

Positive Classroom Behavioral Supports Implementation Workbook

Name:

Date:

Appreciation is given to the following for their contributions to this Professional Learning:



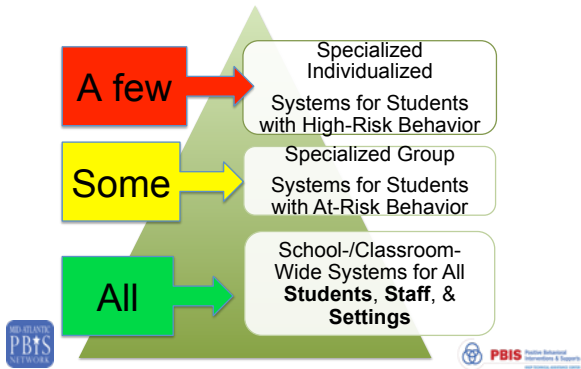
Activity: Rethinking Discipline

1. Read the following information in the “Rethinking Discipline” chart. Record your thoughts.
2. Share your thoughts with another person in your large group (e.g., inside-outside circle).
3. What did you hear from others that give you pause to rethink your understanding of discipline?
4. Share the key ideas that may restructure your view of discipline with your team.

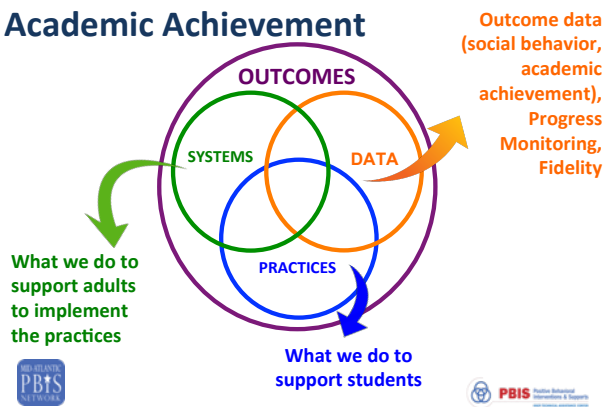
Rethinking Discipline		
Academic & Social Problems: A Comparison of Approaches		
Error Type	Approaches for Academic Problems	Approaches for Social Problems
Infrequent	<ul style="list-style-type: none"> • Assume student is trying to make correct responses; error was accidental, a <i>skill deficit</i>. • Provide assistance (teach, model, guide, check) • Provide more practice and feedback; monitor progress. • Assume student has learned skill and will perform correctly in the future. 	<ul style="list-style-type: none"> • Assume student is choosing to be “bad;” error was deliberate, a <i>performance deficit</i>. • Use consequences/punish. • Practice not required. • Assume student has “learned” lesson and will behave in the future.
Frequent	<ul style="list-style-type: none"> • Assume student has learned the wrong way or has inadvertently been taught the wrong way. • Diagnose problem; identify misrule or determine more effective way to teach. • Adjust teaching arrangements to accommodate learner needs. Provide practice and feedback. • Assume student has learned skill and will perform correctly in the future. 	<ul style="list-style-type: none"> • Assume the student is refusing to cooperate; student knows what is right, has been told to stop, and is being insubordinate. • Provide more severe consequences; remove the student from normal context (office referral, detention, suspension, etc.) • Maintain student removal from the normal context. • Assume student has “learned” lesson and will behave in the future.

PBIS Tattoos

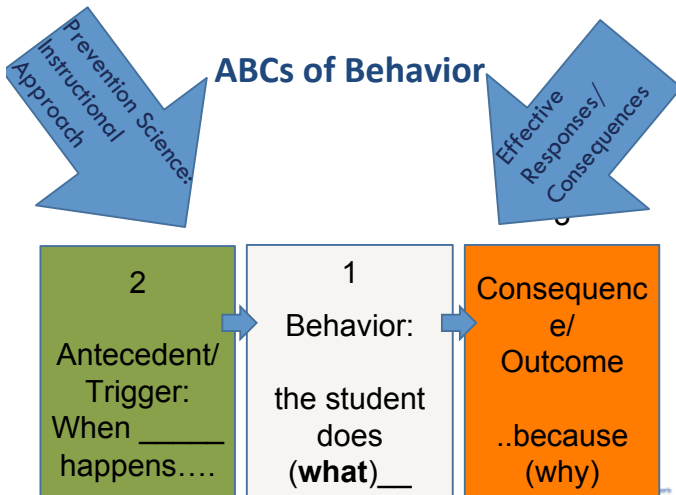
Multi-tiered Framework



Social Competence & Academic Achievement



ABCs of Behavior



Notes

Expectations and Rules	Procedures and Routines
Behavior Specific Praise	Error Correction

