Effective Classroom Management: Linking to SWPBS

George Sugai, Brandi Simonsen, Diane Myers
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
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www.pbis.org  www.cber.org  www.swis.org
George.sugai@uconn.edu

PURPOSE
Provide overview of how SWPBS principles might enhance effective classroom management practices
• Implementation “Guiding Principles”
• Effective classroom management
• Q&A&C

WHY?
Difficult to change classroom routines/ habits
SW then CW too late
>50% ODR from classroom setting
Need to support academic

WHY?

ORGANIZATION = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.

Q&A&C
How is CW linked w/ SW in your school?
How was SW-CW link accomplished?
What systems are required to sustain SW-CW link?
How are challenges been addressed?
7 Guiding Principles

**GP #1: Invest in leadership**

- Invest in leadership
- Good Teaching
- Behavior Management
- Student Achievement


Effective managers must do 4 things well:

1. **When selecting someone, they select for talent...not simply experience, intelligence, or determination.**
2. **When setting expectations, they define right outcomes...not the right steps.**
3. **When motivating someone, they focus on strengths...not on weaknesses.**
4. **When developing someone, they help him find right fit...not simply the next rung on ladder.** (p. 67)

Buckingham & Coffman 2002, Gallup

Effective leaders engage in actions or behaviors & establish working conditions that:

- Emphasize setting clear goals
- Develop strength qualities of teachers
- Organize operation of school for success
- Consider implementation with effective teaching practice
- Promote strengths, talents, & capacities of their workers to achieve specific expectations & outcomes
- Monitor & measure effects of their actions, decisions, & policies with relevant data

Sugai, Horner, & Lewis, in press

**GP #2: Good teaching one of our best behavior management tools**

EFFECTIVE CLASSROOM MANAGEMENT

- Effective Instructional/ Curricular Management
- Proactive Behavior Management
- Environmental Management

STUDENT ACHIEVEMENT

Good Teaching

Behavior Management
GP #3: Emphasize prevention for all

Prevention Logic for All

<table>
<thead>
<tr>
<th>Redesign of teaching environments...not students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease development of new problem behaviors</td>
</tr>
<tr>
<td>Prevent worsening &amp; reduce intensity of existing problem behaviors</td>
</tr>
<tr>
<td>Eliminate triggers &amp; maintainers of problem behaviors</td>
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<tr>
<td>Add triggers &amp; maintainers of prosocial behavior</td>
</tr>
<tr>
<td>Teach, monitor, &amp; acknowledg e prosocial behavior</td>
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Biglan, 1995; Mayer, 1995; Walker et al., 1996

GP #4: Apply multi-tiered prevention logic to classroom setting

CONTINUUM of Support for ALL: “Molcom”

Label behavior...not people

IMPLEMENTATION W/ FIDELITY

CONTINUOUS PROGRESS MONITORING

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING

CONTENT EXPERTISE & FLUENCY

TEAM-BASED IMPLEMENTATION

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

RtI

TERTIARY PREVENTION

SECONDARY PREVENTION

PRIMARY PREVENTION

Classroom -wide

CONTINUUM of SWPBS
GP #5: Build systems to support sustained use of effective classroom practices

GP #6: Consider classroom culture in context

Basic “Logic”

SYSTEMS FEATURES

GP #6: “Making a turn”
SWPBS & Cultural Responsive Practices

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011

GP #7: Teach academic like social skills

ADJUST for Efficiency

DEFINE Simply

MONITOR & ACKNOWLEDGE Continuously

PRACTICE In Setting

MODEL

Classroom Management: Self-Assessment

Teacher__________________________ Date___________
Rater_______________________

Instructional Activity__________________________ Time Start_______
Time End________

Tally each Positive Student Contacts Total # Tally each Negative Student Contacts Total #

Ratio of Positives to Negatives: _____ to 1

Essential Behavior & Classroom Management Practices

See Classroom Management Self-Checklist
Classroom Management Practice

<table>
<thead>
<tr>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1. Have arranged my classroom to minimize crowding and distraction</td>
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<tr>
<td>2. Have maintained structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.)</td>
</tr>
<tr>
<td>3. Have posted taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).</td>
</tr>
<tr>
<td>4. I provided more frequent acknowledgment for appropriate behaviors than inappropriate behaviors (See top of page).</td>
</tr>
<tr>
<td>5. I provided each student with multiple opportunities to respond and participate during instruction</td>
</tr>
<tr>
<td>6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)</td>
</tr>
<tr>
<td>7. I actively supervised my classroom (e.g., moving, scanning) during instruction</td>
</tr>
<tr>
<td>8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.</td>
</tr>
<tr>
<td>9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).</td>
</tr>
<tr>
<td>10. In general I have provided specific feedback in response to social and academic behavior errors and correct responses.</td>
</tr>
</tbody>
</table>

Overall classroom management score: 0-10 “yes” = “Super” 7-5 “yes” = “So-So” <5 “yes” = “Improvement Needed”

1. Minimize crowding & distractions
   Design environments that promote appropriate behavior
   Furniture, traffic flow, supervision, student v. teacher areas, seating arrangements

2. Maximize structure & predictability
   Teach teacher routines
   Volunteers & substitutes, grading & testing, transitions, announcements
   Teach student routines
   Homework, group v. independent study, materials, restrooms, drinks, backpacks

3. Say, show, practice, review, & reinforce positively stated expectations
   Post expectations & rules
   Teach in context
   Prompt & precorrect
   Monitor continuously
   Acknowledge & reinforce regularly

4. Give more acknowledgements for appropriate than inappropriate behavior
   At least 4 to 1
   At least once every 5 minutes
   Follow correction w/ oppty for positive

5. Maximize varied opportunities to respond
   Individual v. group
   Oral v. written v. gestural
   Teacher v. student directed
   Independent v. cooperative
6. Maximize active engagement
- Written, choral, gestural
- Individual v. group
- Continuous v. intermittent monitoring

7. Continuous active supervision
- Move
- Scan
- Interact
- Remind & precorrect
- Positively acknowledge

8. Respond to inappropriate behavior by procedure
- Minors
  - Signal
  - Restate correct
  - Check understanding
  - Reinforce
- Majors
  - Signal
  - Follow SW procedures & agreements

9. Establish multiple strategies for acknowledging appropriate behavior
- Developmentally, culturally, contextually appropriate
- Social, tangible, activity, etc.
- Frequent v. infrequent
- Predictable v. unpredictable
- Immediate v. delayed

10. Provide specific feedback for errors & corrects
- Contingent or linked
- Always restate correct behavior
- Connect to context

SYSTEMS FEATURES
- School-wide & Classroom-wide implementation
- Distributed leadership
- Team-based action planning & decision making
- Data-based decision making
- Location
- Grade
- Teacher
Q&A&C

How is CW linked with SW in your school?

How was SW-CW link accomplished?

What systems are required to sustain SW-CW link?

How challenges been addressed?

Tricks

SW + CW same time

Start w/ small agreements

Use 80% for staff

Establish agreement about class v. office managed problem behaviors

References

- Latham, G. (1997). Behind the schoolhouse door: Eight skills every teacher should have. Utah State University.