Developing Effective Classroom Supports

Critical Element: Classroom Systems
AGENDA

• Introductions
• Learning Targets
• Systems approach to classroom
• Evidenced-based classroom practices
• Data Analysis
• Questions
Welcome Back to School!

We don't all follow you on Twitter, Kayla. So please just tell the class what you did during the summer...
LEARNING TARGETS

• I can manage my classroom systematically.
• I can incorporate evidenced based teaching practices as I develop my lesson plans and plan for instruction.
• I will use the self-assessments to improve my classroom climate.
• I will use data to make decisions in my classroom.
• I will consider what I can do differently before expecting my students to change their behavior.
## PBIS Presentation Matrix

<table>
<thead>
<tr>
<th></th>
<th>Presentation</th>
<th>Breaks</th>
<th>Lunch</th>
</tr>
</thead>
</table>
| **Be Respectful** | • Cell phones silent  
                    • Listen to others’ questions, comments and ideas |        |       |
| **Be an Active Participant** | • Ask questions  
                            • Contribute Ideas |        |       |
| **Be Ready to Learn** | • Remain on task  
                        • Stay focused |        |       |
• Do you believe behavior is learned?
• Do you believe behavior can be changed?
• Do you believe you can change behavior (long-term) without changing the host environment?
BELIEFS THAT NEED TO CHANGE: CONNECTING TO THE CLASSROOM

• We assume that...
  - students should know better… *most do*
  - students will “get it” & change… *many do*
  - students must take responsibility for their behavior… *most do…appropriately and inappropriately*
  - Punishment teaches the right way… *not really*
  - Parents will take care of it… *many try*
  - Students will learn from natural consequences… *most do*
PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school’s sense of safety, improve school climate, and support improved academic outcomes for all students.

More than 19,000 U.S. schools are implementing PBIS nation-wide and saving countless instructional hours otherwise lost to discipline.

*www.pbis.org*
Classrooms with Effective Instructional practices increases the likelihood of success for all students.
Performance Standard 7: Positive Learning Environment
The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Sample Performance Indicators
Examples may include, but are not limited to:

The teacher:

7.1 Responds to disruptions in a timely, appropriate manner.
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
7.3 Models caring, fairness, respect, and enthusiasm for learning.
7.4 Promotes a climate of trust and teamwork within the classroom.
7.5 Promotes respect for and understanding of students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
7.6 Actively listens and pays attention to students’ needs and responses.
7.7 Creates a warm, attractive, inviting, and supportive classroom environment.
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

Contemporary Effective Teacher Research
Contemporary research has found that an effective teacher:

♦ Cares about students as individuals and makes them feel valued.\(^{23}\)
♦ Acknowledges his or her perspective and is open to hearing their students’ worldviews.\(^{24}\)
♦ Is culturally competent.\(^{25}\)
♦ Seeks to know about the cultures and communities from which students come.\(^{26}\)
Performance Standard 8: Academically Challenging Environment
The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Sample Performance Indicators
Examples may include, but are not limited to:

The teacher:

8.1 Maximizes instructional time.
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
8.4 Provides transitions that minimize loss of instructional time.
8.5 Communicates high, but reasonable, expectations for student learning.
8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
8.7 Encourages students to explore new ideas and take academic risks.

Contemporary Effective Teacher Research
Contemporary research has found that an effective teacher:
♦ Adapts teaching to address student learning styles.\(^{27}\)
♦ Implement good classroom management with an ultimate purpose of establishing and maintaining an environment conducive to instruction and learning.\(^{28}\)
♦ Conveys high expectations to students.\(^{29}\)
Referrals By Location, 2010-11

Number of Referrals

Library | Bus zn | Office | Other | Park Lot | Locker rm | Bathrm | Common | Cafe | Plygd | Gym | Hall | Off-Campus | Bus | Class

0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0

350

250

150

50

5

0
Referrals by Problem Behavior

Referrals By Problem Behavior

Number of Referrals

- Lying
- Dress
- Tobacco
- Alcohol
- Bomb
- Other behav
- Unknown behav
- Drugs
- M-Inapp lan
- M-Contact
- M-Disrupt
- M-Disruption
- M-Propy Misure
- M-Other
- Tardy
- Combust
- Vandal
- Arson
- Minor
- Weapons
- Prop dam
- Theft
- Inapp lan
- Skip
- Harass
- Disruption
- Agg/Fight
- Disrept
Think, Pair, Share