Classroom Rules and Procedures Teaching Matrix

1. Identify your School-wide Expectations; enter them in the left column.
2. Identify possible classroom rules. Complete the Rules column

School-wide Expectations	Classroom Rules	Classroom Routines/Procedures, Pro-social Skills			
Conditions for Learning					

Other Possible Routines/Procedures, Pro-social Skills to Develop:



Classroom Snapshot: Expectations and Rules

Expectations are outcomes. Rules provide clear meaning of what expectations look like in the classroom. A dependable system of rules and procedures provides structures for students and help them to be engaged with instructional tasks.

Components of Classroom Rules

Classroom rules are aligned with school-wide expectations.

Classroom rules are observable, measurable, positively stated, clearly defined, and prominently posted.

The teacher has a plan and schedule to actively teach classroom rules and expectations several times throughout the year

Assessment for Classroom Rules

Observe and monitor the three components of classroom rules during a 10 minute period or during predictable problematic times:

Components	No	Somewhat	Yes
Classroom rules align with school-wide expectations			
Classroom rules are observable, measurable, positively stated, clearly defined, and prominently posted.			
(Ask the teacher if not directly observed): Teacher actively teaches the classroom rules and expectations several times throughout the year.		(Taught once per year)	

Adapted from the Ecology Checklist and Cool Tool: Classroom Structure & Rules

Research: The research supports the use of classroom rules to:

- Provide structure for students and to increase academic achievement and task engagement (Brophy, 1998; Evertson & Emery, 1982; Johnson, Stoner, & Green, 1996)
- Lend credibility to a teacher's authority (Good & Brophy, 2000)
- Support teachers with classroom management (Sprick, Knight, Reinke, & McKale, 2010)

Instructional Plan for Teaching Rules, Routines/Procedures, Pro-social Skills Defined on the Matrix

What will be done?	How will it be done?	When will it be done?
Introduce the expectations and Rules, Routines/Procedures, Prosocial Skills		
Create/Post the Matrix		
Establish a signal for obtaining school-wide or classroom attention		
Model what the expectations look like		
Teach and Practice with students (This should be done during practice and then on-going and throughout the year)		
Provide specific performance feedback: Acknowledge students with specific feedback when they demonstrate expected behaviors.		
Provide corrective feedback when they do not demonstrate expected behaviors.		
Pre-correct in advance of transitions, predictable problems, etc. and review often		



Classroom Snapshot: Classroom Routines and Procedures

Routines and procedures increase the probability of students demonstrating the expectations, rules, and behaviors that are taught in the classroom. Routines and procedures create predictability and structure in the classroom and create a functional and productive learning environment.

Components of Class Routines and Procedures

Routines and procedures are aligned with school-wide expectations

Routines and procedures are succinct, positively stated, and in age-appropriate language

Routines and procedures are taught and practiced several times throughout the year

Assessment for Routines and Procedures

Observe and monitor the three components of routines & procedures during a 10 minute period or during predictable problematic times:

Components	No	Somewhat	Yes
Routines and procedures are aligned with school-wide expectations			
Routines and procedures are succinct, positively stated, and in age-appropriate language			
Routines and procedures are taught and practiced several times throughout the year			

Research: The research supports the use of routines and procedures to:

- Create predictability and allow for more challenging instructional formats to be incorporated (Evertson, Emmer, & Worsham, 2003; Good & Brophy, 2003)
- Increase the probability of students demonstrating expectations, rules, and desired behaviors (Scott, 2008)

Guidelines for Using Reinforcement

- ✓ Provided frequently during acquisition
- ✓ Fade as skill develops
- ✓ Avoid comparison/competition across children
- ✓ Sincere and appropriate for student's age
- ✓ Reinforce contingent on desired behavior
- ✓ Refrain from threatening the loss of tangible reinforcement as a strategy for motivating desired behaviors
- ✓ Refrain from taking earned items or activities away from a student

Increasing use of Feedback with Behavior Specific Praise Statements

Classroom Snapshot: *Feedback with Behavior Specific Praise Statements*

Think of a student behavior you would like to increase in your classroom.

Record one behavior specific praise statement you could use. _____

Make a prediction: <i>What do you think is your current ratio of specific positive feedback to negative feedback/reprimands?</i>		Collect Data: <i>What is your current ratio of specific positive feedback to negative feedback/reprimands?</i>		Goal: <i>What goal will you set for yourself?</i>	
Behavior Specific Praise	Negative Feedback	Behavior Specific Praise	Negative Feedback	Behavior Specific Praise	Negative Feedback

What steps will you take to reach your goal (refer to Cool Tool for ideas)?



