

**Cracking the Code: Classroom
Management When One Size Does Not
Fit All Students**

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Roadmap

- Practical framework for:
 1. Understanding
 2. Predicting
 3. Changing behavior
- Sorting intervention options
- Problem-solving when things don't work

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What seems to be the
problem?

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“Get Tough” is the Norm

- Exclusion is the most common response for conduct disordered youth (Lane & Murakami, 1987)
- Punishing problem behaviors without a school-wide system of support is associated with increased (a) aggression, (b) vandalism, (c) truancy, (d) tardiness, and (e) dropping out (Mayer, 1995; Mayer & Sulzer-Azaroff, 1991)

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Reactive Responses are Predictable

When we experience aversive situations, we select interventions that produce immediate relief and:

- Remove students
- Remove ourselves
- Modify physical environments
- Assign responsibility for change to students and/or others

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When behavior doesn't improve, we "Get Tougher!"

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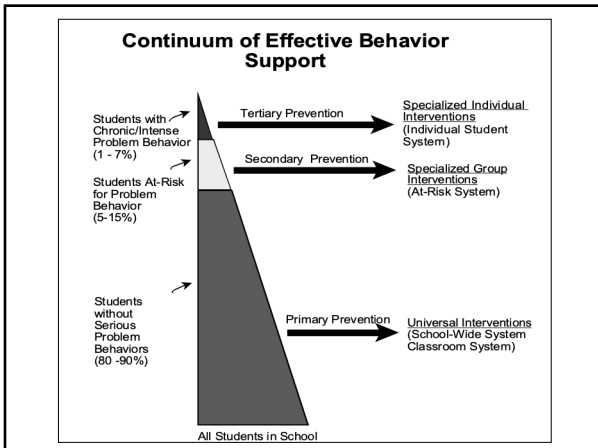
What can we do?

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Positive Behavioral Interventions and Supports (PBIS)

- PBIS refers to the application of positive behavioral interventions and systems to achieve socially important behavior change.
- Proactive and preventative rather than reactive and punitive interventions

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Let's start at the top (RED).

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The Secret About Problem Behavior...

Problem behavior is not a problem for students!

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Think about "Problem Behavior" as Communication

- What are you trying to tell me?
- "What do you want?"

- How can I teach you new "language" that others can recognize and understand?

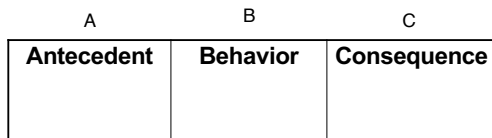
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Behavior NEVER Occurs in a Vacuum

- Behavior happens in contexts
- Many factors influence problem behaviors
- The most important factors are in the IMMEDIATE context or environment

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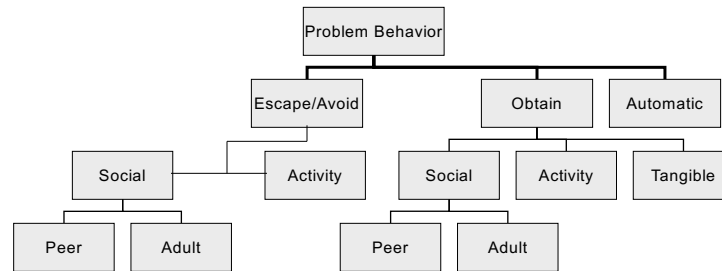
Behavior and the Environment



Passage of Time →

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Three Functions of Behavior



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One More Essential Consideration

Two types of problems:

1. Can't Do
 - Teach, Remind, Practice
2. Won't Do
 - Motivate, Encouragement and Discouragement

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Now let's build the base (GREEN).

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Evidence Based Practices in Classroom Management

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

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, accepted)

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The Deep
Why Behind PBIS...

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PBIS...

- IS NOT a gimmick to control kid behavior
 - Control is an illusion.
- IS NOT just Positive
 - Strong consequences for behavior is a non-negotiable component of PBIS as well
- **Is a framework for building better habits**

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We are creatures of habit

- Some kids come to us with sets of bad habits
- Whether good habits or bad, we are fiercely protective of those habits
- PBIS organizes best practices for developing “habit strength” for those behaviors we value.
- “Motivation is what gets you going...
Habit is what keeps you going.”

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Think Prevention, and Take an Instructional Approach to Student Success

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A Learning Trial = Opportunity to Respond (OTR)

- Teaching makes invisible stuff in students' heads visible.
1. We pitch the ball.
 2. Student takes a swing.
 3. Feedback occurs (hit or miss).
 4. Feedback loop effects next OTR.
 5. Practice... Refine... Practice... Refine...
HOMERUN!

