Purpose

Describe importance, key practices, & systems of effective classroom behavior management practices within Multi-Tiered Support Systems.

- Teaching instructional routines
- Integrating within SW-systems
- Establishing positive classroom climates

Action Steps - Homework

<table>
<thead>
<tr>
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School Discipline Challenge: Academic & behavior success (failure) are linked!

"This is the worst class I've ever had."
MTSS/PBIS aka SWPBS, MTSS-B, MTBF, RII-B...

Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

IMPLEMENTATION W/FIDELITY
CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
UNIVERSAL SCREENING MTSS/PBIS
CONTENT EXPERTISE & FLUENCY
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION

MTSS: CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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

ALL ~80% of Students

SECONDARY PREVENTION

• Team-led implementation w/ behavior expertise
• Increased social skills instruction, practice
• Increased supervision & pre-correction
• Increased opportunities for reinforcement
• Continuous progress monitoring

TERTIARY PREVENTION

• Multi-disciplinary team w/ behavior expertise
• Function-based behavior support
• Wraparound, culture-driven, person-centered supports & planning
• School mental health
• Continuous monitoring of progress & implementation fidelity
• Increased pre-correction, supervision, reinforcement

PRIMARY PREVENTION

• Team-led implementation
• Behavior priority
• Social behavior expectations
• SW & CW teaching & encouraging of expectations
• Consistency in responding to problem behavior
• Data-based decision making

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon, 2012ab

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

PBIS emphasis

Dec 7, 2007

MTSS: CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Precision
Engagement
Feedback
Practice
Teamwork

Outcomes
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Valid Decision Making
**Positive School Climate**

Did you feel that!

**Factors Directly & Indirectly Contributing To Student Learning**

Factors Directly & Indirectly Contributing To Student Learning

**Review of Classroom & Behavior Management**

**GOAL: “Big Outcome”**

**Classroom Continuum of Evidence-based Behavior Support**

- All
- Targeted
- Intensive

**Behavior Teaching Focused**

- Define
- Model
- Prompt
- Supervise
- Reinforce

**MTSS/CBM Foundations**

- Expectations
- Discipline
- Acknowledgements

**Based on SW-PBIS**

- Minor v. major
- Academic progress
- Attendance/tardy
- Social skills

**Maximizing academic success**

- Teaching important social skills

**Establishing positive school and classroom climate**

- Modeling good behavior
- Recognizing good behavior

**HOW?**

**Biglan, Colvin, Mayer, Patterson, Reid, Walker**

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**HOW?**

**Biglan, Colvin, Mayer, Patterson, Reid, Walker**

**Factors Directly & Indirectly Contributing To Student Learning**

Leadership TEAM

School-Wide & CLASSROOM PBIS Tier 1

Behavior PURPOSE statement

Set of POSITIVE EXPECTATIONS & BEHAVIORS

Procedures for ongoing DATA-based monitoring & evaluation

Continuum of procedures for DISCOURAGING RULE VIOLATIONS

Continuum of procedures for ENCOURAGIN EXPECTED BEHAVIOR

Procedures for TEACHING SW & CW expected behavior

www.neswpbs.org

School-wide Positive Behavior Support

Getting Started Workbook

www.neswpbs.org

CW Practices Implementation Guidelines

Professional
  - Respond in manner that is business-like, objective, neutral, impartial, unbiased

Culturally
  - Be considerate of individuals learning history & experience (e.g., family, community, peer-group)

Inform
  - Base decisions on data on student behavior

Fidelity
  - Base decisions on implementation accuracy & fidelity

Educational
  - Consider quality of design & delivery of instruction

Constructive
  - Explicitly teach, model, prompt, monitor, & reinforce expected behavior

Preventive
  - Pre-arrange environment (antecedents & consequences) to anticipate & encourage previously taught alternative social skills & discourage anticipated behavior errors

General Behavior Management

ALL THE TIME

- ACTIVELY SUPERVISE continuously (scan, eyes up, move)
- MODEL expected behavior
- REMIND of expected behavior before problem situations
- DESCRIBE and RESTATE frequently
- RECOGNIZE successful expected behavior whenever possible
- RETEACH when behavior errors occur

BASIC TEACHING APPROACH

Phases of Learning and Teaching

<table>
<thead>
<tr>
<th>PHASE</th>
<th>ORIENTATION</th>
<th>TEACHING STRATEGIES</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptation</td>
<td>Using it correctly</td>
<td>Less, model, &amp; demonstrate with range of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>pace &amp; behavior examples</td>
<td></td>
</tr>
<tr>
<td>Remedy</td>
<td>Using it smoothly &amp; cut corners out of it</td>
<td>Remind, repeat, &amp; proctor</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td>Stop doing it after remedying</td>
<td>Reinforce accuracy &amp; rate of correct responding</td>
<td></td>
</tr>
<tr>
<td>Generalization</td>
<td>Stop doing it in</td>
<td>Interact with others to continuous</td>
<td></td>
</tr>
<tr>
<td>Adaptation</td>
<td>Adapt doing it in full ways</td>
<td>Interact with others to continuous</td>
<td></td>
</tr>
</tbody>
</table>

