

Positive Classroom Behavioral Supports Implementation Workbook

Name:

Date:

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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.



Positive Classroom Behavioral Support Snapshot: Classroom Teaching Matrix (Rules and Procedures)

Expectations are the school-wide outcomes (e.g., Respectful, Responsible, Safe). **Rules** provide clear meaning of what expectations look and sound like. **Procedures** define tasks for accomplishing classroom tasks (e.g., what do conversation, movement, asking for help look and sound like during different instructional times or other activities in the classroom). **Routines** are habits formed from practicing procedures. A dependable system of rules and procedures provides a safe and predictable environment for students and supports them to be engaged with learning.

Development of a Classroom Teaching Matrix:

- Make a list of procedures that would help create predictability and structure in your classroom (consider problem areas or problem times such as arrival, small group work, independent work). Engage students in development and commitment to rules and procedures.
- Define rules and procedures aligned with school-wide expectations using the guidelines outlined below
- Use a teaching matrix to organize rules and procedures aligned with school-wide expectations (teacher use). Create and display rules and procedures (e.g., student friendly posters, flip charts, SMART Board) for student access and on-going reference.
- Teach explicitly, model, practice, reinforce, and provide error correction using language reflected in the matrix to provide on-going feedback to students as they develop fluency with rules and procedures.

Guidelines:	This means:	Example:	Non-example:
Observable	I can see it	Raise hand and wait to be called on	Be your best
Measurable	I can count it	Bring materials	Be ready to learn
Positively Stated	I tell students what TO do	Hands and feet to self	No fighting
Understandable	The vocabulary is appropriate for age/grade level	Hands and feet to self	Maintain personal space (K_1 rule) *children this age do not have a concept of "personal space."
Always Applicable	I am able to consistently enforce	Stay in assigned area	Remain seated until given permission to leave

Research

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). Classroom management for elementary teachers (6th ed.). Boston: Allyn and Bacon.

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Sample Classroom Teaching Matrix:

The Woodlands Way	Classroom Rules	Room 200 (Attention signal 1-2-3, Eyes on Me)			
		Morning Routine	When you feel upset...	How to Transition/Line Up	Small Group Work
Be Responsible	<ul style="list-style-type: none"> • Stay on task • Clean up area • Apologize for mistakes 	<ul style="list-style-type: none"> • Turn in homework • Put instructional materials in desk • Begin morning work 	<ul style="list-style-type: none"> ▪ Recognize what you're feeling "I feel..." ▪ Stop and take a few deep breaths 	<ul style="list-style-type: none"> ▪ Put materials away ▪ Get materials ready for next activity 	<ul style="list-style-type: none"> ▪ Do your fair share ▪ Manage time carefully
Be Respectful	<ul style="list-style-type: none"> • Raise hand • Listen to speaker • Follow directions 	<ul style="list-style-type: none"> • Say "good morning" to teacher and classmates • Talk in soft voices 	<ul style="list-style-type: none"> ▪ Ask for a break if you need a moment ▪ Express your feelings appropriately 	<ul style="list-style-type: none"> ▪ Listen for direction to next activity 	<ul style="list-style-type: none"> ▪ Listen to your peers ▪ Take turns speaking ▪ Say "I like that idea, AND..."
Be Safe	<ul style="list-style-type: none"> • Walk quietly • Keep hands and feet to self 	<ul style="list-style-type: none"> • Put personal belongings in designated areas • Take your seat 	<ul style="list-style-type: none"> • Talk to someone if you need help • Talk to someone if it will make you feel better 	<ul style="list-style-type: none"> ▪ Stand up ▪ Push in chair ▪ Wait for group to be called to line up 	<ul style="list-style-type: none"> ▪ Clean up area when time is up

Assessment for Classroom Teaching Matrix

Use this for self-assessment and non-evaluative classroom observations (e.g., buddy observations, peer observations, coach observations)

Date: _____ Start Time: _____ End Time: _____ Instructional Activities: Small group Whole Group Independent Seatwork Debate Arrival Departure Transition Other: _____			
Components	No	Somewhat	Yes
Classroom rules and procedures aligned with school-wide expectations.			
Classroom rules and procedures are observable, measurable, positively stated, understandable, and prominently posted.			
Evidence that rules and procedures have been taught and continue to be reinforced (e.g., observation, ask teacher, student behavior).			

Catalog of Routines and Procedures

Arrival Routines

- Entering the Classroom
 - What is the expectation for when and how students enter the classroom? (Walking, no talking, greet at the door, go to seat, etc.)
- Backpacks
 - When and how should students hang up their backpacks? Do they need to get everything out of it for the day?
- Coat area
 - Is there a limit as to how many people can be in the coat area at once?
- Lunch Boxes
 - Where should students put their lunch boxes in the morning so they are easily assessable for lunch?
- Notes from Home
 - Where students should put notes from parents?
- Communication Folders (Friday/Monday Folders)
 - When and where should students return Communication Folders?
- Chairs
 - Will students need to get their chair off of a stack? Will they do this before or after they put away backpacks?
- Attendance
 - How is attendance taken?
- Bell Work/Morning Work/Arrival Activity or Assignment
 - Will there be morning work on the students' desks/Smart Board/overhead when they come in? Will they turn it in when they finish or will you go over it as a class?
- Tardy/Late Arrivers
 - What do students who arrive late need to do?

Daily Routines

- Lining Up/ Line Order
 - How and where will student line up? What will their line order be? How often will you change line order?
- Water Bottles
 - Where will students keep their water bottles during the day? What will students do if they want or need to refill their water bottle?
- Homework
 - Where should students put their homework? How will you check homework for completion? Grade? How will homework be returned to students?
- Missed Homework Assignments
 - How and where do students get homework assignments they missed due to an absence?
- Unfinished Work
 - What should students do when they have unfinished work? What will the consequence be for your classroom?
- Completed Work Early
 - What should students do when they complete assignments early? Read? Write?
- Asking for Assistance/Getting Teacher Attention
 - Will student be able to ask other students for help? Ask three before you come to me? Raise your hand?
- Writing Name on Work
 - Will students need to always write their first and last name? Class Number? Date? Top right hand corner? On line provided?
- Snacks

- What will your procedure for snacks be? Will each student bring snack once a month for everyone to share? What will you do if people do not have snacks? Where will snacks be kept until snack time?
- Transitions From Whole Class to Small Group Activities
 - How do your students move in the classroom between large/whole class instruction to small group activities?
- Transitions From Whole Class to Partner Work
 - How do your students move in the classroom between large/whole class instruction to partner work?
- Transitions From Whole Class to Independent Work
 - How do your students move in the classroom between large/whole class instruction to independent work?
- Working Independently
 - What are the expected procedures, rules, and behaviors when completing independent work?
- Partner Work
 - What are the expected procedures, rules, and behaviors when completing partner work?
- Working in Groups
 - What are the expected procedures, rules, and behaviors when working in small groups?
- Working at Centers/Stations?
 - What are the expected procedures, rules, and behaviors when working in small groups?
- Working in Large Group/Whole Class
 - What are the expected procedures, rules, and behaviors when working in large group/whole class?
- Pencil Sharpening
 - When will students sharpen pencils? How will they know when they can sharpen pencils?
- Getting More Materials
 - When and where may students get more materials (paper, scissors, books, etc.)?
- Classroom Jobs
 - Will you have classroom jobs? What jobs will you have? When and how will students perform jobs?
- Agenda/Homework Assignments
 - When and where will students write down their homework assignments? Will parents have to sign off on homework?
- Lost and Found
 - Where will lost or found items be put that are from the classroom?
- Bathroom
 - What will your bathroom procedure be? Will you go as a class? Have students sign out and in? What are procedures if you have a bathroom in your classroom?
- Answering Phone/Welcoming Visitors
 - Who answers the phone? Do you want to have materials available to take a note? What do you or students do when a visitor arrives?
- Transitions from Specialists, Nurse, Counselor, etc.
 - How do students come back to class reenter without disturbing others? Who do they ask to learn what they should do?

