Preventive Classroom Behavior Management Practices[1]

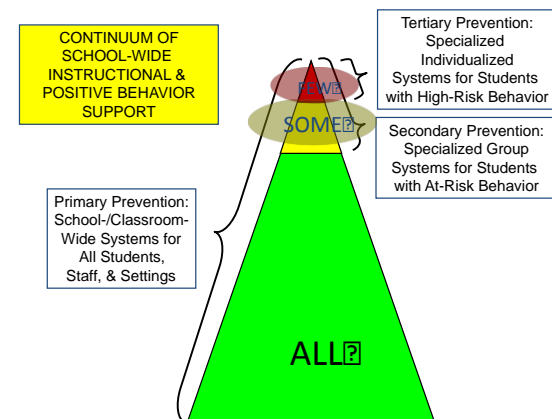George Sugai, Brandi Simonsen, Jen Freeman, and Susannah Everett

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DRAFT

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.
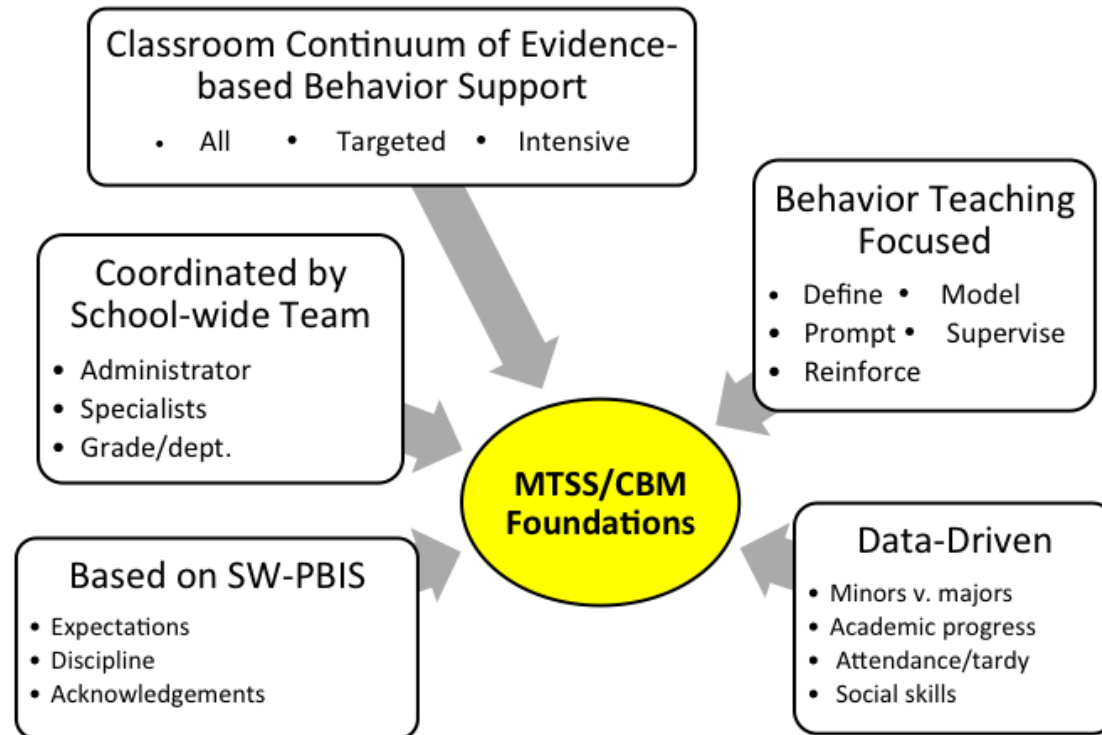
CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

ALL

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[1] Adapted from "PBIS Technical Brief on Classroom PBIS Strategies" (Simonsen et al., January 2015). OSEP Technical Assistance Center on PBIS. For additional resources, go to www.pbis.org. For specific assistance, contact Brandi Simonsen (Brandi.simonsen@uconn.edu)

GUIDING PRINCIPLES

The following guiding principles reflect a positive behavior support perspective and should be applied across all school and classroom responses to student behavior.

