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

Action Steps - Homework

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<thead>
<tr>
<th>SWPBS Feature</th>
<th>Action</th>
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"This is the worst class I've ever had."
MTSS/PBIS aka SWPBS, MTSS-B, MTBF, RII-B...

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students

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

MTSS: Continuum of School-Wide Instructional & Positive Behavior Support

Universal Screening

Data-Based Decision Making & Problem Solving

Core Features

Content Expertise & Fluency

Team-Based Implementation

Universally Screening MTSS/PBIS

Content Screening

Data-Based Monitoring

Team-Based Decision Making

Universal

Targeted

Intensive

Few

Some

Dec 7, 2007

Universal

Targeted

Intensive

Few

Some

Dec 7, 2007

PBIS emphasis

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valued Decision Making

Supporting Culturally Knowledgeable Staff Behavior

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Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valued Decision Making

Supporting Culturally Knowledgeable Staff Behavior
Positive School Climate
Did you feel that!

Factors Directly & Indirectly Contributing To Student Learning

GOAL: “Big Outcome”

Review of Classroom & Behavior Management

Classroom Continuum of Evidence-based Behavior Support
- All  - Targeted  - Intensive

Behavior Teaching Focused
- Define  - Model  - Prompt  - Supervise  - Reinforce

MTSS/CBM Foundations
Based on SW-PBIS
- Expectations  - Discipline  - Acknowledgements

Data-Driven
- Minors vs. majors  - Academic progress  - Attendance/tardy  - Social skills
School-wide Positive Behavior Support

Leadership TEAM

School-Wide & CLASSROOM PBIS Tier 1

Behavior PURPOSE statement

Set of POSITIVE EXPECTATIONS & BEHAVIORS

Procedures for on-going DATA-based monitoring & evaluation

Continuum of procedures for DISCOURAGING RULE VIOLATIONS

Continuum of procedures for ENCOURAGING EXPECTED BEHAVIOR

Procedures for TEACHING SW & CW expected behavior

Culturally

Informed

Fidelity

Educational

Constructive

Preventive

Responsive

Professional

Professional

• Respond in manner that is business-like, objective, neutral, impartial, unbiased

• Be considerate of individuals learning history & experience (e.g., family, community, peer-group)

• Base decisions on data on student behavior

• Base decisions on implementation accuracy & fidelity

• Consider quality of design & delivery of instruction

• Explicitly teach, model, prompt, monitor, & reinforce expected behavior

• Pre-arrange environment (antecedents & consequences) to anticipate & encourage previously taught alternative social skills & discourage anticipated behavior errors

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
Phases of Learning and Teaching

<table>
<thead>
<tr>
<th>PHASE</th>
<th>EXPECTATION</th>
<th>TEACHING STRATEGIES</th>
<th>REINFORCEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition</td>
<td>Teaching is minimally guided; students learn at their own pace &amp; direction.</td>
<td>Provide feedback, encouragement, &amp; support, as needed.</td>
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</tr>
<tr>
<td>Fluency</td>
<td>Lesson is smoothly &amp; correctly paced &amp; directed.</td>
<td>Maintain a consistent pace &amp; direction.</td>
<td>Maintain a consistent pace &amp; direction.</td>
</tr>
<tr>
<td>Maintenance</td>
<td>Class begins to flow naturally &amp; student involvement increases.</td>
<td>Maintain a consistent pace &amp; direction.</td>
<td>Maintain a consistent pace &amp; direction.</td>
</tr>
<tr>
<td>Generalisation</td>
<td>Students begin to take ownership of the learning process.</td>
<td>Maintain a consistent pace &amp; direction.</td>
<td>Maintain a consistent pace &amp; direction.</td>
</tr>
<tr>
<td>Adaptation</td>
<td>Adjusting to the flow of the different phases of the lesson &amp; its examples.</td>
<td>Maintain a consistent pace &amp; direction.</td>
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Typical Contexts/Routines

