

Emerging Phase Day 2 Training



Center for PBS
College of Education
University of Missouri



**Missouri Department of
Elementary and Secondary Education**

Objectives

Review, Reflect, Plan

- Review of Day 1 Next Steps
- Problem Solving Process
- Teaching expectations and behaviors
- Classroom procedures and routines
- Data collection: School Safety Survey



Training Norms

Be Respectful

- Be an attentive listener
- Limit side conversations
- Be open to new ideas
- Keep cell phones on silent

Be Responsible

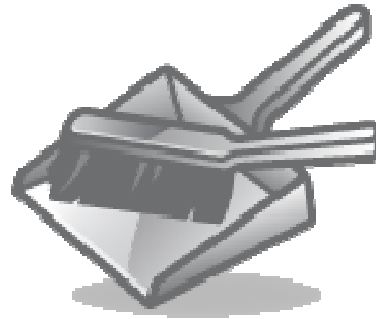
- Be on time
- Bring materials and required paperwork
- Follow through with responsibilities

Be a Problem Solver

- Ask questions and share ideas
- Be positive about the activities and perspectives
- Be proactive



Housekeeping



Who's Here?

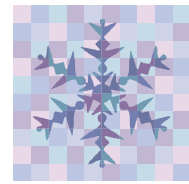
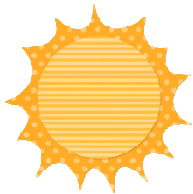
- **Pair**-up with another participant you do not know or do not know well.
- **Share** – 4 or 5 details about yourself with them
- **Tell** – about your new acquaintance with the group so we all know

Who's Here!



Seasonal Partners

- Meet and greet a total of four people
- Have one partner for each season
- Each person writes his/her name down on the season's corresponding line



Rally Interview

- Team meeting norms
- Office discipline referral data
- Social behavior lessons
- Classroom expectations and rules



Rally Interview cards



During Our Time Today

- Why Use a Problem Solving Model?
- Problem Solving Model Steps
- Problem Solving Case Study
- Classroom Procedures and Routines
- Clear Set of Positive Expectations and Behaviors
- Teach Expectations and Behaviors
- Data Based Decision Making
- Acknowledging Appropriate Behavior



Give One to Get One

Complete this stem:

“The problem solving process to me means”



Notecards



Problem-solving process is needed at many levels of decision-making

- Whole school
- Grade/Classroom
- Unstructured area of school (hallway, playground)
- Individual Student

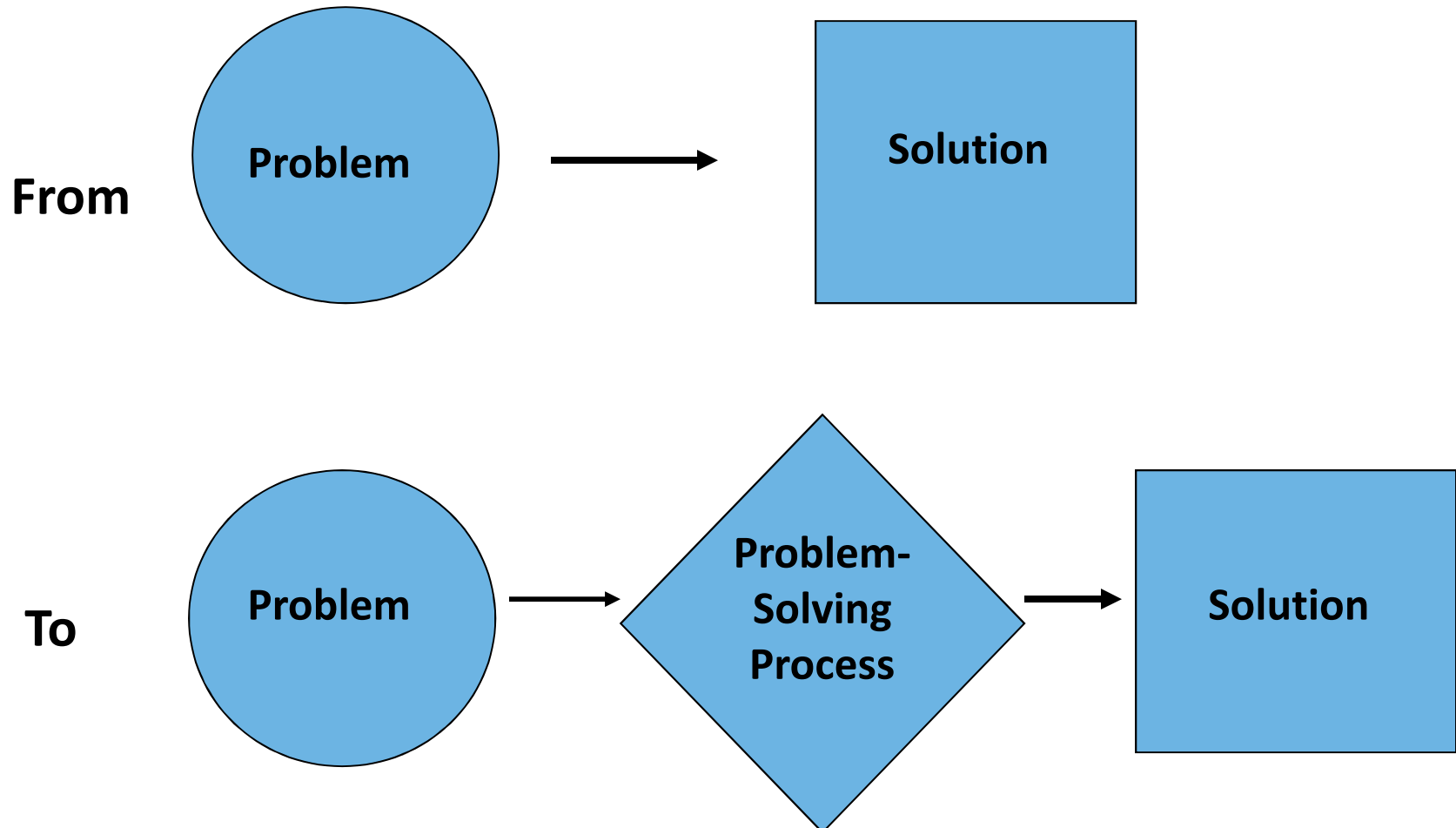


Why use a Problem Solving Model?

- Problem solving encourages the effective use of data through a 6 step process.
- It is a tool that allows you to focus directly on the problems revealed in your data.
- Aligns your solution to the problem



Improving Decision-Making

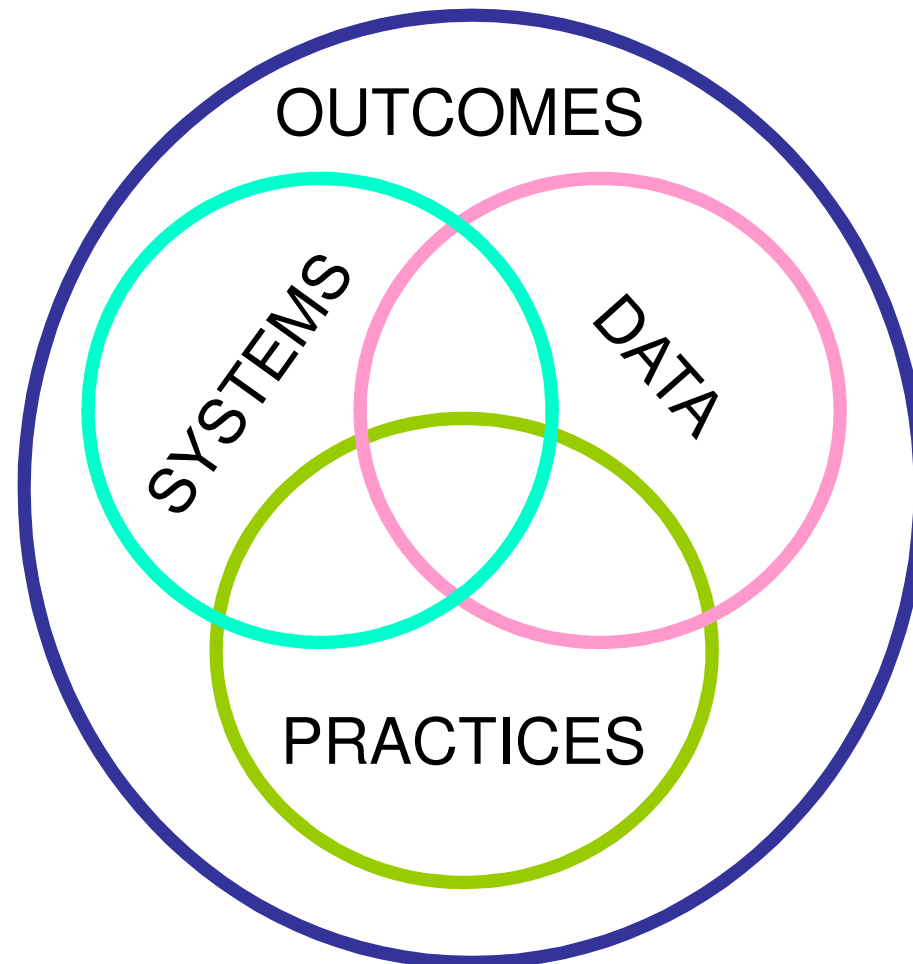


Critical Questions: What is the problem? Who is involved? Where is it taking place?
When is it taking place? How often?

