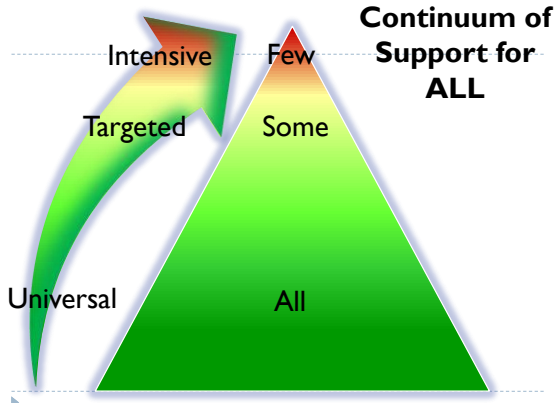


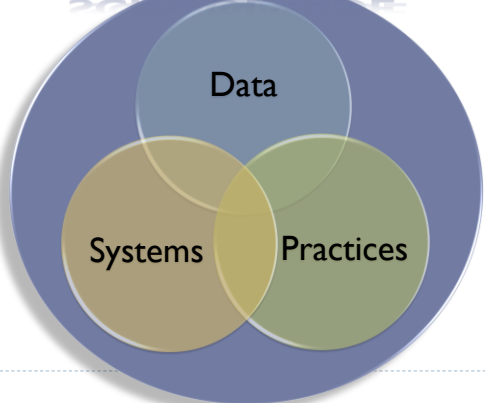
**Positive Behavior Support in the Classroom**

Lisa Hazel & Julie Vollmar  
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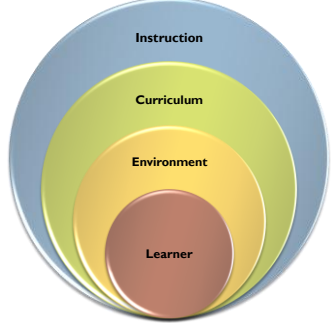
SCHOOLWIDE



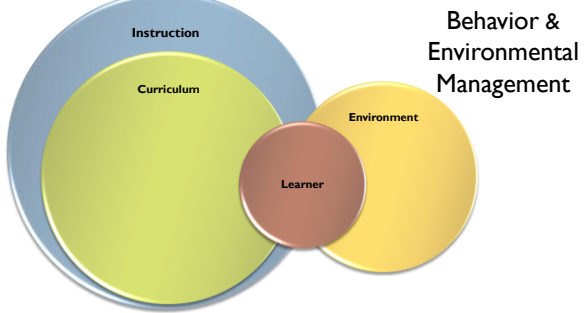
Positive Behavior Support for the Classroom



Think ICEL...



Instructional Management



Components of a Classroom Positive Behavior Support Plan

- ▶ Statement of Purpose
- ▶ Set of 3 to 5 Classroom Rules
- ▶ Procedures / Routines
- ▶ Continuum of positive consequences
- ▶ Continuum of negative consequences
- ▶ Behavior crisis plan
- ▶ Medical crisis plan

The Iris Center, Vanderbilt University

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Another look at the research

A dependable system of rules and procedures provides structure for students and helps them be engaged with instructional tasks (Brophy, 1998)

- ▶ **Teaching rules and procedures** at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson, 1985; 1989; Evertson & Emmer, 1982; Evertson, Emmer, Sandford & Clements, 1983; Johnson, Stoner & Green, 1996)
- ▶ Effective teaching includes **functional routines** (procedures) to students at the beginning of the year and using these routines to efficiently move through the school day (Leinhardt, Weidman, & Hammond, 1987).

▶



Another look at the research

▶ Teachers should focus on increasing positive behavior and interactions by **consistently enforcing expectations** (Shores, Gunter, & Jack, 1993).

- ▶ **When teachers are inconsistent** in their enforcement of expectations, **students become uncertain** of what those expectations are and **that the expectations apply to them** (Evertson, Emmer, & Worsham, 2003).

▶



Another look at the research

▶ Three **sources for inconsistency** occur when a teacher exhibits

- (a) unreasonable expectations,
- (b) incomplete monitoring, and
- (c) halfhearted expectations.

Students cannot accomplish the unreasonable, try to get away with what they can, and know when a behavior is not really expected (Evertson, Emmer & Worsham, 2003).

