louisville.edu/education/abri/primarylevel/supervision/group</p> <p>(8) DePry & Sugai, 2002 (9) Colvin, Sugai, Good, & Lee, 1997;; DePry & Sugai, 2002;;</p>
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Secondary

<p>A process for monitoring the classroom, or any school setting, that incorporates moving, scanning, and interacting frequently with students.</p> <p>Includes: SCANNING: visual sweep of entire space MOVING: continuous movement, proximity INTERACTING: verbal communication in a respectful manner, any pre-corrections, non-contingent attention, specific verbal feedback</p>	<p>While monitoring students, move around the area, interact with students, and observe behaviors of individuals and the group; scan the entire area as you move around all corners of the area.</p> <p>Briefly interact with students:</p> <ul style="list-style-type: none"> Ask how they are doing, comment, or inquire about their interests; Show genuine interest in their responses 	<p>Sitting or standing where you cannot see the entire room or space, such as with your back to the group or behind a desk.</p> <p>Walking the same, predictable route the entire period of time, such as walking the rows of desks in the same manner every period.</p> <p>Stopping and talking with a student or students for several minutes.</p> <p>Interacting with the same student or groups of students every day.</p>	<p>• Combining prompts or pre-correction with active supervision is effective across a variety of classroom and non--classroom settings (9)</p> <p>Module: http://pbissmissouri.org/archives/1304</p> <p>IRIS Ed (secondary):7 (8) DePry & Sugai, 2002 (9) Colvin, Sugai, Good, & Lee, 1997;; DePry & Sugai, 2002; Lewis, Colvin, & Sugai, 2000</p>
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2.2 OPPORTUNITY *Provides high rates and varied opportunities to respond*

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>What evidence supports this practice, and where can I find additional resources?"</i>
Elementary			
<p>A teacher behavior that requests or solicits a student response.</p> <p>Opportunities to respond include:</p> <p>INDIVIDUAL OR SMALL-GROUP QUESTIONING:</p> <ul style="list-style-type: none"> Use a response pattern to make sure that all students are called on <p>CHORAL RESPONDING</p> <ul style="list-style-type: none"> All students in a class respond in unison to a teacher question <p>NONVERBAL RESPONSES</p> <ul style="list-style-type: none"> Response cards, student response systems, guided notes 	<p>Individual or small group questioning</p> <ul style="list-style-type: none"> Student names can be on a seating chart, strips of paper, or popsicle sticks in a can or jar; as questions are posed, a student name is drawn <p>Choral responding</p> <ul style="list-style-type: none"> Students read a morning message out loud together Students recite letter sounds together <p>Nonverbal responses Thumbs up if you agree with the character's choice in our story</p>	<p>A teacher states, "we haven't talked about this at all, but you will summarize the entire chapter for homework. Work quietly for 45 minutes on this new content, and I will collect your papers at the end of class". (This is not sufficiently prompted and does not promote frequent active engagement)</p> <p>A teacher provides a 2—minute lesson without asking any questions or prompting any student responses.</p>	<p>Increased rates of opportunities to respond support student on--task behavior and correct responses while decreasing disruptive behavior (10)</p> <p>Teacher-use of opportunities to respond also improves reading performance (e.g., increased percentage of responses and fluency) (11) and mathematics performance (e.g., rate of calculation, problems completed, correct responses) (12)</p> <p>Module: http://pbissmissouri.org/archives/1306 Videos: http://louisville.edu/education/abri/primarylevel/otr/group http://louisville.edu/education/</p>
Secondary			
<p>A teacher behavior that requests or solicits a student response.</p> <p>Opportunities to respond include:</p> <p>INDIVIDUAL OR SMALL-GROUP QUESTIONING:</p> <ul style="list-style-type: none"> Use a response pattern to make sure that all students are called on <p>CHORAL RESPONDING</p> <ul style="list-style-type: none"> All students in a class respond in unison to a teacher question <p>NONVERBAL RESPONSES</p> <ul style="list-style-type: none"> Response cards, student response systems, guided notes 	<p>INDIVIDUAL OR SMALL-GROUP QUESTIONING: "I just showed you how to do #1; I am going to start #2 second row; get ready to help explain my steps."</p> <p>CHORAL RESPONDING "Write a sentence to summarize the reading; then share with your peer partner before sharing with me."</p> <p>NONVERBAL RESPONSES "Hand up if you got 25 for the answer." "Get online and find two real-life examples for 'saturation point'."</p>	<p>A teacher states, "we haven't talked about this at all, but you will summarize the entire chapter for homework. Work quietly for 45 minutes on this new content, and I will collect your papers at the end of class".</p> <p>A teacher provides a 2—minute lesson without asking any questions or prompting any student responses.</p>	<ul style="list-style-type: none"> Increased rates of opportunities to respond support student on--task behavior and correct responses while decreasing disruptive behavior (10) Teacher use of opportunities to respond also improves reading performance (e.g., increased percentage of responses and fluency) (11) and mathematics performance (e.g., rate of calculation, problems completed, correct responses) (12) <p>Module: http://pbissmissouri.org/archives/1306 Videos: http://louisville.edu/education/abri/primarylevel/otr/group http://louisville.edu/education/ (10) Carnine, 1976;; Heward, 2006;; Skinner, Pappas & Davis, 2005;; Sutherland, Alder, & Gunter, 2003;; Sutherland & Wehby, 2001;; West & Sloane, 1986 (11)Skinner, Belfior, Mace, Williams--Wilson, & Johns, 1997 (12) Carnine, 1976;; Logan & Skinner, 1998;; Skinner, Smith, & McLean, 1994</p>