Positive
Behavior
Support

Social Competence &
Academic Achievement

Supporting
Staff Behavior



Supporting
Decision
Making

Supporting
Student Behavior

Problem-Solving Process

1. Identify Outcomes
"Desired Reality"

2. Identify Problem
"Current Reality"

3. Analyze Problem
"Reality Gap"

4. Develop Plan
Brainstorm
Prioritize
Action Plan

5. Implement Plan
Consistently & With
Fidelity

6. Evaluate Plan
Regularly
Review & Revise



Step #1 Identify Outcomes

“Desired Reality”

- Begin with **Broad Outcomes**
 - *Mission*
 - *Vision*
 - *CSIP*
 - *SW-PBS Purpose / Goals*



Step #2 Identify Problem

“Current Reality”

- Utilize Current Data Sources
 - Office Disciplinary Referrals (ODRs)
 - Self-Assessment Survey (SAS)
 - School Safety Survey (SSS)
 - Team Implementation Checklist (TIC)
 - Schoolwide Evaluation Tool (SET)
 - School Data Profile (SDP)
 - Action Plan Checklist
 - School Developed Surveys



Step #3 Analyze Problem

“Reality Gap”

Review the data to answer the following questions:

- What is the problem?
- How often is the problem occurring
- When is the problem taking place
- Who is involved in the problem?
- Where is the problem taking place ?
- Problem Statement Development
 - Precise
 - Provides “actionable” information



STEP #4 Develop a Plan

- A. Brainstorm**
- B. Prioritize**
- C. Action Plan**



Step #4 Develop a Plan

A. Brainstorming Interventions/Strategies:

- Quiet think
- Jot ideas on post-its
- Sort all post its and group into categories

Interventions/Strategies need to be :

- Proactive and Preventative
- Research Based
- Realistic



Step #4 Develop a Plan

B. Prioritize Interventions/Strategies

- Implement the smallest change that will result in the largest improvement
- Think “early wins”
 - SW-PBS Team and staff must quickly and clearly see the impact of change in order to maintain buy-in and sustain their efforts



Step #4 Develop a Plan

C. Action Plan

- Goal
- Steps
- Resources
- Timeline
- Evaluation
 - Implementation Fidelity
 - Outcomes



Step #5 Implement the Plan

- Consistently and with Fidelity
- Consider all 7 Essential Components of SW-PBS
- Across ALL Classrooms/Setting



Step #6 Evaluate Plan

Regularly Review and Revise Implementation

Fidelity: Did we do what we said we were going to do in the action plan?

Look at these to answer that question:

- Artifacts (e.g., Matrix, Action Plan)
- Surveys (e.g., SAS, TIC, Safety, etc.), checklists, etc.
- Direct Observation (e.g., hallways, classrooms, etc.)



Step #6 Evaluate Plan

Evaluate Outcomes: Did we achieve the intended outcome?

- Office Disciplinary Referrals
- Attendance
- School developed Surveys
- Walk Throughs / Observation
- Communicate Results to Stakeholders
- Re-group, Revise or CELEBRATE!



Case Study

- Identify Outcome “Desired Reality”
- Identify Problem “Current Reality”
- Analyze Problem “Reality Gap”
- Develop a Plan
- Implement the Plan
- Evaluate the Plan



Case Study

Step #1 Identify Outcomes

“Desired Reality”

BROAD-

- Mission Statement –Opportunity’s mission is to help students function in a global society. In an environment of mutual respect and cooperation, students will develop as: critical and creative thinkers, problem solvers, effective communicators, responsible individuals, cooperative citizens and persistent learners.
- CSIP Goal- All students will demonstrate improved personal responsibility and accountability necessary to create a respectful environment at our school by introducing and implementing Positive Behavior Support (PBS)



Case Study

Step #1 Identify Outcomes

“Desired Reality”

Getting More Specific-

- Opportunity Elementary has articulated that **PBS provides a unified teaching focus and maximizes efficiency of instructional time**
- One PBS Action Plan Step that addresses schoolwide goals within both *Common Purpose* and *Clearly Defined Expectations*:
 - All classroom teachers will align classroom expectations and rules with the schoolwide rules of ***Be Respectful, Be Responsible, Be Ready***

Case Study Step #2 Identify Problem

“Current Reality”

- PBS Team **believes** that few classrooms have Expectations and Rules clearly defined, aligned and/or communicated (taught) to students.
- How do they **know** this?
 - Item Analysis of SSS, SAS, SET,
 - Classroom Syllabi/Lesson Plans
 - Classroom Walk Through
 - Administrative processing with referred students
 - SW-PBS Team Developed Survey

Case Study

Step #3 Analyze Problem

“Reality Gap”

SW-PBS Team Developed a Problem Statement:

- After 1 year of SW-PBS implementation approximately 40% of classroom teachers have not consistently tied expectations and rules for their classroom to the SW-PBS expectations and rules, and/or have not consistently communicated or taught the classroom expectations and rules to all students.



Case Study

Step #4 Develop a Plan

Brainstorm

- Barriers....why is this happening?
 - Teachers may not know how to align their classroom expectations and rules to the schoolwide expectations and rules.
 - Teacher resistance
 - Others...



Case Study

Step #4 Develop a Plan

Brainstorm

- Interventions / Strategies...how can we move toward our goal?
 - Sharing data
 - Administrative support
 - Use mini modules to provide training on how to align expectations and rules during staff meeting or beginning of year meetings
 - Example classroom rules
 - Recognition to teachers who have complied
 - Other...

Case Study

Step #4 Develop a Plan

Prioritize

- What is the smallest change that will give our school the biggest meaningful outcome?
(...an “early win”)

Use mini modules to provide training on how to align expectations and rules during staff meeting or beginning of year meetings

Case Study

Step #4 Develop a Plan

Action Plan

- **Goal:** All classroom teachers will align classroom rules with the schoolwide expectations of, ***Be Respectful, Be Responsible, Be Ready*** and post them
- **Steps: *What?*** Use mini modules to provide training on how to align expectations and rules during staff meeting
- **Resources: *WHO* ?** SWPBS Coaches will present the mini module at the faculty meeting.
- **Timeline: *When* ?** October 14th
- **Evaluation Measure:** Principal will conduct a walk through in each classroom to see if the rules are posted and aligned

Step #5 Implement the Plan

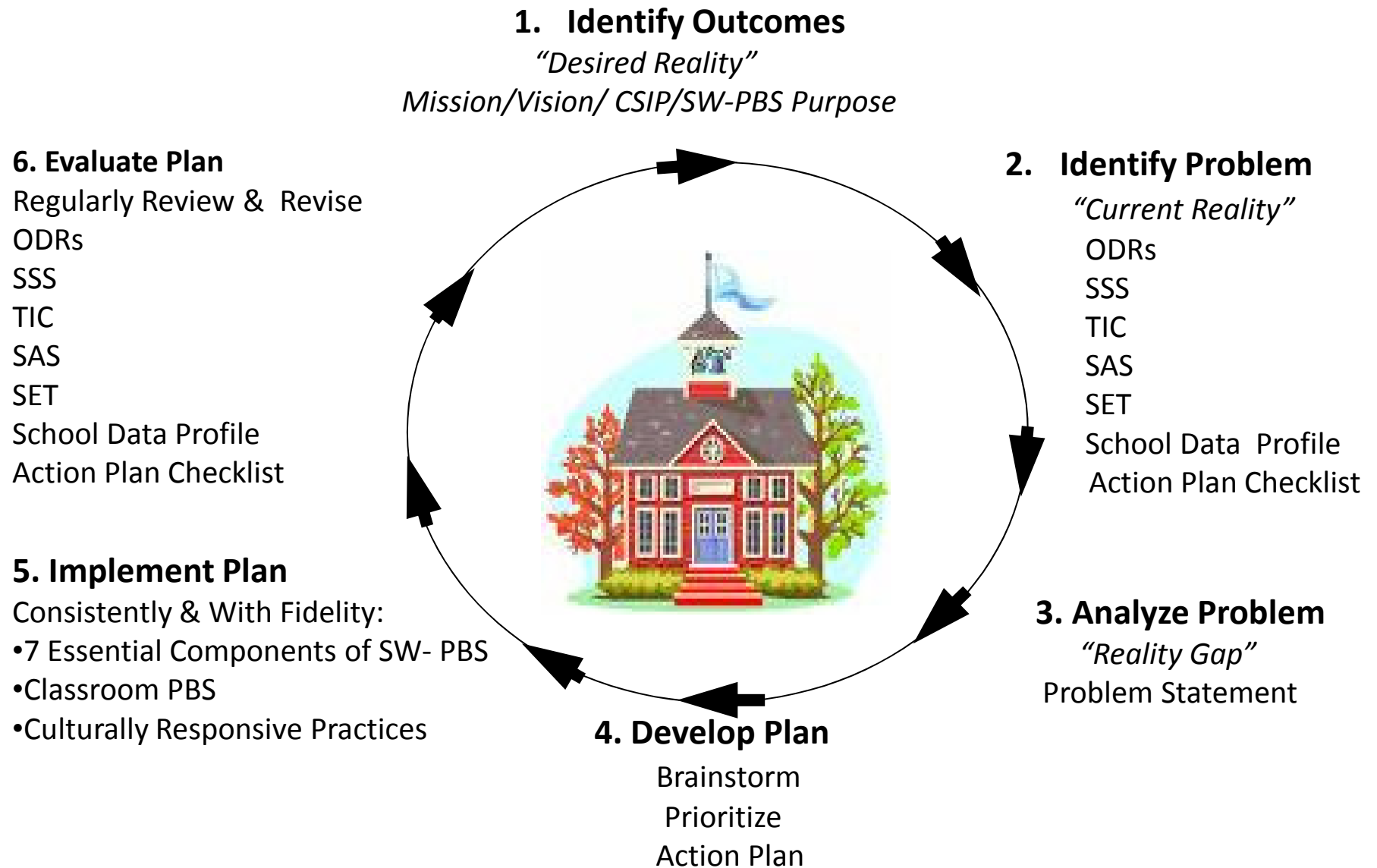
- The Coaches presented the mini module on October 14th at the faculty meeting.
- The teachers were given the rule worksheet to create their rules
- They partner shared to make sure their rules aligned to the expectations
- The rules were posted and taught in their classrooms

Case Study

Step #6 Evaluate the Plan

- The principal conducted the walk throughs in each classroom
 - The data from the walk through was tallied to see if rules were posted in at least 85% of the classrooms
- ***Celebration took place at faculty meeting in November!!!! (*over 85% had rules posted that aligned with SW expectations*)

Problem-Solving Model - Emerging /Tier 1



Let's Practice Using your Data

1. Review current action plan checklist and/or current ODR data
2. Work through steps 1-6 of the problem solving process using your data
3. Complete problem solving worksheet



Handout 2: Problem Solving Process Worksheet

Handout 3: Big 5 Data Review Guide template (or schools use the one they brought)



Problem Solving Process Big Ideas

- Use DATA to Drive Problem Solving
- Follow a Consistent Process
- Smallest Change for Largest Improvement
- Implementation Fidelity
- Communicate, Communicate, Communicate
- CELEBRATE!



