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*Classroom Systems*

**Overview of Classroom Systems**

Arranging for Effective Behavior and Instructional Management

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**Purpose**

- To describe the implementation of a systems approach to classroom behavior and instructional management
  - Critical features
  - Steps and effective practices
  - Supporting teachers

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**Objectives**

- Describe current status of classrooms (student-teacher interactions)
- Focus on classroom component of PBS - how to support teachers
- Discuss several types of teacher support

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What seems to be the problem?

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Let's set some context...

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### School Environment

- Lack of discipline is viewed as one of the most serious challenges facing public schools
  - National Education Goals Report (1995)
  - U.S. Surgeon General's Report (2002)
- Teachers report that problem behavior is increasing and is a threat to effective learning
  - Skiba and Peterson, (2000)

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## School Factors Contributing to Antisocial Behavior

- Reactive/punishing discipline approach
- Lack of agreement about rules, expectations, and consequences
- Lack of staff support
- Failure to consider and accommodate individual differences
- Academic failure
  - Mayer

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## Current Status: Summary of Descriptive Research

(e.g., Wehby, Shores, Symmons, etc.)

- Low rates of instructional interactions.
- Extremely low rates of praise.
- When interactions occur, most often around non-academic issues.
- Most academic activities consist of independent seatwork.
- Inconsistent distribution of attention.
- Compliance to a command generally resulted in the delivery of another command
- Correct academic responses by a student did not occasion teacher praise above chance levels.

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## Guiding Principles

- Teach and manage social behaviors directly and proactively (positively and preventively)...like teaching reading, math, physics, music, etc.
- Integrate social and academic management strategies within and across curricula.
- Maximize academic success to increase social behavior success.

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## Common Mistakes

- Students know what is expected of them
  - Absence of clear rules
  - Vaguely stated rules
- Punishing students for failure to exhibit a behavior that they do not know how to do
- Large increases in instructional minutes will not make up for ineffective instruction (Christenson et al, 1989; Rosenshine & Stevens, 1986)

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## So What Can We Do?

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- Sanders and Horn (1998) indicate, regardless of risk factors found among students in schools today, “the single biggest factor affecting the academic growth of any population of youngsters is the effectiveness of the individual classroom” (p. 2).

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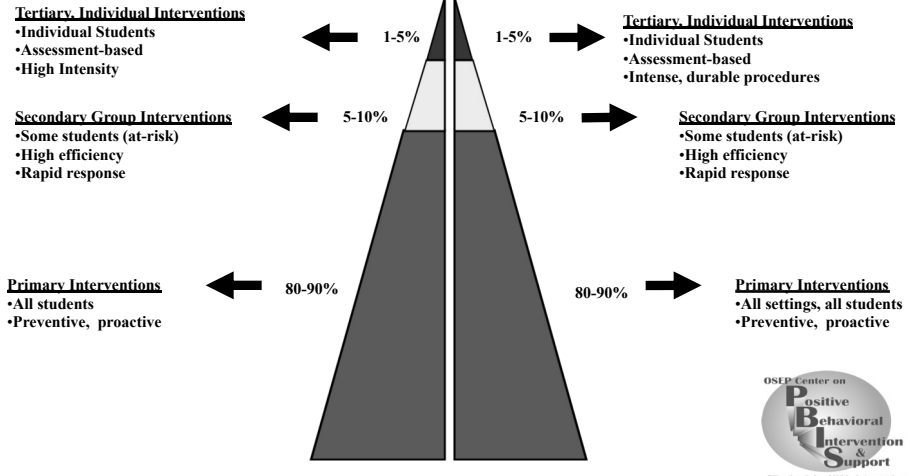
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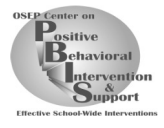
## Designing School-Wide Systems for Student Success