2.3 ACKNOWLEDGEMENT: Use behavior specific praise

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>What evidence supports this practice, and where can I find additional resources?"</i>
Elementary			
<p>Verbal statement that names the behavior explicitly and includes a statement that shows approval.</p> <ul style="list-style-type: none"> May be directed toward an individual or group Praise should be provided soon after behavior, understandable, meaningful, and sincere. Deliver approximately five praise statements for every one corrective statement Consider student characteristic when delivering behavior-specific praise and adjust accordingly (praise privately vs. publicly) 	<p>Following a transition where students quietly listened to instructions, "You did a great job sitting quietly and listening for what to do next."</p> <p>During educator-directed instruction, a student raises her hand. The educator says, "thank-you for coming into the room quietly."</p> <p>The educator walks over to a student and whispers, "Thank-you for coming into the room quietly."</p>	<p>"Great job! Super! Wow!" (These are general, not specific, praise statements.)</p> <p>"Brandi, I like how you raised your hand." (Two minutes later) "Brandi, that was a nice response." (This is praising the same student over-and-over again, while ignoring other students.)</p> <p>A teacher says "Nice hand raise." After yelling at 20 students in a row for talking out. (This is not maintaining five praises to one correction ratio.)</p> <p>"Thank you for trying to act like a human." (This, at best, is sarcasm, not genuine praise.)</p>	<p>Contingent praise is associated with increases in a variety of behavioral and academic skills (13)</p> <ul style="list-style-type: none"> Behavior--specific praise has an impact in both special and general education settings (14) Reinforcement should happen frequently and at a minimal ratio of five praise statements for everyone correction (15) <p>Module: http://pbmissouri.org/archives/1300</p> <p>Video: http://louisville.edu/education/abr/i/primarylevel/praise/group</p> <p>Other resources: http://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students</p>
Secondary			
<p>Verbal statement that names the behavior explicitly and includes a statement that shows approval.</p> <ul style="list-style-type: none"> May be directed toward an individual or group Praise should be provided soon after behavior, understandable, meaningful, and sincere. Deliver approximately five praise statements for every one corrective statement Consider student characteristic when delivering behavior-specific praise and adjust accordingly (praise privately vs. publicly) 	<p>"Blue Group, I really like the way you all handed in your projects on time. It was a complicated project."</p> <p>"Tamara, thank you for being on time. That is the fourth day in a row, impressive."</p> <p>After pulling a chair up next to Steve, the teacher states, "I really appreciate how you facilitated your group discussion. There were a lot of opinions, and you managed them well."</p> <p>After reviewing a student's essay, the teacher writes, "Nice organization, you're using the strategies, we discussed in your writing!"</p>	<p>"Great job! Super! Wow!" (These are general, not specific, praise statements.)</p> <p>"Brandi, I like how you raised your hand." (Two minutes later) "Brandi, that was a nice response." (This is praising the same student over-and-over again while ignoring other students.)</p> <p>A teacher says "Nice hand raise." After yelling at 20 students in a row for talking out. (This is not maintaining a five-praises to one correction ratio.)</p> <p>"Thank you for trying to act like a human." (This, at best, is sarcasm, not genuine praise.)</p>	<p>Contingent praise is associated with increases in a variety of behavioral and academic skills (13)</p> <ul style="list-style-type: none"> Behavior--specific praise has an impact in both special and general education settings (14) Reinforcement should happen frequently and at a minimal ratio of five praise statements for every one correction (15) <p>Module: http://pbmissouri.org/archives/1300</p> <p>Video: http://louisville.edu/education/abr/i/primarylevel/praise/group</p> <p>Other resources: http://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students</p> <p>(13) Partin, Robertson, Maggin, Oliver, & Wehby, 2010 (14) Ferguson & Houghton, 1992; Sutherland, Wehby, & Copeland, (15) Broden, Bruce, Mitchell, Carter, & Hall, 1970; Craft, Alber, Heward, 1998; Wilcox, Newman, & Pitchford, 1988</p>

2.4 PROMPTS & PRECORRECTS: *Make the problem behavior irrelevant with anticipation and reminders*

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>What evidence supports this practice, and where can I find additional resources?"</i>
Elementary			
<p>Reminders that are provided before a behavior is expected that describes what is expected:</p> <ul style="list-style-type: none"> • Preventative: take place before the behavior response occurs • Understandable: the prompt must be understood by the student • Observable: the student must distinguish when the prompt is present • Specific and explicit: describe the expected behavior (and link to the appropriate expectation) Teach and emphasize self-delivered (or self-managed) prompts 	<p>Before students begin seatwork provide a reminder about how to access help and materials, if needed</p> <p>Before the class transitions, a teacher states, "remember to show respect during a transition by staying to the right and allowing personal space"</p> <p>Pointing to table as student enters room (to remind where to sit)</p> <p>A student looks at a picture sequence prompting effective hand washing and successfully washes hands prior to snack or lunch</p>	<ul style="list-style-type: none"> • While teaching a lesson, a student calls out, and the educator states, "Instead of calling out, I would like you to raise your hand" (This is an error correction—it came after the behavior) • Prior to asking students to complete a task, the educator states, "Do a good job," or gives a thumb's up signal (This is not specific enough to prompt a specific behavior) • Providing only the "nos" (e.g., No running, No talking) instead of describing the desired behavior or failing to link to expectations 	<ul style="list-style-type: none"> • Delivering prompts and pre-corrections for appropriate behavior results in increases in improved behavior (19) • Use prompts during transitions to new routines and for routines that are difficult for students to master (20) <p>Videos: http://louisville.edu/education/abr i/primarylevel/prompting/group http://louisville.edu/education/abr</p> <p>(19) Arceneaux & Murdock, 1997; Faul, Stepensky, & Simonsen, 2012; Flood, Wilder, Flood, & Masuda, 2002; Wilder & Atwell, 2006 (20) Alberto & Troutman, 2013</p>
Secondary			
<p>Reminders that are provided before a behavior is expected that describes what is expected:</p> <ul style="list-style-type: none"> • Preventative: take place before the behavior response occurs • Understandable: the prompt must be understood by the student • Observable: the student must distinguish when the prompt is present • Specific and explicit: describe the expected behavior (and link to the appropriate expectation) Teach and emphasize self-delivered (or self-managed) prompts 	<p>*Pointing to a sign on the board to indicate expectation of a silent noise level prior to beginning independent work time</p> <ul style="list-style-type: none"> • Review of group activity participation rubric prior to the start of group work • Sign above the homework basket with a checklist of "to dos" for handing in homework • A student checks her planner, which includes visual prompts to write down assigned work and bring relevant materials home to promote homework 	<ul style="list-style-type: none"> • While teaching a lesson, a student calls out, and the educator states, "Instead of calling out, I would like you to raise your hand" (This is an error correction—it came after the behavior) • Prior to asking students to complete a task, the educator states, "Do a good job," or gives a thumb's up signal (This is not specific enough to prompt a specific behavior) • Providing only the "no's" (e.g., No running, No talking) instead of describing the desired behavior or failing to link to expectations 	<ul style="list-style-type: none"> • Delivering prompts and pre-corrections for appropriate behavior results in increases in improved behavior (19) • Use prompts during transitions to new routines and for routines that are difficult for students to master (20) <p>Videos: http://louisville.edu/education/abr i/primarylevel/prompting/group http://louisville.edu/education/abr</p> <p>(19) Arceneaux & Murdock, 1997; Faul, Stepensky, & Simonsen, 2012; Flood, Wilder, Flood, & Masuda, 2002; Wilder & Atwell, 2006 (20) Alberto & Troutman, 2013</p>

Classroom Prevention Practices

#3

Processing Activity: Corners and Carousel
Foursquare Guide Page: 5

- ▲ Write each prevention practice on a poster and place in each corner of the room. Briefly review the prevention practices for the participants
- ▲ Suggest a facilitator rise to the occasion and facilitate the group's conversation
- ▲ Suggest a note taker to record the groups use of the prevention practice (see and hear)
- ▲ Rotate groups, instruct each new group to add to the list of how they use the prevention practice.
- ▲ Collect all responses, create a schoolwide document of your school's use of evidence based classroom practices

How are you using this prevention practice in your classroom?