Effective Classroom Practice: Procedures & Routines

MO SW-PBS



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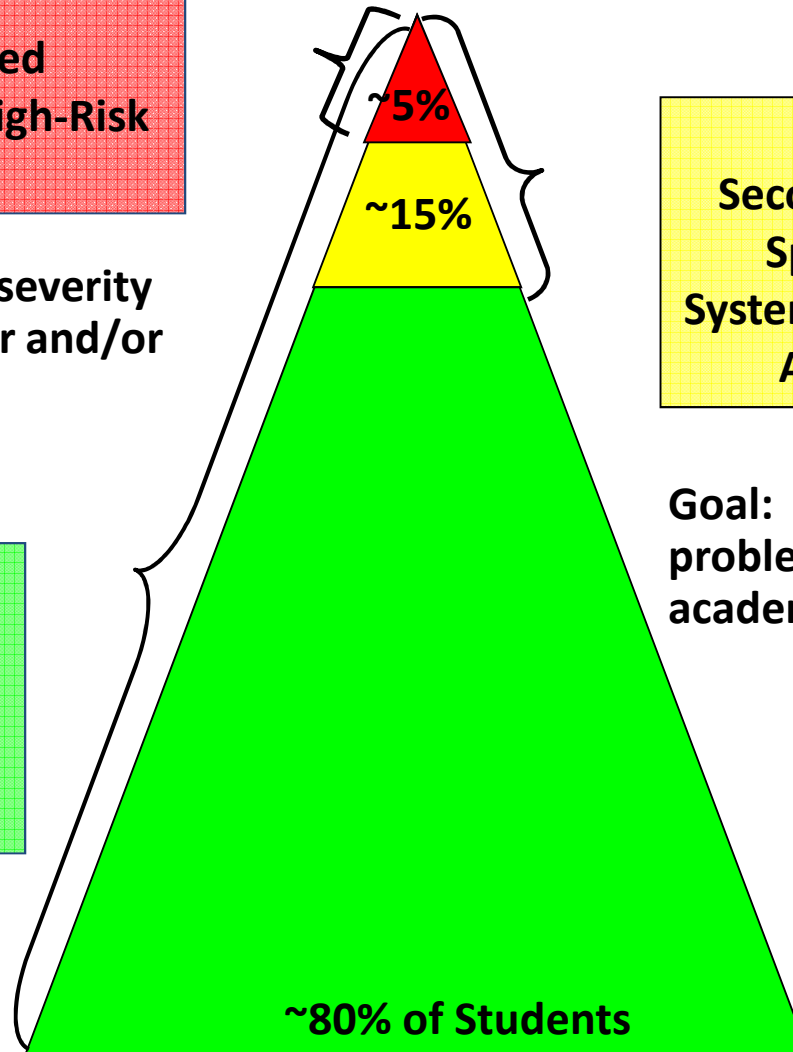
CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