Dismissal Routines

- Chairs
 - What will students need to do with their chairs at the end of the day? Stack? Put on top of desk?
- Coat Area
 - When and how will students know they can go to the coat area?
- Backpacks
 - When will students get their backpacks? How will they know they have everything they need for the night?

- Homework
 - How will you assign homework? Remember, the guideline is 10 minutes per grade level per night. We try to stay away from weekend homework so families can have family time. (Also, no homework during standardized testing)
- Leaving the Classroom
 - Will students all leave at the same time? Will students have to tell you one thing they learned before they can leave? What will your expectations and routine be?
- Bus Riders
 - Will students sit at their seats until their bus is called? Will they line up at the door? Will they play a game until they are called?
- Walkers and Car Riders
 - Will students sit at their seats until walkers and car riders are called? Will they line up at the door? Will they play a game until they are called?

(Adapted from ECS and Adapted by Anne Todd (2000) from Colvin & Lazar, 1997. The Effective Elementary Classroom. Sopris West)

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.
3. Identify possible pro-social skills that may need to be defined.
4. Identify procedures that would help create predictability and structure in your classroom (consider problem areas or problem times such as arrival, small group work, independent work).
5. Engage students in development and commitment to rules and procedures as appropriate.

School-wide Expectations	Classroom Rules	Classroom Procedures, Pro-social Skills + Attention Signal			



What are your 3 take aways about this practice?

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

What will be done?	How will it be done?	When will it be done?
Introduce the expectations, rules, procedures, pro-social Skills		
Create/Post the Matrix by Rule, Procedure, Pro-social skill (posters, SmartBoard, etc.)		
Establish a signal for obtaining attention		
Model what the expectations look like		
Teach and Practice with students		
Provide specific performance feedback: Acknowledge students with specific feedback when they demonstrate expected behaviors. Provide corrective feedback when they do not. This should be done during practice and then ongoing.		
Pre-correct in advance of transitions, predictable problems, etc. and review often		



Positive Classroom Behavioral Support Snapshot: Continuum of Practices for Responding to Behavior

Using the *Science of Behavior* as a Foundation for our Support to Build Fluency with School-wide Expectations

Antecedents (precede behavior)	Behavior (anything we say or do)	Consequences (follow behavior)
<ul style="list-style-type: none"> Define, post, teach/model behavior defined on matrices (school-wide and classroom) Proximity Control Active Supervision Pre-correct before predictable difficulties High rates of Opportunities to Respond/Active Engagement Meaningful instruction Subject, Location, Peers, Adults 	<p>School-wide expectations are defined with specific behaviors on the school-wide and classroom matrices</p> <ul style="list-style-type: none"> Observable, Measureable Positively stated <p style="text-align: center;"><i>AND</i></p> <p>Flowchart that defines classroom-managed behaviors and office-managed behaviors with behavioral examples to define what behaviors look like and sound like</p>	<p>Either increase or decrease future rates of a behavior</p> <ul style="list-style-type: none"> It's the student's perception of the consequence that determines if it's reinforcing (increases behavior) or punishing (decreases the behavior). Did the consequence increase or decrease the behavior?

Continuum of Practices to Encourage Appropriate Behavior	Continuum of Practices to Discourage Low Level Behavioral Errors	Continuum of Practices to Discourage Repeated Behavioral Errors that Interfere with Learning
<ul style="list-style-type: none"> General praise Behavior Specific and Contingent Praise Group Contingencies (Positive Behavior Game) Behavioral Contracting Token Economies 	<p>Specific and Contingent Error Correction</p> <p>Re-direction</p> <p>Re-teaching with additional practice</p> <p>Behavior specific praise of peers in close proximity and engaged in the desired behavior</p> <p>Planned ignoring</p> <p>Direct eye contact/signal/non-verbal cue</p> <p>Provide choice (effective choice means we get to the same outcome, it is not an ultimatum)</p> <p>Time out of reinforcement</p>	<p>Behavioral Contracting</p> <p>Restitution/Restorative</p> <p>Reflective Assignment</p> <p>Note: This may be where we begin collecting data on behaviors to inform next steps (think classroom-managed behavior data collection form)</p>

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- Sutherland, K.S., Wehby, J.H. & Copeland, S.R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavior Disorders*, 8, 2-8.

FOCUS on... Behavior Specific and Contingent Praise

Behavior Specific: State the specific behavior being praised using language from the school-wide and/or classroom teaching matrix

Contingent: Means it is delivered immediately after the behavior we want to see again occurs

Be sincere

Examples	Non-Examples
Joe, you are sitting quietly.	Cindy, you are doing a great job!
I am noticing Shelia and Juan getting to class on time.	Class, I noticed you all did a great job getting to class on time yesterday.
Thank you for raising your hand during our class discussion Justin- you are being respectful.	Those are cool shoes Devon.

FOCUS on... Specific and Contingent Error Correction

Specific: Tells the learner what they are doing incorrectly and what they should do differently in the future (use language reflected in the matrix).

Contingent: Means it is delivered immediately after the inappropriate behavior occurs

Delivery: Calm, Consistent, Brief, Immediate, Respectful

Examples	Non-Examples
Joe, please raise your hand to contribute when we are having a class discussion. Calling out is not appropriate during this time.	How many times do I need to say "raise your hand"?
Jillian, remember to be on time to class which means you are in the door before the final bell rings.	We have gone over this a million times! You need to have bring your materials to class. What are you thinking? What would happen if I sent you to the office or called home? ...

Assessment for Responses to Student Behavior

Use this for self-assessment and non-evaluative classroom observations (e.g., record self, buddy observations, peer observations, coach observations).

Date: Start Time: End Time:	Responses to Appropriate Behavior		Responses to Inappropriate Behavior
	<i>General Responses:</i> simple praise (good job), gesture (e.g., thumbs up) or a point used without naming the specific behavior. Directed to individual, group, or class.	<i>Specific Response:</i> Behavior Specific Praise (teacher names the specific behavior). Directed to individual, group, or class.	Verbal (redirect, reprimand), physical prompt, gesture, proximity control, look
Tally Count			
Totals			
Ratio of <i>Specific Responses</i> (do not include general responses) to Responses to Inappropriate Behavior: ____ / ____			

Tips for Building Fluency:

- Predict your current ratio. Collect **Data** on your current ratio. Set a measureable **Goal** to increase ratio.
- Collect data on your ratio to assess and/or progress monitor ratio (e.g. record yourself, ask a peer to observe you and collect data, ask a student to collect data, review student points or tangibles such as tickets paired with BSP statements).
- Create sentence stems for behavior specific praise statements to post around the room. "I am noticing ..." You are ... "Thank you for ..." I see two students are ..."
- Set a goal of BSP statements for a period of time and put paper clips in your pocket for the number you want to reach. Watch time you use a BSP statement, move a paper clip out of the pocket.
- Play the Positive Behavior Game to increase ratio

Practice with 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 uses the restroom and promptly returns to class activity.

You ***give him a point***.

Change your response to a Behavior Specific Praise Statement.

A student voluntarily helps another student with organizing materials.

You say, ***"Nice"***.

Change your response to a Behavior Specific Praise Statement.

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

You say, ***"Great"***.

Change your response to a Behavior Specific Praise Statement.

A student scores 80% on a test.

You say, ***"You did it, you're so smart"***.

Change your response to a Behavior Specific Praise Statement.

Two students arrive to class on time for the first time this week.

You say, ***"You made it, it's about time"***.

Change your response to a Behavior Specific Praise Statement.



What are your 3 take aways about these practices?

