

How is My Classroom Management?

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Purpose

Review critical features & essential **practices** of behavior management in classroom settings

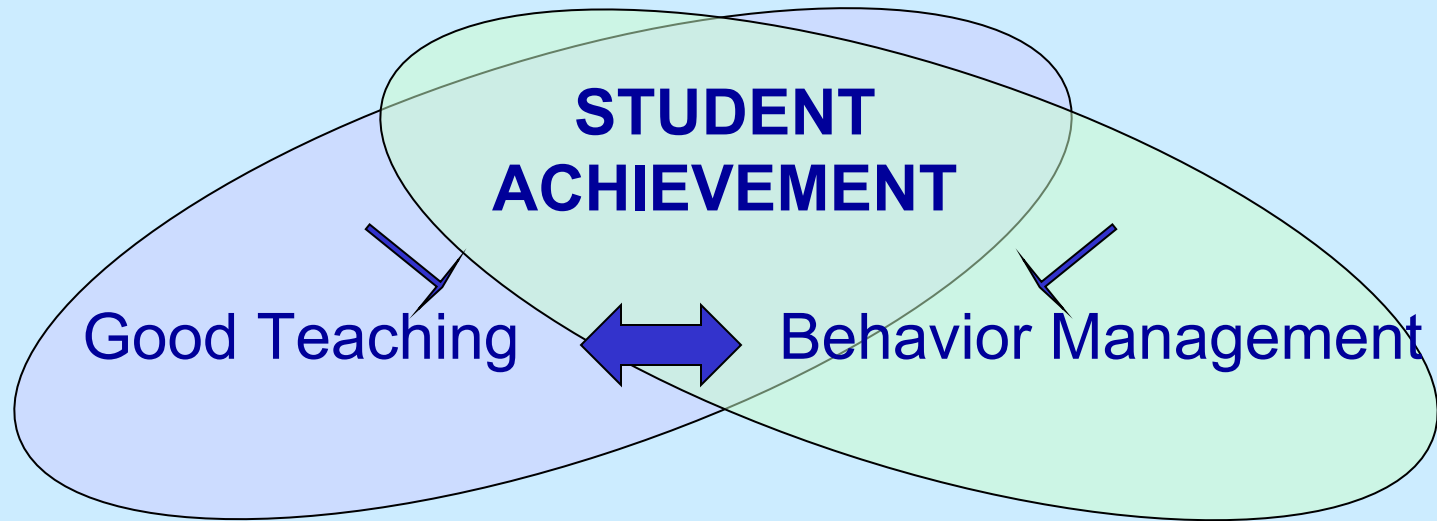
Goal: *Review of basics & context for self-assessment & SW action planning*

Five Guiding Principles

- **Good teaching** one of our best behavior management tools
- Apply **three tiered prevention logic** to classroom setting
- Link **classroom to school-wide**
- Teach **academic like social** skills
- Build **systems to support** sustained use of effective practices

GP #1: Remember that **good teaching** one of our best behavior management tools

Message



Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems

DESIRED STUDENT OUTCOMES

- ☐ Academic achievement
- ☐ Social skill development(character education)
- ☐ Self-control & self-management



INDICATORS OF MAXIMIZED STUDENT OUTCOMES

- ☐ High rates of active engagement
- ☐ High rates of correct responding
- ☐ High number of opportunities to respond
- ☐ High rates of task & socially appropriate behavior



INDICATORS OF GOOD TEACHING

Instructional Management

- ☐ Outcome based
- ☐ Evidence-based curriculum
- ☐ Well designed lessons
- ☐ Expert presentation of lessons
- ☐ On going progress monitoring
- ☐ *Good behavior management*