**Tier 3 =
Tertiary Prevention:
Specialized Individualized
Systems for Students with High-Risk
Behavior**

**Goal: Reduce intensity and severity
of chronic problem behavior and/or
academic failure**

**Tier 1 =
Primary Prevention:
School-/Classroom-Wide
Systems for All Students,
Staff, & Settings**

**Goal: Reduce new cases of
problem behavior and/or
academic failure**



**Tier 2 =
Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior**

**Goal: Reduce current cases of
problem behavior and/or
academic failure**

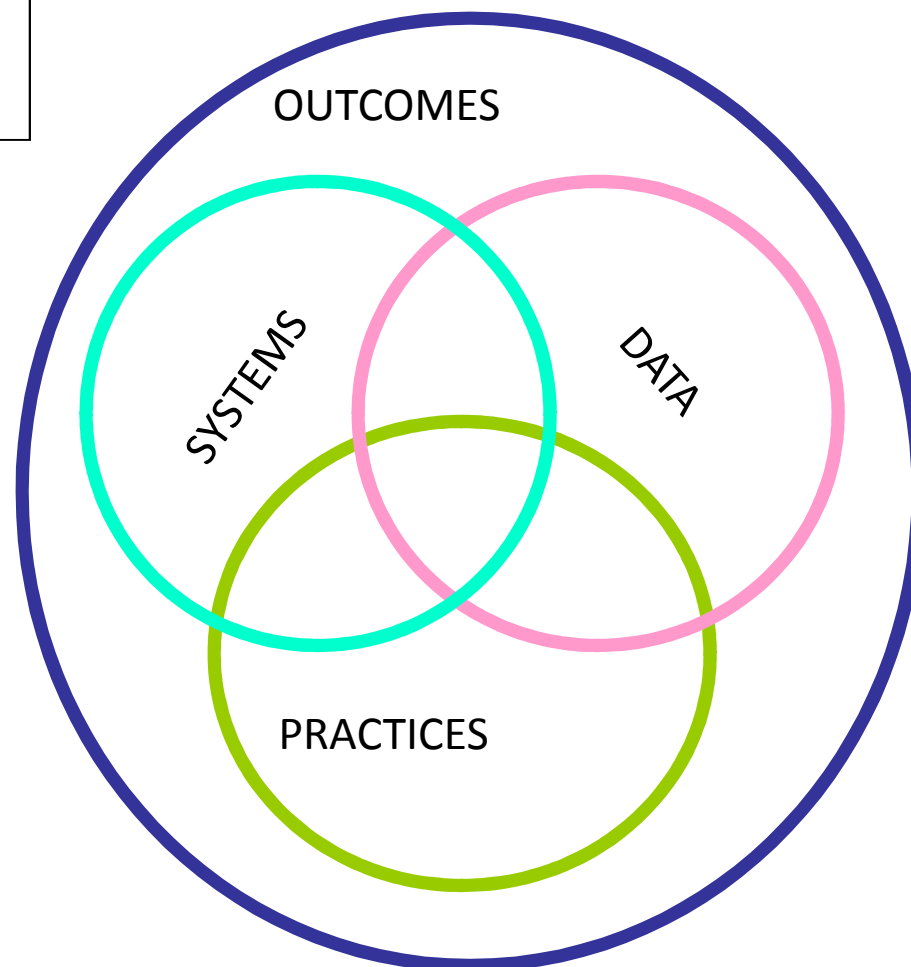


SW Positive Behavior Support

Social Competence &
Academic Achievement

Supporting
Staff Behavior

Supporting
Decision
Making

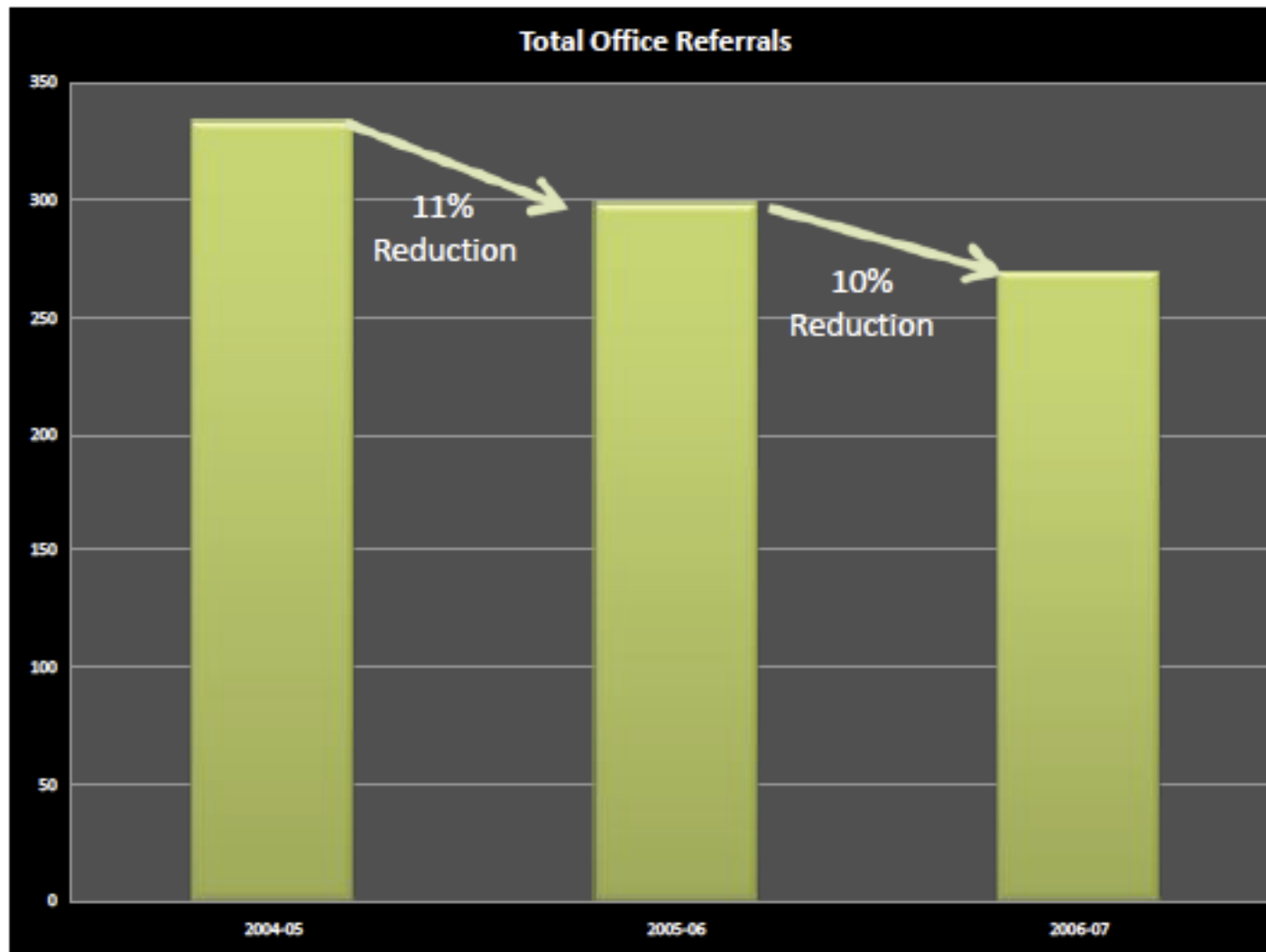


Supporting
Student Behavior

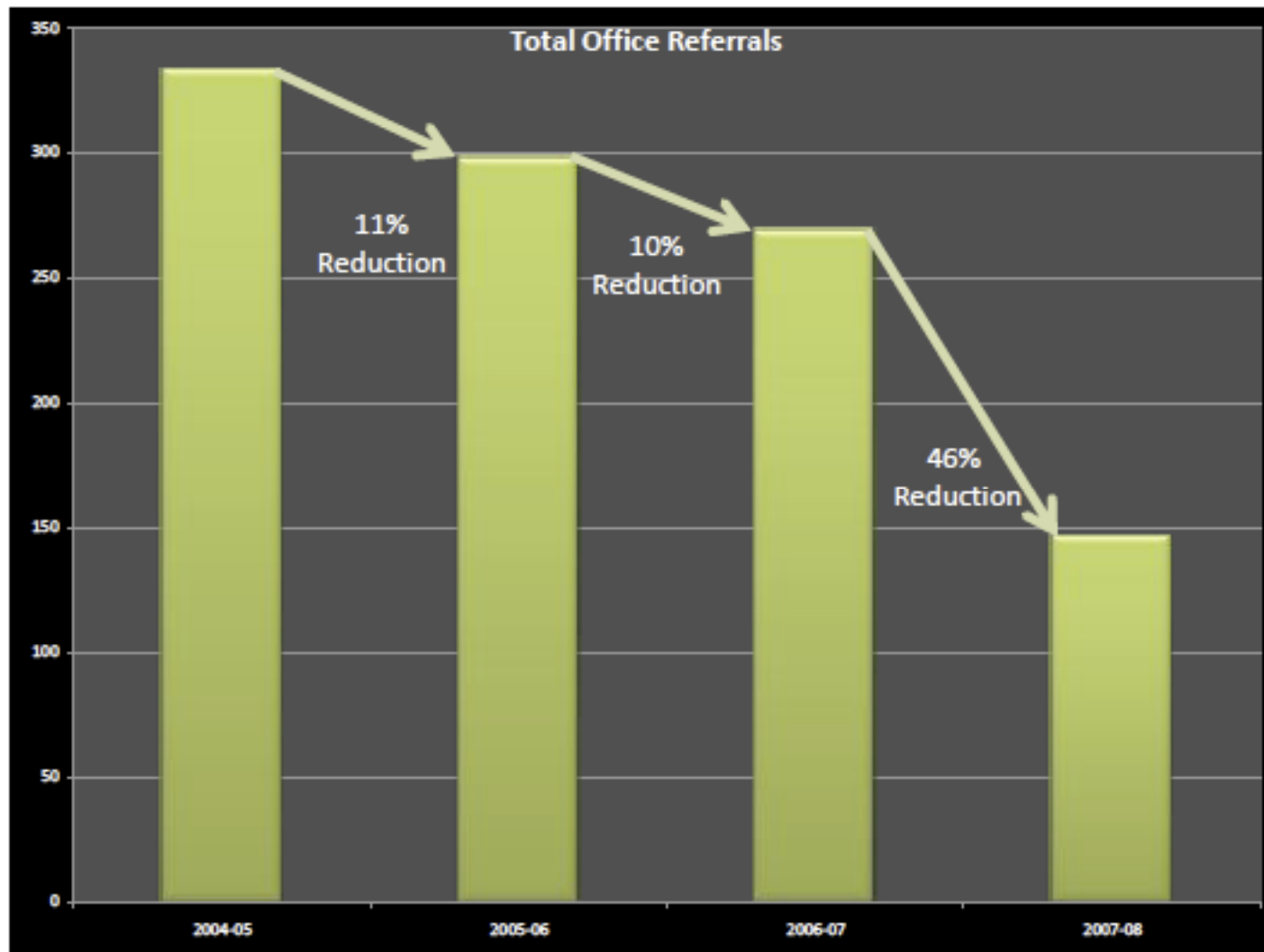
Effective Classroom Practices

Classroom:

- Expectations & Rules
- Procedures & Routines
- Continuum of Strategies to Acknowledge Appropriate Behavior
- Continuum of Strategies to Respond to Inappropriate Behavior
- Multiple Opportunities to Respond
- Active Supervision
- Academic Success & Task Difficulty
- Activity Sequence & Offering Choice



Newcomer, 2008



Newcomer, 2008

Classroom Procedures & Routines

Identify, Teach, Practice, Reinforce

Why Focus on Classroom Procedures and Routines?

- Effective teaching includes teaching functional routines and procedures to students at the beginning of the year and using these routines to efficiently move through the school day.

(Leinhardt, Weidman, & Hammond, 1987)

- As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated

(Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003)

What Are Procedures & Routines?

- Procedures explain the accepted process for carrying out a specific activity, such as walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the restroom.
- Classroom procedures are patterns for accomplishing classroom tasks.
- Procedures form routines that help students meet expectations stated in the rules

What Are Procedures & Routines?

- Procedures should be succinct, positively stated and in age-appropriate terms
- Keep “Who, what, when, where, why, and how” in mind
- Clear procedures, taught and consistently enforced are the most critical tool to create a functional and productive learning environment



Elementary Example

- Lining Up
 - Sit quietly when you hear the signal
 - Neatly place books and materials in your desk
 - Quietly stand when your name (or row) is called
 - Push your chair under your desk
 - Quietly walk to the line
 - Stand with your hands at your sides, facing forward, no talking

Elementary Example

- Learning Position
 - Sit with your bottom on your chair
 - Sit with your legs under your desk
 - Keep both feet on the floor
 - Look at the teacher when he or she talks to the class
 - Keep your materials on top of your desk

Elementary Example

- During Lessons
 - Sit in a learning position
 - Raise your hand for a turn to talk, if you have a question or if you need help
 - Wait for the teacher to come to you
 - Finish all of your work
 - Read your book if you finish your work early
 - Take restroom or water breaks during independent time

Secondary Example

- Class Discussion
 - Prepare for discussion by reading the required assignment in advance
 - Wait until the other person is finished speaking before you talk
 - Stay on topic
 - Respect other's opinions and contributions
 - Use appropriate expressions of disagreement

Secondary Example

- Entering the Classroom
 - Enter the classroom before the bell rings
 - Take your seat and get out the materials you need for class
 - Talk quietly until the bell rings
 - Stop talking and be ready to listen when the bell rings

Secondary Example

- Turning in Assignments
 - The last person in each row pass their paper to the person in front of them
 - The next person does the same until the papers reach the first person in each row
 - The first person in each row passes papers to the right
 - The first person in the last row places all papers in the basket on the teacher's desk

Writing Procedures to Develop Routines

- Make a list of every task a student does in the classroom
- Determine the desired outcome
- Decide how students need to complete the task
- Consider what errors students are likely to make
- Consider problem areas or problem times...often a well designed routine can smooth things out

Procedure Writing Activity

1. Specifically consider problem areas/times in your classroom.
2. Select tasks from the Routines Self-Assessment handout which apply to your setting.
3. Write steps for completing each task.
(these are your procedures & routines)



Schedule for Teaching Classroom Procedures

- First Grading Period
 - Teach rules and procedures for all areas of school, ***including individual classrooms***, during first week of school
 - Provide opportunities for review and practice
 - Provide frequent reinforcement/acknowledgement
 - After first week, review rules and procedures 2 or 3 times per week
 - Rapid pace, oral review during first or last few minutes of class
 - Surprise quizzes about procedures for extra credit points
 - Divide into teams, ask questions about rules and procedures, award points

Schedule for Teaching Classroom Procedures

- Second Grading Period
 - Review rules and procedures once per week
- Remainder of the Year
 - Review rules and procedures periodically as needed

References

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- Evertson, C., & Emmer, E. (1982). Preventive classroom management. In D. Duke (Ed.), *Helping teachers manage classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Evertson, C. M., Emmer, E. T. & Worsham, M.E. (2003). *Classroom Management for Elementary Teachers*. Boston: Pearson Education.
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- Kern, L., Clemens, N.H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1), 65-75.
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- Shores, R., Gunter, P., & Jack, S. (1993). Classroom management strategies: Are they setting events for coercion? *Behavioral Disorders*, 18, 92-102.
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Activity

Planned Communication

- With your team, or table partners, use the Problem Solving Method to answer:
 - How will this information be disseminated?
 - Who should receive this information?
 - How should this information be shared?
 - Who will share this information?
 - When should this information be shared?
 - How will we receive feedback from stakeholders?



**Time to Network with other
School!**

Clear Set of Positive Expectations and Behaviors



Displaying and Publicizing Expectations and Behaviors

**“BIG, BOLD and
BEAUTIFUL”**



Partner Share

- Now that the Schoolwide Matrix is in place, how will you make it visible?
 - Where will the expectations and behaviors be posted in the building?
 - What activities (e.g. assemblies, meetings, etc.) have been developed to share the expectations and behaviors with staff, students and family members?
 - How will family and community members be informed?

Guidelines for Signage

- 3 to 5 Expectations
- Post at age appropriate level
- Use posters with Common language to reinforce consistency
- Positively stated
- Correct Spelling
- Understandable Language
- Size
- Location
- Post in all settings



EXPECTATIONS...