Definitions of Practices to Respond to Inappropriate Behavior	
Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping.
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring, and concern. Use active supervision to identify students that may benefit from physical proximity.
Signal/Non-Verbal Cue	Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.
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 expectation/specific behavior.
Redirect	Restate the desired behavior as described on the teaching matrix.
Support for Procedures/Routines	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 for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome. Choice should not be an "ultimatum" (e.g., "You can do your work or go to the office")
Conference with Student	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Ask the student what support they need to use the alternative behavior. Provide feedback.

Continuum of Responses with a Focus on Error Correction:

Instructions for use with staff: Make copies of these examples, cut into pieces, and distribute to staff. Use the structure, "Stand Up/Pair Up/Share" to pair staff members. Ask participants to find a person with the same example and discuss another possibility for responding that includes "error correction". Ask each pair to practice using error correction with the example.

Example 1:

The class is working on an independent assignment. Students are working well except for two who are talking. The teacher says very firmly, "You are supposed to be working by yourself; there shouldn't be any talking." One student mumbles under his breath, and the teacher writes his name on the board. The student then curses at the teacher.

Example 2:

A student is out of his seat, walking around the room. The teacher tells him to sit down and do his work. The student says he needs to get something. The teacher says sit down or he will be in trouble. The student keeps walking around the room.

Example 3:

Sarah says she is not going to do her work because it is boring. The teacher says, so all can hear, "Sarah, you need to do the work now or you will stay in at recess to do it." Sarah pushes her materials to the floor.

Example 4:

Jeannie is muttering and fidgeting and is on the verge of tears. The teacher goes to her, puts his hand on Jeannie's shoulder and says calmly, "I see you are upset. Can I help you?" Jeannie begins to sob, and the teacher stands beside her and helps her start her work.

Example 5:

Ms. Sutton, a second grade teacher, read about time-out. She decided that she would use it to teach Amanda not to hit other students. She did not have access to a time out room, but concluded that putting Amanda in the hall outside the classroom would be just as good. The next time Amanda hit someone, Ms. Sutton told her, "Amanda, you hit somebody. You have to go to time-out." She sat Amanda in a chair in the hall and went back to teaching reading. At the end of the period, about an hour later, Ms. Sutton went to get Amanda. Amanda came back in the room and hit Elaine before she even got to her seat.

Example 6:

Jim was a student in Mr. Medlock's ninth-grade class. Whenever Mr. Medlock told Judy to do something, she argued with him. Mr. Medlock found himself having conversations like this:

"Jim, get to work."

"I am working, Mr. Medlock."

"No, you're not. You're wasting time."

"I'm getting ready to work."

"I don't want you to get ready. I want you to do it."

"How do you expect me to work if I don't get ready."



