B3 - Comprehensive Class-wide PBIS: Integrating Behavior Support & Academic Instruction

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Foundations of CWPBIS: The Science of Behavior

- Three-term contingency
- Reinforcement
- Setting events
- Function

Why do we care?

- What does the concept of reinforcement have to do with student behavior?
- A few things:
  - Knowing the mechanisms behind how behavior works can help you shape behavior: tricks can fail you, but the science never will.
  - Understanding that reinforcement and punishment are scientific phenomena that affect rates of behavior will help you select consequences based on your observations (rather than on what you think will work).
  - If we know certain consequences increase the likelihood of behaviors we want to see, we can plan to have those consequences follow the behaviors we want to see.

Why do we care?

- What does the concept of setting events have to do with student behavior?
- A few things:
  - What are some setting events that our students might encounter?
  - Knowing about setting events can help us prevent inappropriate behaviors.
  - Parents and guardians can provide valuable information about setting events.

EBP in classroom management:

- Maximize structure
- Identify, define, and teach expectations
- Increase academic engagement
- Establish a continuum of supports to encourage appropriate behavior
- Establish a continuum of supports to discourage inappropriate behavior

Explicit instruction

- Research-supported instructional behaviors used to design and deliver instruction.
- Provides necessary supports for learning (e.g., clarity of language and purpose, breaking down complex tasks).
- Promotes active engagement through frequent and varied OTRs, followed by appropriate and specific feedback (i.e., praise and corrective).
Explicit instruction


Error correction

- First response to minor behavior error should be specific and contingent error correction.
  - Identify problem behavior.
  - Identify expected behavior.
  - Reteach if necessary.
  - Provide feedback.
  - Reinforce as soon as appropriate behavior is displayed.

Remember:

Academic and social behavior

- It is critical for us to remember that all behaviors are learned through consequences: academic and social behaviors are both behaviors.
- Learning academic behaviors can take a long time. Students may require remediation, extra instruction, and different approaches.
  - The same is true for social behaviors.
  - Keep an instructional mindset.

Combining behaviorism and explicit instruction

- Academic instruction is supported by:
  - Clear and positively stated expectations for behavior.
  - Prompt behavior expectations and review consequences.
  - A system to consistently reinforce behavior that meets expectations.
  - A system to consistently address and correct behavior that does not meet expectations.

Clear and positively stated expectations for behavior

- Focus on behaviors that are necessary for learning.
  - Specific rules may vary across situations or settings.
- Expectations should:
  - Be few in number.
  - Refer to measurable and observable behaviors.
  - Tell students what they should be doing.
  - Apply throughout the class period.
  - Be posted and visible in the classroom.

Clear and positively stated expectations for behavior

<table>
<thead>
<tr>
<th>Be Respectful During Independent Work</th>
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</thead>
<tbody>
<tr>
<td>1. Remain silent.</td>
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<tr>
<td>2. Remain at your desk.</td>
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<tr>
<td>3. Focus your attention on your own materials.</td>
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<tr>
<td>4. Use electronics only with teacher's permission.</td>
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<tr>
<td>5. If using electronics, use headphones to prevent distractions to others.</td>
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</table>
Prompt behavior expectations and review consequences

- At the start of the class period (or, before a time when students are likely to engage in challenging behavior), remind students of behavior expectations for the relevant context.
- Briefly review what will occur if students meet expectations and if students do not meet expectations.

Prompt behavior expectations and review consequences

- “Today we are working independently. Remember, if you have a question, you should raise your hand and wait silently until I come to your desk to help you.”
- “Students who remain at their desks will earn a class buck. Students who do not remain at their desks will have another chance to earn a class buck in our next activity.”

System to consistently reinforce appropriate behavior

- One example of a system that reinforces students for meeting behavioral expectations is a token economy.
- Students earn reinforcers (e.g., tokens, points) for meeting academic or social behaviors. Reinforcers are then exchanged for backup reinforcers of predetermined value.

System to consistently reinforce appropriate behavior

- To implement a token economy:
  - Select tokens.
  - Identify target behaviors (academic and social).
  - Select backup reinforcers.
  - Set the value of backup reinforcers.
  - Establish a procedure for exchanging tokens.
  - Teach students how the token economy will work.

System to consistently reinforce appropriate behavior

<table>
<thead>
<tr>
<th>Common Examples</th>
<th>Social Behavior</th>
<th>Academic Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using class materials appropriately.</td>
<td>Volunteering to solve a math problem on the board.</td>
<td></td>
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<tr>
<td>Helping a classmate if they are having trouble.</td>
<td>Using a graphic organizer to plan a writing assignment.</td>
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<tr>
<td>Raising your hand and waiting to be called on before answering a question.</td>
<td>Re-reading a difficult passage to improve understanding.</td>
<td></td>
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<tr>
<td>Staying silent when another student is answering a question.</td>
<td>Bringing in completed homework assignments on the day they are due.</td>
<td></td>
</tr>
</tbody>
</table>

System to consistently address inappropriate behavior

- Error corrections should be similar for social behaviors as they are for academic behaviors.
- Use active supervision and proximity control.
- Delivery of error corrections should be:
  - Brief.
  - Positively stated.
  - Calm.
  - Respectful.
System to consistently address inappropriate behavior

- "I hear a few students talking during independent work time. Be sure to stay silent as you work and raise your hand if you need my help."
- "Sam, I really appreciate you volunteering to answer a question. Next time remember to raise your hand and wait to be called on before sharing your ideas."

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