Expectations

		Cafeteria
E X P E C T A T I O N S	Respect Everyone	<ul style="list-style-type: none">-Practice good table manners-Clean up after yourself-Wait your turn
	Respect Education	<ul style="list-style-type: none">-Use extra time appropriately
	Respect Environment	<ul style="list-style-type: none">-Recycle-Please pick up around your area-Wash off dirty tables-Dispose of garbage before dismissal

Behaviors



In the Hallway, I am...

Safe:

1. Walk in a single file line.



Respectful:

1. Walk quietly so others can continue learning.
2. Keep hands, body, and objects to self.



A Responsible Learner:

1. Return to class promptly after an errand or changing classes.



Our school has safe, respectful, and responsible learners who allow teachers to teach and students to learn.

Action Plan Checklist

	In Place	
	Yes	No
Essential Component #4: Procedures for Teaching Expected Behavior Additional Supports		
Signage of expectations and behaviors are posted in each appropriate setting		
Procedures developed to provide instruction to new faculty, staff and students		



Once you have developed school-wide expectations, it is not enough to just post the words on the walls ...

YOU MUST TEACH THEM!



Teach Expectations and Behaviors



Every time any adult interacts with any student, it is an instructional moment

- Teach social behaviors just like academics
- Model behavior
- Reinforce all positive behavior
- Pre-correct for positive behaviors

--Steve Romano, Illinois PBIS Technical Assistance Director



Why Have a System for Teaching Behavior?

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Repetition is key to learning new skills:
 - For a child to *learn something new*, it needs to be repeated on average of 8 times
 - For a child to *unlearn* an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times.

--Harry Wong

The Top 7 Skills Students Need to be Successful in School

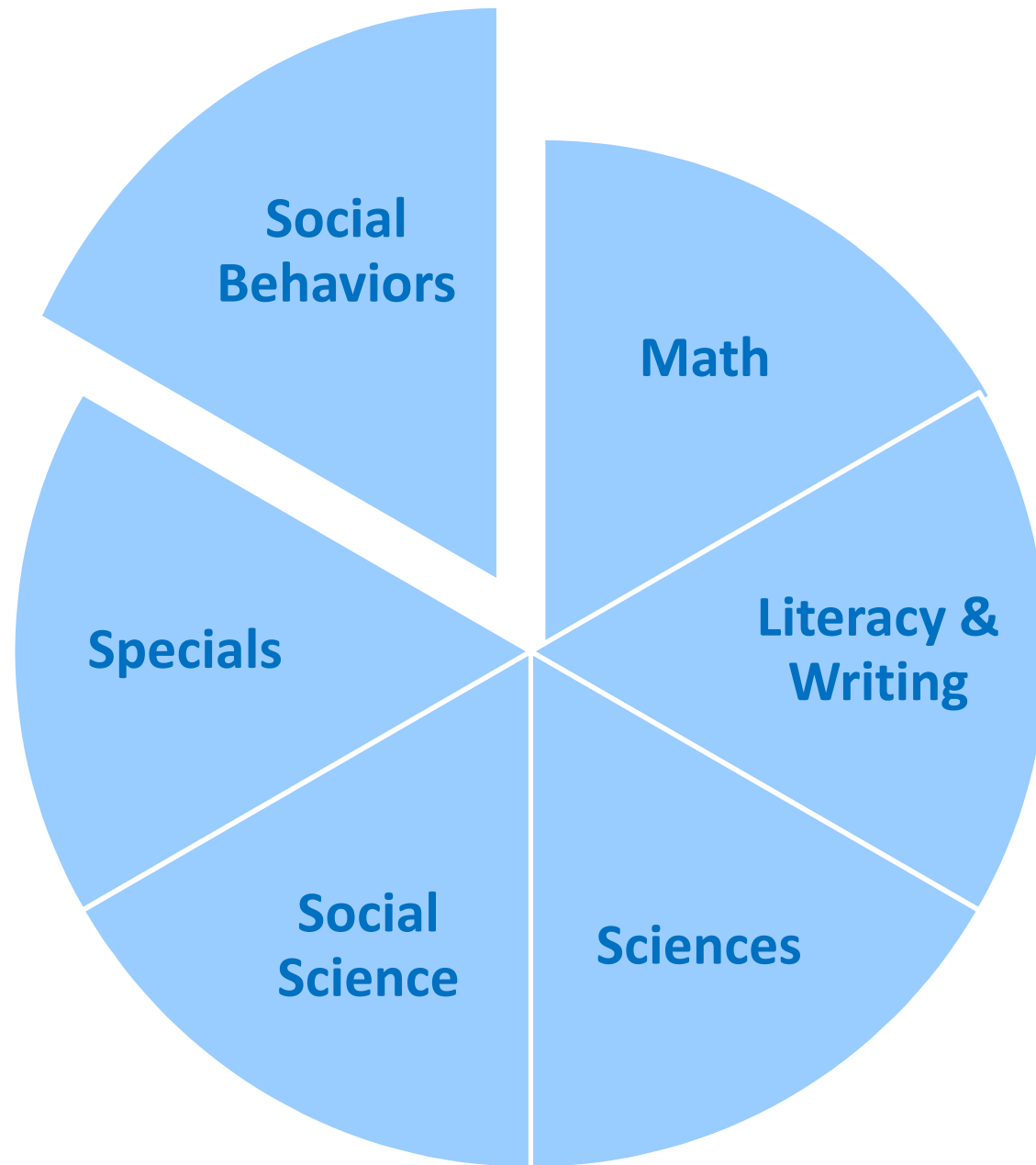
1. Listening
2. Follow Directions
3. Stay on Task
4. How to get help
5. Ability to get started
6. Finish on time
7. Word Attack

-Rick Lavoie

The “Hidden Curriculum”

- Classroom Management curriculum is not discussed at curriculum meetings
- Social Behavior are not addressed in daily lesson plans
- Dealing with social behaviors require more time and energy than any other subject
- Teachers cannot teach academics effectively until they can establish an effective learning environment.

If we understand that behavioral skills are learned, it is necessary to teach expected behaviors as we would academic skills.



Components of an Effective Lesson Plan

1. Teach/Clarify
2. Show
3. Practice
4. Feedback
5. Reteach



Lesson Plan

Skill
Context:
(TELL): Define the rule and identify the steps required to follow the rule.
(SHOW): Teacher Model Example: Non-example: (teacher only) Example
(PRACTICE): Role Play/Video Practice in setting Embed into curriculum
(FEEDBACK):
(RE-TEACH):



Systems for Teaching Expectations

- Beginning of the school year – Kickoff
- Provide initial lesson plans and/or lesson plan format for teachers to begin teaching behavior
- Develop a system for expanding behavior lesson plan ideas throughout the year



Samples of Systems for Teaching Expectations

- Teach a lesson, every week, all year
- Announce daily the “Skill of the Week
- Each month your teachers focus on teaching one expectation during homeroom or advisory
- Divide responsibility for writing and distributing the weekly **social skill** lessons
- Distribute lessons to teachers on Thursday to plan for the next week
- Keep lessons in a binder in the teacher workroom



Handout 6: Social behavior teaching schedule



Action Plan Checklist

	In Place	
	Yes	No
Essential Component #4: Procedures for Teaching Expected Behavior		
Lessons specific to matrix behaviors developed using the components Tell, Show, Practice, Feedback, Re-Teach		
Lessons contextually/culturally appropriate (ex: age, level, language)		
Considerate of lessons that already exist (Ex: Character Ed, academics)		
Involvement of staff and students in development.		
Schedule for initial instruction and regular review (based on ODR data)		

Action Plan Checklist

	In Place	
	Yes	No
Essential Component #4: Procedures for Teaching Expected Behavior		
Agreement by > 80% faculty and staff		
Taught to staff (using established process)		
Communicated to stakeholders (ex: families, community members, district administrators)		



Thoughts to Ponder:

There will be times when we all need a more intensive refresher across campus.

When might those times be?

What will the format booster training look like?

How will you introduce/teach new students and staff?

Data Based Decision Making



Data Based Review of Teaching

- School Safety Survey
- Team Implementation Checklist
- Schoolwide Evaluation Tool
- Self Assessment Survey



Handout 7: Opportunity Elementary Data-Based Review of Schoolwide Teaching of Matrix Behaviors

Handout 8: Data-based Review of Schoolwide Teaching of Matrix Behaviors

Using Data to Make Decisions about Teaching

School-wide discipline data trends
show the spikes in problem behaviors

Boosters are activities intended to *increase student attention and motivation* to follow the school-wide expectations during these more difficult months.



Thoughts to Ponder . . .

