Positive Classroom Environment to Support Teaching & Learning

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www.pbis.org  www.neswpbs.org  www.cber.org

PURPOSE
Summarize core features of effective classroom behavior management practices w/in integrated MTSS framework

- SWPBS Rationale & Fundamentals
- Linking Classroom & School-wide
- SWPBS Classroom & Behavior Management

Nov 1985 Kappa
School Discipline Challenge:
Academic & behavior success (failure) are linked!

PBIS aka SWPBS, MTSS, MTBF, RtI…

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Foundations
### GOAL: “Big Outcome”

- **Common Language**
- **Common Experience**
- **Common Vision/Values**
- **Quality Leadership**
- **Effective Organizations & Positive Classroom & School Climates**

### IMPLEMENTATION W/ FIDELITY

- **CONTINUOUS PROGRESS MONITORING**
- **CONTINUUM OF EVIDENCE-BASED INTERVENTIONS**
- **CORE FEATURES MTSS/PBIS**
- **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

### Continuum Logic & Key PBIS Working Elements

- **Outcomes**
- **Data**
- **Practices**
- **Systems**

- **INCREASED EFFORT**
- **Responsive-to-Treatment**

### PBIS emphasis

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

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Vincent, Randal, Cartledge, Mulli, & Swain-Briggs (2011); Sugai, O’Keefe, & Fallon, 2012ab
Where is your CLASSROOM & school on the climate scale?

PBIS goal to establish & maintain positive teaching & learning environment

School Climate Self-Assessment – Homework

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBIS Feature</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Do &gt;80% of students engage in socially appropriate interactions w/ PEERS daily?</td>
<td>Action</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Do &gt;80% of STAFF have more POSITIVE than negative social interactions with their students daily?</td>
<td>Action</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Do &gt;80% of STAFF MODEL positive expected social behavior daily?</td>
<td>Action</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Do &gt;80% of students experience high levels of SUCCESSFUL ACADEMIC ENGAGEMENT every hour?</td>
<td>Action</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using DATA to monitor the above?</td>
<td>Action</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>6. Is our TEAM monitoring &amp; coordinating implementation of above?</td>
<td>Action</td>
</tr>
</tbody>
</table>

School-wide Positive Behavioral Interventions and Supports (SWPBIS): Getting Started Workbook

www.neswpbs.org
CW PBIS....basics!

1. SW Tier 1 implemented w/ fidelity
2. SW data-based decision making
3. CW linked to SW expectations
4. CW decisions data based
5. Effective instructional practices & curricula
6. Curriculum matched to student need
Example

Teachable Expectations (Classroom)

<table>
<thead>
<tr>
<th>Native, Tribal Values</th>
<th>Kamakarigiq</th>
<th>Respect</th>
<th>Value</th>
<th>Entry Procedure</th>
<th>Lecture</th>
<th>Independent Work</th>
<th>Turning In Work/Exiting the Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>Kamakarigiq</td>
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<td>Entry Procedure</td>
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<tr>
<td>Cooperation</td>
<td>Kamakarigiq</td>
<td>Respect</td>
<td>Value</td>
<td>Entry Procedure</td>
<td>Lecture</td>
<td>Independent Work</td>
<td>Turning In Work/Exiting the Room</td>
</tr>
</tbody>
</table>

**Morning**
- Respect
  - Say “good morning”
  - Try your best
  - Use your words
- Responsibility
  - Put clothes in washer
  - Put back backpack & homework by backdoor
- Safety
  - Return food to refrigerator
  - Put homework in backpack
  - Put toys in room when done
  - Keep chair legs on floor
  - Put toys on shelf

**Homework**
- Respect
  - Say “thank you”
  - Say “good night”
- Responsibility
  - Put toys away
  - Wash hands
  - Brush teeth

**Playtime**
- Safety
  - Return food to refrigerator
  - Put homework in backpack
  - Put toys in room when done

**Mealtimes**
- Respect
  - Use your words
  - Eat around you
- Responsibility
  - Put back backpack & homework by backdoor
- Safety
  - Return food to refrigerator
  - Put homework in backpack
  - Put toys in room when done

**Bedtime**
- Respect
  - Use your words
  - Eat around you
- Responsibility
  - Put toys away
  - Wash hands
  - Brush teeth

**Typical Home Routines**

**Shishmaref School AK, Lyon Johnson, Aug 9, 2011**

Review of Classroom & Behavior Management

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

Preventive Classroom Behavior Management Practices

www.neswpbs.org

Interactive Map of Core Features

Classroom Interventions and Supports
Classroom Practices & Systems Self-Assessment

1. The classroom is physically designed to meet the needs of all students.
   - Yes, continue with self-assessment. If no, begin with 3.1 on the interactive map.
2. Classroom routines are developed, taught, and implemented.
   - Yes, continue with self-assessment. If no, begin with 3.2 on the interactive map.
3. Three to five positive classroom expectations are stated, defined, and explicitly taught.
   - Yes, continue with self-assessment. If no, begin with 3.3 on the interactive map.
4. Prompts and active supervision practices are used effectively.
   - Yes, continue with self-assessment. If no, begin with 3.4 on the interactive map.
5. Opportunities to respond are varied and are provided at high risk.
6. Specific praise and other strategies are used to reinforce behavior.
7. Reinforcers are consistently given before a behavior might occur.
8. The responses to misbehaviors in the classroom are appropriate and systematic.

SW PBIS... basics!

