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Helping you Re-think your approach to Behavior

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Teaching Instructional Behaviors in a Standards Based Classroom (SBC)

Institute Designed for Educating All Students (IDEAS)

GaDOE, Division for Special Education Services and Supports
June 3-6, 2014 Conference
Epworth By The Sea, St Simon’s Island
Essential Questions

• Why is managing the classroom environment important to positive behavior?

• Which areas in the classroom/school should prerequisite skills be taught?

• How do I establish classroom routines with students that are having difficult behaviors?
Two Key Focus Areas:

- Creating/Designing a Positive Learning Environment
- Managing a Positive Learning Environment
Activity 1: Chat Time

- Ask your partner what prerequisite skills are needed for students to do activities in cooperative groups.
- What challenges did you experience this school year from students that would have been avoided if certain social skills were present.
TKES

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Strategies
- Performance Standard 4: Differentiated Instruction
- Performance Standard 5: Assessment Strategies
- Performance Standard 6: Assessment Uses
- **Performance Standard 7: POSITIVE LEARNING ENVIRONMENT**
- Performance Standard 8: Academically Challenging
- Performance Standard 9: Professionalism
- Performance Standard 10: Communication

*TKES Standard 7: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.*
Teaching Instructional Behaviors in a Standards Based Classroom (SBC)

ACTIVITY

Take a few minutes to write down the artifacts that you would see/observe in a fully functioning SBC
Artifacts of SBC’s

- Room Arrangement
- Classroom Rules and Procedure Charts
- Instructional Bulletin Boards
  - Teacher and Student Use of Bulletin Boards
- Behavior Management System
- Standards (GPS)
  - Teacher and Student Discussion of Standards
  - Students can identify where they are on meeting the standard.
- Essential Questions
- Classroom Lesson Framework
- Whole group vs. small group learning
- Word Walls; Vocabulary Displays
- Graphic Organizers
- Menus of Choices for Students
- Learning Centers
- Materials Table / Resource Bins
  - Students Utilizing Instructional Aids
- Student Work with Teacher Commentary
Part I: Creating a Positive Learning Environment

There are Eight (8) Performance Indicators listed on the TKES Fact Sheet for Standard #7.

---The one that we will highlight for Part 1:

- 7.8-Arranges the classroom materials and resources to facilitate group and individual activities.
Part 2: Managing a Positive Learning Environment

There are Eight (8) Performance Indicators listed on the TKES Fact Sheet for Standard #7.

- The two (2) that we will highlight for Part 2:
  - 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
Defining Characteristics of Positive Learning Environment

For Part 1 (Creating), the following characteristics are important:

- **Physical arrangement of the classroom**
- Discipline and routines
- **Organization of learning activities**
- Engagement of students
- Maximizing instructional time
- Communication of high expectations
- Care and respect
Review the classroom layout with an elbow partner.

Identify how many instructional zones are in the classroom posted.

Identify what type of social skills are needed to promote positive behavior in each of those area.

Share your findings
Classroom Environment
Two key features of Effective Classroom Management

• Good classroom management is preventive rather than reactive.

• Teachers help create well-managed classrooms by identifying and teaching desirable behaviors to students.
Never Assume Anything!!!!!!
What is Classroom Management?
Teachers must **Teach** Expectations

- **Introduce** the expectation
- **Provide** a rationale
- **Model** what the behavior “looks like” (positive examples)
- **Demonstrate** non-examples
- **Schedule** practice opportunities
- **Provide** specific feedback
- **Acknowledge** students who demonstrate the skill
- **Use prompts** and pre-correction
- **Revisit** often
Critical features of Positive Behavior Supports (PBS)

- **Expectations** are defined, taught, monitored, reinforced and/or corrected
- **Positives** are used to shape/maintain behavior
- Consistent **correction** system is developed
- Intervention decisions are based on **data**
Positive Behavior Supports

