

Class-wide Positive Behavior Support

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Critical Features of Classroom Management

1. Maximize structure in your classroom.

- Develop **Predictable Routines**
 - **Teacher routines**
 - **Student routines**
- **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
 - Arrange **furniture** to allow easy traffic flow.
 - Ensure adequate **supervision** of all areas.
 - Designate staff & student **areas**.
 - **Seating** arrangements (groups, carpet, etc.)

2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.

Establish

Behavioral expectations/Rules

- A small number (i.e., 3-5) of *positively* stated rules. **Tell students what we want them to do, rather than telling them what we do not want them to do.**
 - Publicly **post** the rules.
 - Should match SW Expectations
- **Operationally define** what the rules look like across all the routines and settings in your school.
 - One way to do this is in a **matrix** format.
 - This matrix should compliment your school-wide matrix, but be specific to your classroom setting.

Rules within Routines Matrix

	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Respect				
Responsibility				
Safety				

Teach

rules in the context of routines

- Teach expectations directly.
 - Define rule in operational terms—tell students what the rule looks like within routine.
 - Provide students with examples and non-examples of rule-following within routine.
- Actively involve students in lesson—game, role-play, etc. to check for their understanding.
- Provide opportunities to practice rule following behavior in the natural setting.

Prompt

or remind students of the rule

- Provide students with **visual prompts** (e.g., posters, illustrations, etc).
- Use **pre-corrections**, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings where problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).

Monitor

students' behavior in natural context

- Active Supervision (Colvin, Sugai, Good, Lee, 1997):
 - **Move** around
 - Look around (**Scan**)
 - **Interact** with students
 - Reinforce
 - Correct



- Collect data
 - Are rules being followed?
 - If there are errors,
 - **who** is making them?
 - **where** are the errors occurring?
 - **what** kind of errors are being made?
- Summarize data (look for patterns)
- Use data to make decisions
- Creating your own lesson plans
 - Develop **scripted lesson plans**
 - A separate lesson plan should be developed for teaching each expectation in the context of each routine.
 - That is, a separate lesson would be created for each box in the matrix.
 - Lesson plans should include:
 - a brief explanation of the expectation and routine,
 - a statement (i.e., operational definition) of what it looks like to follow the expectation within the routine, including both positive and negative teaching examples;
 - a demonstration of expectation-following behavior (*model*),
 - activities that provide students with guided practice (*lead*), and
 - opportunities for students to independently demonstrate expected behavior in the natural context (*test*)

LESSON FOCUS	LESSON MATERIALS	LESSON ACTIVITIES	FOLLOW UP ACTIVITIES (DURING AND AFTER THE LESSON)
NAME OF EXPECTATION (RULE)	LIST ALL MATERIALS REQUIRED TO TEACH THE LESSON	MODEL	WAYS TO PROMPT EXPECTED BEHAVIOR
ROUTINE		LEAD	PROCEDURES FOR REINFORCING APPROPRIATE BEHAVIOR
OPERATIONAL DEFINITION OF EXPECTED BEHAVIOR WITHIN SPECIFIC ROUTINE	TEACHING EXAMPLES	TEST	PROCEDURES FOR CORRECTING INAPPROPRIATE BEHAVIOR
LESSON OBJECTIVE		POSITIVE EXAMPLES	Negative Examples
<small>CLEARLY STATE A BEHAVIORAL TEACHING OBJECTIVE</small> <small>Include 4 parts: learner(s), behavior(s), condition(s), and criteria</small>			

3. Actively engage students in observable ways.

- Provide high rates of opportunities to respond
- Consider various observable ways to engage students
- Link engagement with outcome objectives
- Range of evidence based practices that promote active engagement
 - Direct Instruction
 - Computer Assisted Instruction
 - Class-wide Peer Tutoring
 - Guided notes
 - Response Cards

4. Establish a continuum of strategies to acknowledge appropriate behavior.

- **Specific and Contingent Praise** should be
 - –...**contingent**: occur immediately following desired behavior
 - –...**specific**: tell learner exactly what they are doing *correctly* and continue to do in the future
 - “Good job” (not very specific)
 - “I like how you are showing me active listening by having quiet hands and feet and eyes on me” (specific)