- ▶ Clearly stating expectations and consistently supporting them **lends credibility to a teacher's authority** (Good & Brophy, 2000)

▶



Another look at the research

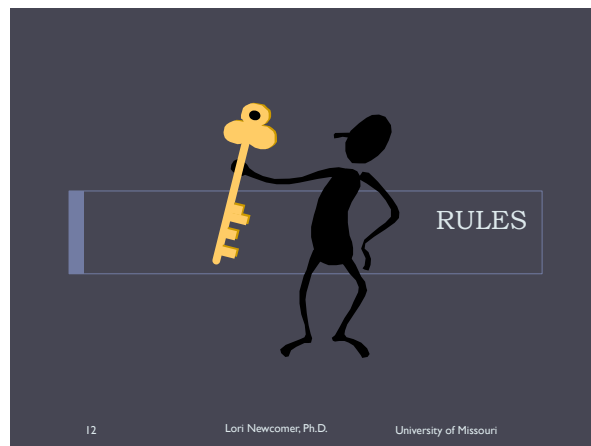
As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer, & Worsham, 2003; Good & Brophy, 2003).

- ▶ Teachers who respond consistently feel positive about their teaching and help students improve their performance (Freiberg, Stein, & Huan, 1995).

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### Rules

- ▶ The foundation for effective classroom management
- ▶ The extent to which students know the rules and how to follow the rules is positively correlated with appropriate behavior (Brophy & Good, 1986; Emmer, Evertson, & Anderson, 1980; Emmer, Sandford, Clements & Martin, 1983).
- ▶ Rules should address safety, respect, and responsibility (Institute on Violence & Destructive Behavior, 1999).
- ▶ Starting off the year with effective classroom management, including clear rules and procedures, results in higher levels of appropriate behavior and higher academic performance (Emmer et al., 1980, Evertson & Emmer, 1982)

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### Common Classroom Behavior Problems: Group

Problem	Replacement
▶ Tardies	▶ In seat when bell rings
▶ Off-task	▶ On-task during work time
▶ Calling out during lessons	▶ Raise hand/wait for permission
▶ Mean/unkind comments	▶ Making positive comments
▶ Not following rules	▶ Following rules
▶ Unruly transitions	▶ Transition quickly and quietly

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### RULES

- ▶ A rule is “an authoritative principle set forth to guide behavior”
- ▶ Clearly stated rules identify, define, and operationalize concepts of acceptable behavior specific to the classroom setting that are necessary to maintain order and a well-functioning environment.

### EXPECTATIONS

- ▶ An expectation is defined as a “confident or strong hope that something will happen”
- ▶ The expectation is that students will develop and exhibit the characteristics that lead to success both in and out of school (i.e. to be responsible, respectful and to do their best)

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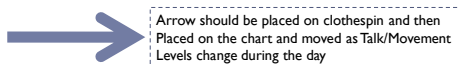
### School-Wide Behavior Expectations

Be Respectful	Be Responsible	Be Cooperative
Raise your hand to speak.	Turn in completed assignments on time	Do what your teacher asks immediately
Keep hands, feet and objects to yourself	Sit in your seat unless you have permission to leave	
	Start work immediately, work during work times.	
	Bring paper, pencil, and books to class	

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### Talk/Movement Chart

	TALK	MOVEMENT
Level 1	No talk	In seat
Level 2	Quiet talk	In seat
Level 3	Conversational talk	Movement allowed



Schuermann & Hall, 2008

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### When developing classroom rules it is essential that they:

- ▶ Are positively stated
- ▶ Use simple, specific terms
- ▶ Are measurable and observable
- ▶ Convey expected behavior
- ▶ Most behavioral expectations can be conveyed in five rules or fewer.

▶

Guidelines for Rules

- ▶ Keep the number to a minimum
- ▶ Convey expected behavior
- ▶ Age-appropriate
- ▶ Teach – practice – reinforce
- ▶ Set an example for rule-following behavior
- ▶ Be consistent in enforcing the rules.

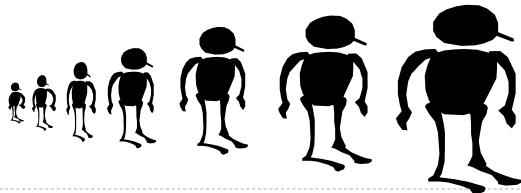
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Procedures

- ▶ Procedures explain the accepted process for carrying out a specific activity, such as walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the lavatory.