- Focuses on *Teaching* appropriate behavior
- Creates safe, consistent environment that allows all students to be successful academically, behaviorally, and socially
- Is associated with higher academic achievement
- Attributed to greater sense of efficacy by teachers
Creating Classroom Rules

• 3-5 Positively Stated Expectations for Behavior
  - Describe what students SHOULD be doing
  - Rules need to be reinforced throughout the year
  - Acknowledge students when they are exhibiting expected behaviors
Complete Teacher Self-Assessment Checklist Performance Standard 7

**Only complete last two sections**
Strategies to manage the Classroom

• Keep a portion of the room free of obvious visual and auditory distractions. Have at least a part of the room free from bright, loud, or distracting objects.

• If your ADD ADHD student tends to lose focus, and his activity-level increases during the day, schedule the most demanding instructional tasks in the morning.
Positive Classroom Climate

Process/protocol for enforcing rules

- Post reminders of rules, procedures, and reinforcement systems and be consistent in implementing and enforcing these at all times
Positive Classroom Climate: Reinforcements to the Rescue!

Samples

- Praise (Catch students being Good)
  We spend a lot of time responding to students’ inappropriate behavior and not their appropriate behavior (Even our “worst” students do something appropriate throughout the day)

- Privileges
  Praise needs to be tied with some sort of tangible reinforcement to be effective for most students

**You don’t have to hand out prizes all the time, identify privileges students can earn**
Activity

- Assess the needs of the students in your room. (ex. social, cultural, exceptionality)
- Identify the areas in your classroom that have been problem areas in the past
- Develop your positively stated ZONE rule
- Develop a plan on how to introduce the rule.
- Share out
Positive Classroom Climate: Increasing Compliance

Provide a choice of how and when a task will be completed

- Explain 2/3 activities (or tasks). Allow students to choose the task they wish to start with; student has to do all of them, but in whatever order he/she chooses
- Allow choice of the medium with which students work (e.g., paper/pencil vs. computer)
- Let the group vote on which task to do first
## Reinforcement Vs. Punishment

<table>
<thead>
<tr>
<th>Reinforcement</th>
<th>Punishment</th>
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<tbody>
<tr>
<td>• decreases the likelihood of behavior occurring again</td>
<td>• Used to stop a highly disruptive behavior</td>
</tr>
<tr>
<td>• Teaches students that they are performing as desired</td>
<td>• Does not teach students how to exhibit desire behavior</td>
</tr>
<tr>
<td>• Can result in long-term learning and change</td>
<td>• Will not result in change in behavior unless an acceptable behavior is taught or reinforced</td>
</tr>
<tr>
<td></td>
<td>• Prevent students from participating in learning activities</td>
</tr>
<tr>
<td></td>
<td>• May actually reinforce the inappropriate behavior</td>
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Techniques to Reduce Misbehavior

- **Proximity**
  - Use your presence as a signal to students to keep on task

- **Provide Rule Reminders**
  - Prior to students entering a setting or beginning to engage in an activity use verbal prompts, nonverbal prompts and verbal/visual reminders of possible rewards

- **Be non-emotional and avoid Power Struggles**
  - QTIP: Quit Taking It Personally

- **De-escalation**
  - If you see a student’s behavior begin to escalate, intervene by redirecting or helping the student complete the task (initiate “I do, we do, you do”)

- Be non-emotional and avoid Power Struggles
  - QTIP: Quit Taking It Personally
Classroom Management 101

- Manage your own behavior.
- Separate emotion from fact.
- Set boundaries, as well as expectations.
- Planning and organization are essential.
Listen carefully to students and acknowledge student concerns and complaints

Learn early warning signs for behavioral problems and intervene quickly when problem arises to prevent escalation

Focus on the expected behavior rather than the misbehavior

Example:
When others are talking, look at them, listen to what they are saying while keeping quiet

Non-example:
No talking
Take Away

1. Rethink your approach to managing behavior.
2. Map out instructional zones in your classroom for next school year.
3. Inform parents outlining expectations for the different zones within your classroom.
Questions?