S.T.O.I.C Classroom Management
June 3, 2015

Mark Fynewever, PBIS Program Specialist, GaDOE

*This presentation is partially from content developed by Randy Sprik, founder of Safe and Civil Schools*
OUTCOMES

• Participants will understand the link between school wide PBIS and classroom PBIS.

• Participants will gain a general understanding of the core elements of a STOIC classroom management plan.

• Participants will learn new strategies to incorporate in their own classroom in order to improve overall behavior.
"We must accept the students as they are, while helping them move to where they need to be"
In the last 5 years _____________ new teachers have entered the teaching profession in the USA.

___% of these teachers chose teaching as “something they would love to do”.

___% of these teachers leave the profession DURING THE FIRST YEAR.

___% of these teachers exited the profession BY THE 5th YEAR.
ANSWERS....

New York Times, July 31, 2010

- In the last 5 years $5,000,000$ new teachers have entered the teaching profession in the USA.
- $96\%$ of these teachers chose teaching as “something they would love to do”.
- $14\%$ of these teachers leave the profession DURING THE FIRST YEAR.
- $46\%$ of these teachers exited the profession BY THE 5$^{th}$ YEAR.
High Schools That Work Pathways to Early Reading First
Culturally Responsive Teaching
Drop-Out Prevention
Performance-Based Learning
Sheltered Instruction
Parent Involvement
RTI Small Schools
Dual Credit
"It was as though I had just joined the circus as an apprentice clown and was immediately required to juggle plates, bowling pins, butcher's knives, and axes all day long while walking along a tightrope in midair."

- John Owens, Confessions of a Bad Teacher
THERE ARE NO SIMPLE SOLUTIONS!

Punitive consequences are not enough.

Role-bound power is not enough.

Wishing and hoping is not enough.
What do you know about PBIS?
PBIS IS NOT...

- A quick fix to complex problems
- A packaged program
- A reinforcement system only
- Discipline that does not include consequences for misbehavior
- Classroom management only
- New
- Unique to Georgia
PBIS FRAMEWORK CORE PRINCIPLES
1. All children can learn good behavior.
2. Intervene early.
3. Use a multi-tier model of support.
4. Use a problem-solving method for decision making.
5. Research-based interventions/instruction to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions.
8. Use assessment for different purposes.
PBIS IS AN ESSENTIAL SHIFT IN THINKING...
Definition 1: Tending to remain unemotional, especially showing an admirable patience and endurance in the face of adversity.

Definition 2: Unruffled, calm, and firmly restraining response to pain or distress
S.T.O.I.C.

S - Structure and Organize your room for Success
T - Teach Expectations and Rules
O - Observe and Monitor
I - Interact Positively
C - Correct Misbehavior Fluently
THE BOTTOM LINE...

...how you proactively prepare and how you react have a huge impact on student success
Expectancy $\times$ Value = Motivation

- **Expectancy** - The degree to which an individual expects to be successful at any given task.
- **Value** - The degree to which an individual values the rewards that accompany success of the task.

<table>
<thead>
<tr>
<th>Expectancy Rate</th>
<th>X</th>
<th>Value Rate</th>
<th>=</th>
<th>100% Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>10</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectancy Rate</th>
<th>X</th>
<th>Value Rate</th>
<th>=</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td></td>
<td>___</td>
<td>=</td>
<td>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectancy Rate</th>
<th>X</th>
<th>Value Rate</th>
<th>=</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td></td>
<td>___</td>
<td>=</td>
<td>___</td>
</tr>
</tbody>
</table>
ACTIVITY - THINK ABOUT YOUR FAVORITE TEACHER...
STRUCTURE
Structure your room for success.

Organization:
• Schedule of activities
• Physical space
• Attention signal

“Be overly prepared and overly organized”
DISCUSSION

• Think about your classroom schedule, physical space, and attention signal; What works well? What needs to be improved?
IDEAS TO IMPROVE YOUR STRUCTURE

• Define and consistently use an attention signal.
• Clean and organize your room.
• Change activities to keep students engaged.
• Write down your schedule.
• Plan the last hour and last 5 minutes of a class period.
• Change up the seating from time to time.
• Design efficient beginning and ending routines.
• Keep independent work times to less than 30 minutes.
TEACH
Rita Pierson – My Mama Said
Teach what you expect
Mrs. Mutner liked to go over a few of her rules on the first day of school.
ACTIVITY- HOW’S YOUR MEMORY?