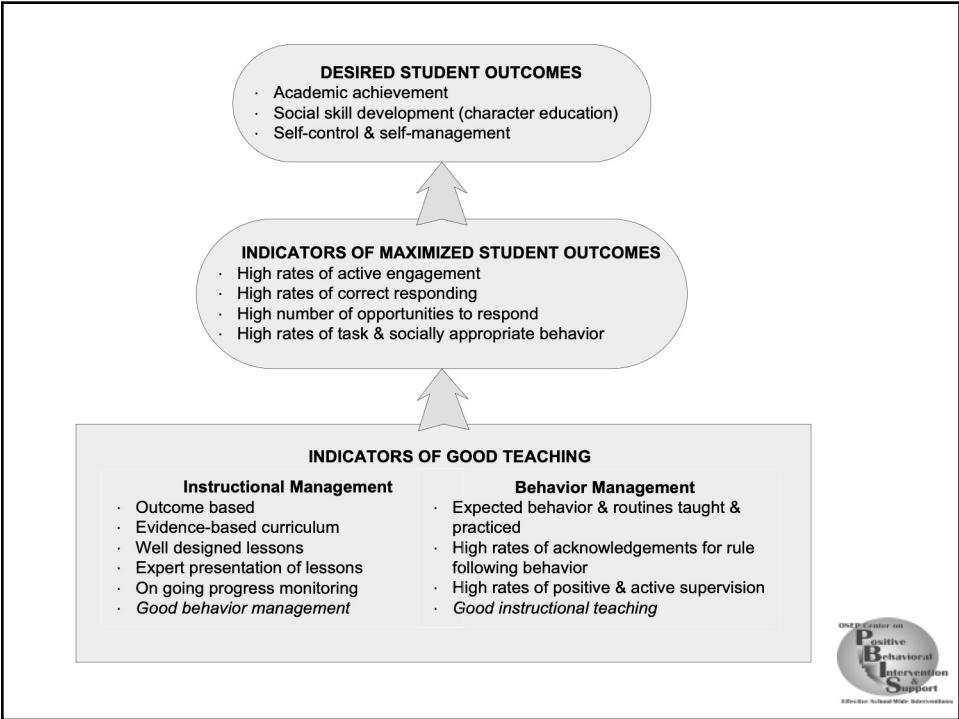
### Academic Systems

### Behavioral Systems



Effective classroom management means....





## CLASSROOM ENVIRONMENTAL INVENTORY

Tim Lewis, Ph.D.

Rate each feature using the following scale:

**1 = inconsistent or unpredictable .....5 = consistent and predictable**

<b>Physical Space:</b> 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
<b>Attention:</b> 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
<b>Time:</b> 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
<b>Behavior Management:</b> 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
<b>Routines:</b> 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



<b>Curriculum and Content:</b> 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.**

### Basic Rule

- Design the structure and functions of classrooms to increase predictability and to accommodate individual and collective needs of students

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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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### 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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## 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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## Routines

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



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# Classroom Routines

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

## Teacher Routines

- Planning and implementing instruction
- Classroom movement (circulation)
- Working with assistants, volunteers, student teachers
- Communications

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## Establishing Classroom Climate

- Develop plan before school starts
- Determine expectations
- Teach expectations directly
- Use first weeks of school to establish:
  - Expectations and behavior/routines
  - “climate” (laugh, smile, accept student ideas)  
Kame’enui & Simmons (1990)

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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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### 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”
  - Class Dojo
- 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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- Infrequent Errors**
- Respond proactively to infrequent social behavior errors
    - Signal
    - State rule and expected behavior
    - Ask student to state/show expected behavior
    - Give positive feedback

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## Chronic Errors

- Precorrect=prompt for desired behavior in problem context
  - go to problem setting/situation
  - get attention of students
  - give reminder or opportunity to practice skills
  - 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
- Overcorrection
- Response Cost
- Detention
  
- Office Referral

Adapted from CHAMPs

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**5. Actively engage students in observable ways.**

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**Prerequisites**

- Appropriate and relevant curriculum
  - Meets needs
  - Perceived as important
- Appropriate goals and curricula that are fair, functional, and meaningful
  - Avoid frustration, dissatisfaction, confusion, rebellion, etc.

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**Instructional Management Plan**

Temporal Framework (Kame'enui & Darch)

- Before
  - Design of instruction
- During
  - Delivery of instruction
- After
  - Evaluation of instruction

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## Strategies for Engagement

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

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## Other Engagement Considerations

- Provide instruction at students' "just right" levels
- Increase rates of correct responding
- Rapid pacing
- Increase Active Responding
  - Response Cards... Guided Notes...
- Adapt as necessary based on data

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## Summary of Effective Teaching Practices

Brophy and Good (1986)

- Prioritizing and allocating time in academic instruction
- Classroom organization and management (academic engagement, opportunities to respond/pacing)
- Acknowledging correct academic responses
- Use of praise

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However... Adult Support is  
Also Necessary

- Need to examine, evaluate, and strengthen the educational systems (preservice training and inservice support) rather than the classroom teacher behaviors only.

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Supporting Teachers

- Self-management for teachers has produced temporary increases in the use of effective instruction strategies
- Performance feedback used for temporarily increasing staff/teacher behavior (e.g., Model – Lead – Test)
  - Sutherland, Alder, Gunter
  - Sutherland & Wehby

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Performance Feedback

- Provides information and knowledge of processes and results in an effort to promote transfer or maintenance of skills and behavior
- Results in more consistent intervention effects
- A “performance feedback package” may result in more optimal results

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<b>Training Outcomes Related to Training Components</b>			
	<b>Training Outcomes</b>		
<b>Training Components</b>	<b>Knowledge of Content</b>	<b>Skill Implementation</b>	<b>Classroom Application</b>
<b>Presentation/ Lecture</b>	<b>10%</b>	<b>5%</b>	<b>0%</b>
<b>Plus Demonstration</b>	<b>30%</b>	<b>20%</b>	<b>0%</b>
<b>Plus Practice</b>	<b>60%</b>	<b>60%</b>	<b>5%</b>
<b>Plus Coaching/ Admin Support Data Feedback</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>

### Peer Mentoring

- Non-evaluative, reciprocal observations
- Performance feedback aimed at improving use of effective instruction
- However, research is limited and primarily descriptive

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### Classroom Support Examples...

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### The Really Big Ideas

- A set of “best practices” exist for managing challenging behaviors
- PBIS provides a framework for efficient and effective management
- Data help guide decision-making about behavior management

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