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

~~~~~

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

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

Tally each time you use BSP and EC:

|                                |                                            |                  |
|--------------------------------|--------------------------------------------|------------------|
| <b>Hour:</b>                   | <b>Behavior Specific Praise (tally):</b>   | <b>Ratio:</b>    |
| <b>Instructional Activity:</b> | <b>Response to Inappropriate Behavior:</b> | <b>My score:</b> |

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

## Increasing use of Feedback with Behavior Specific Praise Statements

Resource: Positive Classroom Behavior Support Snapshot for Continuum of Responses to Behavior

Think of a student behavior you would like to increase in your classroom. Record one behavior specific praise statement you could use. \_\_\_\_\_

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

☐

\_\_\_\_\_

☐

\_\_\_\_\_

### What will be the focus of your Behavior Specific Praise/Feedback?

|                                                                                                                                                          |                                     |                                                                                                                                     |                                     |                                                   |                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------|-------------------------------------|
| <b>Make a prediction:</b> <i>What do you think is your current ratio of behavior specific praise/feedback is to responses to inappropriate behavior?</i> |                                     | <b>Collect Data:</b> <i>What is your current ratio of behavior specific praise/feedback to responses to inappropriate behavior?</i> |                                     | <b>Goal:</b> What goal will you set for yourself? |                                     |
| Behavior Specific Praise                                                                                                                                 | Responses to Inappropriate Behavior | Behavior Specific Praise                                                                                                            | Responses to Inappropriate Behavior | Behavior Specific Praise                          | Responses to Inappropriate Behavior |
|                                                                                                                                                          |                                     |                                                                                                                                     |                                     |                                                   |                                     |
| I am noticing ...                                                                                                                                        |                                     |                                                                                                                                     |                                     |                                                   |                                     |
| I see that ...                                                                                                                                           |                                     |                                                                                                                                     |                                     |                                                   |                                     |
| Thank you for ...                                                                                                                                        |                                     |                                                                                                                                     |                                     |                                                   |                                     |
| Wow, you _____, way to be prepared.                                                                                                                      |                                     |                                                                                                                                     |                                     |                                                   |                                     |
|                                                                                                                                                          |                                     |                                                                                                                                     |                                     |                                                   |                                     |
|                                                                                                                                                          |                                     |                                                                                                                                     |                                     |                                                   |                                     |



## Positive Classroom Behavioral Support Snapshot: Physical Environment

**Physical arrangements of the classroom that allow teacher access to all parts of the room supports the use of:**

- ✓ Effective proximity control
- ✓ Effective and active supervision
- ✓ Delivery of feedback for social and academic behavior (e.g., positive reinforcement, error correction)

### Considerations for arrangement of physical environment:

- Desks and furniture arrangement are built around the most frequent types of instructional activities
- Desks and furniture are arranged so that students can be seen at all times and the teacher has easy access to all areas of the classroom
- Avoid placing desks near high-traffic areas. If not possible, be sure to have routines from times of the day students will be accessing high-traffic areas
- Movement in the classroom (traffic patterns) should be clearly defined and allow movement without disruption to others
- Materials are clearly labeled, easily accessible, and organized for ease of use

### Tips for Implementation

- Keep high-traffic areas free from congestion, such as: group work areas, space around the pencil sharpener, doorways, students' desks and teacher's desk
- Be sure all students can be easily seen and they can see the teacher (Teacher should sit down at every desk before the first day of school)
- Make sure that frequently used materials and supplies are readily accessible
- Be sure students can see instructional presentations and displays
- Invite a colleague to observe and provide feedback regarding physical arrangement
- Choose arrangements that support the most frequent type of instruction used

| Desks in Rows,<br>Front to Back | Desks Side to Side                                       | Desks in Clusters                                                                                     | Desks in U-Shape                                                        |
|---------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Whole Group Instruction         | Whole group instruction with frequent use of the "board" | Allows for easy circulation and access to all students at any time<br>Small group/ cooperative groups | Class discussion and teacher-led instruction with student participation |

### Assessment for Physical Arrangements

Use this for self-assessment and non-evaluative classroom observations (e.g., buddy observations, peer observations, coach observations).

| Date: _____ Time: _____                                                                                                                              |    |          |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----|----------|-----|
| 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                                                                      |    |          |     |

### Research:

Simonsen, B., & Myers, D. (2015). *Classwide Positive Behavior Interventions and Supports: A guide to proactive classroom management*. NY: The Guilford Press.

Sprick, R. (2006). *Discipline in the Secondary Classroom: A positive approach to behavior management (2<sup>nd</sup> ed.)*. San Francisco, CA: Jossey-Bass.



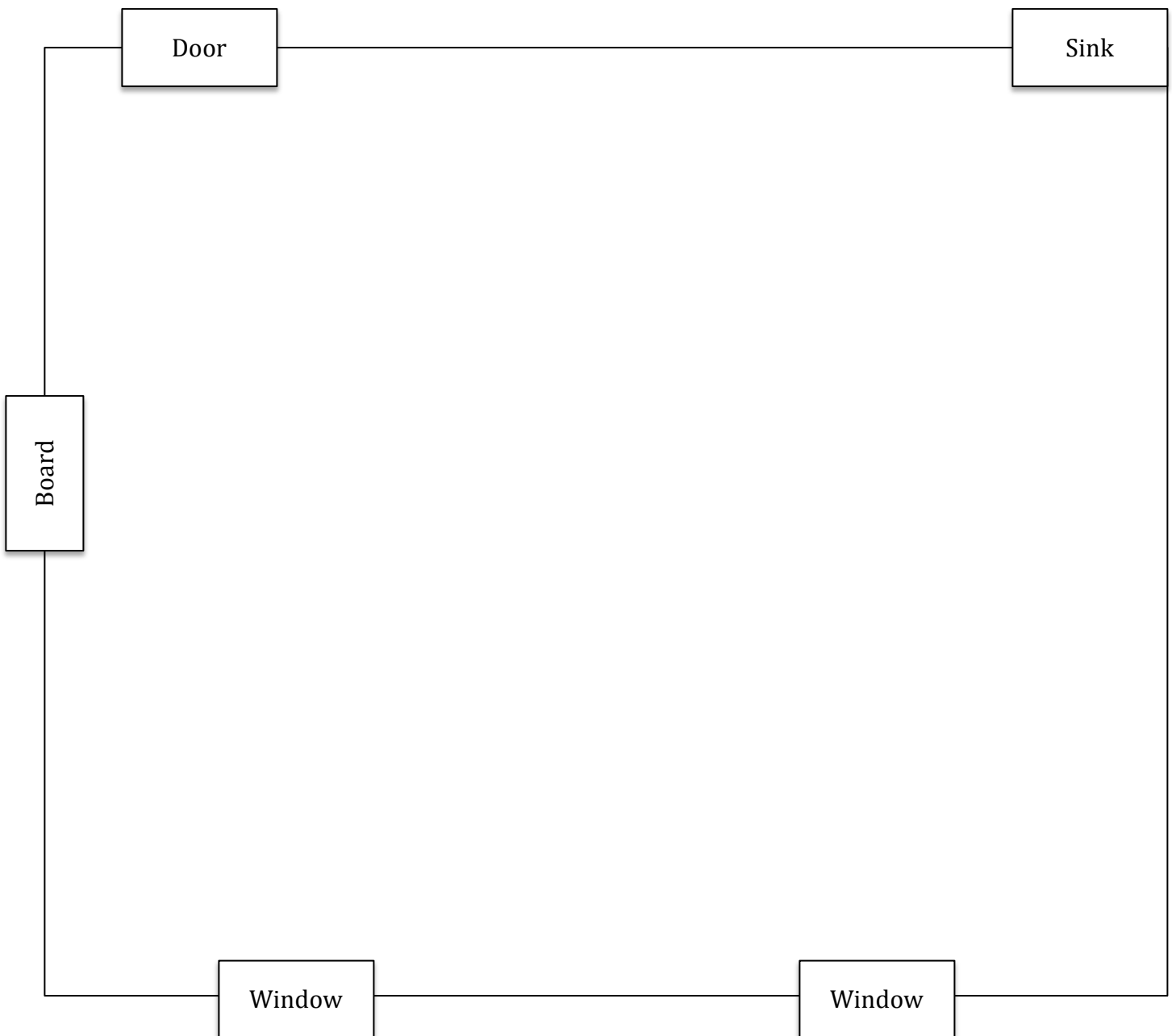
## Physical Arrangements

### Primary Classroom Scenario:

- ☐ 22 students
- ☐ Primary instructional activities: small group, cooperative learning
- ☐ Furniture: 1 teacher desk, 1 kidney table, 1 rectangle table, 23 student desks and chairs, 1 cabinet, 1 bookshelf
- ☐ Special Considerations: Johnny Leavealot,

### Secondary Classroom Scenario:

- ☐ 22 students
- ☐ Primary instructional activities: small group, cooperative learning
- ☐ Furniture: 1 teacher desk, 1 rectangle table, 23 student desks and chairs, 1 cabinet, 1 circle table
- ☐ Special Considerations: Johnny Comelately,





## Positive Classroom Behavioral Support Snapshot: Active Supervision

**Active supervision** is the process of monitoring learning and performance in the classroom or any school setting, that incorporates *moving*, *scanning*, and *interacting* with students. It allows teachers to monitor student learning, identify students needing additional support, and provide feedback for social and academic behavior.

- **Moving:** Continuous, random teacher circulation throughout all parts of classroom
- **Scanning:** Frequent and intentional visual sweep of all parts of classroom
- **Interacting:** Frequent and positive communication to encourage, reinforce, and correct

| Examples                                                                                                                                                                                                      | Non-examples                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| During independent student work, teacher moves around the room continuously and randomly to provide feedback for social and academic behaviors.                                                               | Teacher moves in predictable patterns throughout the day (e.g., walks the rows in the same manner each period).                                                               |
| During small group work, teacher may be working intensely with one group at a time, but moves randomly, scans continuously, and provides feedback in the form of positive reinforcement and error correction. | Teacher stops and talks with a student or group of students for an extended period of time without scanning the rest of the room or providing any feedback to other students. |
| During teacher-led instruction, teacher frequently does a visual sweep of the class, making sure that all students are within constant sight.                                                                 | During teacher-led instruction, teacher stands at the front of the classroom attending to and talking about what is being displayed on the SMARTBoard.                        |

### Tips for Implementation

- Periodically move and supervise when providing individual or small group instruction; use your body positioning purposefully to ensure student engagement
- When you are circulating, keep moving and avoid spending the majority of your time in any one location
- Frequently and intentionally look around at students, making eye contact with students
- If working with an individual or group, position self so as to scan the entire room or get up and scan occasionally
- While moving and scanning you should also frequently interact with students, as this communicates caring, trust, and respect and creates positive climate while increasing the likelihood of accepting correction if needed
- Include proximity, listening, eye contact, smiles, pleasant voice tone, and use of student's name

### Assessment for Active Supervision

Use this for self-assessment and non-evaluative classroom observations (e.g., buddy observations, peer observations, coach observations).