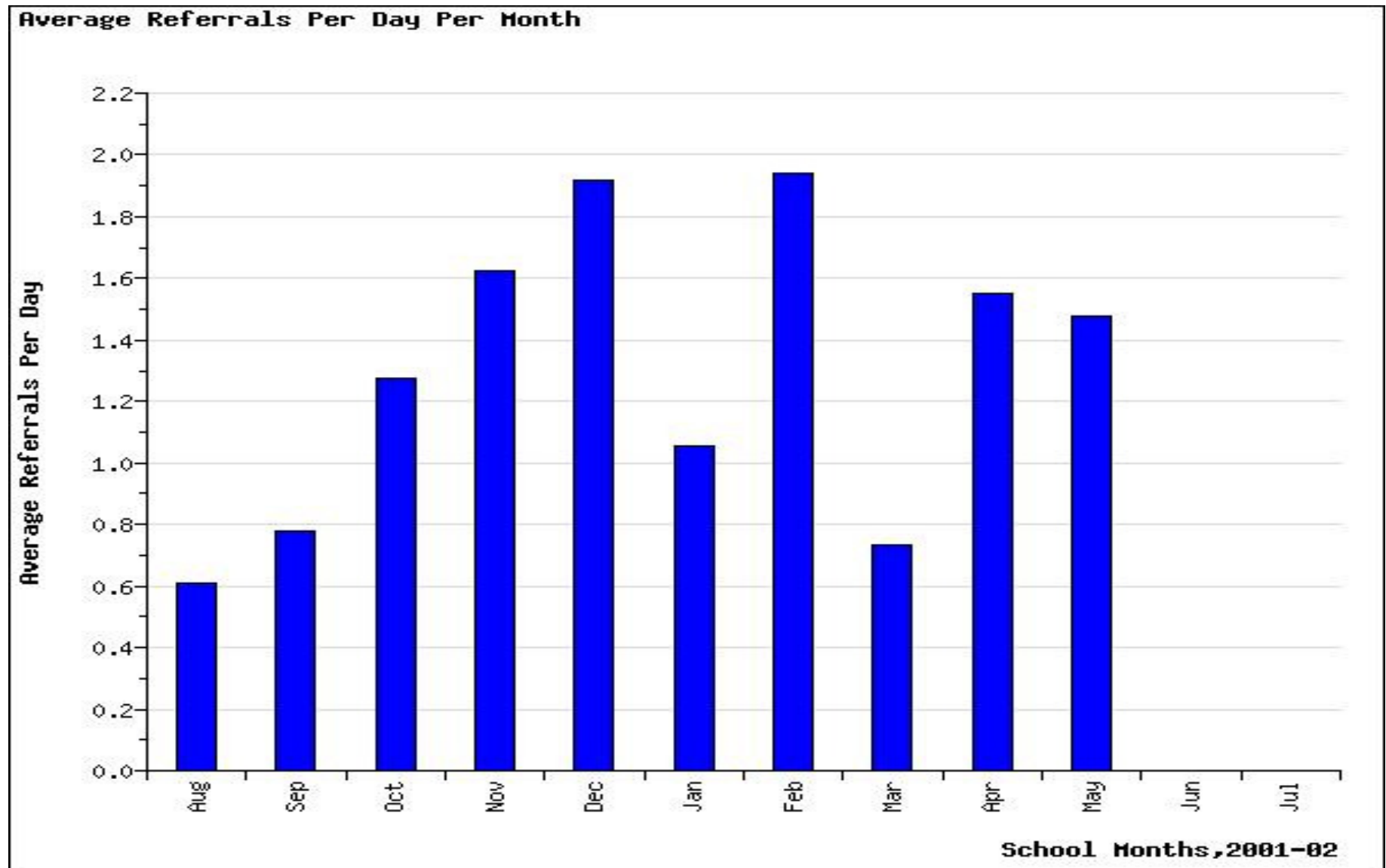
There will be times when we all need a more intensive refresher across campus.

1. When might those times be?
2. What will the format of “booster” training look like?
3. How will you introduce/teach the expectations and behaviors to new students and staff?

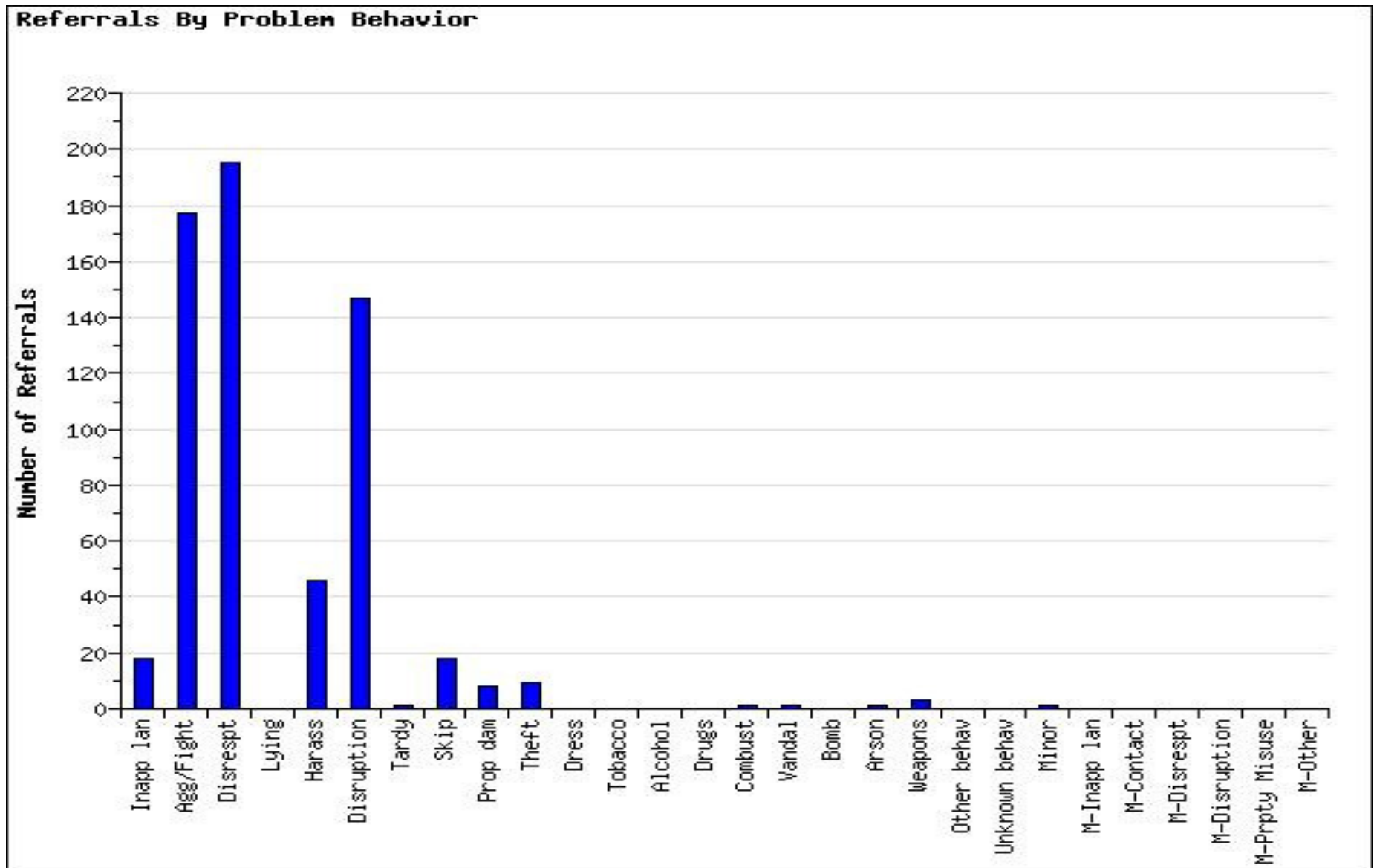
DATA IS YOUR FRIEND!



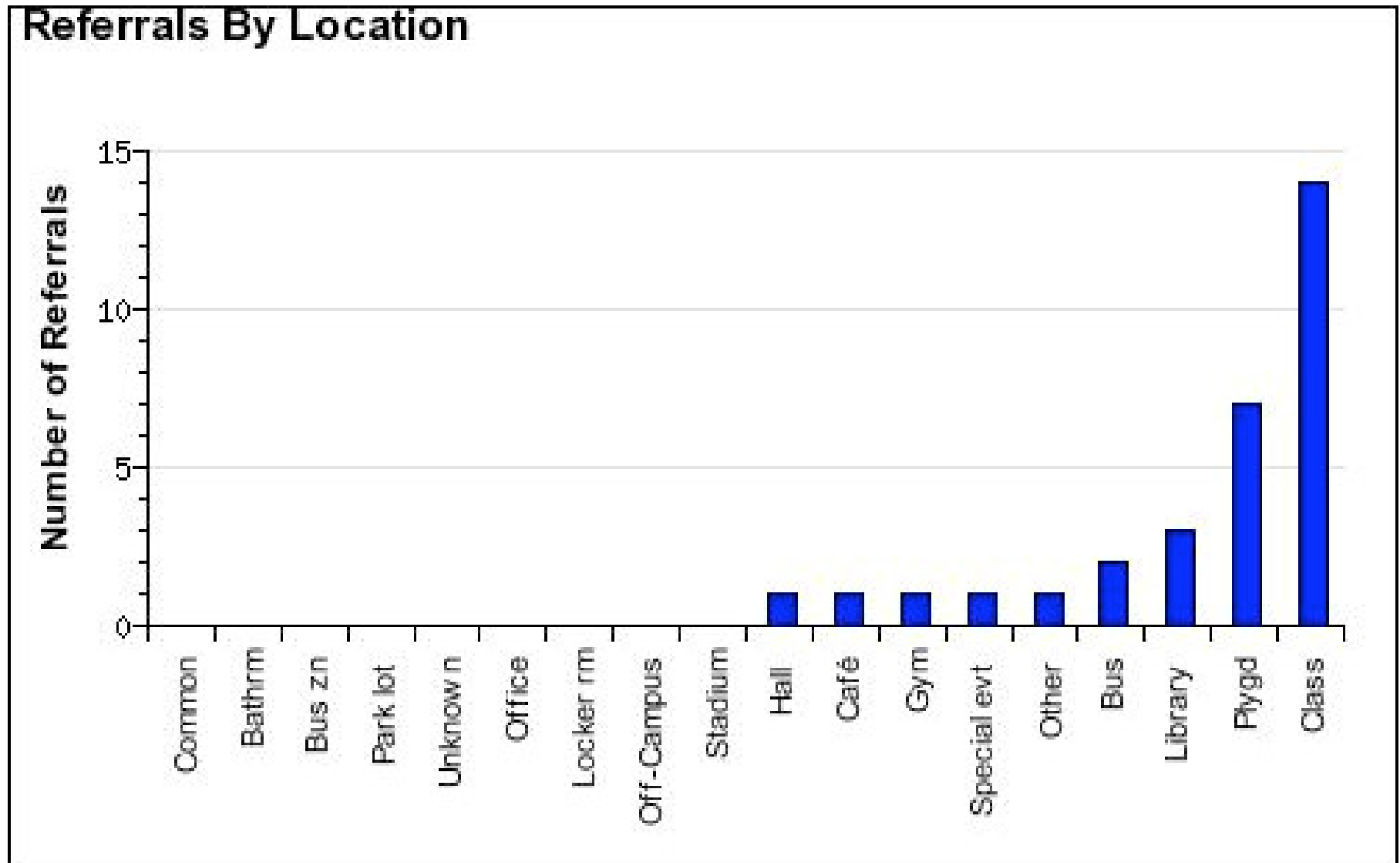
This is your school's baseline data. In which months do you think your school should consider a booster training?



