School Climate & Classroom Behavior Management w/ELI

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PURPOSE
Describe core classroom behavior management practices that contribute to productive, efficient, & positive teaching & learning environments

Action Steps - Homework

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HOW?

Establish positive school climate
Maximizing academic success
Teaching important social skills
Modeling good behavior
Recognizing good behavior

HOW?

Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Relevant Evidence-based Interventions
Supporting Culturally Valid Decision Making

Factors Directly & Indirectly Contributing To Student Learning

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Potential for cultural exchange & conflict

“[Text not legible]”
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Classroom

Non-classroom

Student

SWPBS Practices

• Smallest #
• Evidence-based
• Biggest, durable effect

“Power of Habits”
Charles Duhigg, 2012

CUE

REWARD

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

TV remote → Walk
Teased → Ignore
Difficult work → Try

 endured?!
Entertained?!
Teasing stops?!
Work removed?!

Establishing/Replacing Habit
Charles Duhigg (2014)

CUE

• Remove competing cue
• Add desired cue

HABIT

• Teach acceptable alternative
• Teach desired alternative

REWARD

• Remove reward for old habit
• Add reward for new habit

All three elements are addressed in SSI

Review of Classroom & Behavior Management

School-wide Positive Behavior Support

Getting Started Workbook

www.neswpbs.org

• Implementation Blueprint
• Best Practices Classroom Management Guide
• Team Implementation Checklist

Leadership team

Behavior purpose statement

School-Wide PBS (Tier 1)

Set of positive expectations & behaviors

Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & classroom-wide expected behavior

Procedures for on-going data-based monitoring & evaluation

Continuum of procedures for discouraging rule violations
STEP 5 – Develop Lesson Plans for Teaching Positive CW Expectations

1. School-wide action plan for classroom management practices and procedures based on results from Classroom Self-Assessment
2. Definitions and processes for responding to classroom versus office-managed (minor) or administrator-managed (major) violations of behavior expectations.
3. Teaching matrix, procedures, and schedules developed for teaching school-wide behavior expectations in typical classroom contexts and routines.
4. Data system in place to monitor office discipline referral that come from classrooms.
5. Procedures in place for obtaining behavior support for students whose behaviors are not responsive to classroom-wide management
6. Prompts (reminders and pre-corrections) for display of behaviors in natural contexts and routines.
7. Feedback (corrections and positive acknowledgments) for display of behaviors in natural contexts and routines.
8. Involvement by staff, students, and families in development
9. Contextually/culturally appropriate (e.g., age, level, language)
10. Schedule for initial instruction
11. Schedule for regular review, practice, follow-up instruction
12. Agreement by school faculty and staff
13. Schedule for continuous evaluation of effectiveness
14. Included in school publications (e.g., handbooks)

Go to Workbook p. 61
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1. PREVIOUS PROBLEM
Precorrect (restate) positively & acknowledge ASAP before problem reoccurs.

“What do we do when........?  “Show me......”

2. COMING TO GROUP
Greet positively w/ student name

“G’morning, Mike”  “Hello, Darci”  “Buenos Dias, Margie”

3. FIRST MINUTE
Review classroom/school behavior expectations

“Ready to learn.”  “Ready to do......”  “Raise hand.”

4. >1 EVERY 5 MINUTES
Acknowledge displays of behavior expectations

“Thank you for......”  “Excellent being ready.”  “Good listening, Jorge”

5. MINOR BEHAVIOR EVENT
Respond quickly and briefly to minor problem behaviors
• 1st time: Acknowledge others for expected behavior
• 2nd time: Quick reteach

“Thank you, Manuela, for......”  “Theora, “When you need help, raise your hand, & I will help you.”

6. CLOSING TRANSITION
• Acknowledge expected behavior
• End positively with student name

“Ashley, good job with......”  “Nick, thank you for......”  “Jorge, mucho gracias......”
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Steps + Practices + Guidelines

1. Establish & acknowledge safe & efficient physical environment
   - Student grouping
   - Furniture arrangement
   - Teaching stations
   - Materials & equipment

2. Teach & reinforce expected behaviors & routines to fluency
   - Show/tell/model
   - Prompt frequently
   - Monitor
   - Reinforce

3. Maximize student opportunity to respond
   - Active instructional engagement
   - Systematic prompting
   - Active supervision
   - Frequent acknowledgements

