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| **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)** | | * 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 | School-wide expectations are defined with specific behaviors on the school-wide and classroom matrices   * Observable, Measureable * Positively stated   *AND*  Flowchart that defines classroom-managed behaviors and office-managed behaviors with behavioral examples to define what behaviors look like and sound like | Either increase or decrease future rates of a behavior   * 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** | | * General praise * Behavior Specific and Contingent Praise * Group Contingencies (Positive Behavior Game) * Behavioral Contracting * Token Economies | Specific and Contingent Error Correction  Re-direction  Re-teaching with additional practice  Behavior specific praise of peers in close proximity and engaged in the desired behavior  Planned ignoring  Direct eye contact/signal/non-verbal cue  Provide choice (effective choice means we get to the same outcome, it is not an ultimatum)  Time out of reinforcement | Behavioral Contracting  Restitution/Restorative  Reflective Assignment  Note: This may be where we begin collecting data on behaviors to inform next steps (think classroom-managed behavior data collection form) | |
| **References:**  Daniels, A.C. (2000). Bringing out the best in people: How to apply the astonishing power of positive reinforcement.  NY: McGraw-Hill.  McIntosh, K., & Goodman. S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. NY: The  Guildford Press.  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 (2nd ed.). San  Francisco, CA: Jossey-Bass.  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. |

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| |  |  | | --- | --- | | **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*, use *developmentally appropriate language*, praise *effort* and include the *benefit* of engaging in the behavior | | | *Examples* | *Non-Examples* | | Joe, you are sitting quietly. Nice job being responsible! | Cindy, you are doing a great job! | | I am noticing Shelia and Juan getting to class on time. Thank you for being responsible. Well done! | 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. Excellent! | 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** | | *General Responses*: simple praise (good job), gesture (e.g., thumbs up) or a point used without naming the specific behavior. Directed to individual, group, or class. | *Specific Response*:  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 *Specific Responses to Appropriate Behavior (do not include general responses)* to *Responses to Inappropriate Behavior*: \_\_\_ / \_\_\_ | | | |   **Tips for Building Fluency:**   * **P**redict your current ratio. Collect **D**ata on your current ratio. Set a measureable **G**oal 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. |