

**Positive Behaviour for Learning**

# MTSS/PBIS: Classroom Behavior Management Fundamentals

George Sugai

OSEP Center on PBIS  
Center on Positive Behavioral Interventions & Supports  
University of Connecticut  
12 August 2015

[www.pbis.org](http://www.pbis.org) [www.neswpbs.org](http://www.neswpbs.org) [www.cber.org](http://www.cber.org)

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**PURPOSE**  
Describe importance, key practices, & systems of effective classroom behavior management practices w/in Multi-Tiered Support Systems.

- Teaching instructional routines
- Integrating w/in SW-systems
- Establishing positive classroom climates

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**PBIS** Positive Behavioral Interventions & Supports  
TECHNICAL ASSISTANCE CENTER

[www.pbis.org](http://www.pbis.org)

The Technical Assistance Center on Positive Behavioral Interventions & Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

**current topics**

- Advancing Education Effectiveness: Intersecting School Mental Health and School-Wide Positive Behavior Support
- Creating Safe Schools through Positive Discipline
- Bully Prevention in SWPBS
- Basic PBIS to BSP Trainer's Manual
- Module 1: Defining And Understanding Behavior

**upcoming events**

- Texas Behavior Support State Conference Administrator Preconference June 23rd, 2014
- Region 4 Education Service Center Houston, Texas

**presentations**

- Slides from Texas Behavior Support State Conference Preconference
- Presentations >
- explore what's new >

**getting pbis in my school**

**videos**

**Presentations**

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## Action Steps - Homework

SWPBS Feature	Action
1. What is <u>1 thing</u> you learned about <u>PBIS</u> that you <u>did not know before</u> ?	
2. What 3 " <u>big ideas</u> " will you <u>take back</u> to your colleagues?	
3. What is <u>1 practice</u> you will do <u>tomorrow</u> that you have not done before?	
4. What is <u>1 practice</u> you will consider <u>not</u> doing tomorrow?	
5. What is <u>1 enhancement</u> you can make in your teaching <u>environment</u> to increase likelihood of doing above?	