Without help from your neighbor name the 7 dwarfs.
SEVEN DWARFS

1. Dopy
2. Bashful
3. Sneezy
4. Sleepy
5. Happy
6. Grumpy
7. Doc
Guidelines for Creating Rules

• **1-5** rules for each Routine
• Rules should be Measurable, Observable, and Positive
• **USE YOUR DATA**
## Classroom Procedures by Expectation

<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></td>
<td></td>
<td></td>
<td></td>
<td>Maintain low voice</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Walk quietly to your area</td>
<td></td>
<td></td>
<td></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>
</tbody>
</table>
DISCUSSION

• What classroom routines happen during your day?

• Share what rules have you established for those routines?
Use the Classroom Management Handout to Complete the following:
• Choose 1-3 routines and establish 3-5 rules for each routine.
OBSERVE
OBSERVE STUDENT BEHAVIOR (SUPERVISE!).

• Without monitoring, even responsible adults will push the limits
• Circulating and Scanning
• Friendly respectful behavior is modeled
• Adults supporting each other
• CONSISTENCY!!
INTERACT
INTERACT POSITIVELY

A. Interact in a welcoming manner with every student.
   • Contingent and non contingent interactions
   • Greeting students

B. Provide age appropriate, non-embarrassing positive feedback.
C. POSITIVE vs. NEGATIVE interactions

- What you pay the most attention to is what will occur more frequently in the future.
- Strive for at least 4:1 positive to negative ratios.
• Some students are starved for attention

• 30 years of research literature found…
  • (3-15:1 skewed to the negative side)
POSITIVE OR NEGATIVE?

- Vast majority of the negatives are gentle reminders
  - “You need to get back to work now”.
  - “No, please put that away please”.
  - “I asked you to go back to your seat, thank you”.
  - “No, you need to put that book away and work on this assignment”.
  - “Shh, quiet down”
RATING INTERACTIONS: POSITIVE OR NEGATIVE?

• Always ask yourself this question:
  • “Did the student get attention while engaged in positive behavior or negative behavior?”
POSITIVE OR NEGATIVE?

• Rachael gets up to sharpen her pencil although you had stated that no movement was permitted during a certain class activity.
• You walk over to Rachael and remind her gently that she needs to return to her seat.

NEGATIVE
POSITIVE OR NEGATIVE?

- Jose finishes his independent work early, gets out a novel and reads to himself.
- You give Jose a homework pass for finishing his work and staying quiet while other students work.

POSITIVE
POSITIVE OR NEGATIVE?

- Travis picks up some trash in the hallway.
- You thank him for picking up the trash, and ask him how his classes are going.

POSITIVE
Jahmal arrives at your classroom door.
You compliment him on his touchdown the night before in a big rivalry game and ask him to please stop running in the hallways.

NEGATIVE
• Hannah steps out of line and jostles the students around her four times in the cafeteria.
• You move Hannah to the front of the line where you can watch her more closely.

NEGATIVE
POSITIVE OR NEGATIVE?

- Hannah maintains her place in line including appropriate spacing behind the student in front of her.
- You allow Hannah to go to the front of the line next week.

POSITIVE
POSITIVE OR NEGATIVE?

- Heather got out of her seat to pass a note to a classmate.
- You give Matthew a reward ticket and thank him for sitting in his seat.

POSITIVE
POSITIVE OR NEGATIVE?

- Tamika answers the question you asked correctly, but does not raise her hand.
- You thank Tamika for answering the question and move on in your lesson.

If blurting out an answer to a question is not allowed, this would be a **NEGATIVE** interaction.
POSITIVE OR NEGATIVE?

- Jordan helps a struggling classmate out with a question on an assignment.
- You thank Jordan for helping the student and you ask him to get back to his seat.

If getting out of his seat during this activity is not allowed this would be a **NEGATIVE** interaction.
POSITIVE OR NEGATIVE?

