Managing Classroom Behaviour
Through Effective Teaching

What is an Effective Teacher?
- Anyone can tell students something or tell them what to do
- A teacher creates a set of circumstances that increase the probability of the student being successful now and in the future

### The MTSS Model

Begin with Practices that provide the highest probability of success across all and individualize more as data identify non-responders

More intensity of the same interventions among those who have not responded to the normal dose & assessment to consider alternative interventions

Even more intensity of the same interventions but in a more individualized manner & with assessment to consider alternative interventions

**Things that provide the best probability for success:**
- Simple and logical
- More intensity of the same interventions among those who have not responded to the normal dose & assessment to consider alternative interventions
- Even more intensity of the same interventions but in a more individualized manner & with assessment to consider alternative interventions

### Logical Thinking: Probability Equation

\[ P = A + B \]

**Student Characteristics:**
- skills, abilities, family/culture, functional desires, academic history, school history

**Teacher/School Control:**
- curriculum (modeling, explicit, etc), engagement, expectations, environment (routines, consistency, physical arrangement, etc), time, feedback

**Desired State:**
- measurable skills that predict favorable student outcomes (academic and social behaviors)

### BIG IDEA #1

**DEVELOP EXPECTATIONS CONNECTED TO LARGER CONCEPTS AND LEVERAGE PRIOR KNOWLEDGE**

### Ineffective Instruction

- Sets the occasion for student failure

**Miss Bence liked to go over a few of her rules on the first day of school.**

### Develop Expectations

**Characteristics of Effective Rules/Expectations**
- Rules (Expected behaviors) are explicit
  - no guessing and no assumptions
- Rules are connected to Anchors
- Rules are taught and modeled by the teacher
- Rules are stated positively (Dead man’s test)
  - (if a dead man can do it – not a good expectation)
- Rules are succinct and 3-5 in number (by location)
- Rules are made PUBLIC...easy to see

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Teaching Rules
Keys to Teachable Rules
1. Anchor all rules to 3-5 big ideas – School-Wide
2. All rules are taught as examples of the big ideas
3. Organize by location
   - Try for max 5 rules per location
4. Teach to students directly and explicitly
5. Revisit instruction throughout the year – acknowledge compliance

EXAMPLE
Respect Yourself
- in the classroom (do your best)
- on the playground (follow safety rules)
Respect Others
- in the classroom (raise hand to speak)
- in the stairway (single file line)
Respect Property
- in the classroom (ask before borrowing)
- in the lunchroom (pick up your mess)

Teaching Rules

Chesterbrook Three R’s

<table>
<thead>
<tr>
<th>Location</th>
<th>Rule</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallways</td>
<td>Quiet voices</td>
<td>Quietly follow rules</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Follow cafeteria rules</td>
<td>Maintain personal space</td>
</tr>
<tr>
<td>Playground</td>
<td>Follow playground rules</td>
<td>Treat others as you’d like to be treated</td>
</tr>
</tbody>
</table>

Here are the three R’s of our Fifth Grade classroom:

<table>
<thead>
<tr>
<th>Rule</th>
<th>Behavior</th>
</tr>
</thead>
</table>
| I am respectful.      | • Raise my hand  
                        | • Listen to others  
                        | • Stay in my personal space |
| I am responsible.     | • Follow directions  
                        | • Complete my assignments  
                        | • Clean up after myself |
| I am ready to learn.  | • Be prepared for class  
                        | • Always do my best  
                        | • Learn from my mistakes |

BIG IDEA #2
CREATE AN ENVIRONMENT TO MAXIMIZE THE PROBABILITY OF STUDENT SUCCESS

Advance Organizers

Schedule

- Consistency!!
- Expectations for arrival times
- Sequencing and length of activities
- Planned clean-up/transiting routine
- Explaining changes

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Physical Arrangement
- Seating
  - Teacher’s desk
  - Students’ desks
- Sight lines
  - Teacher positions
- Traffic Flow
  - Associated activities
    - (e.g., pencil sharpening,
    - getting water, using the
    - bathroom, beginning and
    - end of day)

Proximity
- Proactive Proximity
  - Movement about the room
  - 1-second rule
  - Assigned seating
- Reactive Proximity
  - Start with eye contact
  - Approach and eye contact
  - Hover and eye contact
  - Hover and question
    • What should we be doing?

Be Physically and Verbally Explicit
- Tell the student exactly what the rule is
- Show them while talking about it
- Engage students
- Ask questions

BIG IDEA #3
TEACH: BE DIRECT AND EXPLICIT WHEN PRESENTING INSTRUCTION – DON’T ASSUME

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Center for Instructional and Behavioral Research in Schools
Access to Video links, Training materials, and Resources

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