Behavior Specific Praise in three easy steps:

1. Name the student.
2. Recognize the positive behavior.
3. Connect the behavior to your **classroom matrix**.

Stem Starters for BSP
<i>Jayden, I noticed you chose the <u>whisper voice</u> during independent work. That is <u>respectful</u>.</i>
<i>I see you have <u>completed your work</u>, Christian. You are being <u>responsible</u>.</i>
<i>Emily, thank you for keeping your <u>desk clean</u>. You are being <u>safe</u>.</i>



**BSP/EC Universal day September 21 or September 28
(Circle one).**

- a. Choose one instructional hour.
- b. Tally Behavior Specific Praise statements and Error Corrections.
- c. Compute the ratio. Target is 4:1.

Tally each time you use BSP and EC:

Hour:	Behavior Specific Praise (tally):	Ratio:
Instructional Activity:	Error correction:	My score:

Please sign and turn in to the GPS (blue) mailbox. _____

Activity Sheet for Behavior Specific Praise

A student arrives to class with all required materials.

You say, "**Good job**".

Change it to a Behavior Specific Praise Statement.

A student seated in library following all context specific rules.

You "**smile**".

Change your response to a Behavior Specific Praise Statement.

A student exits the bus and promptly goes to designated class.

You "**fist bump**".

Change your response to a Behavior Specific Praise Statement.

A student uses the restroom and promptly returns to class activity.

You "**place a star on the board**".

Change your response to a Behavior Specific Praise Statement.

A student voluntarily helps another student in the hallway.

You say, "**Nice**".

Change your response to a Behavior Specific Praise Statement.

A student completes all steps of a math activity with no prompts.

You say, "**Great**".

Change your response to a Behavior Specific Praise Statement.

A student stands in line patiently, in the cafeteria.

You give the student a "**pat on the back**".

Change your response to a Behavior Specific Praise Statement.

A student scores 80% on a spelling test.

You say, "**You did it**".

Change your response to a Behavior Specific Praise Statement.



Classroom Snapshot: Behavior-Specific Praise Statements (BSPS)

A behavior specific praise statement is verbal/written feedback that is *descriptive, specific*, and delivered *contingent* upon student demonstration of expected behavior

Components of Behavior-Specific Praise Statements

Descriptive and specific: Identifies and describes both the student and the behavior being recognized

Contingent upon student accurately displaying desired behavior

Behavior-specific praise statements are delivered frequently (BSPS delivered 4 times as often as error correction)

Assessment for Behavior Specific Praise Statements

Observe and monitor the three components of BSPS during a 10 minute period or during predictable problematic times:

Tally of BSPS:

Tally of error correction:

Ratio of BSPS: EC (error correction):

Components	No	Somewhat	Yes
Descriptive and specific: Identifies and describes both the student and the behavior being recognized			
Contingent upon student accurately displaying desired behavior			
Behavior-specific praise statements are delivered frequently (BSPS delivered 4 times as often as negative feedback)			

Adapted from the Cool Tool: Behavior –Specific Praise Statements

Research: The research supports the use of BSPS to:

- Teach new behaviors and support maintenance of acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005).
- To increase on-task behavior (Fullerton, Conroy, & Correa, 2009).
- To decrease problem behavior (Hawkins, & Heflin, 2010; Lampi, Fenty, & Beaunae, 2005; Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008; Mesa, Lewis-Palmer, & Reinke, 2005; Stormont, Covington Smith, & Lewis, 2007; Sutherland, Wehby, & Copeland, 2000).
- Provide increased opportunities for building positive relationships with students.

Strategies to Respond to Inappropriate Behavior	
Planned Ignoring	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior, attention and praise is then provided.
Physical Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of support and strength and helps the student to control his impulses by proximity.
Signal/ Non-Verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behavior and is prepared to intervene if the behavior continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Direct Eye Contact	The "teacher look" to get attention and non-verbally prompt a student
Praise (BSPS) the Appropriate Behavior in Others	Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation
Redirect	Restate the desired behavior as described on the teaching matrix
Support for Procedures/Routine	Identify and install a classroom routine to prevent the problem behavior. Provide a booster for a routine already in place
Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Differential Reinforcement	Reinforcing one behavior and not another. For example, reinforce the positive behavior while ignoring an inappropriate behavior
Specific and Content Error Correction	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior
Provide Choice	Give choice to accomplish task in another location about the order of task completion, using alternate supplies to complete the task or a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.
Conference with the Student	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.