▶

Procedures & Routines

- ▶ Make a list of every task a student does in the classroom.
- ▶ Determine the desired outcome (e.g. homework turned in)
- ▶ Decide how students need to complete the task.
- ▶ Consider what errors students are likely to make.
- ▶ Consider problem areas or problems times – often a well designed routine can smooth things out.

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Elementary Example  
**Learning Position**

1. Sit with your back against the back of your chair
2. Sit with your legs under your desk.
3. Keep both feet on the floor
4. Look at the teacher when he or she is talking to the class
5. Keep your materials on top of your desk

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Elementary Example  
**During Lessons**

- ▶ Sit in a learning position.
- ▶ Raise your hand to talk unless the teacher calls on you.
- ▶ Follow directions.
- ▶ Read your book if you finish your work early.
- ▶ Wait for restroom or water breaks until independent work time.

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Secondary Example  
**Class Discussion**

1. Prepare for discussion by reading the required assignment in advance.
2. Wait until the other person is finished speaking before your talk.
3. Stay on topic.
4. Respect others' opinions and contributions: Use appropriate expressions of disagreement.

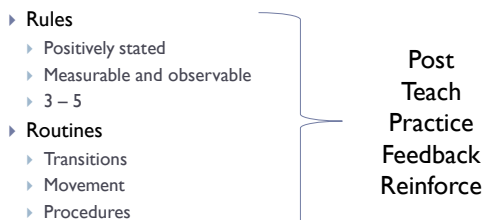
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Secondary Example  
**Entering the Classroom**

1. Enter the classroom before the bell rings.
2. Take your seat and get out of materials you need for class.
3. Talk quietly until the bell rings.
4. Begin the morning assignment when the bell rings.

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Communicating Expectation

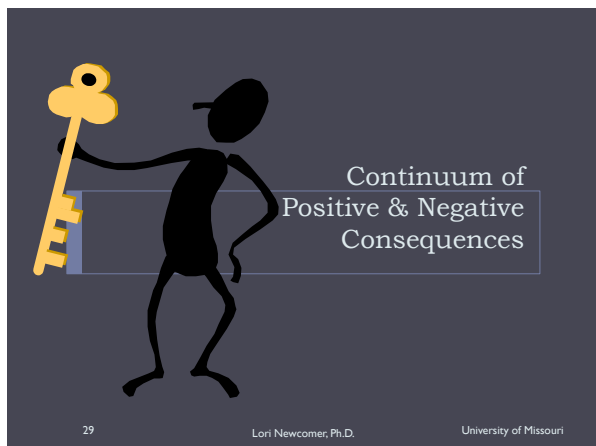


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Schedule for Teaching Rules & Procedures

- First Quarter
- ▶ Teach schoolwide and classroom rules and procedures during first week of school
    - ▶ Provide opportunities for review and practice
    - ▶ Provide frequent reinforcement/acknowledgement
  - ▶ After first week, review rules two or three times per week
    - ▶ Rapid paced oral review during first or last few minutes of class (e.g. what is the procedure for sharpening your pencil?)
    - ▶ Give surprise quizzes about the rules for extra-credit points
    - ▶ Divide class into two teams. Ask review questions about rules and procedures for teams to answer and award a point for each correct answer. Team with most points at end of week or month wins.
- Second Quarter
- ▶ Review rules and procedures once per week
- Remainder of the Year
- ▶ Review rules and procedures periodically as needed.

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Understanding Principles of Behavior

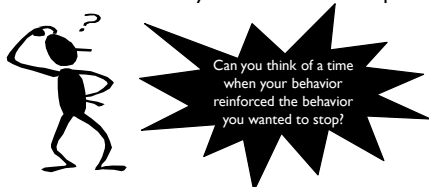


▶ Behaviorists did not invent positive reinforcement. They systematized and named it. Positive reinforcement is a naturally occurring process that wise teachers understand and learn how to use to promote effective management of groups and individual students (Schuermann & Hall, 2008)

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Behavior is strengthened or weakened by its consequences

- ▶ Teachers often reinforce the very behaviors that disrupt the class.