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The Learning Environment Matters

- We control the pitch, the feedback, and the practice.
- Student controls the swing.
- Good teaching is the skillful arrangement of the parts of the learning environment we control.

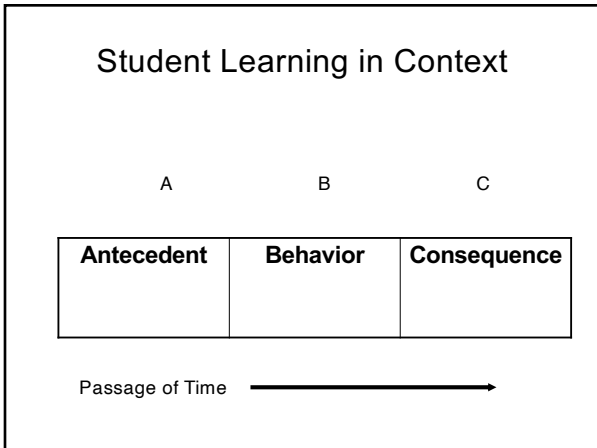
- TRUE BOTH FOR ACADEMIC AND SOCIAL BEHAVIORS.

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What Do We Know?

- Repetition (with feedback) builds fluency.
- Fluency develops at an 80:20 ratio
 - 80-90% correct responding
 - 4 to 1 Positive to Corrective Feedback
- Good teaching creates high OTR and adjusts the learning environment to match this fluency “sweet spot.”

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Instructional Practices

- Model, lead, test **EVERY** social and academic behavior
- If you want to see it, teach it
 - Book use, test taking, asking questions, checking grades and missing work, self-advocacy, interacting with peers, etc. (Swain-Bradway, 2014)
- Now we adapt the same framework to new routines and new challenges

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Questions?
 Comments?
 Observations?
 Concerns?

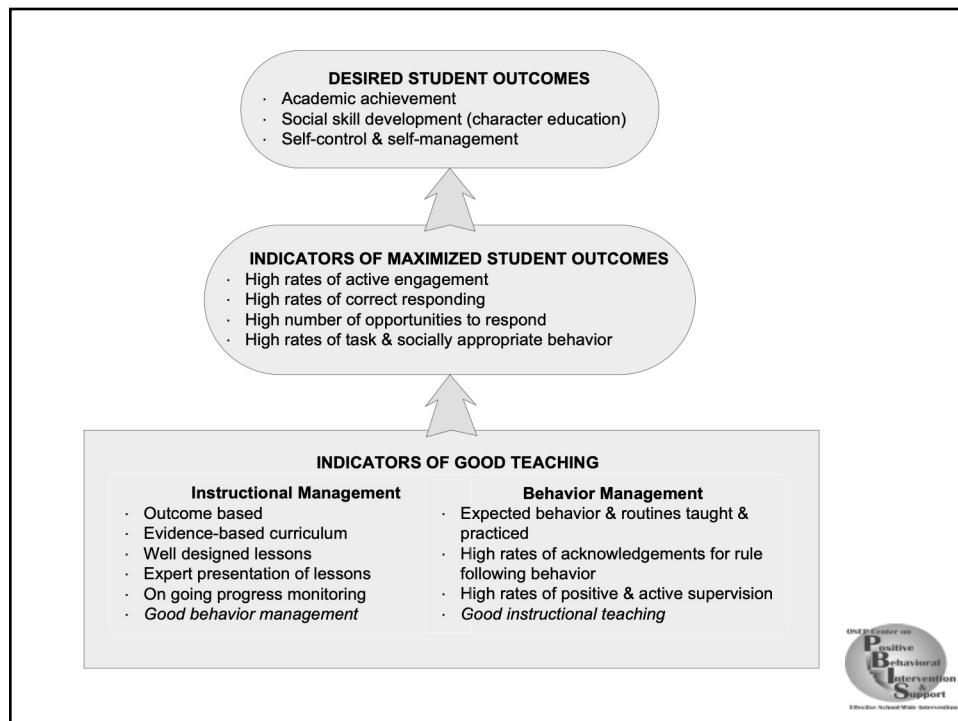
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What does PBIS mean in the classroom?

GREEN ZONE

An instruction approach to behavior management

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Assess Your Current Status...

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Make a Plan

Write down what the adult will do when students:

- (a) behave appropriately
- (b) engage in minor problem behaviors
- (c) engage in major problem behaviors

*Only use strategies proven to be effective!

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CLASSROOM ENVIRONMENTAL INVENTORY

Tim Lewis, Ph.D.