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# Foundations

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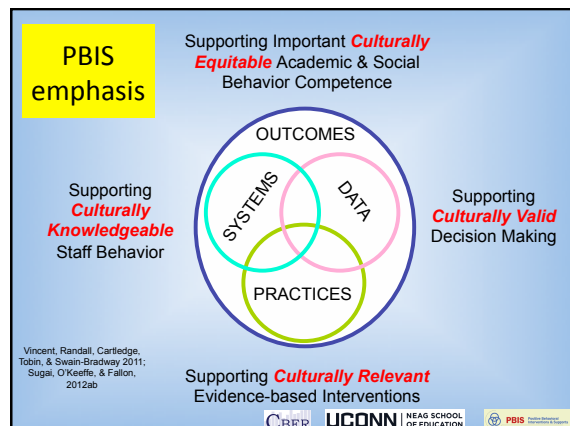
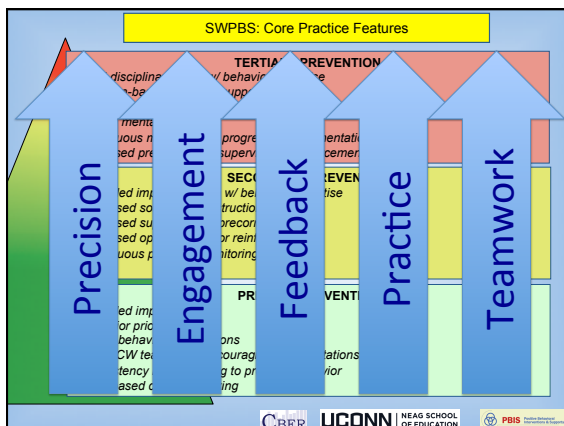
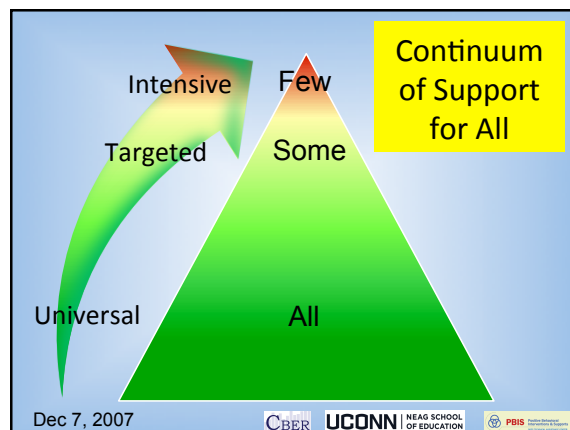
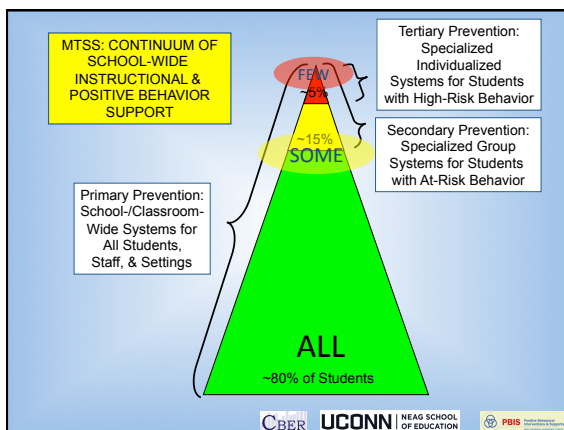
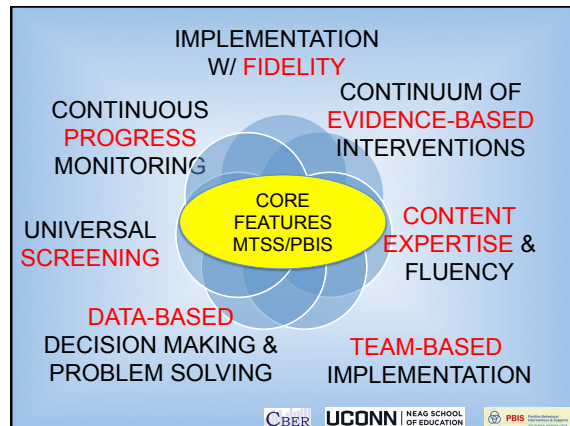
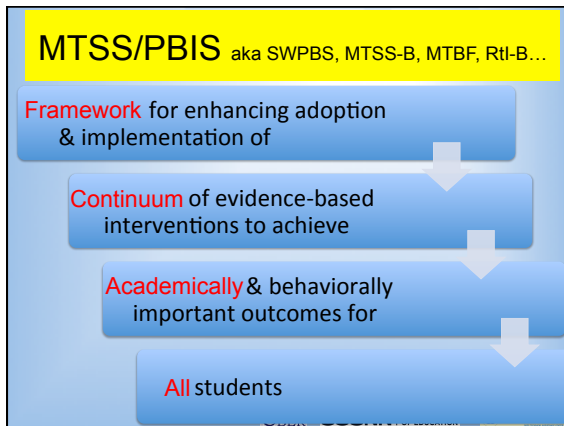