- Olivia yells “Happy Birthday” to you on the opposite end of the lunch room.
- You walk over and thank her and ask her how cheerleading is going.

If yelling is not allowed in the Cafeteria this would be a NEGATIVE interaction.
Teen Perceptions of Self
### TEENS AND SELF-IMAGE: SURVEY RESULTS

**Question 8. How much influence does each of the following have on your life?**

<table>
<thead>
<tr>
<th></th>
<th>A Lot or Some</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Teacher</td>
<td><strong>80%</strong></td>
<td>20%</td>
</tr>
<tr>
<td>Other kids</td>
<td>78%</td>
<td>22%</td>
</tr>
<tr>
<td>Religion</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Girl/Boyfriend</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Celebrities</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>TV Shows</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Advertising</td>
<td>36%</td>
<td>64%</td>
</tr>
</tbody>
</table>
Question 5. Who understands you the most?

- Friend: 42%
- Parent: 28%
- Girl/Boyfriend: 10%
- No one: 8%
- Sibling: 5%
- Religious Leader: 1%
- Teacher: 1%
- Other: 5%
50 students randomly selected

Asked to respond to this question:
  • What 3 things would you like your teachers to know about you?

Responded with some very serious issues and concerns: divorce, separations, physical moves, medical concerns and so on.

Had been in school a few months.
FACULTY RESPONSE

- Principal typed up the 50 sets of responses without names.
- Put pictures and names in faculty meeting.
- Asked staff to read the responses and place a name next to each set of responses.
- How many did each staff member identify correctly?
THE RESULTS

• Most got 1 to 3 correct. One person got 4.
• One staff member could identify 47 of the 50.
• Who was that?
  • 8th grade teacher
  • Counselor
  • Assistant Principal
  • In School Suspension Aide
  • School Social Worker
  • Cafeteria Manager
CORRECT
"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."
Corrections

- Should be quick and discrete
- Pre-correct when possible
- Use low level interventions first
Rita Pierson – Win Win
DISCUSSION

• What corrections/interventions have you used in your classroom, what has worked well? What has not worked well?
It’s not the **SEVERITY** of your consequences that will make them effective...it is the **CERTAINTY**
Effectiveness of Evidence-Based Behavioral Interventions

Rank:
1. Punishment/Aversives, OSS, ISS
2. Behavior Reduction-Time Out
3. Differential Reinforcement
4. Classroom Mgmt, Choice Making, Cooperative Learning
5. Enhancing Engagement, multiple Opport. To Respond
6. Token Economy, Behavior Contracts

Colarusso & O’Rourke, 2007

Fill in the answers

Least Effective

Most Effective
Pyramid of Evidence-Based Interventions

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

(Colarusso & O’Rourke, 2007)
DISCUSSION

What is your reaction to what you learned from the Pyramid of Evidence-based Interventions?
CLASSROOM DATA
HOW TO TRACK **MEANINGFUL** BEHAVIOR DATA?

Document → Patterns of Behavior → Problem Solve
GOAL OF THE TRACKING FORM

• Collect data that are necessary to identify effective ways of changing inappropriate classroom behavior (minor) before it results in an office discipline referral (major)
• Behavior Tracker Pro (Apple)
• D.A.T.A. (Direct Assessment Tracking Application) (Apple)
• BehaviorSnap – (Apple)
• SymTrend ADL (Apple)
• Class Dojo (Apple)
• Behavior Status (Android)
• Teachers Class Behavior Pro (Android)
• Behavior Trackers (Android)
• Class Dojo (Android)
• Behaviour Management Book (Android OS)
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?
NON-EXAMPLES
WHY?
ACTIVITY

Review the sample classroom tracking form; what could work for your classroom, what would you need to change?
Anita Archer – 7th
CLASSROOM SELF ASSESSMENT
ACTIVITY

• Take the classroom self assessment;
  • Create an action plan on what you would like to improve.

• Share with your neighbor one goal you have for next school year and how you plan to accomplish that goal.
As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all cases it is my response that decides whether a situation will be escalated or de-escalated or a child humanized or de-humanized.

-Haim Ginott
Questions?

Mark Fynewever
mfynewever@doe.k12.ga.us