What expectation should your school focus on teaching next month?



Keeping in mind that you need to teach students the behaviors where they typically occur, in what locations on campus do students need a “refresher”?



Sample Booster Sessions

Respect looks like this in the:

- Classroom 1/4/09
- Classroom 1/5/ 09
- Playground 1/6/09
- Playground 1/7/09
- Library 1/8/09
- Bus 1/11/09



Sample Booster Session (cont.)

Safe looks like this in the:

- Classroom 1/12/09
- Classroom 1/13/09
- Playground 1/14/09
- Playground 1/15/09
- Library 1/18/09
- Bus 1/19/09



Partner Share: Booster Schedule

- Where are you in the process of planning booster sessions to review the matrix behaviors for the 09-10 school year?
- Looking at your data, what behaviors and settings do you think may need to be emphasized in each booster session?



Potential Staff Concerns

- Lack of consistency in the implementation of SWPBS throughout the building.
- Lack of professional development time with teachers to train on how to conduct SWPBS Booster(s).



Suggestions for teachers

- Model lessons for teachers who continue to struggle
 - Example: School counselors could go into classrooms to model teaching expectations
- What else? Brainstorm ideas!



Suggestions

- Provide frequent training opportunities for staff.
- Staff creation and/or revision of lesson plans to correlate with content area or individual classroom.
- Use of experts within/outside of school to explain the components and benefits of SWPBS.
- Regular staff and grade level/content area team meetings.
- Share data with staff on a regular basis

Effective Classroom Practice: Strategies to Acknowledge Appropriate Behavior

MO SW-PBS



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CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

**Tier 3 =
Tertiary Prevention:
Specialized Individualized
Systems for Students with High-
Risk Behavior**

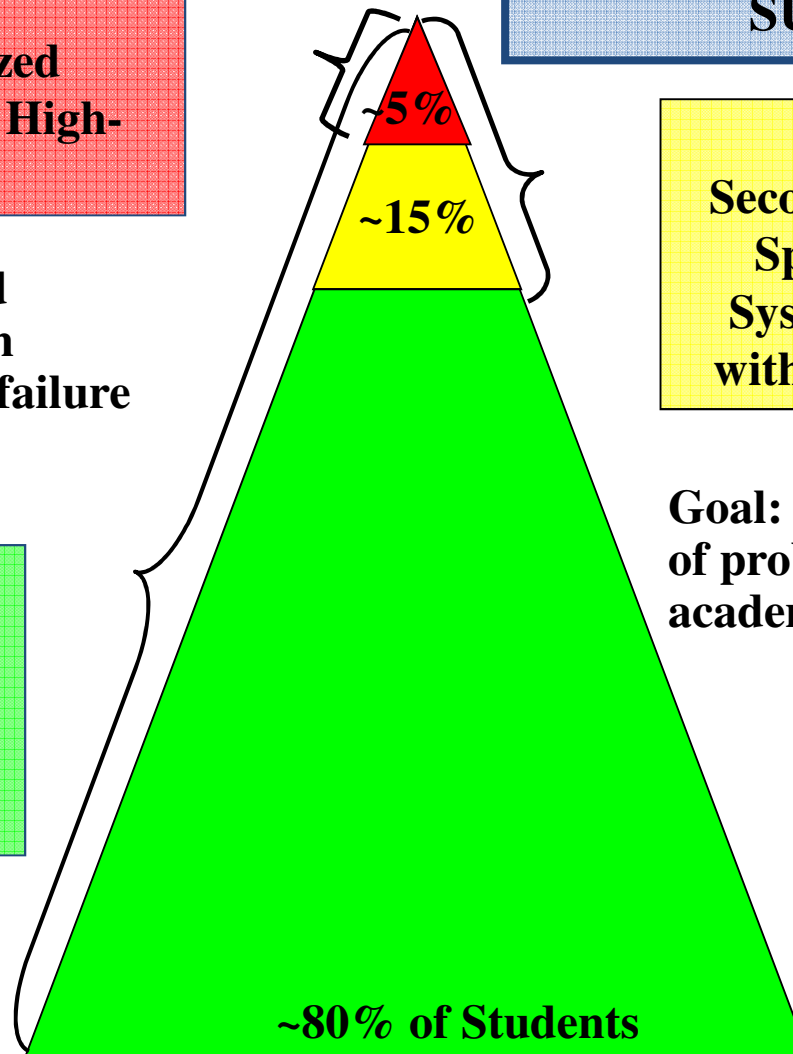
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**Tier 1 =
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**Tier 2 =
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with At-Risk Behavior**