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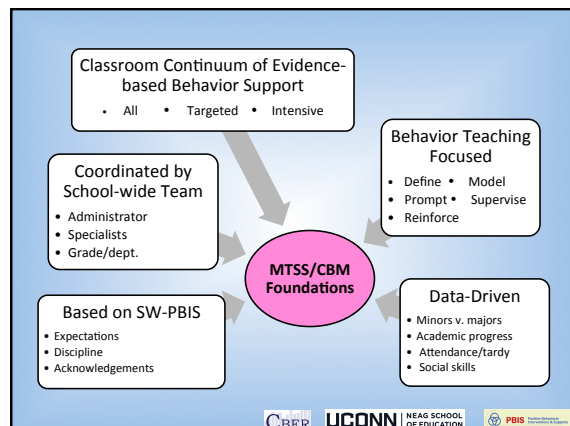
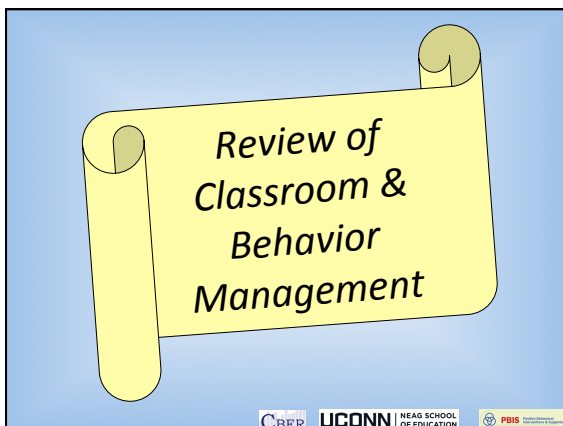
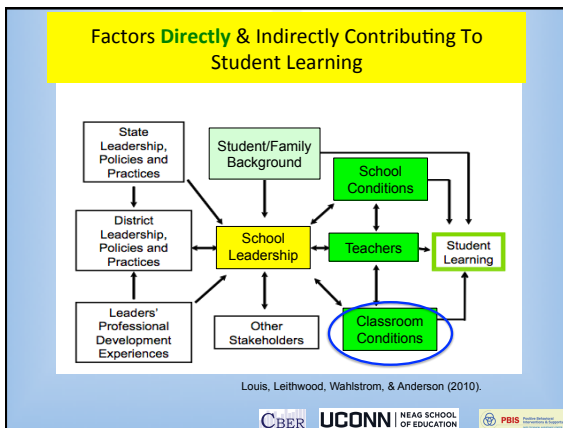
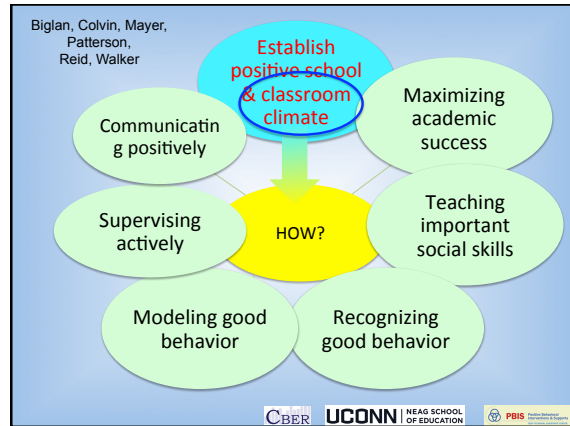
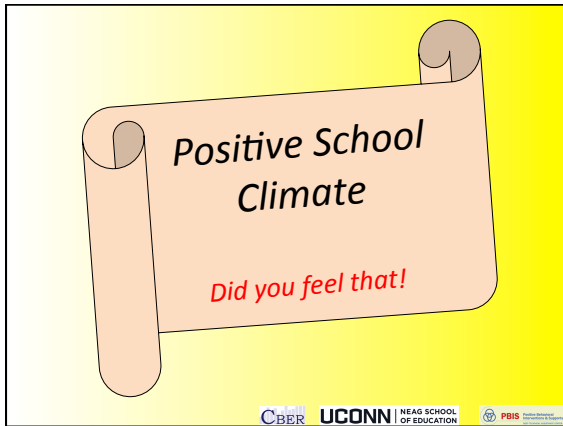
**School Discipline Challenge:**  
Academic & behavior success (failure) are linked!