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

Cultural   Be considerate of learning history and experience (e.g., family, community, peer-group)

Informed   Use progress data to make decisions

Fidelity   Use data on implementation accuracy and fluency

Educational   Consider quality of design and delivery of instruction

Constructive   Explicitly teach, model, prompt, monitor, and reinforce expected behavior

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

Developmental   Consider age, cognitive, and physical characteristics

To insure consistency, efficiency, and relevance for all students and staff, the implementation of classroom behavior management must be integrated within a multi-tiered school-wide system behavior supports. Classroom teachers should adapt classroom behavior expectations to their curriculum, design of instruction, etc.; however,

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

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

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

MTSS/CBM Foundations

Based on SW-PBIS
- Expectations
- Discipline
- Acknowledgements

Data-Driven
- Minors v. majors
- Academic progress
- Attendance/tardy
- Social skills

GENERAL BEHAVIOR MANAGEMENT PRACTICES DURING PLANNED ACTIVITY

The best practices below represent general strategies for establishing and maintaining positive behavior during planned activity (Geoff Colvin, Jen Freeman, Diane Myer, Brandi Simonsen, George Sugai). The emphasis is on planned preventive practices that are designed to establish healthy environments, encourage language interactions, and develop caring and trusting relationships (Kate Gallagher, 10 April 2015 TEDxUNC. https://www.youtube.com/watch?feature=player_detailpage&v=fXf3CCyhLGU#t=12).

When	What	Example
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*	
Previous problem	1. <u>Precorrect</u> (restate) positively & acknowledge ASAP before problem reoccurs.	• *"What do we do when…"* • *"Show me…."* •
Coming to group	2. <u>Greet</u> positively w/ student name	• *"G'morning, Mike"* • *"Hello, Darci"* • *"Buenos Dias, Margie"* •

First minute	3. Review classroom/school behavior expectations	• *"Ready to learn"*
		• *"Ready to do____"*
		• *"Raise hand"*
		•
~1 every 5 minutes	4. Acknowledge displays of behavior expectations	• *"Thank you for…"*
		• *"Excellent being ready…."*
		• *"Good listening, Jorge"*
		•
Minor behavior event	5. Respond quickly and briefly to minor problem behaviors 1st time: Acknowledge others for expected behavior 2nd time: Quick reteach	• *1st – "Thank you, Manuella, for….."* • *2nd – "When you need help, raise your hand, and I will help you."* •
Closing transition	6. Close positively w/ student name	• *"Ashley, good job w/…."* • *"Nick, thank you for…."* • *"Jorge, mucho gracias…"* •

BASIC TEACHING APPROACH

A common and basic teaching approach (below) is used (below) for both academic and social behaviors. Teaching and learning important academic and social behaviors is characterized as follows (Wes Becker, Doug Carnine, Geoff Colvin, Zig Engelmann, Ed Kame'enui, Deborah Simmons):

Direct   Student engagement is teacher led

Active   Opportunities to respond are many, overt, and observable

Explicit   Presentations of skill or concept are clear

Unambiguous   Examples and non-examples are carefully selected

Planned   Activities developed and sequenced to lead directly to specific outcomes

Informed   Instructional decisions guided by student responsiveness

Validated   Outcomes and instruction are important to all

Preventive   Strategies designed to avoid errors and misrules

Positive   High rates of success are planned an experienced

Equitable   Culture and context of students, staff, family, and neighborhood are considered.