Classroom Snapshot: Error Correction

Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior. It is *contingent* (occurs immediately after the undesired behavior; *specific* (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and *brief* (after redirecting back to appropriate behavior, move on).

Continuum of Response	Responses are 1. Calm 2. Consistent 3. Brief 4. Immediate 5. Respectful
Redirect	Restate the desired behavior as described on the teaching matrix
Reteach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Contingent Instructions	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the <i>same</i> outcome.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

Assessment for Error Correction

Observe and monitor the components of Error Correction during a 10 minute period or during predictable problematic times:

Are disruptions and problem behaviors minimal?	No	Sometimes	Frequently
Is a continuum of consequences to discourage rule violations (e.g., ignoring, praising others, proximity, specific reprimand) used?	No	Partial/informal	Frequently
Is there a documentation system for dealing with specific behavioral violations?	No	Sometimes	Frequently
When correcting misbehavior, is the teacher calm?	No	Sometimes	Frequently
consistent?	No	Sometimes	Frequently
brief?	No	Sometimes	Frequently
immediate?	No	Sometimes	Frequently

Adapted from the Ecology Checklist: Observe and Monitor, Interact Positively; Cool Tool: Continuum of Strategies to Respond to Inappropriate Behavior, PBIS of VA 11.2012; Strategies to Respond to Inappropriate Behavior: Error Correction Module, Midwest PBIS

Research:

- Research consistently has shown that systematic correction of student academic *and* social behavioral errors and performance feedback have a positive effect on behavior. (JJ/SE Shared Agenda, Tools for Promoting Educational Success and Reducing Delinquency, NASDSE & NDRN, Washington, DC:January 2007)
- Further, error corrections that were brief (i.e., 1 to 2 words) were more effective than longer error corrections (i.e., 2 or more phrases), (Abramowitz, O'Leary, & Futttersak, 1988), and corrections that were delivered consistently were superior to those delivered inconsistently (Acker & OLeary, 1988).
- When teachers are inconsistent in their enforcement of expectations, students become uncertain about what those expectations are and that the expectations apply to them (Evertson, Emmer, & Worsham, 2003).
- The way you speak with a child can affect how the child responds. It's easier to avoid power struggles and get compliance from a child if you **give directions in a clear, direct, and specific fashion**, using as few words as possible, and provide a reasonable amount of time to comply (e.g., wait time). You may encourage power struggles and disrespectful behavior when the feedback is vague, **sarcastic**, or overly wordy. (Newcomer, 2008).

Notes

Positive Behavior Game	Opportunities to Respond
Supervision	Physical Arrangements



Classroom Snapshot: Positive Behavior Game

The Positive Behavior Game (PBG) is a game lead by the teacher that reminds and rewards students for using school-wide expectations, rules and routines in the classroom. The PBG encourages appropriate behaviors by “catching” students engaged in “star” behaviors.

Components of Positive Behavior Game

The teacher teaches students the desired behavior.

The class plays for at least 10 minutes.

Teacher provides pre-correction (reminders) before challenging transitions or routines.

When the teacher sees a student(s) engaging in the desired behavior, the teacher delivers specific praise and class gets a point.

The points are displayed on the board.

If the students need reminders, the teacher re-teaches the star behavior.

Assessment for Positive Behavior Game

Observe and monitor the PBG during a 10 minute period or during predictable problematic times:

Components	No	Somewhat	Yes
Did the teacher teach the star behavior?			
Did the class play for at least 10 minutes?			
Did the teacher provide pre-corrections prior to difficult transitions or routines?			
Did the teacher deliver points for engaging in the identified behavior?			
Did the teacher provide specific praise statement when delivering a point?			
Were the points displayed on the board?			
If the students need reminders, did the teacher re-teach the star behavior?			

Research: The PBG is a strategy to expand the strategies for teaching and reinforcing classroom behavior.

- Embry, D. D. (2002). The Good Behavior Game
- Tingstrom, D. H., Sterling-Turner, H. E., Wilczynski, S. M. (2006).

Multiple Opportunities to Respond is an instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale 2006), A teacher behavior that prompts or solicits a student response (verbal, written, gesture) (Simonsen, Myers, & DeLuca, 2010).