- **Group Contingencies**: Three types
 - **“All for one”** (Interdependent Group Contingency)
 - Definition: Each client’s behavior is required for the whole group to reach some specified level of performance for the whole group to receive a consequence.
 - Example: If everyone participates respectfully in meal time, we will all go out for dinner on Friday.
 - **“One for all”** (Dependent Group Contingency)
 - Definition: Performance of an individual (or small group) results in consequences for the whole group.
 - Example: Brittany was able to earn a reinforcer for her entire class when she demonstrated a predetermined level of socially appropriate behavior. (We were careful to design this contingency so that it was no-fail—she would earn the reinforcer, it was just a matter of how long.)
 - **“To each his/her own”** (Independent Group Contingency)
 - Definition: The same goal is set for all learners in the group; however, consequences are delivered individually—they are based on the performance of each individual rather than the group.
 - Example: When each of you finishes your homework, you may go outside and play basketball.

- **Behavior Contracts**
 - A written document that specifies a contingency for an individual student or in this case...whole class
 - Contains the following elements (Wolery, Baily, & Sugai, 1988):
 - Operational definition of *BEHAVIOR*
 - Clear descriptions of *REINFORCERS*
 - *OUTCOMES* if student fails to meet expectations.
 - Special *BONUSES* that may be used to increase motivation or participation.
 - Ten Basic Rules for Behavioral Contracting (Homme, Csanyi, Gonzales, & Rechs, 1970)
 - 1. Payoff (reward) should be immediate.
 - 2. Initially call for and reward successful approximations.
 - 3. Reward frequently with small amounts.
 - 4. Call for and reward accomplishments.
 - 5. Reward the performance after it occurs (i.e., do not bribe the learner).
 - 6. The contract must be fair.
 - 7. The terms must be clear.
 - 8. The contract must be honest.
 - 9. The contract must be positive.
 - 10. Contracting must be used systematically (and consistently).

- **Token Economies**
 - Establishing a token economy (Guidelines from Sulzer-Azaroff & Mayer, 1991)
 - Determine and teach the target skills
 - Select tokens
 - Identify what will be back-up reinforcers
 - Identify the number of tokens required to receive back-up reinforcers
 - Define and teach the exchange and token delivery system
 - Define decision rules to change/fade the plan
 - Determine how the plan will be monitored

- Considerations for token economies
 - A token can easily provide immediate feedback about student behavior, while delaying the presentation of the back-up reinforcer.
 - Allows you to avoid *satiation* of reinforcers.
 - Beware of counterfeiters.
 - Do you plan on only giving tokens for appropriate behavior? Or, will you implement a *response cost* procedure?

5. Establish a continuum of strategies to respond to inappropriate behavior.

- **Error Corrections** should be
 - –...**contingent**: occur immediately after the undesired behavior
 - –...**specific**: tell learner exactly what they are doing *incorrectly* and what they should do differently in the future
 - –...**brief**: after redirecting back to appropriate behavior, move on
- **Differential Reinforcement**
 - DR...of *lower* rates of behavior (DRL)
 - DR...of *other* behaviors (DRO)
 - DR...of *alternative* behavior (DRA)
 - DR...of *incompatible* behavior (DRI)
- **Planned ignoring**
 - Definition: If a behavior is maintained by adult attention ...consider planned ignoring (e.g., ignore behavior of interest)
 - Example: Taylor talks out in class and his teacher currently responds to him approximately 60% in the time (either + or -). The teacher decides to ignore all talk outs and instead only call on him when his hand is raised.
- **Response Cost**
 - Definition: The withdrawal of specific amounts of a reinforcer contingent upon inappropriate behavior.
 - Examples: A wrong answer results in a loss of points; •Come to class without a pencil, buy one for 5 points.
 - Response cost procedures fit best within a token economy.
 - Generally, better to stick to the positives...
 - What happens if you continue to take away points?
 - How do you retrieve tokens once they have been given?
 - REMEMBER we always want a higher ratio of positives to negatives!!!! ☺ ☺ ☺ ☺ : ☹
- **Time out from reinforcement**
 - Definition: A child (or class) is removed from a previously reinforcing environment or setting, to one that is not reinforcing
 - Example: Child throws a rock at another child on the playground. The child is removed to the office....
 - REMEMBER the environment the child is removed to cannot be reinforcing!!! So, if the child receives adult attention in the office, which they find reinforcing, YOU have NOT put the child on time out