| Date:                                                                                                                                                                                                                    | Time: |    |           |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|-----------|------------|
| 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. |       |    |           |            |

### Research:

De Pry, R.L. & Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education*, 11(4), 255-267.

Johnson-Gros, K. N., Lyons, E. A., Griffin, J. R. (2008). Active Supervision: An Intervention to Reduce High School Tardiness. *Education and Treatment of Children*, 31(1), 39-53.

Simonsen, B., & Myers, D. (2015). *Classwide Positive Behavior Interventions and Supports: A guide to proactive classroom management*. NY: The Guilford Press.

## Practice with the Components of Active Supervision

**The components of Active Supervision are:**

**Moving**-Constant, randomized, targets problem areas

**Scanning**-Observe all students, make eye contact, look and listen

**Interacting Frequently**-Positive contact, positive reinforcement, corrective response, deliver consequence

***Read and discuss the following scenario with your shoulder partner. Underline examples of active supervision. List them on the lines below and determine which component of active supervision was used.***

“Mr. Smith gave the class a writing assignment to complete on their own. He proceeded to walk around the classroom to quietly give support and answer questions when asked. He stopped between two students who usually have a difficult time working on their own and gave them a thumbs up when he saw they were following his instructions. Mr. Smith then proceeded to watch the rest of the class. He noticed a student talking to another student and quickly gave him a signal to be quiet and get back to work. He continued to walk around the classroom, ensured eye contact with several students, checking and recognizing students following the instructions.

| Moving | Scanning | Interacting |
|--------|----------|-------------|
|        |          |             |

### Assessment for Active Supervision

Use this for self-assessment and non-evaluative classroom observations (e.g., buddy observations, peer observations, coach observations).

| Date:                                                                                                                                                                                                                    | Time: |    |           |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|-----------|------------|
| 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. |       |    |           |            |



## Positive Classroom Behavioral Support Snapshot: Group Contingencies

A **Group Contingency** is used to acknowledge students for performing a desired behavior, saves time and resources by designing a program for an entire classroom rather than individual students, and encourages positive social interactions between peers.




### Guidelines for Group Contingencies:

- Choose a powerful reinforcer
- Determine the behavior to change and collateral behaviors that might be affected
- Set appropriate performance criteria
- Combine with other procedures
- Select the most appropriate group contingency
- Monitor individual and group performance

| Types of Group Contingencies                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Dependent (one for all)</i>                                                                                                                                                                                                                                                                                                          | <i>Interdependent (all for one)</i>                                                                                                                                                                                                                                                                        | <i>Independent (every person for themselves)</i>                                                                                                                                                                                                                                                                                                    |
| Group reinforcement is contingent upon one or a few individuals<br><b>Careful</b> individuals are able to perform the behaviors and are not embarrassed or rejected by peers for not engaging in the behavior.<br><b>Example:</b> "If Joe and Cindy keep their desks organized for 3 days, the entire class will receive new supplies." | Group reinforcement is contingent upon all meeting the criteria.<br><b>Careful</b> individuals not engaging in behaviors are not embarrassed or rejected by peers and/or students are not interested in reinforcement.<br><b>Example:</b> If entire class completes the goal they all get a reinforcement. | Reinforcement only given to students meeting criteria.<br><b>Careful</b> with students not motivated by reinforcement, frustrated by continued inability to meet criteria, and/or negative impact on fostering community in the classroom.<br><b>Example:</b> Anyone who arrives on time to class all week can earn a "turn in homework late" pass. |

### FOCUS on... Positive Behavior Game (An interdependent Group Contingency)

The **Positive Behavior Game** is adapted from the Good Behavior Game. It is a format to explicitly teach, remind, and acknowledge positive student behavior and has been shown to increase student social and academic success without detracting from instruction.

| Component                                                                                                                                                                               | Example                                                                                                                                                                |                                 |                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------|
| The teacher identifies and teaches/re-teaches the target behavior.                                                                                                                      | Target Behavior: Raise hand to contribute during class discussion. (Model as necessary and write the targeted behavior to display)                                     |                                 |                                                                                      |
| The class plays during instruction for at least 10 minutes.                                                                                                                             | During teacher-led instruction, the timer is set for 10 minutes and the game is played.                                                                                |                                 |                                                                                      |
| Teacher provides pre-correction(reminders)before predictable or challenging transitions or routines.                                                                                    | Before playing the game, teacher writes the targeted behavior to display                                                                                               |                                 |                                                                                      |
| When the teacher observes a student(s) engaging in the targeted behavior, the teacher delivers behavior specific praise and the class gets a point. Points are displayed for the class. | <table><tr><th>Targeted Behavior: Hand raising</th></tr><tr><td></td></tr></table> | Targeted Behavior: Hand raising |  |
| Targeted Behavior: Hand raising                                                                                                                                                         |                                                                                                                                                                        |                                 |                                                                                      |
|                                                                                                     |                                                                                                                                                                        |                                 |                                                                                      |
| If a student needs a reminder, the teacher uses error correction, reminders, re-teaching                                                                                                | "Jillian, please remember to raise your hand during class discussion. "                                                                                                |                                 |                                                                                      |

## Assessment for Positive Behavior Game

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

| Date:                                                                                                           | Start time: | End Time: |     |  |  |
|-----------------------------------------------------------------------------------------------------------------|-------------|-----------|-----|--|--|
| Components                                                                                                      | No          | Somewhat  | Yes |  |  |
| Did the teacher teach the targeted 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 target behavior?                                  |             |           |     |  |  |
| Did the teacher provide a behavior 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 remind/re-teach/correct for the targeted behavior? |             |           |     |  |  |

## References:

- Embry, D. D. (2002). The Good Behavior Game: A best practice candidate as a universal behavioral vaccine. *Clinical Child and Family Psychology Review*, 5, 273-297.
- Cooper, John O., Heron, Timothy E., and Heward, William L., (2013), Pearson online resources to accompany *Applied Behavior Analysis: Second Edition*.
- PEARSON online resource to accompany *Applied Behavior Analysis, Second Edition*, by John O. Cooper, Timothy E. Heron, and William L. Heward.
- Simonsen, B., and Myers, D. (2015). A Guide to Proactive Classroom Management. *Class-wide Positive Behavior Interventions and Supports*, 137-140.



## Reflections: Discuss with Team

What are the benefits of using this strategy?

What are some potential obstacles to using group contingencies? What are some possible solutions?

Are there predictable times of the day when all/some staff might play this game (precision statement)?



## Positive Classroom Behavioral Support Snapshot: Opportunities to Respond (OTRs)

**An Opportunity to Respond (OTR)** is a teacher behavior (e.g., asking a question, making a request, presenting a task) that solicits an *observable response* from a student (e.g., verbal, written, gesture). Two important, evidence-based principles: provide *high rates* of a *variety* of OTRs.

### High Rates of OTRs:

- Research indicates that using high rates of OTRs during instruction results in *increases* in accurate academic responses and desired behaviors and *decreases* in undesired behaviors.
- Plan for using high rates of OTRs during instruction and use academic and social behavior data to monitor effectiveness and make adjustments to rate and variety of OTRs accordingly.