2.1 Supervision:

A process for monitoring the classroom or any school setting that incorporates, moving, scanning, and interacting frequently with students.

2.2 Opportunity to Respond:

A teacher behavior that requests or solicits a student response.

2.3 Acknowledgment:

Verbal statement that names the behavior explicitly and includes a statement that shows approval.

2.4 Prompt and Precorrect:

Reminders that are provided before a behavior is expected that describes what is expected

Active Supervision

#4

Step 1: Praise-Redirect-Precorrect

<https://www.youtube.com/watch?v=QX60xFzL7tQ>

<p>Praise: Acknowledge other students demonstrating appropriate behavior</p> <p>Redirection: Remind with simple calm directions</p> <p>Pre-correct: Tell students what you want them to do (prompting)</p>	<p>Proximity The closer you are the easier it is to praise, redirect or pre-correct.</p> <p>Body Language Kids can be sensitive. Sometimes you can communicate to students without using words. Remember to keep your body language positive.</p> <p>Tone How you say something can change the meaning of your words. When using a praise, redirect or pre-correct strategy, pay attention to your tone and volume. Using your voice or sarcasm is not as impactful to students as speaking in a firm and friendly voice.</p>
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Setting: Playground	Examples:
<p>Praise: Acknowledge others demonstrating appropriate playground behavior.</p>	<p>"Wow you are demonstrating being safe today when you....."</p>
<p>Redirection: Remind students who are not making not-so-good choices for playground expectations. Give simple calm directions. Even have them show you how to do it the right way.</p>	<p>"Hey there, can you show the best way to demonstrate safety when we cross the monkey bars?"</p>
<p>Pre-correct: Tell students what you want them to do. PROMPTING before transitioning to playground, or before/after a game.</p>	<p>"Before we go outside, who knows some safe games we can play?" and "how to play them?"</p>
Setting:	Examples:
<p>Praise: Acknowledge other students demonstrating appropriate behavior</p>	
<p>Redirection: Remind with simple calm directions</p>	
<p>Pre-correct: Tell students what you want them to do (prompting)</p>	

STEP 2: Continuous-Scan-Interact

<https://www.youtube.com/watch?v=eyhgDV-uX4Y>

Continuous

When supervising, your movement should be continuous; keep feet moving and cover all nooks and crannies.

Scan

Effectively scan with your eyes; keep your head up and eyes on the students. Be aware of what is going on in your supervision area.

Interact

While feet and eyes are moving, try to interact with as many students as possible. Take opportunities to use specific praise. Remember to praise as soon as you see appropriate behavior.

Proximity

Continuous supervision only works if you are in good proximity of children and in places where problems commonly occur.

Body Language

Playground supervision can be stressful, so keep body language friendly when interacting with students.

Tone

When pre-correcting, keep tone of voice encouraging. Yelling directions across the playground almost never works, so remember to keep a close-proximity.

- ★ **Four to One Ratio:** Find the good things and let students know! Have more positive interactions than corrections.

Interact using specific praise.

Praise as soon as you see the behavior and let students know what they did right. Remember the "Four-to-One Ratio".

Setting:

Hallway

Example:

"Thank you for being safe and using quiet hands and feet in the hallways."

Setting:

Playground

Example:

"It is great to see you being respectful and sharing so nicely."

Scenario:

Non-Example:

Example:

STEP 3: Calm/Business-like/Check-in

<https://www.youtube.com/watch?v=mlOVYxuUroU>

Calm

Challenging behaviors can be stressful, so remain calm to handle a difficult situation appropriately. Avoid escalating a possible situation. Keep your body language calm and receptive. Keep your voice clear and audible without yelling.

Business-like

Follow a Discipline Flow chart for serious and unsafe behaviors. Be familiar with protocol and ask questions if something does not make sense. Know the "when" and "how" to document minor and major misbehaviors.

Check-in

After following protocol, remember to check-in with teacher, principal or other staff member at the end of the school day. Get to know, who should know about a serious incident.

Proximity

The closer you are the easier you are to praise, redirect or pre-correct.

Body Language

Kids can be sensitive. Sometimes you can communicate to students without using words. Remember to keep your body language positive.

Tone

How you say something can change the meaning of your words. When using a praise, redirect or pre-correct strategy, pay attention to your tone and volume. Using your voice or sarcasm is not as impactful to students as speaking in a firm and friendly voice.

- ★ **Checking-In with Student:** Make sure to have a positive interaction with the student next time you see them. When you see the student making a good choice, LET THEM KNOW! even if it is something little... REMEMBER the power of PRAISE.

Specific Positive Acknowledgement Practice Scenarios

#5

Adapted from the Missouri PBIS Tier I Module 5, page 169.

General praise or commonly used phrases such as "good job," though important for a pleasant classroom, are inadequate for building and sustaining desired behavior. Students need clear, specific feedback on their use of the schoolwide expectations and any other behaviors such as acts of kindness, compassion, helpfulness, and general positive citizenship that are extended reflections of your expectations. It is also important specific positive feedback be given sincerely and appropriately for student's age. This is especially important when working with older students. Staff need to find their own style to communicate sincere care and concern for the student. Using of a variety of phrases shows spontaneity and therefore credibility.

Specifically Describes the Behavior

Students need to know explicitly what behavior they did earning the acknowledgement of the teacher. Teachers readily do this when giving feedback about academic work. Reference only the current behavior when providing positive acknowledgment. Simply describe exactly what you saw you want the student to continue doing in the future. Additionally, be cautious in adding "I'm proud of you." We want students doing the appropriate behavior because of the benefits to them rather than simply to please the teacher.

Provides Reasons or Rationales

Explain the reason why the behavior is important. Rationales or reasons teach students the benefits of their behavior and the impact it has on them and others. This often includes stating the overarching schoolwide expectation (e.g., respect, caring, cooperation, etc.) and pointing out what the student might expect could happen if they use the appropriate behavior. "Getting started right away shows cooperation and will help you avoid having homework."

Includes a Positive Acknowledgement

For many students, the specific positive feedback alone is sufficiently reinforcing to strengthen the behavior. However, for some students, and when a behavior requires a great deal of effort, pairing the verbal feedback with tangible or activity reinforcement may be helpful. When using a tangible item or preferred activity it is imperative you also use the complete verbal praise, so students are aware of exactly what they did resulting in the acknowledgement.

It is not the acknowledgement changing the behavior so much as the awareness of what is being reinforced; the acknowledgement merely provides additional incentive. You will want to say something like, "Because you walked so quietly in the hallway, you have earned a Cardinal Card." Note adults do not "give," instead students "earn" the recognition.