4. Handle infrequent & non-disruptive minor behavior errors (a) quickly & (b) discreetly
   - Minimize attention
   - Signal error occurrence
   - Remind of expected behavior
   - Model/display expected behavior
   - Reinforce displays of expected behavior immediately

5. Handle repeated & non-disruptive minor behavior errors (a) preemptively, (b) quickly, & (c) discreetly
6. Handle disruptive major behavior errors (a) preemptively, (b) quickly, (c) discreetly, & (d) by procedure
   - Minimize attention
   - Determine likely purpose of behavior error (FBA)
   - Precorrect before error occurrence
   - If behavior error occurs & based on purpose: (a) Signal error occurrence, (b) Model/display expected behavior, (c) Reinforce displays of expected behavior

7. Handle administrator-managed behavior errors (a) quickly, (b) discreetly, & (c) by procedure
   - Minimize attention
   - Signal error occurrence
   - Follow school-wide procedures for major rule violating behaviors
   - Reteach, review, & prompt expected behavior
   - Monitor
   - Reinforce displays of expected behavior
8. For repeated major behavior errors &/or administrator-managed, develop & implement individualized, function-based behavior intervention plan

- Form behavior support team
- Conduct FBA
- Develop & implement behavior intervention plan
- Monitor continuously
- Reinforce displays of expected behavior

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**Responding to Non-Responsive Behavior: Managing Escalations**

Geoff Colvin & George Sugai
OSEP Center on PBIS
University of Connecticut
www.pbis.org  www.cber.org

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**The MODEL**

- High
- Low
- Calm
- Peak
- De-escalation
- Recovery
- Acceleration
- Agitation
- Trigger

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**THREE KEY STRATEGIES**

- Intervene early in an escalation.
- Manipulate environmental factors.
- Teach replacement behaviors that serve similar function.

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**Essential Behavior & Classroom Management Practices**

See Classroom Management Self-Checklist
Classroom Management - Self-Assessment

Teacher ___________________________ Date ___________________________
Rater ___________________________ 

Instructional Activity ___________________________ Time Start ____________ Time End ____________

<table>
<thead>
<tr>
<th>Tally each Positive Student Contacts</th>
<th>Total #</th>
<th>Tally each Negative Student Contacts</th>
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Ratio of Positives to Negatives: _____ to 1

Classroom Management Practice

1. I have arranged my classroom to minimize crowding and distraction
   Yes  No

2. I have maximized structure and predictability in my classroom (e.g., explicit classroom rules, specific directions, etc.)
   Yes  No

3. I have posted, taught, reviewed, and reinforced 2-5 positively stated expectations (per note)
   Yes  No

4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (i.e., top of page)
   Yes  No

5. I provided each student with multiple opportunities to respond and participate during instruction.
   Yes  No

6. My instruction actively engaged students in observable ways (e.g., singing, verbalizing)
   Yes  No

7. I actively supervised my classroom (e.g., moving, scanning) during instruction.
   Yes  No

8. I ignored or provided quick, direct, explicit reprimands/instructions in response to inappropriate behavior
   Yes  No

9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, phones, etc.)
   Yes  No

10. In general, I have provided specific feedback in response to social and academic behavior patterns and current implications.
    Yes  No

Overall classroom management score:

10-8 = “Super”  7-6 = “So-So”  5-4 = “Improvement Needed”

Classroom Management Practice

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1. Are basic classroom management practices being used in most (80%) of classrooms throughout school day?
   Yes  No

2. Do we have plan for teaching school-wide social skill expectations in classroom?
   Yes  No

3. Do we have a plan for teaching & encouraging use of basic classroom management practices?
   Yes  No

4. Do you have planned & practiced procedures for crisis situations?
   Yes  No

5. Are we using data to monitor the above?
   Yes  No

6. Is our team monitoring & coordinating implementation of above?
   Yes  No

Classroom Management Practice

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Upcoming Events

PBIS Forum
- Oct 22-23, 2015
- Rosemont, IL

SMH Conference
- Nov 5-7, 2015
- New Orleans, LA

New England PBIS
- Nov 19-20, 2015
- Norwood, MA

APBS Conf.
- Mar 22-24, 2016
- San Francisco, CA

Northeast SWPBIS Conf.
- May 13-16, 2016
- Mystic, CT

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Assistance*
Evaluation*&*Performance*
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Selection*

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