### Use a Variety of OTRs

**Considerations:** Choose OTRs that request a response from *most* or *all* students (mixed or unison responding) and that allow a teacher to identify student understanding/accuracy (e.g., response cards, dry-erase boards). Use data to guide planning and use of different types of OTRs that support instructional activities. Define and teach procedures for using different types of OTRs (e.g., storing, collecting, using OTR materials, as well as, listening, response signals, volume levels).

### Examples

| Individual Responding                                                                                                                                                                                                                                                                                                                                         | Unison Responding                                                                                                                                                                                                                                                                                                                                                                                            | Mixed Responding                                                                                                           | Other Strategies                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| *Teacher asks question, and randomly selects student name to answer question (avoids same students always responding).<br>*Teacher asks question and students “turn-and-talk” with a peer before teacher selects a student to answer.<br>*Set all students up for success (e.g. pre-teach questions and possible responses to students struggling in advance) | *Teacher ask question and all students respond at the same time. Use different ways of responding (gestures, response cards, dry-erase boards)<br>*Teacher uses a routine that includes:<br>1. Listen to the question<br>2. Think about response<br>3. Wait for teacher signal to respond<br>4. Respond using requested format (e.g., dry-erase board)<br><i>Typically more effective type of responding</i> | *Teacher uses individual and unison responding OTRs<br>*Consider using 70% unison responding and 30% individual responding | *Peer-to-peer OTRs<br>*Cooperative learning groups<br><br><i>Be sure to define and teach procedures for using these types of OTRs and employ active supervision to monitor academic and social behavior and active engagement of all students.</i> |

### Tips for Implementation:

- Identify opportunities within your lesson plan to increase opportunities for students to respond
- Identify opportunities to respond to replace single student responding through hand-raising with multiple students responding through the use of response cards, dry erase boards, electronic white boards, unison responding, gestures and apps for non-verbal responses
- As a school or grade level/department, work collaboratively to build a collection of effective OTRs to support different types of instruction

## Assessment for Opportunities to Respond

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

| Date:                                                                                                                                                                                      | Start Time: | End Time:                                  | Instructional Activity: |                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------|-------------------------|-------------------------------------------|
|                                                                                                                                                                                            |             |                                            | Individual Responding   | Unison Responding                         |
| Number of teacher behaviors (e.g., asking a question, making a request, presenting a task) that solicits an <i>observable academic response</i> from student(s) (verbal, written, gesture) |             |                                            |                         |                                           |
| <b>Types of OTRs used:</b>                                                                                                                                                                 |             |                                            |                         |                                           |
| <input type="checkbox"/> Individual                                                                                                                                                        |             | <input type="checkbox"/> Unison Responding |                         | <input type="checkbox"/> Mixed Responding |
|                                                                                                                                                                                            |             |                                            |                         | <input type="checkbox"/> Other Strategies |
| <b>Comments:</b>                                                                                                                                                                           |             |                                            |                         |                                           |

**Components for On-Task/Off-Task Behaviors for Academic Engagement:** During an observation, observe each student momentarily (e.g., <1 second) and identify if that student is on-task or off-task at that point in time. Mark a "+" for on-task behavior and a "-" for off-task behavior. Observe and record observations until all boxes are completed. Repeat this process a few times during an observation (e.g., twice during a 15 minutes observation).

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |

|         |                                 |                         |
|---------|---------------------------------|-------------------------|
| Time 1: | Percentage of students on-task: | Instructional Activity: |
| Time 2: | Percentage of students on-task: | Instructional Activity: |
| Time 3: | Percentage of students on-task: | Instructional Activity: |

## References:

MacSuga-Gage, A.S., & Simonsen, B. (in press) Examining the effects of teacher-directed opportunities to respond and student outcomes: A systematic review of the literature. *Education and Treatment of Children*.

McIntosh, K., & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. NY: The Guildford Press.

Simonsen, B., and Myers, D. (2015). A Guide to Proactive Classroom Management. *Class-wide Positive Behavior Interventions and Supports*, 137-140.

## Let's Practice

Circle examples of opportunities to respond in the scenario below:

*Shortly after science class started, the teacher announced, "We have a small block of ice and the same size block of butter. Tell your neighbor which one would melt first." A few seconds later the teacher said, "Please write down in one sentence an explanation for your answer." A few minutes later, the teacher told the students to share with their neighbor what they had written. Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked students to give a thumb down if anyone disagreed, and so on.*

*(Colvin, 2009, p.48)*

**Indicate the types of OTRs used:**

|                                     |                                            |                                           |                                           |
|-------------------------------------|--------------------------------------------|-------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Individual | <input type="checkbox"/> Unison Responding | <input type="checkbox"/> Mixed Responding | <input type="checkbox"/> Other Strategies |
|-------------------------------------|--------------------------------------------|-------------------------------------------|-------------------------------------------|

**Considerations for other types of OTRs that might be used in this scenario:**



## Professional Learning for All Staff: Action Plan

| <i>Practice</i>                                                                              | <i>Systems</i>                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                    |                         | <i>Data<br/>(Outcomes and Fidelity)</i>                                                                                                                                               |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                              | <i>What will Professional Learning for all staff look like?</i>                                                                                                                                                                                              | <i>What resources are needed?<br/>What needs to be completed?</i>                                                                                                                                                                                  | <i>By who? By when?</i> |                                                                                                                                                                                       |
| Define and Teach Rules and Routines aligned with School-wide Expectations (Classroom Matrix) | <input type="checkbox"/> PD during staff meeting<br><input type="checkbox"/> PD during grade level/dept team meetings<br><input type="checkbox"/> PD during district PD days<br><input type="checkbox"/> Flipped learning<br><input type="checkbox"/> Other: | <input type="checkbox"/> Snapshots<br><input type="checkbox"/> Presentation<br><input type="checkbox"/> Recorded webinars<br><input type="checkbox"/> Videos :<br><br><input type="checkbox"/> Exit tickets<br><br><input type="checkbox"/> Other: |                         | <input type="checkbox"/> Staff to complete self-assessment<br><input type="checkbox"/> Peer/Buddy Review & give feedback<br><input type="checkbox"/> Team review & give feedback      |
| Identify Continuum of Practices for Responding to Behavior                                   | <input type="checkbox"/> PD during staff meeting<br><input type="checkbox"/> PD during grade level/dept team meetings<br><input type="checkbox"/> PD during district PD days<br><input type="checkbox"/> Flipped learning<br><input type="checkbox"/> Other: | <input type="checkbox"/> Snapshots<br><input type="checkbox"/> Presentation<br><input type="checkbox"/> Recorded webinars<br><input type="checkbox"/> Videos :<br><br><input type="checkbox"/> Exit tickets<br><br><input type="checkbox"/> Other: |                         | <input type="checkbox"/> Staff to complete self-assessment (self-recording)<br><input type="checkbox"/> Peer/Buddy Observations<br><input type="checkbox"/> Team or coach observation |
| Arrange physical space to prompt appropriate behavior                                        | <input type="checkbox"/> PD during staff meeting<br><input type="checkbox"/> PD during grade level/dept team meetings<br><input type="checkbox"/> PD during district PD days<br><input type="checkbox"/> Flipped learning<br><input type="checkbox"/> Other: | <input type="checkbox"/> Snapshots<br><input type="checkbox"/> Presentation<br><input type="checkbox"/> Recorded webinars<br><input type="checkbox"/> Videos :<br><br><input type="checkbox"/> Exit tickets<br><br><input type="checkbox"/> Other: |                         | <input type="checkbox"/> Staff to complete self-assessment<br><input type="checkbox"/> Peer/Buddy Observations<br><input type="checkbox"/> Team or coach observation                  |

|                                           |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                            |  |                                                                                                                                                                                       |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Employ Active Supervision                 | <input type="checkbox"/> PD during staff meeting<br><input type="checkbox"/> PD during grade level/dept team meetings<br><input type="checkbox"/> PD during district PD days<br><input type="checkbox"/> Flipped learning<br><input type="checkbox"/> Other: | <input type="checkbox"/> Snapshots<br><input type="checkbox"/> Presentation<br><input type="checkbox"/> Recorded webinars<br><input type="checkbox"/> Videos :<br><input type="checkbox"/> Exit tickets<br>Other:                          |  | <input type="checkbox"/> Staff to complete self-assessment (self-recording)<br><input type="checkbox"/> Peer/Buddy Observations<br><input type="checkbox"/> Team or coach observation |
| Develop Class-Wide Group Contingencies    | <input type="checkbox"/> PD during staff meeting<br><input type="checkbox"/> PD during grade level/dept team meetings<br><input type="checkbox"/> PD during district PD days<br><input type="checkbox"/> Flipped learning<br><input type="checkbox"/> Other: | <input type="checkbox"/> Snapshots<br><input type="checkbox"/> Presentation<br><input type="checkbox"/> Recorded webinars<br><input type="checkbox"/> Videos :<br><input type="checkbox"/> Exit tickets<br><input type="checkbox"/> Other: |  | <input type="checkbox"/> Staff to complete self-assessment (self-recording)<br><input type="checkbox"/> Peer/Buddy Observations<br><input type="checkbox"/> Team or coach observation |