Careful use of these terms helps students to take ownership for their behaviors and teaches the link between appropriate behavior and positive outcomes.

What would you say when....

Elementary School: During transition from reading groups to recess, students begin to put away their books into the cubbies, return to their desks, and fold their hands on their desks to show they are ready for recess. Some kids are playing with the computers in the room.

Middle School: During transition from whole group instruction to individual work, students begin to take out workbooks and turn to the homework page beginning the work and get any questions answered before leaving the class for their next period. Some kids are off-task, talking to friends and not getting their books out.

High School: During transition from 20-minute lecture to independent follow up work students are getting their books out and quietly reviewing their reading assignment and notes in preparation for a quiz. Some kids are talking to others and sharing notes, others talking about going out to lunch.

Prevention Strategies Based on Function of Behavior

#6

➤ Use this document in conjunction with "Confused About Function" questions found in the Consequence System section page 12.

Function	Prevention Strategies	Examples
Get/ Obtain Attention	<ul style="list-style-type: none"> 🚩 Schedule Adult Attention 🚩 Schedule Peer Attention 🚩 Increase Proximity to Student 🚩 Provide Preferred Activities 🚩 Increase OTR 🚩 Acknowledge appropriate response or behavior to maintain appropriate behavior 	<ul style="list-style-type: none"> 🚩 Have adults work with students 🚩 Have adults provide periodic attention 🚩 Lunch meeting with teacher 🚩 Positive Behavior Plan 🚩 Pair student with peer 🚩 Use peer tutoring or mentoring 🚩 Move seating arrangement 🚩 Active Supervision 🚩 When adult is occupied assign preferred activity
Avoid/ Escape	<ul style="list-style-type: none"> 🚩 Adjust Demand Difficulties 🚩 Offer Choices 🚩 Increase Student Preference 🚩 Interest in Activity 🚩 Assure Activity Has Functional or Meaningful Outcomes 🚩 Alter Length of Task Completion 🚩 Use Behavioral Momentum 🚩 Task Dispersal 🚩 Increase Predictability 🚩 Modify Instructional Delivery 🚩 Use prompts and pre-corrects before introduction to a difficult task 🚩 Acknowledge steps to completion when building compliance 	<ul style="list-style-type: none"> 🚩 Provide easier work 🚩 Allow student to choose: <ul style="list-style-type: none"> Δ Task to complete Δ Sequence tasks to be completed Δ Materials to use Δ Where to complete task Δ When to compete task Δ With whom to complete task 🚩 Incorporate student hobbies/interest into activity 🚩 Provide activities with valued outcomes 🚩 Write and read social stories 🚩 Shorten activity 🚩 Provide frequent breaks 🚩 Change medium/materials 🚩 Replace pencil and paper with computers 🚩 Present easy requests prior to difficult requests 🚩 Provide cues for upcoming or change in activity (instructional, visual, auditory) 🚩 Use pleasant tone of voice



Step 6: Response Practices Snapshot

Self-Assessment Teachers should start with the first statement on the self-assessment. When unsure of an answer, teachers should go to the part of the interactive map indicated and read more about the practice.	PRACTICES		YES	NO	
	4. Prompts and active supervision practices are used proactively. <i>If yes, continue with self-assessment. If no, begin with 2.1 of interactive map.</i>				
	5. Opportunities to respond are varied and are provided at high rates. <i>If yes, continue with self-assessment. If no, begin with 2.2 of interactive map.</i>				
	6. Specific praise and other strategies are used to acknowledge behavior. <i>If yes, continue with self-assessment. If no, begin with 2.3 of interactive map.</i>				
	7. Reminders are consistently given before a behavior might occur. <i>If yes, continue with self-assessment. If no, begin with 2.4 of interactive map.</i>				
8. The responses to misbehaviors in the classroom are appropriate and systematic. <i>If yes, continue with self-assessment. If no, begin with 2.5 of interactive map.</i>					

2.5 ERROR CORRECTION: Use brief, contingent, and specific error corrections

DESCRIPTION AND CRITICAL FEATURES	EXAMPLES	NONEXAMPLES	EMPIRICAL SUPPORT and RESOURCES
"What key strategies can I use to support behavior in my classroom?"	"How can I use this practice in my classroom?"	"What should I avoid when I'm implementing this practice?"	What evidence supports this practice, and where can I find additional resources?"

Elementary

<ul style="list-style-type: none"> An informative statement, typically provided by the teacher, that is given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what the student should do in the future Delivered in a brief, concise, calm, and respectful manner, typically in private Pair with specific contingent praise after the student engages in appropriate behavior Disengage at end of error correction and redirection—avoid "power struggles" 	<p>After a student calls out in class the teacher responds "Please raise your hand before calling out your answer"</p> <p>After students are talking too loudly during group work, the teacher responds, "Please use a quieter whisper voice while working with your partner"</p> <p>After a student is out of his or her seat inappropriately, the teacher responds, "please stop walking around the room and return to your seat to finish your work"</p>	<ul style="list-style-type: none"> Shouting "No!" (This is not calm, neutral, or specific) A five-minute conversation about what the student was thinking (This is not brief) A teacher loudly tells a student that he is not being responsible (This is not calm or private) After providing an error correction, a student denies engaging in the behavior; the teacher repeats the correction in an escalated tone and continues to debate the student—each exchange escalates until shouting ensues (This is a power struggle) 	<p>Error corrections that are direct, immediate, and end with the student displaying the correct response are highly effective in decreasing undesired behaviors (errors) and increasing future success rates (21)</p> <p>Error correction article: http://link.springer.com/article/10.1007/BF02110516</p> <p>Strategies to interrupt/avoid power struggles: http://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teacher</p> <p>Video: http://louisville.edu/education/abi/primarylevel/correction/group</p> <p>(21) Abramowitz, O'Leary, & Futersak, 1988; Acker & O'Leary, 1988; Baker, 1992; Barbetta, Heward, Bradley, & Miller, 1994; Brush & Camp, 1998; Kalla, Downes, & vann de Broek, 2001; McAllister, Stachowiak, Baer, & Conderman, 1969; Singh, 1990; Singh & Singh, 1986; Winett & Vachon, 1974</p>
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2.6 Additional Response Practice When selecting strategies, recall the purpose of effective consequences: (a) preempt escalation, (b) minimize inadvertent rewarding of problem behavior, (c) create learning opportunity for emphasized desired behavior, and (d) maintain instructional time for the remainder of the class