When teaching classroom behaviors and routines, the same basic teaching approach that is used to teach academic skills, concepts, knowledge, etc. is followed:

BASIC TEACHING APPROACH

| DEFINE simply | MODEL w/ clear examples & nonexamples | PRACTICE multiple examples in natural settings | Supervise, ACKNOWLEDGE, & reteach | ADJUST instruction based on progress |
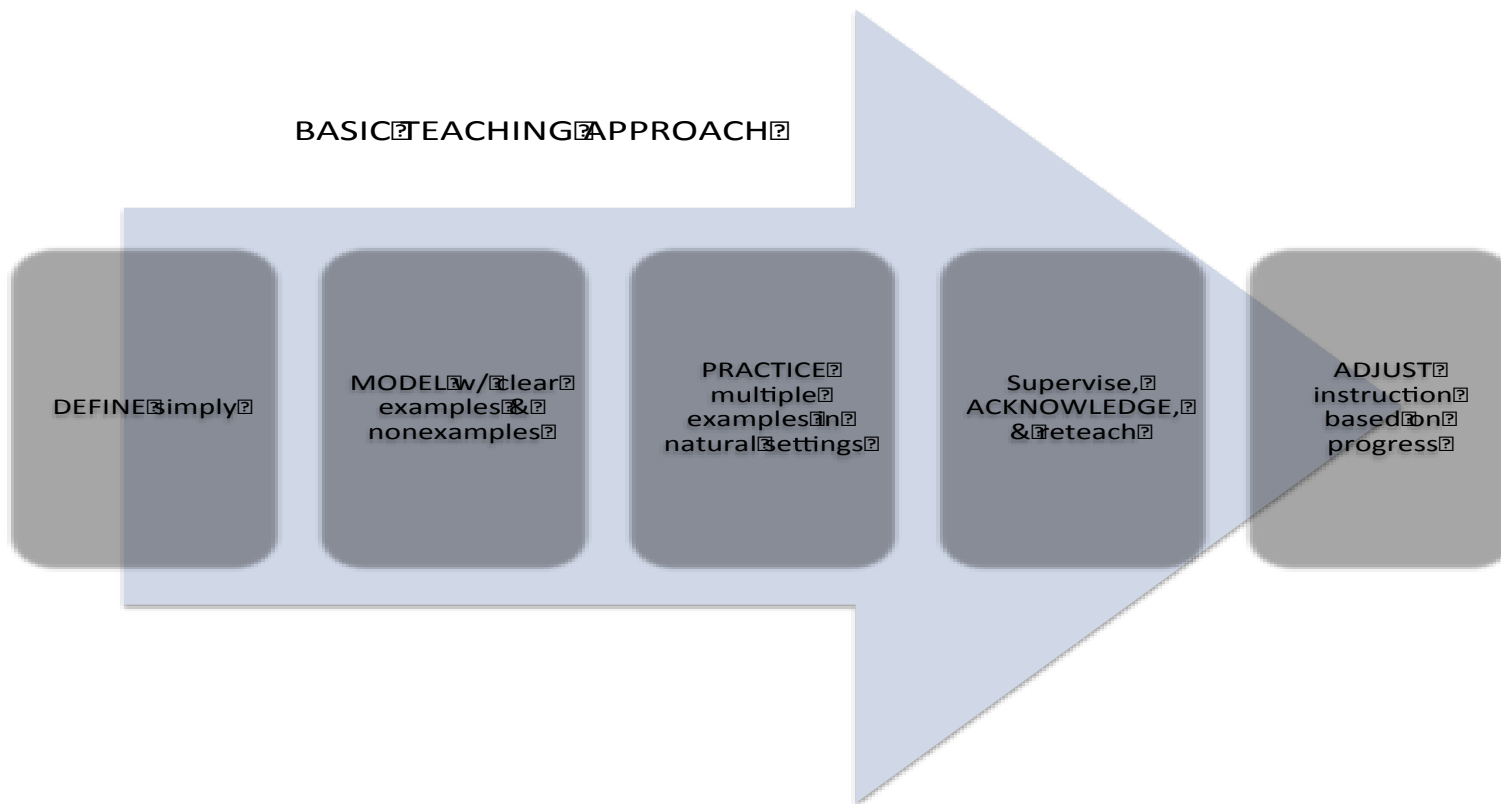
PHASES OF TEACHING AND LEARNING

Teaching and learning academic, social, and behavior skills occurs in phases that have different teaching emphases (Don Bailey, Norrie Haring, Kathleen Liberty, Ogden Lindsley, Owen White, Mark Wolery)

PHASE	EXPLANATION	TEACHING EMPHASIS	
		Teaching[1]	Reinforcement[2]
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*

[1] Error Correction = Restate and reteach skill/behavior and acknowledge accuracy and fluency.

