**PURPOSE**
Summarize how classroom behavior management is integrated within MTSS framework

- SWPBS Rationale & Fundamentals
- SWPBS Classroom & Behavior Management

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**Factors Directly & Indirectly Contributing To Student Learning: Classroom & School Climate**

- State Leadership, Policies and Practices
- Student/Family Background
- District Leadership, Policies and Practices
- School Climate
- Teachers
- Other Stakeholders
- Leaders' Professional Development Experiences
- Classroom Conditions
- School Conditions


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"This is the worst class I've ever had."
**How?**

Establish positive school & classroom climate

Maximizing academic success

Teaching important social skills

Recognizing good behavior

Modeling good behavior

Supervising actively

Communicating positively

**Why?**

Recognizing good behavior

Modeling good behavior

Supervising actively

Communicating positively

**MTSS/CBM Foundations**

- Data-Driven
- Expectations
- Discipline
- Acknowledgements

**Behavior Teaching Focused**

- Define
- Model
- Prompt
- Supervise
- Reinforce

**Coordinated by**

- School-wide Team
  - Administrator
  - Specialists
  - Grade/dept.

**Based on SW-PBIS**

- Expectations
- Discipline
- Acknowledgements

**Leadership TEAM**

- School-Wide & CLASSROOM PBIS

**School-Wide & CLASSROOM PBIS Tier 1**

- Procedures for ongoing DATA-based monitoring & evaluation
- Continuum of procedures for DISCOURAGING RULE VIOLATIONS
- Continuum of procedures for ENCOURAGING EXPECTED BEHAVIOR
- Set of POSITIVE EXPECTATIONS & BEHAVIORS
- Procedures for TEACHING SW & CW expected behavior

**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)

- Informed
  - 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

**Preventive Classroom Behavior Management Practices**

**Big 6 CBMs**

Maximize OPPORTUNITIES to respond

Handle MINOR behavior errors quickly & discreetly

Teach & reinforce EXPECTED BEHAVIORS & ROUTINES to fluency

Establish & acknowledge safe & predictable environment

Implement BEHAVIOR SUPPORT PLAN for UNRESPONSIVE behavior errors

Simonsen, Myers, Freeman, Lane, Scott, et al.
Every Planned 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 w/ student name

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

**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.
Essential Behavior & Classroom Management Practices

See Classroom Management Self-Checklist

Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have arranged my classroom to minimize crowding and distraction</td>
<td>Yes/No</td>
</tr>
<tr>
<td>2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.)</td>
<td>Yes/No</td>
</tr>
<tr>
<td>3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).</td>
<td>Yes/No</td>
</tr>
<tr>
<td>4. I have provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).</td>
<td>Yes/No</td>
</tr>
<tr>
<td>5. I have provided each student with multiple opportunities to respond and participate during instruction.</td>
<td>Yes/No</td>
</tr>
<tr>
<td>6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing).</td>
<td>Yes/No</td>
</tr>
<tr>
<td>7. I actively supervised my classroom (e.g., roving, scanning) during instruction.</td>
<td>Yes/No</td>
</tr>
<tr>
<td>8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.</td>
<td>Yes/No</td>
</tr>
<tr>
<td>9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).</td>
<td>Yes/No</td>
</tr>
<tr>
<td>10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

Overall classroom management score: 10-8 "yes" = "Super", 7-5 "yes" = "So-So", <5 "yes" = "Improvement Needed"

Classroom Management

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>Yes/No</td>
<td>5. Are we using data to monitor the above?</td>
<td></td>
</tr>
<tr>
<td>Yes/No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
<td></td>
</tr>
</tbody>
</table>

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 23-26, 2016, San Francisco, CA
- Northeast SWPBS Conf.: May 19-20, 2016, Mystic, CT

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