<p>PLANNED IGNORING</p> <p>Systematically withholding attention from a student when he or she exhibits minor undesired behavior that is maintained (reinforced) by teacher attention</p>	<p>PLANNED IGNORING</p> <p>During a whole-group activity, James shouts the teacher's name to get her attention. The teacher ignores the callouts and proceeds with the activity</p>	<p>PLANNED IGNORING</p> <p>A student is loudly criticizing a peer, resulting in other students laughing at the targeted peer; the teacher does nothing (This is not minor and results in peer attention)</p>	<p>Planned ignoring (22) differential reinforcement (23) response cost (24) & time-out from reinforcement (25) are all proven strategies to reduce problem behavior</p> <p>Module: http://pbissmissouri.org/archives/1302</p> <p>Video: http://louisville.edu/education/abi/primarylevel/correction</p>
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<p style="text-align: center;"><u>DIFFERENTIAL REINFORCEMENT</u></p> <p>Systematically reinforcing:</p> <ul style="list-style-type: none"> • Lower rates of problem behavior (differential reinforcement of low rates of behavior [DRL]) • Other behaviors (differential reinforcement of other behavior [DRO]) • An alternative appropriate behavior (differential reinforcement of alternative behavior [DRA]) • A physically incompatible appropriate behavior (differential reinforcement of incompatible behavior [DRI]) <p style="text-align: center;"><u>RESPONSE COSTS</u></p> <p>Removing something (e.g., token, points) based upon a student's behavior in attempts to decrease the behavior</p> <p style="text-align: center;"><u>TIME OUT FROM REINFORCEMENT</u></p> <p>Brief removal of:</p> <p>(a) something preferred (e.g., activity, item) or</p> <p>(b) the student from a preferred environment based on undesired behavior</p>	<p style="text-align: center;"><u>DIFFERENTIAL REINFORCEMENT</u></p> <p>In the same scenario above, the teacher ignores James' callouts, models a previously taught attention-getting skill (e.g., hand raise), and immediately gives attention (calls on and praises) to James when he raises his hand: "That's how we show respect! Nice hand raise. (DRA)</p> <p>When providing instructions prior to a transition the teacher asks students to hold a "bubble" in their mouths (ie., fill cheeks with air), which is physically incompatible with talking (DRI)</p> <p style="text-align: center;"><u>RESPONSE COSTS</u></p> <p>When a student talks out, the teacher pulls the student aside, provides a quiet specific error correction, and removes a marble from his or her jar on the teacher's desk. The student is then reminded how to resume earning, and the teacher is careful to award approximately five marbles for every marble removed.</p> <p style="text-align: center;"><u>TIME OUT FROM REINFORCEMENT</u></p> <p>A group of students begin breaking the crayons they are using on a worksheet. The teacher collects the crayons and provides pencils to complete the task.</p>	<p style="text-align: center;"><u>DIFFERENTIAL REINFORCEMENT</u></p> <p>The teacher reprimands students each time they engage in problem behavior and ignores appropriate behavior</p> <p>(This is the exact opposite of how differential reinforcement should be used)</p> <p style="text-align: center;"><u>RESPONSE COSTS</u></p> <p>The teacher publicly flips a card (from green to yellow to red) that signals the student has lost access to privileges. The teacher loudly announces that the "card flip" and when asked why states, "you know what you did"</p> <p>(This does not provide feedback about what the student did wrong or how to get back on track. It is also a public reprimand)</p> <p style="text-align: center;"><u>TIME OUT FROM REINFORCEMENT</u></p> <p>The teacher sends the student from a difficult class the student does not like to in-school suspension, which is facilitated by a preferred adult and often attended by preferred peers for the remainder of the day (This is not brief, and the student was not removed from a reinforcing environment-the student was sent to a potentially reinforcing environment)</p>	<p>Planned ignoring (22) differential reinforcement (23) response cost (24) & time-out from reinforcement (25) are all proven strategies to reduce problem behavior</p> <p>Module: http://pbissmissouri.org/archives/1302</p> <p>Video: http://louisville.edu/education/abri/primarylevel/correction</p> <p>Podcast: Part I: http://vimeo.com/86149984 Part II: http://vimeo.com/86155208</p> <p>Other resources: http://www.interventioncentral.org/behavioralinterventions/challenging-students/behavior-contracts</p>
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2.7 ERROR CORRECTION: Use brief, contingent, and specific error corrections

DESCRIPTION AND CRITICAL FEATURES "What key strategies can I use to support behavior in my classroom?"	EXAMPLES "How can I use this practice in my classroom?"	NONEXAMPLES "What should I avoid when I'm implementing this practice?"	EMPIRICAL SUPPORT and RESOURCES What evidence supports this practice, and where can I find additional resources?"
<h3>Secondary</h3>			
<ul style="list-style-type: none"> • An informative statement, typically provided by the teacher, that is given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what the student should do in the future • Delivered in a brief, concise, calm, and respectful manner, typically in private • Pair with specific contingent praise after the student engages in appropriate behavior • Disengage at end of error correction and redirection—avoid "power struggles" 	<p>When a student has not started working within one minute, "Jason, please begin your writing assignment" (Later) "Nice job being responsible, Jason, you have begun your assignment"</p> <p>After student is playing with lab equipment inappropriately, the teacher responds, "Please stop playing with lab equipment, and keep it on the table" (Later) "Thank you for being safe with the lab equipment"</p>	<ul style="list-style-type: none"> • Shouting "No!" (This is not calm, neutral, or specific) • A five-minute conversation about what the student was thinking (This is not brief) • A teacher loudly tells a student that he is not being responsible (This is not calm or private) • After providing an error correction, a student denies engaging in the behavior; the teacher repeats the correction in an escalated tone and continues to debate the student—each exchange escalates until shouting ensues (This is a power struggle) 	<ul style="list-style-type: none"> • Error corrections that are direct, immediate, and end with the student displaying the correct response are highly effective in decreasing undesired behaviors (errors) and increasing future success rates (21) <p>Error correction article: http://link.springer.com/article/10.1007/BF02110516</p> <p>Strategies to interrupt/avoid power struggles: http://www.interventioncentral.org/behavioral-interventions/challenging--students/dodging--power--struggle--trap--ideas--teacher</p> <p>(21) Abramowitz, O'Leary, & Futtersak, 1988; Acker & O'Leary, 1988; Baker, 1992; Barbetta, Heward, Bradley, & Miller, 1994; Brush & Camp, 1998; Kalla, Downes, & vann de Broek, 2001; McAllister, Stachowiak, Baer, & Conderman, 1969; Singh, 1990;; Singh & Singh, 1986; Winett & Vachon, 1974</p>

2.8 Additional Response Practice When selecting strategies, recall the purpose of effective consequences: (a) preempt escalation, (b) minimize inadvertent reward of problem behavior, (c) create learning opportunity for emphasized desired behavior, and (d) maintain instructional time for the remainder of the class