<table>
<thead>
<tr>
<th>RESPECT OTHERS</th>
<th>RESPECT PROPERTY</th>
<th>RESPECT SELF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise hand to answer/talk.</td>
<td>Recycle paper.</td>
<td>Ask.</td>
</tr>
<tr>
<td>Respect property.</td>
<td>Respect others.</td>
<td>Use inside voice.</td>
</tr>
<tr>
<td>Respect self.</td>
<td>Respect property.</td>
<td>Raise hand to answer/talk.</td>
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EXAMPLE

Teachable Expectations (Classroom)

- Kamaksrijiq: Respect
  - Treat others with respect & understanding,
  - Listen actively,
  - Give & receive honest feedback,
  - Follow directions & instructions,
  - Treat materials & supplies.

- Inuvakatigiyaq: Responsibility
  - Be on time & be prepared,
  - Follow rules & regulations,
  - Take care of materials & supplies,
  - Use & clean up materials.

- Savaqatigiiyujiq: Cooperation
  - Work with others,
  - Share ideas & materials,
  - Help others.

Teaching Plan for Expected Classroom Routines

- Every Planned Academic Engagement/Lesson
  - Remind, reteach, practice, prompt, reinforce.
  - 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” “Buenas 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…….”
Steps + Practices + Guidelines
Smallest, most effective, biggest effect... all time!

1. Establish & acknowledge safe & efficient physical environment
   - Student grouping
   - Furniture arrangement
   - Teaching stations
   - Materials & equipment

2. Teach & reinforce expected behaviors & routines to fluency
   - Show/tell/model
   - Prompt frequently
   - Monitor
   - Reinforce

3. Maximize student opportunity to respond
   - Active instructional engagement
   - Systematic prompting
   - Active supervision
   - Frequent acknowledgements

4. Handle infrequent & non-disruptive minor behavior errors (a) quickly & (b) discreetly
   - Minimize attention
   - Signal error occurrence
   - Remind of expected behavior
   - Model/display expected behavior
   - Reinforce displays of expected behavior immediately

5. Handle repeated & non-disruptive minor behavior errors (a) preemptively, (b) quickly, & (c) discreetly
6. Handle disruptive major behavior errors (a) preemptively, (b) quickly, (c) discreetly, & (d) BY PROCEDURE
   - Minimize attention
   - Determine likely purpose of behavior error (FBA)
   - Precorrect before error occurrence
   - If behavior error occurs & based on purpose: (a) Signal error occurrence, (b) Model/display expected behavior, (c) Reinforce displays of expected behavior immediately

7. Handle administrator-managed behavior errors (a) quickly, (b) discreetly, & (c) BY PROCEDURE
   - Minimize attention
   - Signal error occurrence
   - Follow school-wide procedures for major rule violating behaviors
   - Reteach, review, & prompt expected behavior
   - Monitor
   - Reinforce displays of expected behavior
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

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.
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 minimize crowding and distraction
   Yes  No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.)
   Yes  No
3. I have posted, taught, reviewed, and reinforced 0-6 positively stated expectations (or rules)
   Yes  No
4. I provided more frequent acknowledgment for appropriate behaviors than inappropriate behaviors (See top of page)
   Yes  No
5. I provided each student with multiple opportunities to respond and participate during instruction
   Yes  No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)
   Yes  No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction
   Yes  No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior
   Yes  No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, prizes, etc.)
   Yes  No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses
    Yes  No

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

Classroom Management

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

Action Steps

SWPBS Feature  Action
1. What is 1 thing you learned about PBIS that you did not know before?
2. What 3 “big ideas” will you take back to your colleagues?
3. What is 1 practice you will do tomorrow that you have not done before?
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Upcoming Events

PBIS Forum  SMH Conference  New England PBIS  APBS Conf.
Rosemont IL  New Orleans, LA  San Francisco, CA