| Provide Multiple Opportunities to Respond | <input type="checkbox"/> PD during staff meeting<br><input type="checkbox"/> PD during grade level/dept team meetings<br><input type="checkbox"/> PD during district PD days<br><input type="checkbox"/> Flipped learning<br><input type="checkbox"/> Other: | <input type="checkbox"/> Snapshots<br><input type="checkbox"/> Presentation<br><input type="checkbox"/> Recorded webinars<br><input type="checkbox"/> Videos :<br><input type="checkbox"/> Exit tickets<br><input type="checkbox"/> Other: |  | <input type="checkbox"/> Staff to complete self-assessment (self-recording)<br><input type="checkbox"/> Peer/Buddy Observations<br><input type="checkbox"/> Team or coach observation |

*Overview:* This resource is organized to provide guidance for designing a comprehensive system of support to build staff fluency with evidence-based Positive Classroom Behavioral Supports through data-informed decision-making. An effective and efficient system of support might include universal support for all staff, targeted support for some staff, and individualized supports for staff based on need. The universal support activities for all staff include professional learning on evidence-based Positive Classroom Behavioral Supports, guided teacher self-reflection and action planning to build fluency with practices, and possibly classroom observations with performance feedback and support from other staff (e.g., coaches, lead teachers, and/or peers). The targeted support can be accessed through the administrator, a coach or teacher lead, and possibly SW-PBIS team lead using school-wide behavioral (minor or major) or other data sources to identify small groups of teachers needing additional support (e.g., a grade level, new staff). Administrators and coaches and/or teacher leads might use school-wide data to identify and invite any teachers indicating a need for individualized support to participate in a coaching partnership. Additionally, teachers can always request assistance for individualized support. The system should be shared as a way to access support and build fluency with Positive Classroom Behavioral Supports throughout the school. It should not be designed as a deficit model, but rather, a capacity building approach with teachers supporting one another in various ways.

### Scope and Sequence and Planning Resources

---

*Classroom Behavior Systems* is a core feature of School-wide Positive Behavioral Interventions and Supports (SW-PBIS) that is designed to provide a continuum of support to teachers to build fluency with evidence-based Positive Classroom Behavioral Supports. Coaches or other teacher leaders work collaboratively with all implementation partners (Administrators, Leadership Teams, Team Leads, Division personnel, etc.) to design and provide professional learning and coaching support to classroom teachers. Professional learning for staff can be anchored to the existing infrastructure of support for professional learning (e.g., designated PD days, PLCs, staff meetings, virtual platforms, etc.). There are eight evidence-based Positive Classroom Behavioral Supports supported through this resource. These include the following:

1. Define and Teach Rules and Procedures aligned with School-wide Expectations (Classroom Matrix)
2. Identify Continuum of Practices for Responding to Behavior
3. Arrange physical space to prompt appropriate behavior
4. Employ Active Supervision
5. Develop Class-Wide Group Contingencies
6. Provide Multiple Opportunities to Respond

| <b><i>Practice to be Taught</i></b>                                                            | <b><i>Professional Learning to Staff: When? Who?</i></b> | <b><i>Resources Needed</i></b> |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------|
| Define and Teach Rules and Procedures aligned with School-wide Expectations (Classroom Matrix) |                                                          |                                |
| Identify Continuum of Practices for Responding to Behavior                                     |                                                          |                                |
| Arrange physical space to prompt appropriate behavior                                          |                                                          |                                |
| Employ Active Supervision                                                                      |                                                          |                                |
| Develop Class-Wide Group Contingencies                                                         |                                                          |                                |
| Provide Multiple Opportunities to Respond                                                      |                                                          |                                |

*Sample Monthly Rollout of Classroom Practice*

- Week 1: Provide professional learning on practice(s) and begin implementing skill. This might be delivered during staff meetings, grade level/professional learning community (PLC) /collaboration meetings, professional learning days, etc. Consider surveying staff to prioritize sequence of rollout for 8 Positive Classroom Behavioral Supports.
- Week 2: Collect data to assess fluency (e.g., teachers might record themselves as a tool for self-assessment or teachers may invite a data buddy to complete data collection) using the assessment component from the respective practice *Classroom Snapshot* and submit data to coach/team to be compiled in the aggregate.
- Week 3: Provide options for additional observations and performance feedback- coach observations, triad/PLC/peers to conduct observations and support one another with goal setting and fluency building.
- Week 4: Coach and team compile data in the aggregate from self-assessments, observations, and student outcome data and share with staff (during staff meetings, grade level/professional learning community (PLC) /collaboration meetings, professional learning days to process implementation efforts specific to the practice, etc.).

*Sample Observation Protocol to Assess Fluency and Inform Support to Staff*

- Collect data on fluency of targeted practice(s) (teacher self-assessment, peer/buddy observations) using assessment component of *Classroom Snapshots* and submit data to coach/team to be compiled in the aggregate.
  - Options for additional observation- coach observations, triad/PLC/peers to conduct observation and support one another with goal setting. A classroom snapshot exists for each practice. Each snapshot includes an assessment for the practice. These assessments are not evaluative, but rather are meant to be informative. Some subjectivity in scoring is reasonable. The intended outcomes are the self-reflections of the teacher, and the supporting relationship between coaches, team leads, and teachers. Data collected during individual observations should be given to the teachers, but make sure to tally the responses for the aggregate report (without identifying specific teachers). Allow 10-20 minutes for each observation.
  - Coach and team compile data in the aggregate from self-assessment and observations and share data in the aggregate with staff (e.g., staff meetings, grade level/professional learning community (PLC) /collaboration meetings, professional learning days) to process implementation efforts specific to the practice.
  - Additional data collection and/or a request for assistance may be used to identify and provide support through a shoulder-to-shoulder coaching approach for teachers needing or requesting additional support.
  - On-going data informed decisions using student outcome data and practice fluency data to identify priorities may be facilitated by the team responsible for facilitating tier 1 implementation.
- 
-

**Considerations for Use:** Use this for self-assessment and non-evaluative classroom observations (e.g., buddy observations, peer observations, coach observations)

**Assessment for Classroom Teaching Matrix**

|                                                                                                                                                                                                                                                       |           |                 |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|------------|
| <b>Date:</b> _____ <b>Start Time:</b> _____ <b>End Time:</b> _____<br><b>Instructional Activities:</b> Small group Whole Group Independent Seatwork Debate<br><b>Arrival</b> _____ <b>Departure</b> _____ <b>Transition</b> _____ <b>Other:</b> _____ |           |                 |            |
| <b>Components</b>                                                                                                                                                                                                                                     | <b>No</b> | <b>Somewhat</b> | <b>Yes</b> |
| Classroom rules and procedures aligned with school-wide expectations.                                                                                                                                                                                 |           |                 |            |
| Classroom rules and procedures are observable, measurable, positively stated, understandable, and prominently posted.                                                                                                                                 |           |                 |            |
| Evidence that rules and procedures have been taught and continue to be reinforced (e.g., observation, ask teacher, student behavior).                                                                                                                 |           |                 |            |

**Assessment for Physical Arrangements**

|                                                                                                                                                      |           |                 |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|------------|
| <b>Date:</b> _____ <b>Time:</b> _____                                                                                                                |           |                 |            |
| <b>Components</b>                                                                                                                                    | <b>No</b> | <b>Somewhat</b> | <b>Yes</b> |
| 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                                                                      |           |                 |            |

**Assessment for Responses to Student Behavior**

|                                                                                                                           |                                                                                                                                                                              |                                                                                                                                    |                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Date:</b>                                                                                                              | <b>Responses to Appropriate Behavior</b>                                                                                                                                     |                                                                                                                                    | <b>Responses to Inappropriate Behavior</b>                                      |
| <b>Start Time:</b>                                                                                                        |                                                                                                                                                                              |                                                                                                                                    |                                                                                 |
| <b>End Time:</b>                                                                                                          | <i>General Responses:</i> simple praise (good job), gesture (e.g., thumbs up) or a point used without naming the specific behavior. Directed to individual, group, or class. | <i>Specific Response:</i> Behavior Specific Praise (teacher names the specific behavior). Directed to individual, group, or class. | Verbal (redirect, reprimand), physical prompt, gesture, proximity control, look |