<p><u>PLANNED IGNORING</u></p> <p>Systematically withholding attention from a student when he or she exhibits minor undesired behavior that is maintained (reinforced) by teacher attention</p> <p><u>DIFFERENTIAL REINFORCEMENT</u></p> <p>Systematically reinforcing:</p> <ul style="list-style-type: none"> • Lower rates of problem behavior (differential reinforcement of low rates of behavior [DRL]) • Other behaviors (differential reinforcement of other behavior [DRO]) • An alternative appropriate behavior (differential reinforcement of alternative behavior [DRA]) • A physically incompatible appropriate behavior (differential reinforcement of incompatible behavior [DRI]) 	<p><u>PLANNED IGNORING</u></p> <p>During a lecture, Jen interrupts the teacher and loudly asks her question; the teacher ignores Jen until she quietly raises her hand</p> <p><u>DIFFERENTIAL REINFORCEMENT</u></p> <p>The teacher privately conferences with a student and says, "I really value your contributions, but we need your peers to also have a chance to participate in the group. If you can reduce your contributions to five or fewer, I'd love to meet with you over lunch to talk about the rest of your ideas." (DRL)</p> <p>If we can make it through this discussion without inappropriate language, you can listen to music during your independent work</p>	<p><u>PLANNED IGNORING</u></p> <p>A student is loudly criticizing a peer, resulting in other students laughing at the targeted peer; the teacher does nothing (This is not minor and results in peer attention)</p> <p><u>DIFFERENTIAL REINFORCEMENT</u></p> <p>The teacher reprimands students each time they engage in problem behavior and ignores appropriate behavior (This is the exact opposite of how differential reinforcement should be used)</p>	<p>Planned ignoring (22) differential reinforcement (23) response cost (24) and time-out from reinforcement (25) are all proven strategies to reduce problem behavior</p> <p>Module: http://pbissmissouri.org/archives/1302</p> <p>Podcast: Part I: http://vimeo.com/86149984 Part II: http://vimeo.com/86155208</p> <p>Other resources: http://www.interventioncentral.org/behavioral-interventions/challenging--students/behavior--contracts</p>
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<p><u>RESPONSE COSTS</u> Removing something (e.g., token, points) based upon a student's behavior in attempts to decrease the behavior</p> <p><u>TIME OUT FROM REINFORCEMENT</u> Brief removal of:</p> <ul style="list-style-type: none"> (a) something preferred (e.g., activity, item) or (b) the student from a preferred environment based on undesired behavior 	<p><u>RESPONSE COSTS</u> When a student talks out, the teacher pulls the student aside, provides a quiet specific error correction, and removes a marble from his or her jar on the teacher's desk. The student is then reminded how to resume earning, and the teacher is careful to award approximately five marbles for every marble removed.</p> <p><u>TIME OUT FROM REINFORCEMENT</u> A group of students begin breaking the crayons they are using on a worksheet. The teacher collects the crayons and provides pencils to complete the task.</p>	<p><u>RESPONSE COSTS</u> The teacher publicly flips a card (from green to yellow to red) that signals the student has lost access to privileges. The teacher loudly announces that the "card flip" and when asked why states, "you know what you did"</p> <p>(This does not provide feedback about what the student did wrong or how to get back on track. It is also a public reprimand)</p> <p><u>TIME OUT FROM REINFORCEMENT</u> The teacher sends the student from a difficult class the student does not like to in-school suspension, which is facilitated by a preferred adult and often attended by preferred peers for the remainder of the day (This is not brief, and the student was not removed from a reinforcing environment-the student was sent to a potentially reinforcing environment)</p>	<p>(22) Hall, Lund, & Jackson, 1968; Madsen, Becker, & Thomas, 1968; Yawkey, 1971 (23) Deitz, Repp, & Deitz, 1976; Didden, de Moor, & Bruyns, 1997; Repp, Deitz, & Deitz, 1976; Zwald & Gresham, 1982 (24) Forman, 1980; Greene & Pratt, 1972; Trice & Parker, 1983 (25) Barton, Brulle, & Repp, 1987; Foxx & Shapiro, 1978; Ritschl, Mongrella, & Presbie, 1972</p>
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Responding to Minor Disruptive Behaviors

Colvin, G. (2004). *Managing Non-Compliance: Effective Strategies for k-12 Teachers*. Eugene, OR: Behavior Associates Available from: IRIS Media, toll-free: 877-343-4747 www.lookiris.com



“The single most commonly used but least effective method for addressing undesirable behaviors is to verbally scold and berate a student.”

-Alberto & Troutman, 2006

Schools typically have discipline policies for Office-Managed (Major) incidents but lack a consistent school-wide response to Classroom Managed (minor) social behavior learning errors. Seeing social learning errors as similar to academic errors can help staff be objective and professional with their response. It may take practice for staff to learn a new way to respond.

Responding to Minor Misbehaviors

To effectively correct a social learning error staff should respond in a way that is:

Calm

Using professional and composed voice tone and volume

Consistent

Respond each time a social learning error takes place

Brief

Short and concise response and disengage quickly

Immediate

Respond within a short time after the social learning error takes place

Respectful

Polite response free of sarcasm, given in private

Specific

Identify the observable behavior violation from your school-wide matrix

An effective school-wide continuum of response strategies to problem behaviors should include:

Prompt

a visual or verbal cue to signal the occurrence of the desired behavior

Redirect

Restate the desired behavior from the behavioral matrix

Re-teach

Tell, show, practice and acknowledge the desired behavior

Provide choice

Give the student options of desired behaviors

Conference with the student

Have a private conversation and problem solve together how the student can meet the expectations

EXAMPLE 1: Two students are running in the hallway. The custodian sees them and says, “girls, remember to walk in the halls. We walk quietly on the right. I’ll go back with you to your classroom, so you can try again. You need to practice walking safely on the right”. Student and custodian walk back to classroom door. The custodian says, “Walk to the restroom safely.” The custodian watches the students walk safely and gives them a thumbs-up as they walk.

EXAMPLE 2: A student has their cell phone out during class which is against the classroom rules. The teacher walks over to the student and calmly and quietly says, “Fred, cell phone usage is not permitted during class. Your cell phone needs to be put away.” The teacher looks away and continues teaching. Fred puts his cell phone in his book bag and the teacher says “Thanks, you can use it during lunch break”

Continuum of Response Procedures for Classroom-Managed Behaviors

Create a continuum of response strategies for classroom-managed (minor) misbehaviors that include:

- ▲ List of minor problem behaviors
- ▲ Examples of each problem behavior
- ▲ Response Strategies for all staff to use in response to minor misbehaviors

To insure all staff responds in the same way to minor, staff managed misbehaviors, the following procedure must be followed. All staff are expected to respond to minor misbehavior by:

- ▲ Using a calm teaching voice and professional demeanor.
- ▲ Responding the same way each time a social learning error takes place.
- ▲ Responding quickly and disengaging to get back to teaching and learning.
- ▲ Responding immediately after the misbehavior takes place.
- ▲ Being respectful by avoiding sarcasm or threats of future consequences.
- ▲ Having a private conversation.