Rate each feature using the following scale:

1 = inconsistent or unpredictable5 = consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?	
• Work centers are easily identified and corresponds with instruction	1 2 3 4 5
• Traffic flow minimizes physical contact between peers and maximizes teacher 's mobility	1 2 3 4 5
Attention: Does the teacher gain the attention of the students prior to instruction?	
• A consistent and clear attention signal is used across instructional contexts	1 2 3 4 5
• Uses a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 5
Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
• Materials are prepared and ready to go.	1 2 3 4 5
• Pre-corrects are given prior to transitions.	1 2 3 4 5
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 3 4 5
• Students engaged at high rates during individual work	1 2 3 4 5
• Down-time (including transitions) is minimal	1 2 3 4 5
Behavior Management: Does the teacher have universal systems of PBS in place?	
• Rules are posted	1 2 3 4 5
• Rules are referred to at appropriate times	1 2 3 4 5
• Students receive verbal praise for following rules	1 2 3 4 5
• Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	1 2 3 4 5
• Continuum of consequences for encouraging expected behaviors	1 2 3 4 5
• Continuum of consequences for discouraging expected behaviors	1 2 3 4 5
• Maintains a 4:1 ratio of positive to negative statements	1 2 3 4 5
Routines: Does the teacher have procedures and routines that are clear and consistently followed?	
• Start of class	1 2 3 4 5
• Working in groups	1 2 3 4 5
• Working independently	1 2 3 4 5
• Special events (movies, assemblies, snacks, parties)	1 2 3 4 5
• Obtaining materials and supplies	1 2 3 4 5
• Using equipment (e.g. computer, tape players)	1 2 3 4 5
• Managing homework and other assignments	1 2 3 4 5
• Personal belongings (e.g. coats, hats)	1 2 3 4 5
• Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room)	1 2 3 4 5

Curriculum and Content: Does the teacher implement effective instruction strategies?	
• Assignments can be completed within allotted time period	1 2 3 4 5
• Content presented at student level resulting in high rates of engagement	1 2 3 4 5
• Frequently checks student learning for understanding	1 2 3 4 5
• Instructional focus builds on student's current and past skills	1 2 3 4 5
• Gives clear set-up and directions for task completion	1 2 3 4 5

Based on the observation, summarize strengths and weaknesses of universal PBS implementation in the classroom.

Core Themes...

1. Keep students in the learning environment.
2. Think Prevention.
3. Define "success" in advance.

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1. Maximize structure in your classroom.

Considerations:

- How many students will you have in the room at one time?
- What kinds of activities will be taking place in your classroom?
- Where should students be seated?
- How will you regulate movement/supervise/interact?
- What should my classroom look like?
 - Wall space, storage, lighting, etc.

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Physical Environment

- Seating/furniture arrangement
- Traffic patterns
- Materials/supplies
- Student areas (e.g., small group, break, time-out)
- Teacher areas (e.g., desk, materials)
- Problem features (e.g., unsupervisable areas, dangerous items/equipment)

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2. Define, teach, review, monitor, a small number of positively stated expectations.

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Routines

- Increase predictability and consistency
- Both teacher and student routines
- Build into environment/prompts
 - Visual and Auditory cues
- Consider “common” routines
 - Meeting personal needs
 - Preparing for work
 - Attention cue
 - Transitions between activities

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Classroom Routines	
Starting the day	<ul style="list-style-type: none"> •put personal belongings in designated areas •turn in homework •put instructional materials in desks •sharpen pencils & gather necessary material for class •be seated & ready to start class by 8:30
Entering the classroom	<ul style="list-style-type: none"> •enter the room quietly •use a conversational or 'inside voice' •keep hands, feet, objects to self •walk •move directly to desk or assigned area •sit quietly & be ready for class
Working independently	<ul style="list-style-type: none"> •select area to work •have materials ready •work without talking •raise hand to ask for help •keep working or wait quietly for assistance when the teacher is helping someone else •move quietly around the room when necessary •put materials away when finished •begin next activity when finished
Asking for help	<ul style="list-style-type: none"> •always try by yourself first •use the classroom signal for getting assistance •keep working if you can or wait quietly •remember the teacher has other students that may also need help
Taking care of personal needs	<ul style="list-style-type: none"> •follow the class signal for letting the teacher know you have a private concern •let the teacher know if you need immediate help or if you can wait a while •try to speak to the teacher privately & quietly if you do not want other students involved
Completing & returning homework	<ul style="list-style-type: none"> •collect your work to take home •complete work, get parent signature when needed •bring work back to school •return work to homework basket

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3. Establish a continuum of strategies to acknowledge appropriate behavior

- Catch 'em being good
- Give 4 to 1 positives to negatives

- Respond immediately
- Be positive
- Give information

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The “Unmotivated Student...”