- SW Tier 1 implemented w/ fidelity
- SW data-based decision making
- CW linked to SW expectations
- CW decisions data based
- Effective instructional practices & curricula
- Curriculum matched to student need

Basic Behavior (Re)Teaching Process

Define simply

Based on data, adjust instruction & reteach

Model/demonstrate w/ range of examples

Practice in range of natural settings

Monitor & provide positive feedback & reinforcement

Promoting & Encouraging

Every opportunity, all students, all settings

(re)Teach

Acknowledge & Reteach

Remind Positively

Supervise & Prompt Positively
**Typical Contexts & Routines**

<table>
<thead>
<tr>
<th>All</th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Meeting</td>
<td>Eyes on speaker. Give brief answers.</td>
<td>Put materials away first.</td>
<td>Check by my announcements.</td>
</tr>
<tr>
<td>Homework</td>
<td>Do own work. Turn in work only.</td>
<td>Homework ready for day.</td>
<td>Do not be rude. Ask.</td>
</tr>
<tr>
<td>Problem to Solve</td>
<td>Stop, Drop, Think, Act</td>
<td>Have materials ready.</td>
<td>Have materials ready.</td>
</tr>
</tbody>
</table>

**Example Teachable Expectations (Classroom)**

<table>
<thead>
<tr>
<th>Meets, Tribes Values</th>
<th>Expectations</th>
</tr>
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<tbody>
<tr>
<td>Kamakaniqi</td>
<td>Respect</td>
</tr>
<tr>
<td>Inuuiaqatiuni</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Savagatigiiyujiq</td>
<td>Cooperation</td>
</tr>
<tr>
<td>Shishmaref School, AK, Lyon Johnson, Aug 9, 2011</td>
<td></td>
</tr>
</tbody>
</table>

**1. Social Skill**

**2. Natural Context**

**3. Behavior Examples**

**Every Academic Engagement/Lesson**

**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, Manuella, for......”

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

6. CLOSING TRANSITION

• Acknowledge expected behavior
• End positively with student name

“Theora, good job with......”

“Nick, thank you for......”

“Jorge, mucho gracias......”

Essential Behavior & Classroom Management Practices

See Classroom Management Self-Checklist

Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tally each Positive Student Contacts</th>
<th>Total #</th>
<th>Tally each Negative Student Contacts</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ratio of Positives to Negatives: _____ to 1

Classroom Management - 10 minutes

1 Minute
Phases of Learning and Teaching

<table>
<thead>
<tr>
<th>Phase</th>
<th>Explanation</th>
<th>Teaching Strategies</th>
<th>Redirection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptation</td>
<td>Paper being allowed to flow in class</td>
<td>Reduce and eliminate errors, prompt, &amp; prompt</td>
<td>Gradually shift from continuous to intermittent re-establishing for error response</td>
</tr>
<tr>
<td>Maintenance</td>
<td>Keep going after teaching</td>
<td>Show, model, &amp; demonstrate with range of independent behaviors examples</td>
<td>Intermediate level errors can be prevented in new situations &amp; conditions</td>
</tr>
<tr>
<td>Fluency</td>
<td>Doing it smoothly &amp; at normal pace or speed</td>
<td>Show, model, &amp; demonstrate with range of new independent behaviors</td>
<td>Intermediate level errors can be prevented in new situations &amp; conditions</td>
</tr>
<tr>
<td>Acquiescence</td>
<td>Being responsive</td>
<td>Show, model, &amp; demonstrate with range of new independent behaviors</td>
<td>Intermediate level errors can be prevented in new situations &amp; conditions</td>
</tr>
</tbody>
</table>

Teaching Plan for Expected Classroom Routines

<table>
<thead>
<tr>
<th>Expected Routine</th>
<th>When</th>
<th>Now</th>
<th>Where</th>
<th>Teaching Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet students</td>
<td>A.M.</td>
<td>1st</td>
<td>Classroom</td>
<td>Classroom out of class greeting</td>
</tr>
<tr>
<td>Greet students</td>
<td>A.M.</td>
<td>2nd</td>
<td>Classroom</td>
<td>Classroom out of class greeting</td>
</tr>
<tr>
<td>Greet students</td>
<td>A.M.</td>
<td>3rd</td>
<td>Classroom</td>
<td>Classroom out of class greeting</td>
</tr>
<tr>
<td>Greet students</td>
<td>A.M.</td>
<td>4th</td>
<td>Classroom</td>
<td>Classroom out of class greeting</td>
</tr>
<tr>
<td>Greet students</td>
<td>A.M.</td>
<td>5th</td>
<td>Classroom</td>
<td>Classroom out of class greeting</td>
</tr>
</tbody>
</table>

Lesson Plan for Expected Classroom Routines

<table>
<thead>
<tr>
<th>TEACHING STRATEGY</th>
<th>EXPECTED CLASSROOM ROUTINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEFINE Simply</td>
<td></td>
</tr>
<tr>
<td>MORE w/ clear examples &amp; definitions</td>
<td></td>
</tr>
<tr>
<td>PRACTICE multiple examples in realistic settings</td>
<td></td>
</tr>
<tr>
<td>STARTS with acknowledgment of progress</td>
<td></td>
</tr>
</tbody>
</table>

Big 7 CBMs

Maximize OPPORTUNITIES to respond

Teach & reinforce EXPECTED BEHAVIORS & ROUTINES to fluency

Implement BEHAVIOR SUPPORT PLAN for UNRESPONSIVE behavior errors

Establish & acknowledge safe & PREDICTABLE ENVIRONMENT

Provide high levels of ACADEMIC SUCCESS

Simonsen, Myers, Freeman, Lane, Scott, et al.
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

The MODEL

THREE KEY STRATEGIES

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

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www.pbis.org
This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice facilities:

- PBIS Foundations
- Classroom Applications
- Tier 2 Systems & Practices
- Tier 3 Systems & Practices
- Alignment Systems
- Juvenile Justice
- Mental Health Integration
- Equity
- Applied Evaluation
- Special Populations

Visit the Upcoming Events page at www.pbis.org for more information.