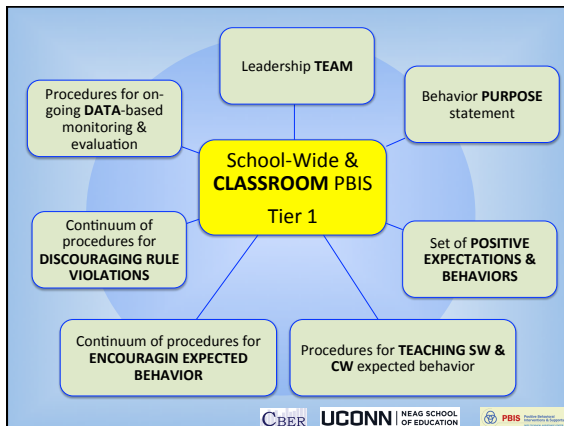
Teaching to Corner

*EDCULLON*

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







## School-wide Positive Behavior Support

### Getting Started Workbook

Center on Positive Behavioral Interventions and Supports  
University of Oregon & Connecticut  
Ver. June 22, 2014

[www.neswpbs.org](http://www.neswpbs.org)

- Implementation Blueprint
- Best Practices Classroom Management Guide
- Team Implementation Checklist

Logos: CBER, UCONN, NEAG SCHOOL OF EDUCATION, PBIS, IDEAS that Work

## Preventive Classroom Behavior Management Practices<sup>1</sup>

George Sugai, Brandi Simmons, Jen Freeman, and Susannah Everett  
Centers for Behavioral Education and Research and on Positive Behavioral Interventions and Supports  
University of Connecticut  
Version 9 August 2015  
DRAFT

[www.neswpbs.org](http://www.neswpbs.org)

### PURPOSE

This guide was developed to provide an overview of recommended practices for student behavior within effective school-wide and classroom systems. To be most useful, the implementation of these practices and supports should be led by a team and integrated within a multi-tiered positive support framework in which all students have maximum opportunities and direct access to effective academic and behavior instruction curricula school and classroom wide.

Logos: CBER, UCONN, NEAG SCHOOL OF EDUCATION, PBIS

## CW Practices Implementation Guidelines

<b>Professional</b>	• Respond in manner that is business-like, objective, neutral, impartial, unbiased
<b>Culturally</b>	• Be considerate of individuals learning history & experience (e.g., family, community, peer-group)
<b>Informed</b>	• Base decisions on data on student behavior
<b>Fidelity</b>	• Base decisions on implementation accuracy & fidelity
<b>Educational</b>	• Consider quality of design & delivery of instruction
<b>Constructive</b>	• Explicitly teach, model, prompt, monitor, & reinforce expected behavior
<b>Preventive</b>	• Pre-arrange environment (antecedents & consequences) to anticipate & encourage previously taught alternative social skills & discourage anticipated behavior errors

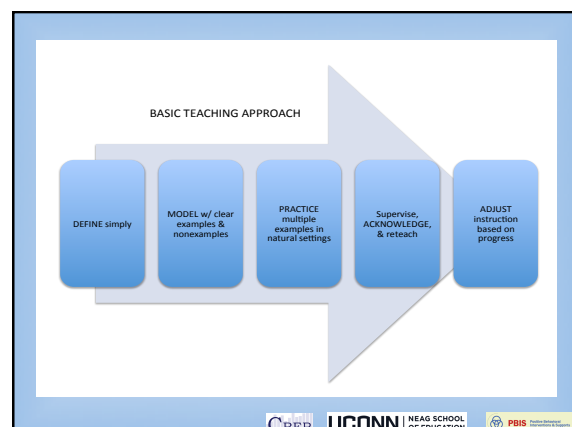
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## General Behavior Management

### 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

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## Phases of Learning and Teaching

PHASE	EXPLANATION	TEACHING EMPHASIS	
		Teaching <sup>1</sup>	Reinforcement <sup>2</sup>
Acquisition	Doing it accurately	Show, model, & demonstrate with range of place & behavior examples	Reinforce each correct response (continuous)
Fluency	Doing it smoothly & at correct pace or speed	Remind, prompt, & precorrect	Reinforce accuracy & rate of correct responding
Maintenance	Keep doing it after teaching	Reduce and eliminate reminders, prompts, & precorrects	Gradually shift from continuous to intermittent reinforcement for correct responses
Generalization	Keep doing it in similar places	Show, model, demonstrate with range of new place examples	Intermittently reinforce correct responses observed in new places & conditions
Adaptation	Adjust doing it to fit new & different places	Show, model, & demonstrate with range of new place & behavior examples	Intermittently reinforce correct responses adapted to new places & conditions

<sup>1</sup>Error Correction = Restate and reteach skill/behavior and acknowledge accuracy and fluency.

<sup>2</sup>Reinforcement = Verbal praise, progress recognition, positive gesture, school-wide reinforcers, etc.

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Typical Contexts/Routines	Classroom-Wide Rules/Expectations		
	Respect Others	Respect Property	Respect Self
All	Use inside voice. Raise hand to answer/talk.	Recycle. Put writing desk. Put announcements on floor.	Do your best. Ask. Check by my assignments.
Morning Meeting	Eyes on speaker. Give brief answers.	Do own work. Turn in homework neatly in box. Put your work only.	Have plan. Go directly.
Homework	Eyes on speaker. Keep hands to self.	Put/get materials first. Keep hands to self.	Have plan. Ask if unclear.
Transition	Eyes on speaker. Keep hands to self.	Put/get materials first. Keep hands to self.	Have plan. Ask if unclear.
"I Need Assistance"	Eyes on speaker. Keep hands to self.	Put/get materials first. Keep hands to self.	Have plan. Ask if unclear.
Teacher Directed	Eyes on speaker. Keep hands to self.	Put/get materials first. Keep hands to self.	Have plan. Ask if unclear.
Independent Work	Eyes on speaker. Keep hands to self.	Put/get materials first. Keep hands to self.	Have plan. Ask if unclear.
Problem to Solve	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act

