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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**

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| **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?
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| **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 CorrectionRe-directionRe-teaching with additional practiceBehavior specific praise of peers in close proximity and engaged in the desired behaviorPlanned ignoringDirect eye contact/signal/non-verbal cueProvide choice (effective choice means we get to the same outcome, it is not an ultimatum) Time out of reinforcement | Behavioral ContractingRestitution/RestorativeReflective AssignmentNote: This may be where we begin collecting data on behaviors to inform next steps (think classroom-managed behavior data collection form) |

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| **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 occursBe *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. |

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| **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).

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| 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.
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