- DOES NOT do what you want for what you are currently offering as “motivation.”
- How do we understand student motivation and then use as tools to increase desired behaviors?

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Artificial Reinforcement

- Reinforcement that is arranged by a social agent for a behavior in which the consequence does not typically follow the behavior
 - Consequence is dependent on social agent

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Natural Reinforcement

- Reinforcement that follows the behavior and is the direct result of that behavior
 - Consequence is natural result of behavior

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Goal is ALWAYS Independent Skills

- 4 To 1 feedback ratio is sweet spot for learning
- Taper supports as students develop fluency
- Move from adult managed to self-managed
- Move from artificial to natural consequences

- THEN pick new target skills and start over again!

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Characteristics of Effective Praise

- Good praise follows the “if-then” rule.
 - Make sure students are doing exactly what you want them to be doing
 - Praise them within 1 or 2 seconds after the behavior occurs
 - If it is an on-going behavior, praise during the behavior

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Characteristics of Effective Praise

- Effective praise:
 - includes student’s names
 - is descriptive
 - Simply describe what the student is doing at the time - focusing on actions
 - is convincing/genuine
 - is varied
 - does not interrupt the flow of instruction

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Reinforcement Strategies

- Specific and Contingent Praise
- Group Contingencies
 - Group celebration based on group OR individual behavior
- Token Economies
 - Points
 - "Good Behavior Game"
 - ClassCraft
 - Behavior Contracts
 - IF you do... THEN you get

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

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Continuum of Possible Responses

- Acknowledge students exhibiting expected behavior
- Secure attention and redirect students to expected behavior
- Provide choice between expected behavior and staff-managed consequence
- **Deliver staff-managed consequence**
- Deliver office-managed consequence

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Everyone makes mistakes, right?

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**Infrequent Behavior Errors
(Unpredictable)**

- Signal that error has occurred
- State rule and expected behavior
- Ask student to state/show expected behavior
- Give positive feedback

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**Chronic Behavior Errors
(Predictable)**

- Precorrect for (i.e., prompt) desired behavior
 - Go to problem setting/situation
 - Get attention of student(s)
 - Give reminder or opportunity to practice
 - Watch child for demonstration of skill
 - Acknowledge demonstration
- Provide positive feedback

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Minor Behavior Problem Strategies

- Proximity
- Verbal or Non-verbal Redirect
- Discussion
- Family Contact
- Praise-away
- Restitution

Adapted from CHAMPs

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Major Problem Behaviors

- Time Owed
- Time-out
- Restitution
- Response Cost
- Detention

- Office Referral

Adapted from CHAMPs

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4. Additional strategies to respond to inappropriate behavior

- Beyond the basics, build a menu:
 - www.pbisworld.com
 - www.interventioncentral.org
 - www.safeandcivilschools.com
 - CHAMPs: A proactive and positive approach to classroom management
 - Teacher's encyclopedia of behavior management
 - Managing the cycle of acting-out behaviors

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Borderlines and Consequences

1. "If the borderline between appropriate and inappropriate is unclear, consequences are often implemented late, after frustration has built up."
2. "If consequences are implemented inconsistently, some students will test those limits."

~Randy Sprick

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Borderlines and Consequences

3. "Consequences that are implemented with irritation or anger may result in students feeling consequences are:
 - (a) Unfair
 - (b) Being "done" to them rather than "earned" by them.

~Randy Sprick

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5. Actively engage students in observable ways.

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5. Strategies for Student Engagement

- Direct Instruction
- Skills groupings
- Computer Assisted Instruction
- Class-wide Peer Tutoring
- Guided notes
- Response Cards

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Deciding on Interventions

Go to Intervention Toolboxes

<https://www.pbisworld.com>

<https://www.interventioncentral.org>

<https://intensiveintervention.org>

<https://highleveragepractices.org>

<http://cedar.education.ufl.edu>

Books... Books... Books...

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Yes but... What if it doesn't work?

Think Functionally then move students to Tier 2 or Tier 3

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Think Functionally When Choosing Interventions

- “Problem Behaviors” are functional skills
- Interventions must consider the purpose of behavior (from student’s perspective)
- Seek a match from intervention menu for the needs of each individual student

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Big Ideas

- Teaching matters in the lives of children
- **Think Functionally** about problem behaviors.
- Have a plan and follow it consistently
- Use proactive and preventative interventions rather than reactive and punitive interventions
- Catch kids doing what you want them to do.
- NEVER GIVE UP!

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