1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

## EXAMPLE

### Teachable Expectations (Classroom)

Native, Tribal Values	RULES WITHIN CLASSROOM EXPECTATIONS	ENTRY PROCEDURE	LECTURE	INDEPENDENT WORK	TURNING IN WORK/EXITING THE ROOM
Kamaksrifiq	Respect	Enter quietly Treat equipment with care Mind others personal space	Quietly Your self and others around you	Quietly Your self and others around you	Your self and others around you Quietly
Inuuiaqatuni Ikayutifiq	Responsibility	Have a seat Be prepared with materials Be alert	Raise hand if a question Take notes when necessary Listen	Work on your class assignment quietly Raise hand if you have a question	Put equipment away in proper place
Savaqatigilyufiq	Cooperation	Help other's with class materials	Raise hand if you can explain it to the others in a different way	Help other if needed	Help others clean up Help clean the class

Shishmaref School AK, Lyon Johnson, Aug 9, 2011

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## Teaching Plan for Expected Classroom Routines

Expected Routine	When	How	Where	Teaching Schedule
Submitting Homework	Before 9:00, Mon, Wed, Fri	1. Open individual e-folder 2. Open subject e-folder 3. Open due date folder 4. Insert homework	Classroom e-folder	Each morning first week of each grading period Mon & Fri reminders
Handling Disagreements (problems solving)				
Asking for Assistance				
Managing anger				

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## Lesson Plan for Expected Classroom Routines

### Lesson Plan for Expected Classroom Routines

TEACHING STRATEGY	EXPECTED CLASSROOM ROUTINE:
DEFINE Simply	
MODEL w/ clear examples & nonexamples	
PRACTICE multiple examples in natural settings	
Supervise, ACKNOWLEDGE, & reteach	
ADJUST instruction based on progress	

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## Every Planned Academic Engagement/Lesson

Remind, reteach, practice, prompt, reinforce.

### PROBLEM

Precorrect (restate) positively & acknowledge ASAP **before** problem reoccurs.

"What do we do when.....?"

"Show me....."

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## 2. COMING TO GROUP

**Greet** positively w/ student name

<i>"G'morning, Mike"</i>	<i>"Hello, Darci"</i>	<i>"Buenos Dias, Margie"</i>	
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## 3. FIRST MINUTE

**Review** classroom/school behavior expectations

<i>"Ready to learn."</i>	<i>"Ready to do....."</i>	<i>"Raise hand."</i>	
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## 4. >1 EVERY 5 MINUTES

**Acknowledge** displays of behavior expectations

<i>"Thank you for....."</i>	<i>"Excellent being ready."</i>	<i>"Good listening, Jorge"</i>	
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## 5. MINOR BEHAVIOR EVENT

Respond quickly and briefly to **minor** problem behaviors

- 1<sup>st</sup> time: Acknowledge others for expected behavior
- 2<sup>nd</sup> time: Quick reteach