- ▶ Frequent teacher attention in the form of **praise is more effective than rules or reprimands** in increasing appropriate behavior.

Positive Consequences

- ▶ Used to recognize and increase the frequency of appropriate behavior
- ▶ Recognize on an intermittent (unpredictable, ever-changing) schedule that students are following rules and procedures.
- ▶ Can be used to develop self-managed behavior.
- ▶ Effective when they target a specific behavior and are applied *immediately*, with *eye contact* and *genuine enthusiasm*



Apply Consequences

Positive Reinforcement for appropriate behavior!!!!!!!

- 👍Thumbs up
- 😊Smile
- 🗣️Verbal praise
- 📞Notes / Phone calls home
- 📄Note to principal
- 🏆Student of the hour/day/week
- 👏High five
- 💻Computer
- 🎟️Special privileges



Positive Consequences

- ▶ **Level 1 - free and frequent**
  - ▶ used everyday in the classroom involving praise, perhaps stickers...easy things the teachers normally deliver.
- ▶ **Level 2 – intermittent =**
  - ▶ more powerful and can be awarded as perhaps a student of the week, student of the month, occasional free time
- ▶ **Level 3 - strong and long term**
  - ▶ year-long, or month-long types of recognition that students can work for, perhaps a special trip, working in the office, serving as a peer assistant.

Vanderbilt IRIS Project

Positive Consequences

Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise Smile Stickers Rubber Stamps Thumbs up Home notes	Phone calls Special Privileges Extra Computer Time Special Seat	Field trips Special Projects Recognition to the Principal Student of the Week Honor Roll

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Negative Consequences

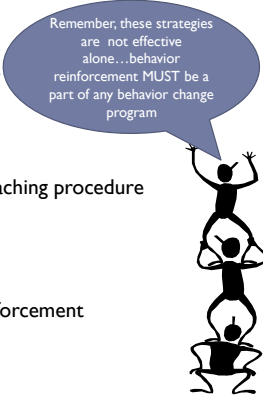
- ▶ used to decrease problem behavior
- ▶ functional
- ▶ applied in an educative rather than vindictive fashion
- ▶ presented in a hierarchy ranging from lesser to greater intensity
- ▶ best applied in combination with positive consequences
- ▶ important to ensure that they are logical and preserve a student's dignity



## Apply Consequences

### Negative consequences

- 🔊 Verbal reprimand
- 👁️ Planned ignoring
- 🔄 Redirection – Corrective teaching procedure
- 📞 Phone call home
- 💰 Response-cost
- 🔪 Overcorrection
- 🕒 Time-out from positive reinforcement



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## Sample Hierarchies of Negative Consequences

- ▶ **Elementary School**
  - ▶ Level 1: Class rule reminder
  - ▶ Level 2: Individual rule reminder
  - ▶ Level 3: Modification (e.g., change seat)
  - ▶ Level 4: Time away in another class
  - ▶ Level 5: Parent contact
  - ▶ Level 6: After-school detention
  - ▶ Level 7: Office referral
- ▶ **Middle School**
  - ▶ Level 1: General reminder
  - ▶ Level 2: Individual reminder
  - ▶ Level 3: Second individual reminder or "see me"
  - ▶ Level 4: Lunch detention
  - ▶ Level 5: Time out I (goes to in-class time-out area and completes think sheet)
  - ▶ Level 6: Time out II (goes to alternative room to complete think sheet)
  - ▶ Level 7: Parent Contact
  - ▶ Level 8: Referral

▶

When delivering consequences, keep in mind that you need to:

- ▶ Apply consistently
- ▶ Use the power of proximity
- ▶ Make direct eye contact
- ▶ Use a soft voice
- ▶ Be firm and anger-free
- ▶ Link the consequence to the expected behaviors
- ▶ Never accept excuses, bargaining, or whining
- ▶ Be educative, not vindictive



▶

## Challenge

How do we support teachers to reflect on their classroom management plan?

How does the PBS team support implementation integrity of universal classroom supports



▶



## Something to Think About

*A systemic approach to support the development and implementation of a*

## Classroom Positive Behavior Support Plan

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## Classroom PBS Plan

- ▶ Classroom Self-Assessment
- ▶ Classroom Organization & Management Planning Guide
- ▶ Classroom Procedure Template
- ▶ Classroom PBS Plan



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