| Tally Count                                                                                                               |                                                                                                                                                                              |                                                                                                                                    |                                                                                 |
| Totals                                                                                                                    |                                                                                                                                                                              |                                                                                                                                    |                                                                                 |
| Ratio of <i>Specific Responses</i> (do not include general responses) to Responses to Inappropriate Behavior: ____ / ____ |                                                                                                                                                                              |                                                                                                                                    |                                                                                 |

### Assessment for Group Contingency: Positive Behavior Game

| Date:                                                                                                           | Start time: | End Time: |     |  |
|-----------------------------------------------------------------------------------------------------------------|-------------|-----------|-----|--|
| Components                                                                                                      | No          | Somewhat  | Yes |  |
| Did the teacher teach the targeted 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 target behavior?                                  |             |           |     |  |
| Did the teacher provide a behavior 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 remind/re-teach/correct for the targeted behavior? |             |           |     |  |

### Assessment for Active Supervision

| Date:                                                                                                                                                                                                                    | Time: |           |            |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|------------|--|
| 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. |       |           |            |  |

### Assessment for Opportunities to Respond

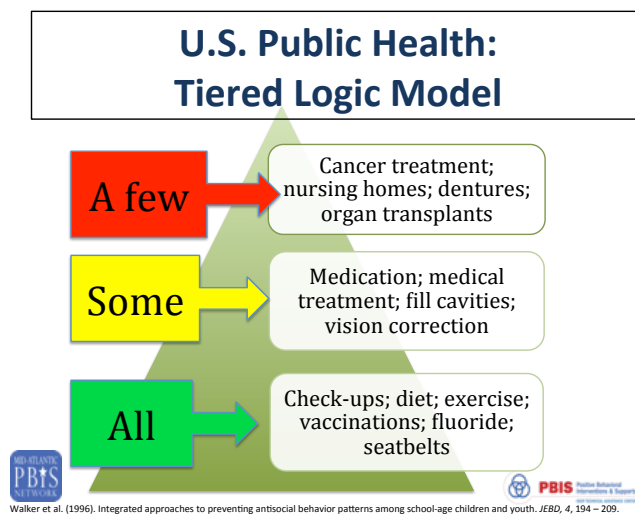
| Date:                                                                                                                                                                                      | Start Time:                                | End Time:                                 | Instructional Activity:                   |                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------|-------------------------------------------|-------------------|
|                                                                                                                                                                                            |                                            |                                           | Individual Responding                     | Unison Responding |
| Number of teacher behaviors (e.g., asking a question, making a request, presenting a task) that solicits an <i>observable academic response</i> from student(s) (verbal, written, gesture) |                                            |                                           |                                           |                   |
| <b>Types of OTRs used:</b>                                                                                                                                                                 |                                            |                                           |                                           |                   |
| <input type="checkbox"/> Individual                                                                                                                                                        | <input type="checkbox"/> Unison Responding | <input type="checkbox"/> Mixed Responding | <input type="checkbox"/> Other Strategies |                   |
| <b>Comments:</b>                                                                                                                                                                           |                                            |                                           |                                           |                   |

**Components for On-Task/Off-Task Behaviors for Academic Engagement:** During an observation, observe each student momentarily (e.g., <1 second) and identify if that student is on-task or off-task at that point in time. Mark a "+" for on-task behavior and a "-" for off-task behavior. Observe and record observations until all boxes are completed. Repeat this process a few times during an observation (e.g., twice during a 15 minutes observation).

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |

|         |                                 |                         |
|---------|---------------------------------|-------------------------|
| Time 1: | Percentage of students on-task: | Instructional Activity: |
| Time 2: | Percentage of students on-task: | Instructional Activity: |
| Time 3: | Percentage of students on-task: | Instructional Activity: |

Consider applying the public health model as reflected below to a system of support for staff to build fluency with the 8 PCBS. This would consist of organizing resources to build capacity by identifying what will be done to support: all staff (e.g., initial professional learning on all 8 practices for all staff); some staff using data informed decisions (e.g., student outcome data, fluency assessment data, classroom observations, staff requests); and a few staff using data informed decisions (e.g., student outcome data, fluency assessment data, classroom observations, staff requests). For example, some staff may be comprised of a small number of staff reflecting a similar area of need or a grade level struggling with a particular area (e.g., routines for transitions). A few staff may be individuals who are new to the building and PBIS and need coaching support.



### Using the Public Health Model to Guide Development of System of Support for Staff

What support will be provided for all staff members (e.g., professional learning for all staff on the 8 PCBS)?

What support will be provided for some staff members (e.g., small group professional learning on the 8 PCBS)?

What support will be provided for a few staff members (e.g., coaching on identified areas of need for 8 PCBS)?

#### Key Considerations:

All staff members are provided professional learning on all PCBS to ensure a shared understanding of what these practices look like and sound like and how the school will approach fluency and capacity building.

Data informed decisions are used to develop an on-going professional learning and coaching plan to support fluency building with classroom practices.



- Multiple data sources can be used on an on-going basis to assess and monitor the current classroom system of support:
  - Analyze school-wide data to identify systemic issues (e.g., classroom disruption occurring across multiple grade level classrooms). This might suggest professional learning for all staff.
  - Coach and administrator, and possibly team lead might use school-wide or other data (e.g., minor or major) to identify groups of teachers needing additional support (e.g., 10 teachers are observing and reporting multiple students engaged in disruptive behavior during independent instructional activities; 3<sup>rd</sup> grade teachers are observing and reporting disruptive behavior in the classroom during afternoon instructional activities).
  - Principal and coach use school-wide or other data to identify any teachers needing individualized support. Teachers may also self-select and request individualized support through a *Teacher Request for Assistance (T-RFA)*. Individualized support might be provided through a modified approach (see below) developed from the *Classroom Check-Up: A Consultation Model to Support Effective Classroom Management* (Reinke et al., 2008).

### **Sample approach for providing individualized support (data-informed support provided for a few teachers)**

A modified version of the *Classroom Check-Up* (Reinke et al., 2008) approach might be utilized as part of the Classroom Behavior Support System. This approach includes the following six steps: assess classroom, provide feedback, provide choice of practices, engage in action planning, engage in on-going progress monitoring.

1. Assess the Classroom
  - a. Utilize data informed processes referenced above to identify teachers needing support.
  - b. PBIS or other classroom coach to complete interview with teacher.
  - c. PBIS or other classroom coach to conduct observation using pre-established process and complete or review previously completed self-assessments. Use data to identify appropriate times for observations (e.g., when are behaviors happening and when are they not happening).
2. Provide Feedback (15 minutes)
  - a. PBIS or other classroom coach meets with the teacher and shares data. PBIS or other classroom coach uses questioning to elicit teacher observations of data collected.
  - b. PBIS or other classroom coach refers to the initial teacher interview responses and data and observations shared with teacher to identify strengths and opportunities. PBIS or other classroom coach provides visual and specific and positive feedback.
3. Provide Choices of Practices (5 minutes)
  - a. PBIS or other classroom coach provides a menu of practices (stated and defined) supported through PBIS for teacher to review. PBIS or other classroom coach reviews outcomes of feedback step to identify practices that build upon identified teacher strengths and supports identified opportunities. PBIS or other classroom coach uses knowledge of research to guide teacher selection.
4. Engage in Action Planning (10 minutes)
  - a. PBIS or other classroom coach guides teacher selection of 1-2 practices from the menu. PBIS or other classroom coach guides teacher completion of action plan which includes identification of *SMART* goal (Specific, Measurable, Attainable,

Realistic, Timely), selected practices, actions to increase usage of practices (derived from *Classroom Snapshots* and other resources), and support needed to implement and plan for on-going monitoring (e.g., checklist, self-assessments from *Classroom Snapshots*, observation data, etc.).

5. Engage in on-going monitoring

- a. Selected self-monitoring supports and tools are utilized by teacher as defined in action plan
- b. PBIS or other classroom coach provides two observation and feedback sessions per month using the data collection tools identified during action planning.
- c. During feedback session, PBIS or other classroom coach uses questioning to elicit teacher observations of data collected and perceptions of progress towards goal. If adequate progress is indicated (meets specifications of SMART goal), then continue with current action plan. If adequate progress is not indicated, then coach provides options for additional support (e.g., modeling of practice, observation of another teacher demonstrating practice, etc.).
- d. The on-going monitoring components are used until the SMART goal is reached.

The following resources are available for PBIS or other classroom coach for implementing this approach to shoulder-to-shoulder coaching.

- Classroom Observation Forms and *Classroom Snapshots* with Self-Assessment
- Classroom Check Up Action Planning Form (Reinke et al., 2008)
- Menu of Options (needs to be revised to reflect 8 Positive Classroom Behavioral Supports (practices))
- Teacher Interview (Reinke et al., 2008)

## References

McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support*. New York: The Guilford Press.

Sprick, R. et al. (2010). *Coaching classroom management: Strategies & tools for administrators and coaches*. Eugene, OR: Pacific Northwest Publishing, Inc.