Goal: Reduce current cases of problem behavior and/or academic failure

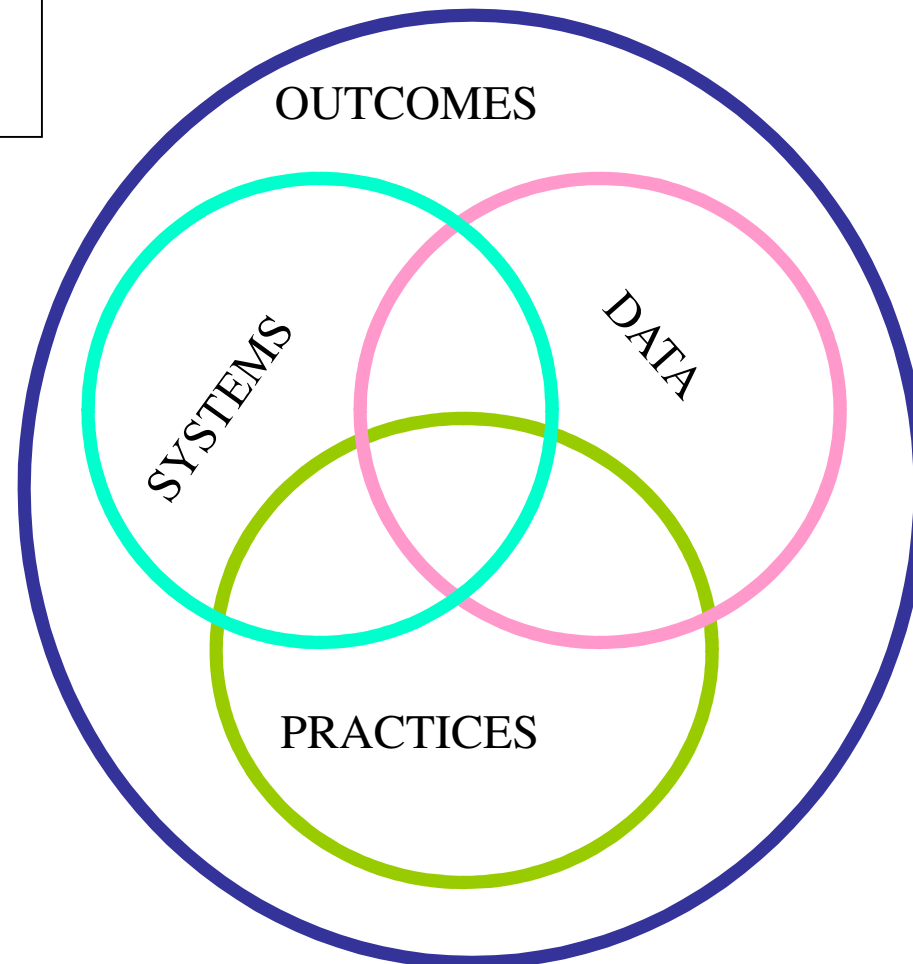


SW Positive Behavior Support

Social Competence &
Academic Achievement

Supporting
Staff Behavior

Supporting
Decision
Making

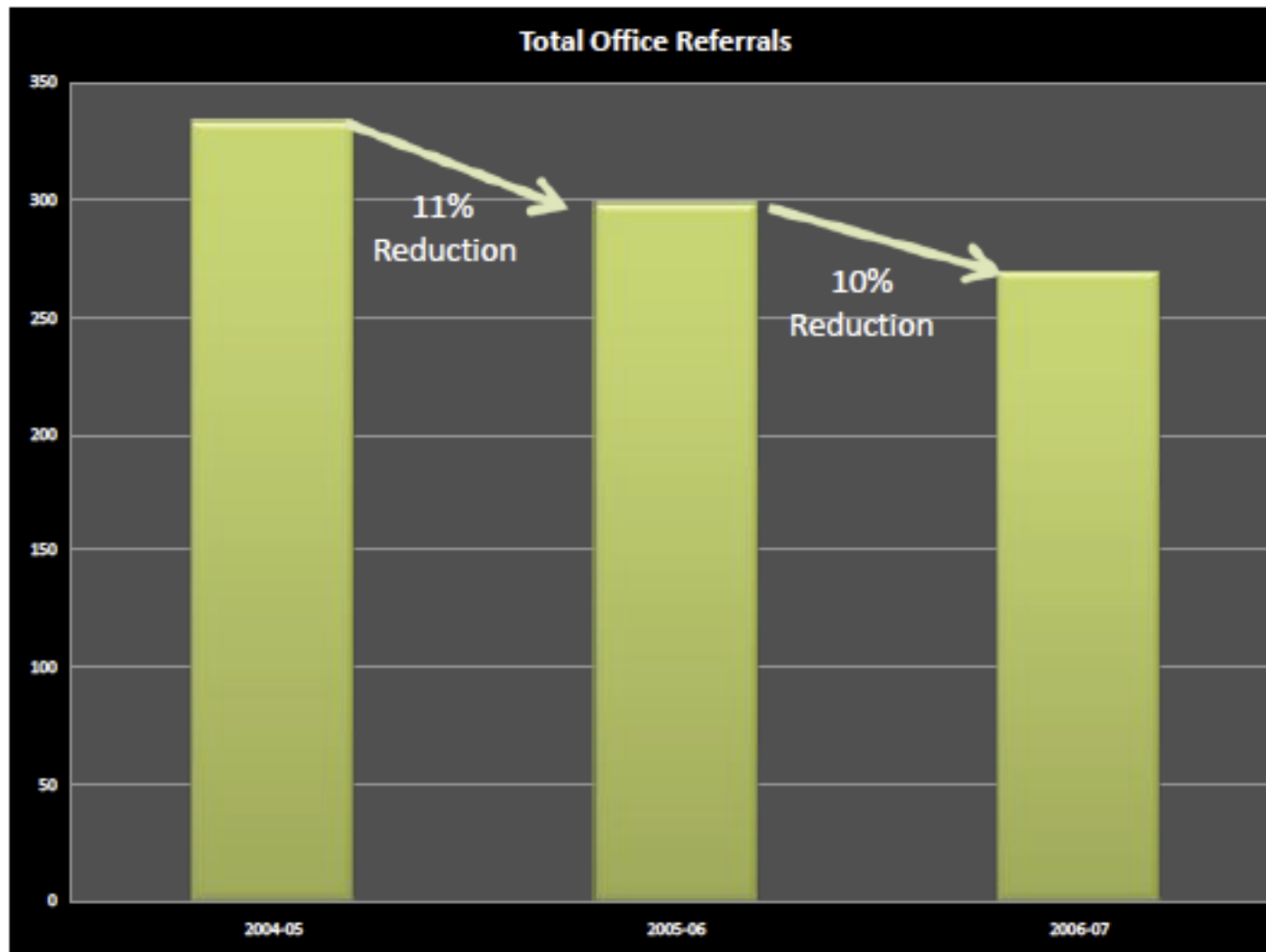


Supporting
Student Behavior

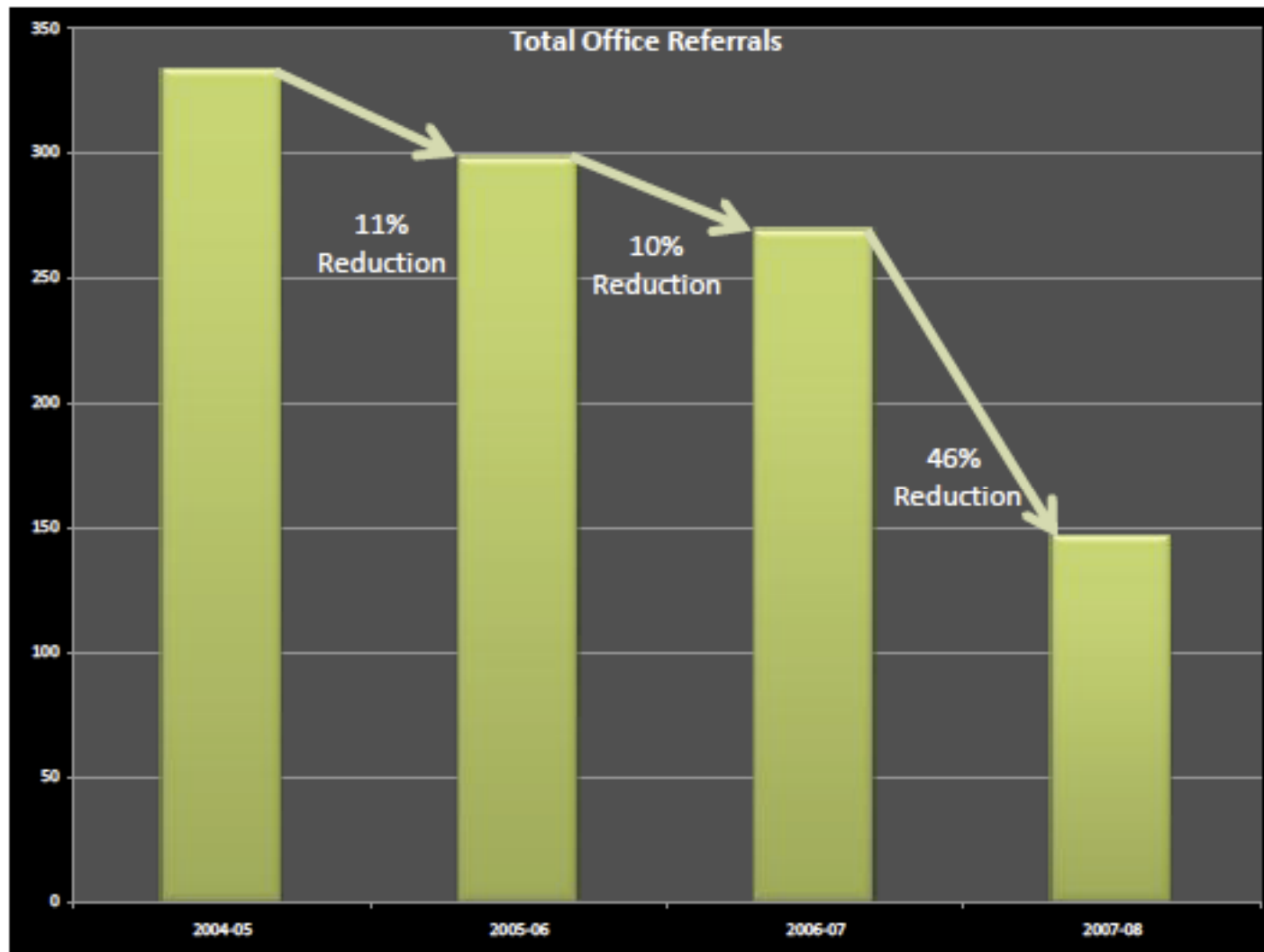
Effective Classroom Practices

Classroom:

- Expectations & Rules
- Procedures & Routines
- **Continuum of Strategies to Acknowledge Appropriate Behavior**
- Continuum of Strategies to Respond to Inappropriate Behavior
- Active Supervision
- Multiple Opportunities to Respond
- Activity Sequence & Offering Choice
- Academic Success & Task Difficulty



Newcomer, 2008



Newcomer, 2008

Classroom Strategies to Acknowledge Appropriate Behavior

Why Acknowledge Appropriate Classroom Behavior?

Effective acknowledgment ...

- Can increase
 - on-task behavior,
 - correct responses, work productivity and accuracy,
 - attention and compliance
 - cooperative play
- Foster intrinsic motivation to learn which comes from mastering tasks
- Have vicarious effect with benefits that may be long lasting

(Conroy et al., 2009; Kern & Clemens, 2007; Simonsen et al., 2008)

Example Strategies to Acknowledge Appropriate Behavior

Examples...

- Verbal praise
- Thumbs up, high five
- Token economy
- Notes/phone calls home or to principal
- Student of the hour/day/week
- Special privileges earned through group contingency

Acknowledging Appropriate Behavior

Effective strategies are

- Clear and specific
- Contingent on desired behavior
- Applied immediately
- Teacher initiated
- Focus on improvement and effort

Acknowledging Appropriate Behavior

Effective strategies

- Provided frequently during acquisition
- Fade as skill develops
- Avoid comparison/competition across children
- Sincere and appropriate for student's age
- Includes hierarchy of alternatives

(Conroy et al., 2009; Kern & Clemens, 2007)

Acknowledging Appropriate Behavior

Classroom Continuum:

- Level 1 = Free and Frequent
 - Use everyday in the classroom
- Level 2 = Intermittent
 - Awarded occasionally
- Level 3 = Strong and Long Term
 - Quarterly or year long types of recognition

Classroom Continuum of Strategies

Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Phone Calls	Field Trip
Stickers	Special Privileges	Special Project
Rubber Stamps	Computer Time	Recognition
Thumbs up	Social/Free Time	Ceremonies
Home Notes	Special Seat	Honor Roll

Classroom Continuum of Strategies

- 1. Clear and specific 2. Related to rules 3. Hierarchy of alternatives**

	Connection to SW System
Free and Frequent =	
Intermittent	
Strong and Long-term	
Handout 1	

Classroom Continuum to Acknowledge Appropriate Behavior

- If a school wide system of recognition is already in place why is it important to also develop a classroom continuum of recognition?
- Give examples of how a classroom plan for acknowledging appropriate behavior might align with a school wide system of recognition.
- What response can you give to faculty who say it's cumbersome or too much work to implement both a school wide system and a classroom system of recognition?

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Activity

Planned Communication

- Add to your earlier information from Mini-Module 2 concerning How and When will Mini-Module 3 be used. Use the Problem Solving Method!

Data Collection

- School Safety Survey results
- School Data Profile opens October 1st and closes November 13th.



Handout 11: Essential Questions for School Safety Planning

Handout 12: Directions for Accessing School Safety Survey results

Action Planning

Take time to review your:

- Action Plan Checklist
 - School Safety Survey results
 - ODR data 08-09, 09-10
-
- What are some steps your team might take to address the data?



Next Steps

- Make setting specific expectation/behavior signs *(if not in place already)*
- Collect and analyze Big 5 ODR data using Problem Solving Process
- Schedule booster sessions based on ODR data
- Complete on-line School Data Profile
- Analyze School Safety Survey results as a team
- Present mini-module on classroom procedures and routines



Announcements

- Summer Institute: June 7-9 Holiday Inn -Columbia
- TIC – 1/4 -1/23
- Minutes/ODR's – 1/22
- SET Training: 12/4 – Register by 11/23
- Next Meeting: 1/27 – Register by 1/15
- Informal HS Round Table Discussion - 2/18
- Informal SWPBS Round Table Discussion - 2/24
And in St. Louis on 4/29
- 7th Internal Conference on Positive Behavior Supports—
March 25-27, 2010, St. Louis, MO

Networking Time