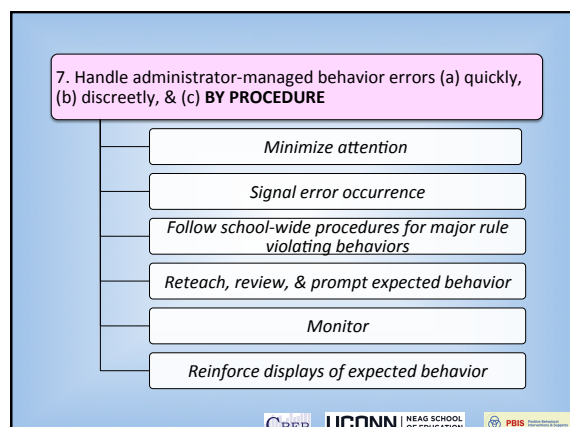
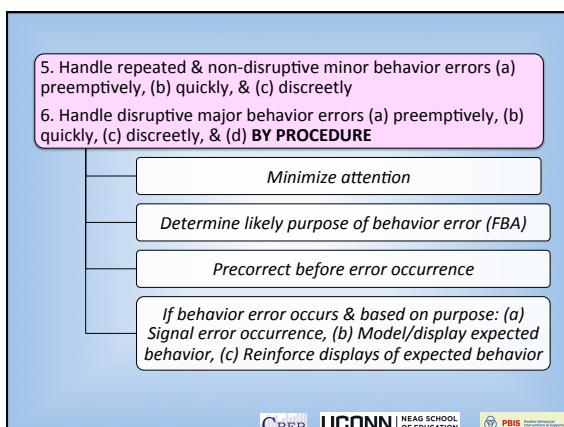
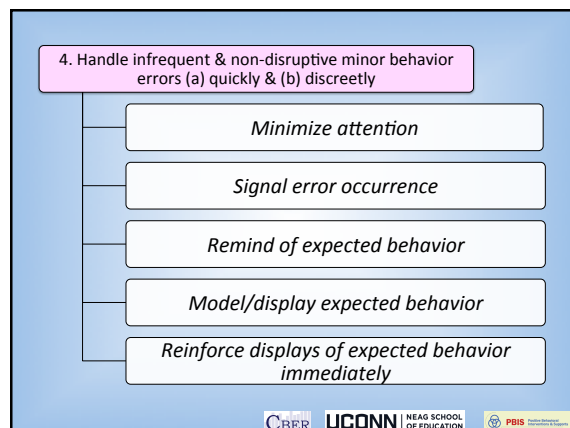
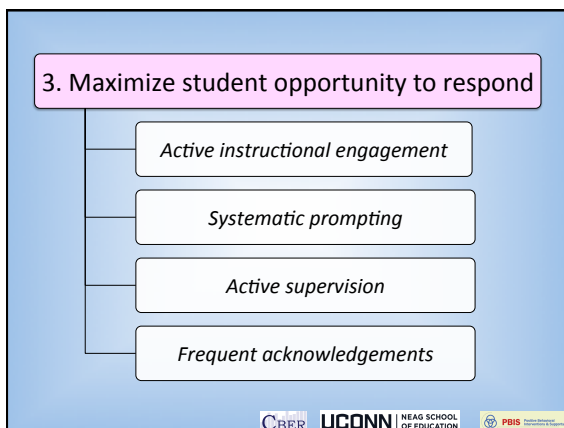
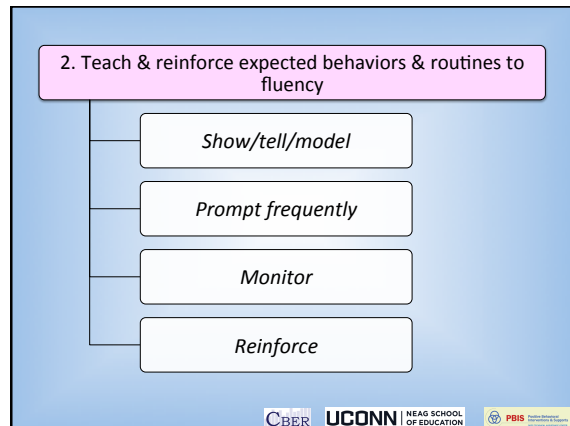
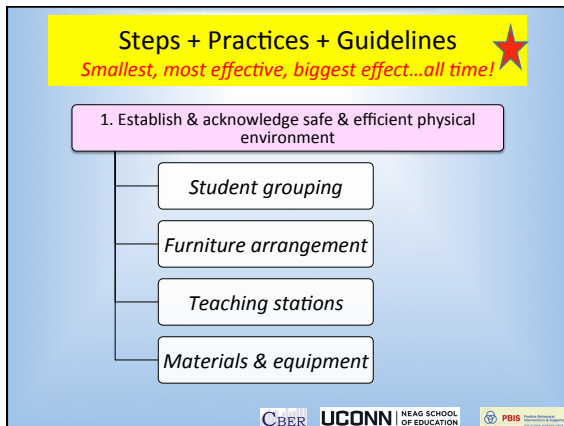
<i>"Thank you, Manuella, for....."</i>	<i>"Theora, "When you need help, raise your hand, &amp; I will help you."</i>	
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## 6. CLOSING TRANSITION