[2] Reinforcement = Verbal praise, progress recognition, positive gesture, school-wide reinforcers, etc.

The following example provides a simple lesson plan for teaching expected behavior. The emphasis is on a label, place, and behavior examples.

SAMPLE BEHAVIOR TEACHING PLAN	Labeled Expected Behavior			
Setting/Context	*Respect Self*	*Respect Others*	*Respect Environment*	
Entering/Exiting Classroom	• Keep hands to self •	• Use inside voice •	• Hang up coat •	• •
Group Activities	• Have materials •	• Wait turn •	• Put materials away •	• •
Independent Activity	• Have a plan •	• Take turns •	• Put materials away •	• •
Snacks/Lunch	• Wash hands •	• Talk when done chewing •	• Put trash in basket •	• •
	• •	• •	• •	• •
	•	•	•	• •

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 (problem solving)				
Asking for Assistance				
Managing anger				

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	

PRACTICE GUIDELINES FOR STUDENT BEHAVIOR

The guidelines below serve as a reference for selecting and using effective behavior management practices (Geoff Colvin, Jen Freeman, Sarah Fairbanks, Tim Lewis, Diane Myers, Terry Scott, Brandi Simonsen)

BEHAVIOR	SPECIFIC PRACTICES *Respond promptly, explicitly, authentically, and contingently*
1. ***Appropriate behaviors*** that represent school and classroom expectations.	• Signal occurrence of appropriate behavior • Name appropriate behavior and related school-wide expectation • Deliver explicit and specific praise and effective reinforce
2. Infrequent and non-disruptive ***minor*** behavior errors (e.g., out of seat, talking, late, unprepared)	• Minimize attention, using planned ignoring or differential reinforcement • Signal error occurrence and remind of expected behavior, using specific error correction • Model/display expected behavior, using strategies to teach expectations • Reinforce displays of expected behavior immediately, using specific praise or other acknowledgement strategies

3.	Repeated and non-disruptive *minor* behavior errors and/or disruptive *major* behavior errors (e.g., property damage, verbal/physical aggression)	- Follow school procedures for responding to rule violations and individualized behavior support plan - Prompt expected behavior before error occurs in high likelihood situations/conditions (precorrect) - Minimize excess attention - Determine likely purpose, or function, of behavior error by collecting data - If behavior error occurs and based on purpose - Signal error occurrence, using specific error correction - Model/display expected behavior, using strategies to teach expectations - Reinforce displays of expected behavior, using specific praise or other acknowledgement strategies
4.	***Administrator-managed*** behavior errors (e.g., threats; physical injury, substance, illegal possessions, harassment)	- Follow school procedures for responding to rule violations and individualized behavior support plan - Minimize excess attention - Signal error occurrence and remind of expected behavior, using specific error correction - Follow school-wide procedures for major rule violating behaviors - Reteach, review, and prompt expected behavior, using strategies to teach expectations - Monitor, by collecting data - Reinforce displays of expected behavior, using specific praise or other acknowledgement strategies
5.	Problem behavior that is **repeated, disruptive,**	Form behavior support team and conduct functional behavioral assessment (FBA)

and unresponsive to previous school and classroom practices	• Develop individualized behavior intervention plan (BIP) • Provide supports to implement plan with fidelity • Collect and use data to continuously monitor progress, responsiveness to intervention and implementation fidelity • Continue preventive school and classroom practices.