Remember the response to the misbehavior must focus on re-teaching the student(s); helping them know what we want them to do instead; such as, Be Safe, Respectful and Responsible (School-wide Positive Expectations)

Minor Misbehavior Definitions

Minor Misbehavior	Definition	Examples
Disrespect	Student engages in brief or low-intensity failure to respond to adult requests	Uses words and tone of voice showing contempt such as rolling eyes, sulking, raised voice.
Noncompliant	Student engages in brief or low-intensity failure to respond to adult requests	Interrupts learning of self or others by verbal refusals, arguing, not following teacher directions
Disruption	Student engages in low-intensity, but inappropriate disruption	Interrupts learning of self or others by talking out, interrupting others, arguing
Inappropriate Language	Student engages in a low-intensity instance of inappropriate language	Calling other students names, saying cuss words but not directed at others
Physical Contact	Student engages in non-serious, but inappropriate physical contact	Touches or bumps into others without intent to harm, causes no harm to others
Property Misuse	Student engages in low-intensity misuse of property	Breaks pencils, tears paper, drops books, drops or throws playground equipment without intent of hurting others
Tardy	Student arrives in class after the first bell	Is not in the classroom when bell rings

Example Response Script: *Disruption*

Procedure	Response Strategy Examples
<p>Prompt A visual or verbal cue to signal the occurrence of the desired behavior</p>	<p>“Fred, I noticed you....”</p>
<p>Redirect Restate the desired behavior from the behavioral matrix</p>	<p>“right now, you are expected to ...” (perform a behavior from the matrix)</p>
<p>Re-teach Tell, show, practice and acknowledge the desired behavior</p>	<p>“What is it you are expected to do right now, Fred?”</p> <p><i>Wait for student to reply. “Yes, you are supposed to” (Matrix behavior)</i></p> <p>“Show me what that looks like” <i>observes student</i></p> <p>“Great job of” <i>(state the matrix behavior)</i></p> <p>Next time Fred is asked to <i>(matrix behavior)</i> give a pre-correct such as “Fred, remember this is when to ... <i>(prompt the desired matrix behavior)</i></p>
<p>Provide choice Give the student options of desired behaviors</p> <p>Recognize following directions Thumbs up State positive behavior Recognition System</p>	<p>“Fred you may complete your work at the table or in the work spot. Let me know which you choose”- give time to choose, check back</p> <p>“Fred, you can use the lined paper or the blank paper to complete your story. Which do you choose?”</p> <p>“Fred, you have two tasks to do and you can choose which to do first... write two sentences or read the story. Which do you want to do first?”</p> <p>“Fred, you can keep your hands at your side or you can put them behind your back. Which do you choose to do?”</p>
<p>Conference with the student Have a private conversation and problem solve together how the student can meet the expectations</p>	<p>Privately say, “Fred, you are <i>(misbehavior)</i>. To be successful you need to <i>(matrix behavior)</i>. By following <i>(matrix behavior)</i> you will get your work done” and have time to ... <i>(Something reinforcing to the student)</i>. What can I do to help you?” “Let’s practice <i>(matrix behavior)</i>”. “Great job of <i>(matrix behavior)</i>.”</p>

RESPONSE SCRIPT: *Disruption* PRACTICE ACTIVITY

1. Create a scenario of response practices to a minor misbehavior using operational definitions from the group matrix.
2. Write a script using language from the matrix.
3. Share with group.

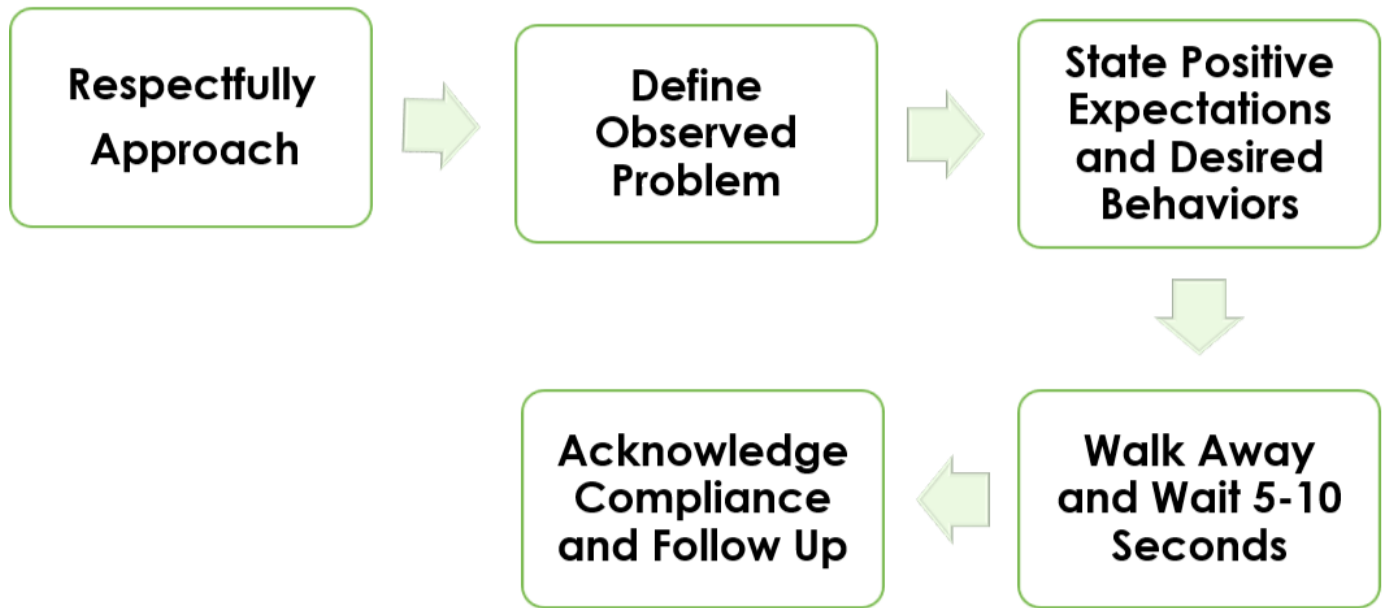
Procedure	Response Strategy Examples
<p>Prompt A visual or verbal cue to signal the occurrence of the desired behavior</p>	
<p>Redirect Restate the desired behavior from the behavioral matrix</p>	
<p>Re-teach Tell, show, practice and acknowledge the desired behavior</p>	
<p>Provide choice Give the student options of desired behaviors. Choices are equally weighted.</p>	
<p>Conference with the student Have a private conversation and problem solve together how the student can meet the expectations</p>	