In groups of 2 or 3, define *Disrespect*. Agree on a common definition.
Seeing your classroom as a system

Classrooms with Effective Instructional practices increases the likelihood of success for all students.
OUR “COMMON” RESPONSES TO STUDENT “MISBEHAVIOR”:

- Clamp down on rule violators
- Review rules & sanctions
- Extend continuum of aversive consequences
- Improve consistency of use of punishments
- Establish “bottom line”
- Notify and confer with parents (Lombardi et al., 1990)
Behavioral Cycle of Failure
(Colarusso & O’Rourke, 2007)

Removed from Class

Challenging Behavior

Fall Behind Academically

Difficult Work

CYCLE OF FAILURE
TIER 1 AND THE PYRAMID OF LEARNING

- What types of instruction do you see in classrooms?
  - Lecture based
  - Discussion
  - Demonstration
  - Reading to Them
  - Teaching Others
  - Practice by Doing

Quiz: with your partner(s) discuss your answers to the Retention of Learning Pyramid
Pretest-
Insert & Rank Order
List:
- Discussion
- Practice by Doing
- Lecture
- Auditory/Visual
- Teaching Others
- Demonstration
- Reading to Them

Retention of Learning Rates

- Low: 5%
- Fill in the answers: 10%
- Lecture: 20%
- Auditory/Visual: 30%
- Teaching Others: 50%
- Reading to Them: 75%
- High: 90%

Pyramid of Learning

What activities do teachers use during instruction?

General Education Teacher Observation

1. Lecture/read
2. Give directions
3. Listening
4. Ask questions
5. Monitor
6. Model
7. Verbal rehearsal
8. Simple enhancer
9. Advance organizer
10. Role Play
11. Content Enhancement (complex)
12. Elaborated Feedback
13. Write on board
14. Describe skill/strategy

(Hock, 2009; Schumaker, et al., 2002; 2005)
What activities do Sp. Ed. teachers use during instruction?

(Hock, 2009; Schumaker, et al., 2002; 2005)
Effectiveness of Evidence-Based Behavioral Interventions

Rank:

- Punishment/Aversives, OSS, ISS
- Behavior Reduction-Time Out
- Differential Reinforcement
- Classroom Mgmt, Choice Making, Cooperative Learning
- Enhancing Engagement, multiple Oppor. To Respond
- Token Economy, Behavior Contracts

Colarusso & O'Rourke, 2007

Fill in the answers

Least

Most Effective
Negative, Punitive

Aversives

Behavior Reduction: Response Cost Timeout

Differential Reinforcement

Conferencing Token Economy Behavioral Contracts GRP Contingencies

Signal Control Precorrection Enhancing Engagement Multiple Opportunities To Respond

Classroom and Behavior Management Contingent Attention Choice Making Cooperative Learning Premack Principle
Cycle of Success (Colarusso & O’Rourke, 2007)

**Removed from Class**
- Behavior Contracting
- Conferencing
- Precorrection

**Challenging Behavior**
- Token Economy
- Differential Reinforcement
- Group Contingencies

**Goal: Positive Behavior**
& Academic Interventions

**Fall Behind Academically**
- Assess strengths/areas to remediate
- Increased opportunities to respond
- Exposure to Content

**Difficult Work**
- Curricular Accommodations
- Choice-Making
- High Interest Materials
- Cooperative Learning
BASIC BEHAVIOR PRINCIPLES

• Must know **why** behavior is occurring
• Knowing **what** is happening will enable your team to increase appropriate behaviors
EVIDENCED BASED CLASSROOM PRACTICES

• Classroom Expectations
• Classroom Procedures & Routines
• Encouraging Expected Behavior
• Discouraging Inappropriate Behavior
• Active Supervision
• Opportunities to Respond
• Activity Sequencing & Choice
• Task Difficulty
EVIDENCED-BASED PRACTICES

• **Active Supervision**
  - Move
  - Scan
  - Interact

• **Opportunities to Respond**
  - Verbal Responses – individual; choral responding
  - Nonverbal Responses – response cards, technology, guided notes

• **Activity Sequencing & Choice**
  - Task Interspersal; Choice

• **Task Difficulty**
  - Accommodations
Seeing your classroom as a system

Classrooms with Effective Instructional practices increases the likelihood of success for all students.
“School Starts at Eight!”
Teaching Classroom Expectations, Rules & Procedures

- Prerequisites for academics
- Create structure
- Taught like core academics
  - Review the rationale
  - Describe specifics; examples and non-examples
  - Allow students to practice
  - Acknowledge desired/expected behavior
ARE THESE YOUR CLASSROOM RULES?