Research Supporting Critical Features of Classroom Management

1. Maximize structure in your classroom.

- Students in **high structure classes** engaged in...
 - less prosocial behavior to peers, but had slightly more friendly peer interactions
 - less imaginative play
 - less aggression
 - more attentive in circle time
 - helped to clean up more after free plan
 - did not show more independent task persistence
(Huston-Stein, Friedrich-Cofer, & Susman, 1977).
- In highly structured classes, impulsivity was not related to behavior (Susman, Huston-Stein, & Friedrich-Cofer, 1980).
- Greater task involvement in highly controlled classrooms (Morisson, 1977).
- Classrooms with **more walls** (visual dividers) were related to
 - less teacher distraction in general,
 - less student distraction from noise
 - more student satisfaction, and
 - less restriction of classroom activities
(Ahrentzen & Evans, 1984).
- **Open perimeters** were associated with
 - less kinetic visual distractions and
 - greater teacher satisfaction
(Ahrentzen & Evans, 1984).
- Changes in **classroom designs** are related to
 - distribution of children across the rooms
 - range and frequency of behaviors
(Weinstein, 1977)
- **Crowding** at home and school can have a negative impact on behavior (Maxwell, 1996)

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2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.

- **Teaching** and **reviewing** expectations (i.e., social skills) and **providing feedback** is associated with
 - decreases in
 - off-task behavior
 - disruptive behavior (i.e., talking out)
 - increases in
 - academic engagement
 - leadership and conflict resolution
(Johnson, & Stoner, 1996; Sharpe, Brown, & Crider, 1995; Rosenberg, 1986)
- Pairing rule-instruction with feedback and reinforcement leads to the largest gains (Greenwood, Hops, Delquadri, & Guild, 1974)

- Use of **active supervision** (moving, looking, interacting with students, providing positive reinforcement) resulted in:
 - a classroom-wide decrease in minor behavioral incidents (De Pry & Sugai, 2002)
 - higher levels of active participation (moderate to vigorous physical activity) in a physical education class (Schuldheisz & van der Mars, 2001)
- Degree of active supervision—and not the supervisor/student ratio—accounted for the most variance in problem behavior in non-classroom transition settings. In addition, a significant inverse relationship was identified between the number of supervisor-student interactions (one component of active supervision) and the degree of problem behavior (Colvin, Sugai, Good, & Lee, 1997)

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3. Actively engage students in observable ways.

- Increasing the pace with which teachers presented students with opportunities to respond was associated with:
 - an increase in on-task behavior
 - an increase in academic engagement
 - a decrease in disruptive behavior
 - an increase in the number of correct responses
 (Sutherland, Alder, & Gunter, 2003; West & Sloane, 1986)
- The use of **response cards** (i.e., all students simultaneously holding up written responses) resulted in an increase in student responses, academic achievement, and on-task behavior (Christle & Schuster, 2003; Lambert, Cartledge, Heward, & Lo, 2006). Although response cards were most effective at increasing participation and on-task behavior, choral responding was also found to be slightly more effective than traditional hand raising (Godfrey, Grisham-Brown, & Schuster, 2003)
- Use of **direct instruction** techniques was most effective in reducing off-task and disruptive behavior when compared to either cooperative learning or independent seatwork activities (Nelson, Johnson, & Marchand-Martella, 1996)
- **Peer-tutoring** programs resulted in an increase in opportunities to respond and immediate feedback which, in turn, improved academic engagement and reading achievement (Greenwood, Delquadri, & Hall, 1989; Simmons, Fuchs, & Fuchs, 1995). Furthermore, use of CWPT has been shown to lead to a decrease in off-task behavior as well as an increase in academic performance for some students (DuPaul, Ervin, Hook, & McGoey, 1998)
- Use of **computer assisted instruction (CAI)**:
 - in math resulted in an increase in both active engagement time and on-task behavior for students with ADHD (Ota & DuPaul, 2002)
 - in reading resulted in an increase in both oral reading fluency and on-task behavior for students with ADHD (Clarfield & Stoner, 2005)
- The use of **guided notes** (teacher-provided outlines containing main ideas as well as fill-in-the-blanks) during lectures and readings resulted in an increase in academic achievement as measured by quiz scores (Lazarus, 1993; Sweeney et al. 1999)

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4. Establish a continuum of strategies to acknowledge appropriate behavior.