- **Acknowledge** expected behavior
- **End positively** w/ student name

<i>"Ashley, good job with....."</i>	<i>"Nick, thank you for...."</i>	<i>"Jorge, mucho gracias....."</i>	
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When	What	Example
Previous problem	1. Precorrect (restate) positively & acknowledge ASAP before problem reoccurs.	<ul style="list-style-type: none"> <li>• "What do we do when..."</li> <li>• "Show me..."</li> <li>•</li> </ul>
Coming to group	2. Greet positively w/ student name	<ul style="list-style-type: none"> <li>• "G'morning, Mike"</li> <li>• "Hello, Darci"</li> <li>• "Buenos Dias, Margie"</li> <li>•</li> </ul>
First minute	3. Review classroom/school behavior expectations	<ul style="list-style-type: none"> <li>• "Ready to learn"</li> <li>• "Ready to do....."</li> <li>• "Raise hand"</li> <li>•</li> </ul>
>1 every 5 minutes	4. Acknowledge displays of behavior expectations	<ul style="list-style-type: none"> <li>• "Thank you for..."</li> <li>• "Excellent being ready..."</li> <li>• "Good listening, Jorge"</li> <li>•</li> </ul>
Minor behavior event	5. Respond quickly and briefly to minor problem behaviors 1 <sup>st</sup> time: Acknowledge others for expected behavior 2 <sup>nd</sup> time: Quick reteach	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> - "Thank you, Manuella, for..."</li> <li>• 2<sup>nd</sup> - "When you need help, raise your hand, and I will help you."</li> <li>•</li> </ul>
Closing transition	6. Close positively w/ student name	<ul style="list-style-type: none"> <li>• "Ashley, good job w/..."</li> </ul>



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

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## Responding to Non-Responsive Behavior: Managing Escalations

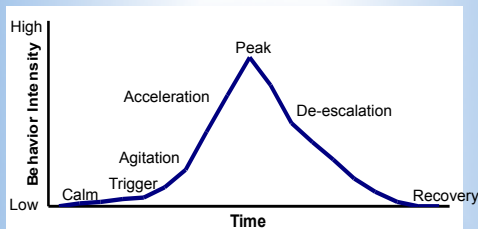
Geoff Colvin & George Sugai  
OSEP Center on PBIS  
University of Connecticut  
[www.pbis.org](http://www.pbis.org) [www.cber.org](http://www.cber.org)

"Managing Escalating Behavior" Geoff Colvin

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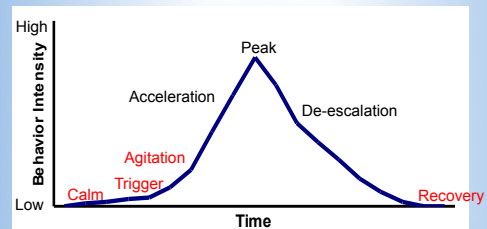
### The MODEL



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### The MODEL



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### THREE KEY STRATEGIES

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

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### Essential Behavior & Classroom Management Practices

See *Classroom Management Self-Checklist*

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### 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			

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

Overall classroom management score: \_\_\_\_\_ # Yes \_\_\_\_\_

10-8 "yes" = "Super"    7-5 "yes" = "So-So"    <5 "yes" = "Improvement Needed"

### Classroom Management

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

### Action Steps

SWPBS Feature	Action
1. What is <u>1 thing</u> you learned about <u>PBIS</u> that you did not know before?	
2. What <u>3 "big ideas"</u> will you take back to your colleagues?	
3. What is <u>1 practice</u> you will do tomorrow that you have not done before?	
4. What is <u>1 practice</u> you will consider not doing tomorrow?	
5. What is <u>1 enhancement</u> you can make in your teaching environment to increase likelihood of doing above?	

### Upcoming Events

PBIS Forum	SMH Conference	New England PBIS	APBS Conf.	Northeast SWPBS Conf.
Oct 22-23, 2015	Nov 5-7, 2015	Nov 19-20, 2015	Mar 23-26, 2016	May 19-20, 2016
Rosemont IL	New Orleans, LA	Norwood, MA	San Francisco, CA	Mystic, CT