1) Raise your hand
2) No hats in class
3) No laying on the
4) Keep your hands
5) No Biting
6) No touching adult
7) No talking when the
8) Face the teacher
9) No sticking out your
10) No spitting
<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn in completed assignments on time.</td>
<td>Be responsible.</td>
</tr>
<tr>
<td>Walk at all times in the classroom.</td>
<td>Be a good citizen.</td>
</tr>
<tr>
<td>Keep hands, feet, and objects to yourself.</td>
<td>Respect authority.</td>
</tr>
<tr>
<td>Be in your seat when the bell rings.</td>
<td>Be on time.</td>
</tr>
<tr>
<td>Do what your teacher asks.</td>
<td>Do your best.</td>
</tr>
</tbody>
</table>
Classroom Expectations, Rules and Procedures/Routines

- 3-5 positively stated – simple and age appropriate
- Observable and measurable
- Communicate desired behaviors
- Aligned with school-wide expectations
RULES AND PROCEDURES

What does it look like?
• How to enter the class and begin to work
• How to predict the schedule for the day
• What to do if you do not have materials
• What to do if you need help
• What to do if you need to go to the bathroom
• What to do if you are handing in late material
• What to do if someone is bothering you.
• Take Turns/Listen to each other

What does it sound like?
• What kind of voice should be used
• Silent or noisy
• Choral response vs. individual response
• Using respectful language/manners
<table>
<thead>
<tr>
<th>Routine by Expectation</th>
<th>Entering Classroom</th>
<th>Seat Work</th>
<th>Small Group Activity</th>
<th>Leaving Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td></td>
<td></td>
<td></td>
<td>Push chair under your desk</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Walk quietly to your area</td>
<td></td>
<td></td>
<td>Maintain low voice</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Place homework in collection bin</td>
<td>Start assignments quickly</td>
<td>Complete your part of the assignment</td>
<td>Take your belongings with you</td>
</tr>
<tr>
<td>Routine by Expectation</td>
<td>Entering Classroom</td>
<td>Seat Work</td>
<td>Small Group Activity</td>
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<td>Be _________</td>
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<td>Be _________</td>
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What are your Expectations and Routines?
Seeing your classroom as a system

Classrooms with Effective Instructional practices increases the likelihood of success for all students.
We teach what we want students to know and what to do...not what not to do.
Guidelines for Teaching Behavior

- Provide examples/non examples
- Apply to their own lives
- Check for comprehension
- Provide opportunities to practice
- Acknowledge small steps
- Differentiate instruction
<table>
<thead>
<tr>
<th>Problem Behavior in Your Classroom</th>
<th>Replacement Behaviors (What you want Students to do instead?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students talk out during discussions.</td>
<td>1. Raise hand to talk during discussions.</td>
</tr>
<tr>
<td>2. Students don’t hand in complete work.</td>
<td>2. Hand in complete work.</td>
</tr>
<tr>
<td>3. Students are tardy.</td>
<td>3. Be on time to class...in seat ready to start when bell rings</td>
</tr>
<tr>
<td>4. Students don’t have their stuff</td>
<td>4. Bring all materials and equipment to class.</td>
</tr>
<tr>
<td>5. Students cuss</td>
<td>5. Use appropriate language with students and adults.</td>
</tr>
<tr>
<td>6. Push each other when lining up</td>
<td>6. Walk and keep hands &amp; feet to self.</td>
</tr>
</tbody>
</table>

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>1. Walk</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2. Keep body to self</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>4.</td>
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</tr>
<tr>
<td>Respectful</td>
<td>1. Raise hand to talk during discussions.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2. Use appropriate language with students and adults.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>4.</td>
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</tr>
<tr>
<td>Responsible</td>
<td>1. Turn in complete work.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2. Be on time to class</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>3. Bring all materials and equipment to class.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<td>4.</td>
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</table>

Adapted from MO PBS team workbook, 2013
1. Name the skill
2. State the purpose(s) of the lesson
3. Develop 3 teaching examples & non-examples
4. Develop student activities
5. Develop follow-up/reinforcement activities

