You'll find "Classroom Discipline in Three Easy Lessons" in fiction.
<table>
<thead>
<tr>
<th><strong>PBIS Classroom Elements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductions: Why we are here</strong></td>
</tr>
<tr>
<td>Systems Approach to Classroom</td>
</tr>
<tr>
<td>Expectations, Rules and Routines</td>
</tr>
<tr>
<td>Behavior Lesson Plans for the Classroom</td>
</tr>
<tr>
<td>Acknowledgement System</td>
</tr>
<tr>
<td>Instruction: Engagement</td>
</tr>
<tr>
<td>Data Analysis</td>
</tr>
<tr>
<td>Questions</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Be an Active Participant</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Be Ready to Learn</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Good Afternoon, Class. Welcome to Art Therapy.
• 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?
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*
What does implementation of PBIS look like?

School-wide

Classroom

Non-classroom

Student(s)

Family

Practices, Process, and Systems = Improved Climate and Safety
Seeing your classroom as a system

Classrooms with Effective Instructional practices increases the likelihood of success for all students.

- Teacher Behaviors
- Routines & Procedures
- Expectations & Rules
- Student Behaviors

School Culture

School Climate
How many referrals came from your classrooms? Was it many classrooms or just a few?
Referrals by Problem Behavior
Classroom Self-Assessment

• Complete the Effective Classroom Management and Instructional Strategies for the last classroom observation you conducted.

• Based on the observation, identify one element in the self assessment that would provide positive feedback to the teacher and another that would give constructive suggestions for change.
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.\(^{29}\)
Performance Standard 10: Communication

The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Sample Performance Indicators

*Examples may include, but are not limited to:*

**The teacher:**

10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.

10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.

10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.

10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.

10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.

10.6 Adheres to school and district policies regarding communication of student information.

10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.

10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).

10.9 Uses modes of communication that are appropriate for a given situation.

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Recognizes the levels of involvement, ranging from networking to collaboration.  
- Uses multiple forms of communication between school and home.
- Acknowledges his or her perspective and is open to hearing their students’ worldviews.
- Is culturally competent.
- Seeks to know about the cultures and communities from which students come.
Seeing your classroom as a system

Classrooms with Effective Instructional practices increase 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)
What teachers do in the classrooms affects what students do.

**Teacher Behaviors**
- Engagement with Content
- Positive Feedback
- Opportunities to Respond
- Clear Directions

**Student Behaviors**
- Off task
- Disruption
- Get Attention

- Negative Feedback
- Non-engagement
- Rare OTR’s

Hirn & Scott, 2011
Behavioral Cycle of Failure
(Colarusso & O’Rourke, 2007)

Removed from Class
Challenging Behavior

CYCLE OF FAILURE

Fall Behind Academically
Difficult Work
Effective Classrooms Have Teachers That...

- Engage students throughout the lesson
- Set clear goals/objectives with direction
- Explain and model rules
- Provide prompts and reminders
- Provide high levels of appropriate feedback

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 elbow partner, 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

Fill in the answers

High

Pyramid of Learning

Learning Pyramid

Traditional Passive
- Lecture: 5%
- Reading: 10%
- Audio-Visual: 20%
- Demonstration: 30%
- Discussion Group: 50%
- Practice by Doing: 75%
- Teach Others/Immediate Use: 90%

Active

Source: National Training Laboratories, Bethel, Maine

What activities do teachers use during instruction?

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

(Hock, 2009; Schumaker, et al., 2002; 2005)
Think/Pair/Share

What evidenced based behavioral interventions have you observed in your district's classrooms?
Rank:
- Punishment/Aversives, OSS, ISS
- Behavior Reduction-Time Out
- Differential Reinforcement
- Classroom Mgmt, Choice Making, Cooperative Learning
- Enhancing Engagement, multiple Oppert. To Respond
- Token Economy, Behavior Contracts

Effectiveness of Evidence-Based Behavioral Interventions

Least Effective

Fill in the answers

Most Effective

Colarusso & O’Rourke, 2007
Negative, Punitive

Pyramid of Evidence-Based Interventions

Aversives
- Behavior Reduction: Response Cost Timeout
- Differential Reinforcement

Positive Behavior Supports, Teaching
- 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)
**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
Remember the power of instruction

Off-Task 56%
Disruptive 33%

Off-Task 6%
Disruptive 8%

Gardner et al. (1993)
Classrooms with Effective Instructional practices increases the likelihood of success for all students.
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
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
# Classroom Rules

<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 immediately.</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
<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><strong>Be Safe</strong></td>
<td></td>
<td></td>
<td></td>
<td>Push chair under your desk</td>
</tr>
<tr>
<td></td>
<td>Walk quietly to your area</td>
<td></td>
<td></td>
<td>Maintain low voice</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></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>
### Classroom Matrix

<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 _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Why do we teach behavior?