- Delivering **contingent praise** for academic behaviors can increase
 - Correct responses (Sutherland & Wehby, 2001)
 - Work productivity and accuracy (Craft, Alber, Heward, 1998; Wolford, Heward, & Alber, 2001)
 - Language and math classwork (Roca & Gross, 1996)
 - Academic performance (Good, Eller, Spangler, & Stone, 1981)
- Delivering **contingent praise** for specific social behaviors can increase
 - On-task behavior (Ferguson, & Houghton, 1992)
 - Student attending (Brodin, Bruce, Mitchell, Carter, & Hall, 1970)
 - Student compliance (Wilcox, Newman, & Pitchford, 1988)
 - Positive self-referent statements (Phillips, 1984)
 - Cooperative play (Serbin, Tonick, & Sternglanz, 1977)
- Increasing the number of **behavior specific praise** statements was associated with an increase in on-task behavior (Sutherland, Wehby, & Copeland, 2000)
- **Contingent praise** combined with **establishing rules** (Becker, Madsen, & Arnold, 1967) and **establishing rules** and **ignoring inappropriate behavior** (Yawkey, 1971), increases appropriate classroom behavior.
- **Class-wide Group Contingencies**
 - Increase positive and decrease negative verbal interactions (Hansen, & Lignugaris, 2005)
 - Decrease transition time (Yarborough, Skinner, Lee, & Lemmons, 2004)

- Increase achievement, appropriate classroom behavior, and peer social acceptance (Nevin, Johnson, & Johnson, 1982)
- Decrease talk-outs and out-of-seat behavior (Barrish, Saunders, & Wolf, 1969)
- Appropriate classroom behavior can be further improved when **Class-wide Group Contingencies** are combined with
 - The establishment and instruction of rules (Lohrmann, Talerico, & Dunlap, 2004)
 - Self-management and peer-monitoring (Davies & Witte, 2000)
 - Social skills training (Lewis & Sugai, 1993)
 - Individual contingencies (Solomon & Tyne, 1979)
 - Token economies (Jones & Kazdin, 1975; Main & Munro, 1977)
 - Posting positively stated classroom rules, token economies, and active teacher supervision (Kehle, Bray, & Theodore, 2000)
- **Behavioral contracting and Token economies**
 - Increase student productivity (Kelley & Stokes, 1984)
 - Increase on-task behavior and daily assignment completion (The effects of a good-behavior contract on the classroom behaviors of sixth-grade students. (White-Blackburn, Semb, & Semb, 1977)
 - Improve school grades (Williams & Kamala, 1973)
 - Improve student self-control (Drabman, Spitalnik, & O'Leary, 1973)

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5. Establish a continuum of strategies to respond to inappropriate behavior.

- **Error correction** should be direct, immediate, and end with the student emitting the correct response (Barbetta, Heward, Bradley, & Miller, 1994)
 - Systematic performance feedback delivered to an entire classroom, increased the appropriate behavior of all students, as compared to a control classroom (Winett, & Vachon, 1974)
 - Corrective feedback during oral reading improved word recognition and reading comprehension (Baker, 1992; Singh, 1990; Singh & Singh, 1986)
- **Publicly posting feedback** (e.g., rates of student target problem behaviors), in addition to other strategies, reduced the occurrence of such behaviors (Brantley & Webster, 1993) and classroom transition times (Yarborough, Skinner, Lee, & Lemmons, 2004)
- The following procedures resulted in a decrease in disruptive behavior
 - **Reinforcing** the occurrence of **low-rates** of a problem behavior (e.g., 1 to 2 talk-outs during a class period) (Deitz, Repp, & Deitz, 1976) and reinforcing all other behavior, except target problem behaviors (Repp, Deitz, & Deitz, 1976)
 - **Ignoring** inappropriate behavior (Hall, Lund, & Jackson, 1968)
 - Delivering **soft reprimands** (loud reprimands increased inappropriate behavior) (O'Leary, & Becker, 1968)
 - Delivering **direct, brief, and explicit reprimands** (McAllister, Stachowiak, Baer, & Conderman, 1969)
 - Removal of preferred items or activities (**response cost**) (Greene & Pratt, 1972; Trice & Parker, 1983)
 - **Time-out** from reinforcing activities and environments (Barton, Brulle, & Repp, 1987; Foxx & Shapiro, 1978; Zabel, 1986)

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