Components of OTRs

Identify opportunities within your lesson plans to increase opportunities for students to respond. Identify opportunities to replace single student responding through hand-raising with multiple student responding through the use of response cards, dry erase boards, Electronic White Boards and response clickers, choral response

Examples of OTRs

Antecedent	Behavior	Consequence
<i>Teacher provides:</i>	<i>Student Responses:</i>	<i>Teacher Provides:</i>
Verbal Questions Prompts Cues	Written Choral Verbal Motor	Specific, Positive Feedback
<i>Teacher says, "When I give the signal everyone answer this question: What is 5 times 6?"</i> Teacher waits a few seconds and gives signal.	<i>Students chorally respond, "30"</i> Repeat 3 times.	<i>Teacher says, "Yes! The correct answer is 30."</i> Teacher ignores error responses, gives correct response. Asks same question again.

Assessment for Opportunities to Respond

Observe and monitor the components of Opportunities to Respond during a 10 minute period or during predictable problematic times:

Strategy: Providing Multiple Opportunities for Students to Respond	Frequency		Comments
Number of instructional questions, statements or gestures made by the teacher seeking an academic response			
Rate of Academic Engagement. Record "+" symbol for on-task/ engaged behavior and "-" for off-task behavior			
Both group and individual responses to questions are solicited, providing individual opportunities for the majority of students in the classroom, without targeting the same handful of students for every question	No	Sometimes	Yes

Adapted from the Ecology Checklist: Instructional management; and CoolTool Engagement through Opportunities to Respond (PBIS of VA, 1.05.13)

Research: The research supports the use of providing multiple opportunities to respond to:

Decrease in disruptive behavior	Increase in number of correct responses
Increase in on-task behavior	Limit student time for engaging in inappropriate behavior
Increase in academic engagement with instruction	Increase efficiency in use of instructional time
Increase in rates of positive, specific feedback	

Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter 2003; Sutherland & Wehby, 2001; West & Sloane, 1986)



Classroom Snapshot: Active Supervision

Active supervision allows teachers to monitor student learning and identify students needing additional support. It is a practice that, when used with other practices such as pre-correction, supports increased on-task student behavior during instructional activities.

Components of Active Supervision

Movement: Constant, random, target predictable problems, proximity

Scan: Look and listen to all students, look for appropriate and inappropriate behaviors, make eye contact

Interact: Frequent and positive feedback and interactions to encourage, reinforce, and correct. Identify opportunities to pre-correct and provide additional instruction on appropriate behaviors.

(DePry & Sugai, 2002)

Assessment for Active Supervision

Observe and monitor the three components of active supervision during a 10 minute period or during predictable problematic times:

Components	No	Sometimes	Frequently
The teacher <i>moves</i> and circulates through all parts of the classroom using close proximity to students needing additional support			
The teacher visually <i>scans</i> all parts of the classroom looking for both appropriate behaviors (provide acknowledgement) and inappropriate behaviors (close proximity and error correction)			
The teacher <i>interacts</i> frequently providing positive feedback, pre-correction, and correction. The teacher monitors and provides additional support to students needing help with academic and/or social behavior.			

Adapted from the Ecology Checklist: Observe and Monitor, Interact Positively; Cool Tools: Active Supervision, PBIS of VA 2014



Classroom Snapshot: Physical Environment

The physical arrangement of the classroom is a preventative practice that positively impacts student performance in the classroom. (Scheuermann & Hall, 2008)

Components of Physical Environment

Traffic patterns are clearly defined and allow movement without disrupting others

Desks and furniture arrangement are built around the types of instructional activities and are arranged for maximum student and teacher visibility and access

Materials are clearly labeled, easily accessible, and organized for ease of use

Assessment for Physical Environment

Observe and monitor the three components of physical arrangement during a 10 minute period or during predictable problematic times:

Components	No	Somewhat	Yes
Traffic patterns are clearly defined and allow movement without disrupting others			
Desks and furniture arrangement are arranged so that students can be seen at all times and the teacher has easy access to all areas of the classroom			
Materials are clearly labeled, easily accessible, and organized for ease of use			

Adapted from the Ecology Checklist and Cool Tool: Classroom Structure & Physical Arrangements

Research: The research supports the use of physical arrangement to:

- Support teachers with classroom management (Sprick, Reinke, & McKale, 2010)
- Positively impact student behavior (Reinke, Herman, Sprick, 2011)

Action Plan to Lean Into this Work...

What needs to be completed <i>immediately</i>?	What resources are needed?	Who?	When?
What needs to be completed <i>by December</i>?	What resources are needed?	Who?	When?
What needs to be completed <i>to plan for support after December</i>?	What resources are needed?	Who?	When?