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
# Expectations of Students

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Hallway</th>
<th>Restroom</th>
<th>Commons Area</th>
<th>Cafeteria</th>
<th>Arrival / Departure Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Courteous</strong></td>
<td>Listen to others.</td>
<td>Keep it moving! Don’t be a groupie.</td>
<td>Keep the restroom clean.</td>
<td>Use your indoor voice.</td>
<td>Use your indoor voice. Wait your turn in line.</td>
<td>Maintain personal space.</td>
</tr>
<tr>
<td><strong>Be Accountable</strong></td>
<td>Be on time.</td>
<td>Use your assigned locker.</td>
<td>Get in and out in a timely manner.</td>
<td>Maintain personal space.</td>
<td>Keep your area clean.</td>
<td>Follow posted rules.</td>
</tr>
<tr>
<td><strong>Be Motivated</strong></td>
<td>Be an active participant.</td>
<td>Get to class!</td>
<td>Return to class quickly.</td>
<td>Use your time wisely!</td>
<td>Make healthy food choices.</td>
<td>Keep it moving! Don’t be a groupie.</td>
</tr>
<tr>
<td><strong>Be Prepared</strong></td>
<td>Be ready to start class.</td>
<td>Use your agenda.</td>
<td>Go to the restroom between classes.</td>
<td>Follow the dress code.</td>
<td>Have your ID and other needed items.</td>
<td>Arrive on time for your bus.</td>
</tr>
</tbody>
</table>

[http://www.youtube.com/watch?v=LiESjIdfWWg&list=PLplxaqt7sdaBB_fpEsQjlw9Oim59FxYew&index=7](http://www.youtube.com/watch?v=LiESjIdfWWg&list=PLplxaqt7sdaBB_fpEsQjlw9Oim59FxYew&index=7)
### Problem Behavior in Your Classroom

<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>

### School-wide Expectations

<table>
<thead>
<tr>
<th>Safe</th>
<th>Classroom Rules (From the Replacement Behaviors above)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observable</td>
</tr>
<tr>
<td>1. Walk</td>
<td>✓</td>
</tr>
<tr>
<td>2. Keep body to self</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respectful</th>
<th>Classroom Rules (From the Replacement Behaviors above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raise hand to talk during discussions.</td>
<td>✓</td>
</tr>
<tr>
<td>2. Use appropriate language with students and adults.</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible</th>
<th>Classroom Rules (From the Replacement Behaviors above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Turn in complete work.</td>
<td>✓</td>
</tr>
<tr>
<td>2. Be on time to class</td>
<td>✓</td>
</tr>
<tr>
<td>3. Bring all materials and equipment to class.</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from MO PBS team workbook, 2013
Writing the Lesson Plan

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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting Help</strong></td>
<td>(How to ask for assistance for difficult tasks)</td>
</tr>
</tbody>
</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.
“What the Worlds 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?

Behavior and Academics

4:1 Positives: Negatives

How do you know?
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?
- (Think/pair/share)
Discipline Flowchart
Sample B

Observe Problem Behavior

Is the Behavior Office Managed?

No, Considered Classroom Managed

- Provide Verbal Warning and Re-Teach Expectation/Rule
- Utilize Classroom Management Strategies
- Teacher Determined Consequences/File Form
- Follow up with student

Yes, but it is not a crisis situation
- Submit Office Referral to office
- Administrative intervention implemented

Yes, Immediate Administrative Response Needed
- Call crisis extension and provide details of incident
- Administrator/Dean notified immediately
- Situation assessed and appropriate action taken

Classroom-Managed: Classroom disruption, minor profanity, cheating, etc.

Office-Managed: Behavior that is sent directly to the office (fights, weapons, etc) to be managed or minor behavior that is persistent and has not improved with varying interventions.

Crisis (In Need of Immediate Response): Potentially unsafe environment, suspicion of criminal behavior.
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)
Effective Classrooms Have Teachers That...

- Engage students throughout the lesson
- Set clear goals/objectives with direction
- Explain and model rules
- Provide prompts and reminders
- Provide high levels of appropriate feedback

http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion.html
Have A Safe Trip Home!

MiMi Gudenrath - mgudenrath@doe.k12.ga.us

Sandy DeMuth – sdemuth@doe.k12.ga.us
http://www.youtube.com/watch?v=Lju4BweO7zQ