1. Social Skill
2. Natural Context
3. Behavior Examples

EXAMPLE

Teachable Expectations (Classroom)

<table>
<thead>
<tr>
<th>Motive, Tribal Values</th>
<th>Expected Classroom Routines</th>
<th>Entry Procedure</th>
<th>Lecture</th>
<th>Independent Work</th>
<th>Turning in Work/Going Out of the Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamaksriiq</td>
<td>Respect</td>
<td></td>
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<tr>
<td>Inuaqatuniggiq</td>
<td>Responsibility</td>
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<td></td>
</tr>
<tr>
<td>Savaqatigiiyujiq</td>
<td>Cooperation</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Teaching Plan for Expected Classroom Routines

Lesson Plan for Expected Classroom Routines

<table>
<thead>
<tr>
<th>EXPECTED CLASSROOM ROUTINES</th>
<th>TEACHING STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PREVIOUS PROBLEM</td>
</tr>
<tr>
<td></td>
<td>PRECORRECT (RESTATE)</td>
</tr>
<tr>
<td></td>
<td>WHAT DO WE DO WHEN......?</td>
</tr>
<tr>
<td></td>
<td>SHOW ME......</td>
</tr>
</tbody>
</table>

Every Planned Academic Engagement/Lesson

Remind, reteach, practice, prompt, reinforce.

Precorrect (restate) positively & acknowledge ASAP before problem reoccurs.
2. COMING TO GROUP

Greet positively w/ student name

“G’morning, Mike”  “Hello, Darci”  “Buenas 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, Manuella, for…….”  “Theora, “When you need help, raise your hand, & I will help you.”

6. CLOSING TRANSITION

• Acknowledge expected behavior
• End positively w/ student name

“Ashley, good job with…….”  “Nick, thank you for…….”  “Jorge, mucho gracias…….”

<table>
<thead>
<tr>
<th>Event</th>
<th>Response/Behavior</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem</td>
<td>Respond quickly &amp; briefly. Acknowledge others for expected behavior 1st time, acknowledge others for expected behavior 2nd time. Quick reteach</td>
<td>“When you need help, raise your hand, I will help you.”</td>
</tr>
<tr>
<td>Transition</td>
<td>Acknowledge student behavior expectations.</td>
<td>“I heard you.”</td>
</tr>
<tr>
<td>Class</td>
<td>Acknowledge expected behavior.</td>
<td>“Thank you for…….”</td>
</tr>
<tr>
<td>1st issue</td>
<td>Acknowledge display of behavior expectations.</td>
<td>“I heard you.”</td>
</tr>
<tr>
<td>2nd issue</td>
<td>Acknowledge display of behavior expectations.</td>
<td>“I heard you.”</td>
</tr>
<tr>
<td>Minor behavior event</td>
<td>Acknowledge expected behavior.</td>
<td>“I heard you.”</td>
</tr>
<tr>
<td>Expected behavior</td>
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</table>
Steps + Practices + Guidelines
Smallest, most effective, biggest effect...all time!

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

**The MODEL**

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

**THREE KEY STRATEGIES**

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

**Essential Behavior & Classroom Management Practices**

See Classroom Management Self-Checklist

---

Responding to Non-Responsive Behavior: Managing Escalations

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

"Managing Escalating Behavior" Geoff Colvin
### Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally each Positive Student Contacts</td>
<td>Total #</td>
<td></td>
</tr>
<tr>
<td>Tally each Negative Student Contacts</td>
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Ratio of Positives to Negatives: _____ to 1

### Classroom Management

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<th>Decision</th>
<th>SWPBS Feature</th>
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<tr>
<td>Yes / No</td>
<td>1. Are basic classroom management practices being used in most (80%) of classrooms throughout school day?</td>
<td></td>
</tr>
<tr>
<td>Yes / No</td>
<td>2. Do we have plan for teaching school-wide social skill expectations in classrooms?</td>
<td></td>
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<tr>
<td>Yes / No</td>
<td>3. Do we have a plan for teaching &amp; encouraging use of basic classroom management practices?</td>
<td></td>
</tr>
<tr>
<td>Yes / No</td>
<td>4. Do you have planned &amp; practiced procedures for crisis situations?</td>
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<tr>
<td>Yes / No</td>
<td>5. Are we using data to monitor the above?</td>
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<tr>
<td>Yes / No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
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### Action Steps

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### Upcoming Events

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<tr>
<td>PBIS Forum</td>
<td>Oct 22-23, 2015</td>
</tr>
<tr>
<td>SMH Conference</td>
<td>Nov 5-7, 2015</td>
</tr>
<tr>
<td>New England PBIS</td>
<td>Nov 19-20, 2015</td>
</tr>
<tr>
<td>APBS Conf.</td>
<td>Mar 23-26, 2016</td>
</tr>
<tr>
<td>Northeast SWPBS Conf.</td>
<td>May 19-20, 2016</td>
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<tr>
<td>Rosemont IL</td>
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