Embed Expectations in the Curriculum
### “Cool Tool” Lesson Plan

<table>
<thead>
<tr>
<th>Skill Name</th>
<th>Getting Help</th>
<th>(How to ask for assistance for difficult tasks)</th>
</tr>
</thead>
</table>

#### Teaching Examples
1. When you’re working on a math problem that you can’t figure out, *raise your hand and wait until the teacher can help you.*
2. You and a friend are working together on a science experiment but you are missing a piece of lab equipment, *ask the teacher for the missing equipment.*
3. You are reading a story but you don’t know the meaning of most of the words, *ask the teacher to read and explain the word.*

#### Kid Activity
1. Ask 2-3 students to give an example of a situation in which they needed help to complete a task, activity, or direction.
2. Ask students to indicate or show how they could *get help.*
3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.

#### After the Lesson
(During the Day)
1. Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could *get help* if they have difficulty (**precorrection**).
2. When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they *need help* (**reminder**).
3. Whenever a student *gets help* the correct way, provide **specific praise** to the student.
ACTIVITY: TEACHING A BEHAVIOR

• Choose two of the specific behaviors listed below and write a clear description of what it means so that it could be used when creating a lesson.

• Walk quietly
• Maintain personal space
• Use kind words
• Use polite language
“WHAT THE WORLD’S GREATEST MANAGERS DO DIFFERENTLY”  
(BUCKINGHAM & COFFMAN 2002, GALLUP)

1. Know what is expected  
2. Have the materials and equipment to do the job correctly  
3. **Receive recognition each week for good work.**  
4. Have a supervisor who cares, and pays attention  
5. Receive encouragement to contribute and improve  
6. Can identify a person at work who is a “best friend”  
7. Feel the mission of the organization makes them feel like their jobs are important  
8. See the people around them committed to doing a good job  
9. Feel like they are learning new things (getting better)  
10. Have the opportunity to do their job well.
Specific Behavior and Praise

• Immediate and specific praise
• Occurs more frequently than acknowledgement of inappropriate behaviors
  – Ratio of positive to corrective is at least 4:1
POSITIVE FEEDBACK

- Is feedback immediate and specific praise related to content or behavior?
- Does acknowledgement for students demonstrating adherence to classroom rules and routines?
- Do acknowledgments occur more frequently than acknowledgement of inappropriate behaviors?
INCREASE APPROPRIATE BEHAVIOR

“Tammy thanks for throwing your trash away. That shows cooperation and respect for your school.”

“Thank you for being on time this morning, that’s very responsible.”

“Your eyes are on me and your mouth is quiet.”

Specific Praise Statements
ACKNOWLEDGEMENT SYSTEM

• Do the teachers in your district have an acknowledgement system for appropriate behaviors?
• Do you have a system in place to acknowledge your staff?
• How would you build an acknowledgement system that promotes and encourages being respectful of others?
• (Think/pair/share)
GUIDELINES FOR CONSEQUENCES

• Hierarchy (array)
• Developmentally appropriate
• Preplanned and posted
• Taught and reviewed
• Delivered consistently and timely
• Tied to the expectations
Collect data that are necessary to identify effective ways of changing inappropriate classroom behavior (minor) before it results in an office discipline referral (major)
HOW TO TRACK MEANINGFUL BEHAVIOR DATA?
Step 1: Problem Identification
What’s the problem?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Response to Intervention
Is it working?

PROBLEM-SOLVING PROCESS
Patterns of Behavior:

• What are the **recurring** behaviors?
• **When** are the behaviors occurring?
• What are the classroom **interventions** that have been used? Are these interventions working or does something else need to be utilized?
• **Why** is the behavior occurring?
CLASSROOM SELF-ASSESSMENT

• In groups of 2 or 3, review the Classroom Assessment Tools

• How would you use the tool? Would this tool be helpful to a struggling teacher?

• Identify one action that would make the biggest difference in your classroom?
LEARNING TARGETS

• I can manage my classroom systematically.
• I can incorporate evidenced based teaching practices as I develop my lesson plans and plan for instruction.
• I will use the self-assessments to improve my classroom climate.
• I will use data to make decisions in my classroom.
• I will consider what I can do differently before expecting my students to change their behavior.
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Tara Davis
Sandy DeMuth – sdemuth@doe.k12.ga.us
MiMi Gudenrath
Justin Hill
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“My Mama Said...!”
“My Mama Said...!”