Responding to Minor Noncompliant Behavior

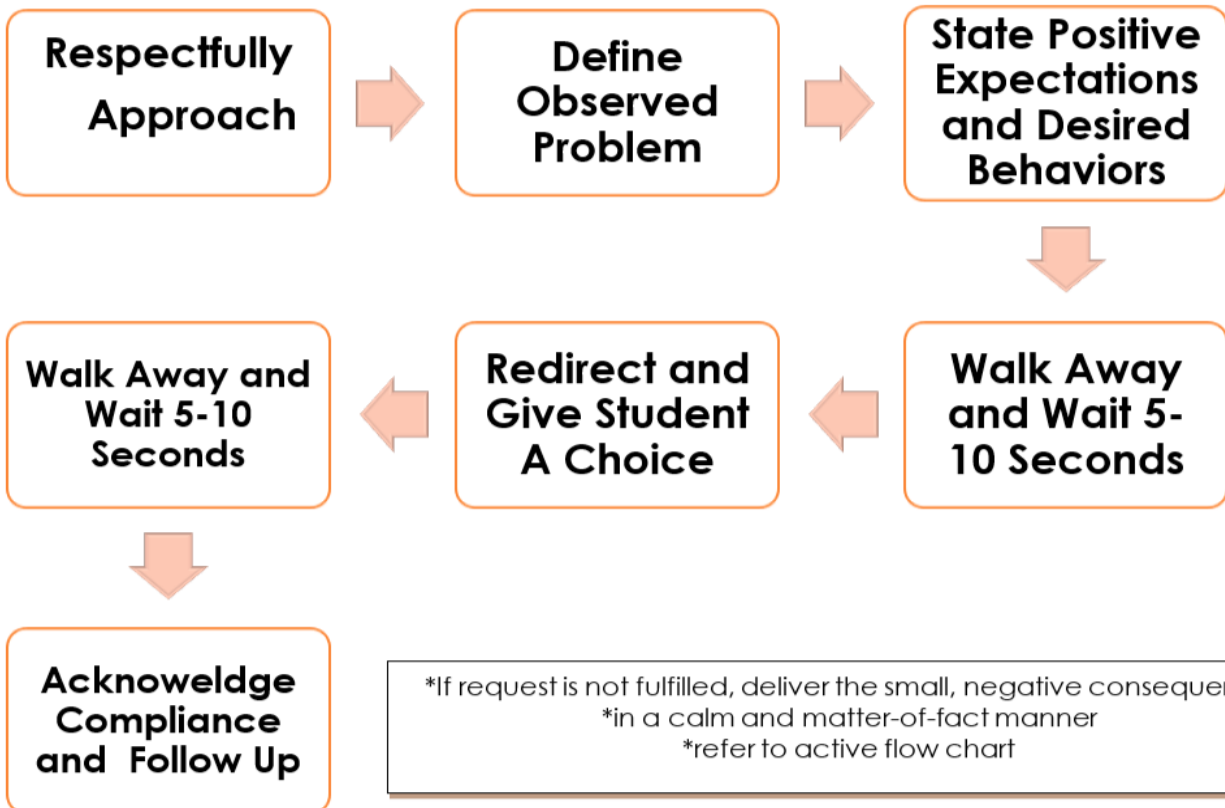
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www.lookiris.com

RESPONSE FLOW CHART FOR COMPLIANCE



RESPONSE FLOW CHART FOR CORRECTING NON-COMPLIANCE



RESPONSE SCRIPT: *Noncompliance*
PRACTICE ACTIVITY

Procedure	Response Strategy for COMPLIANCE Examples
<p>Respectfully Approach What are the verbal and nonverbal cues used to approach respectfully?</p>	
<p>Define Observed Problem Operationalized the problem behavior.</p>	
<p>State Positive Expectations and Desired Behaviors Use language from your classroom behavioral matrix and walk away.</p>	
<p>Acknowledge Compliance and Follow Up Recognize student's appropriate behavior and acknowledge student when another opportunity arises.</p>	

Procedure	Response Strategy for NONCOMPLIANCE Examples
<p>Respectfully Approach What are the verbal and nonverbal cues used to approach respectfully?</p>	
<p>Define Observed Problem Operationalized the problem behavior.</p>	
<p>State Positive Expectations and Desired Behaviors Use language from your classroom behavioral matrix and walk away.</p>	
<p>Redirect and Give Student a Choice Restate the desired behavior from the behavioral matrix Give the student equally weighted choices. Walk away and wait.</p>	
<p>Acknowledge Compliance and Follow Up Recognize student's appropriate behavior and acknowledge student when another opportunity arises.</p>	

Student-Guided Restorative Conversation

How and when could you use a restorative conversation when responding to problem behavior?

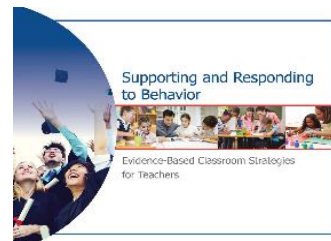
1. What was the situation and what happened?	Place Behavior in Context
2. Why did you do what you did? What did you want to accomplish?	Focus on Behavioral Function
3. How did it make you feel?	Self-Awareness
4. How do you think your behavior made others feel?	Social-Awareness
5. What would have been a better way to respond to this situation?	Teach Replacement Behavior
6. What do we need to do to repair/fix the current situation?	Teach Replacement Behavior
7. What can you do the next time this situation occurs?	Remove/Minimize Rewards for Problem Behavior
8. What help do you need from us?	Establish Common Goals

Tiered Fidelity Inventory Action Planning Items

TFI 1.8 Classroom Procedures

(Positive Classroom Behavior Supports)

Tier I features, including school-wide expectations, routines, acknowledgements, and an in-class continuum of consequences are implemented within classrooms and consistent with school-wide systems.



TFI	Action Items <i>(Not in Place; Partially; Fully in Place)</i>	NI	PI	FI
1.8	Teachers complete PCBS Self-Assessment Survey and develop individual, grade level or department action plans.			
1.8	Training and practice-based coaching exist for Classroom Foundations, Prevention Practices and Response Practices.			
1.8	A Classroom Matrix for settings/routines aligned with schoolwide expectations is developed by teachers and students.			
1.8	Routines include entering the classroom, daily agenda, turning-in assignments and assignment tracking.			
1.8	Acknowledgements include specific performance feedback and language tied to schoolwide expectations and classroom matrix.			
1.8	Teachers follow an Error Correction Flowchart for minor misbehaviors and noncompliance.			
1.5	A system is created to support teacher implementation of PCBS which includes data collection and practice-based coaching.			

ACTION PLANNING

What? Who?	By When?

What? Who?	By When?