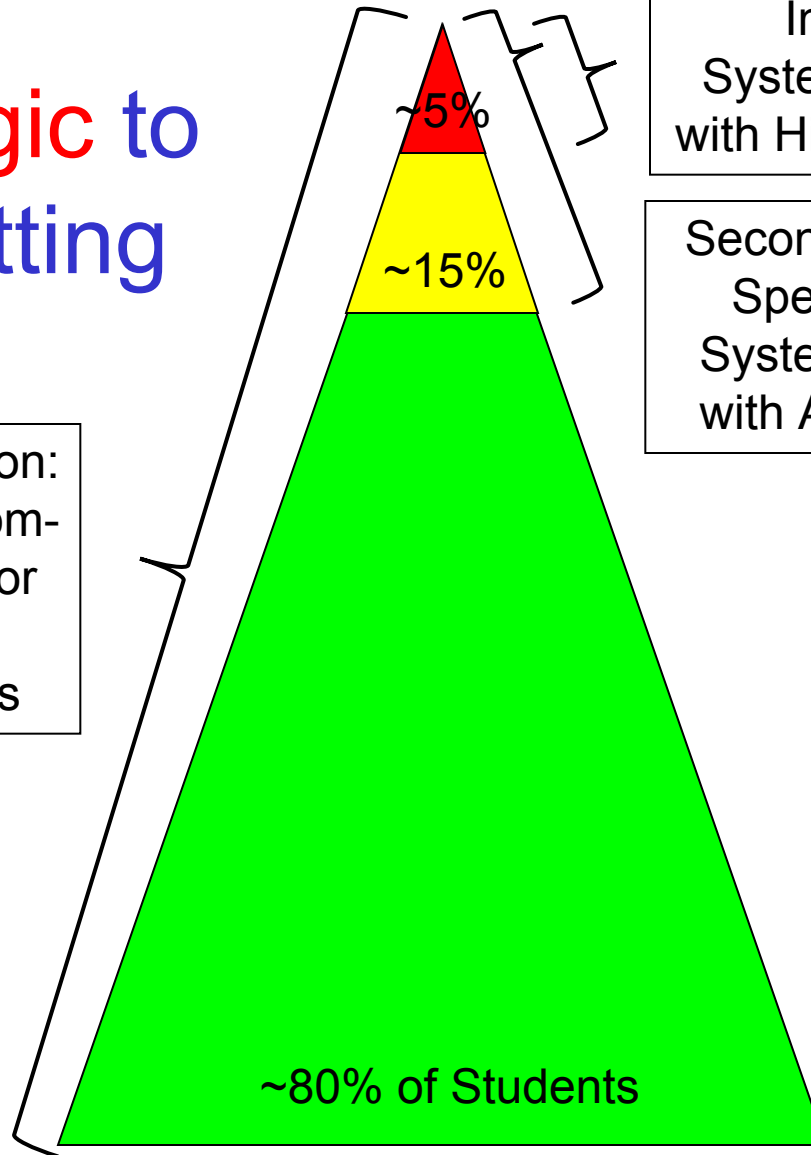
Behavior Management

- ☐ Expected behavior & routines taught & practiced
- ☐ High rates of acknowledgements for rule following behavior
- ☐ High rates of positive & active supervision
- ☐ *Good instructional teaching*

GP #2: Apply three tiered prevention logic to classroom setting

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



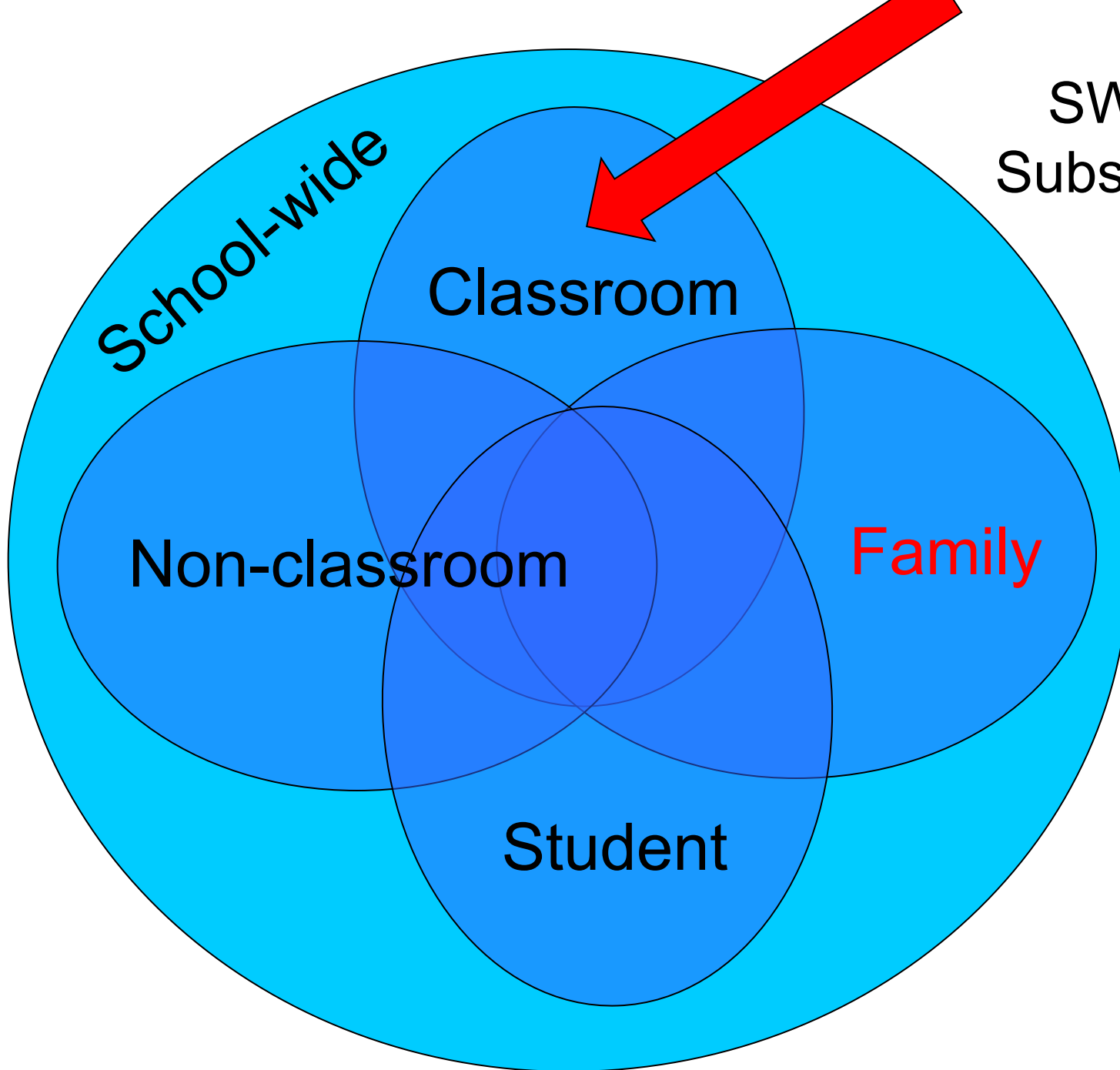
Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

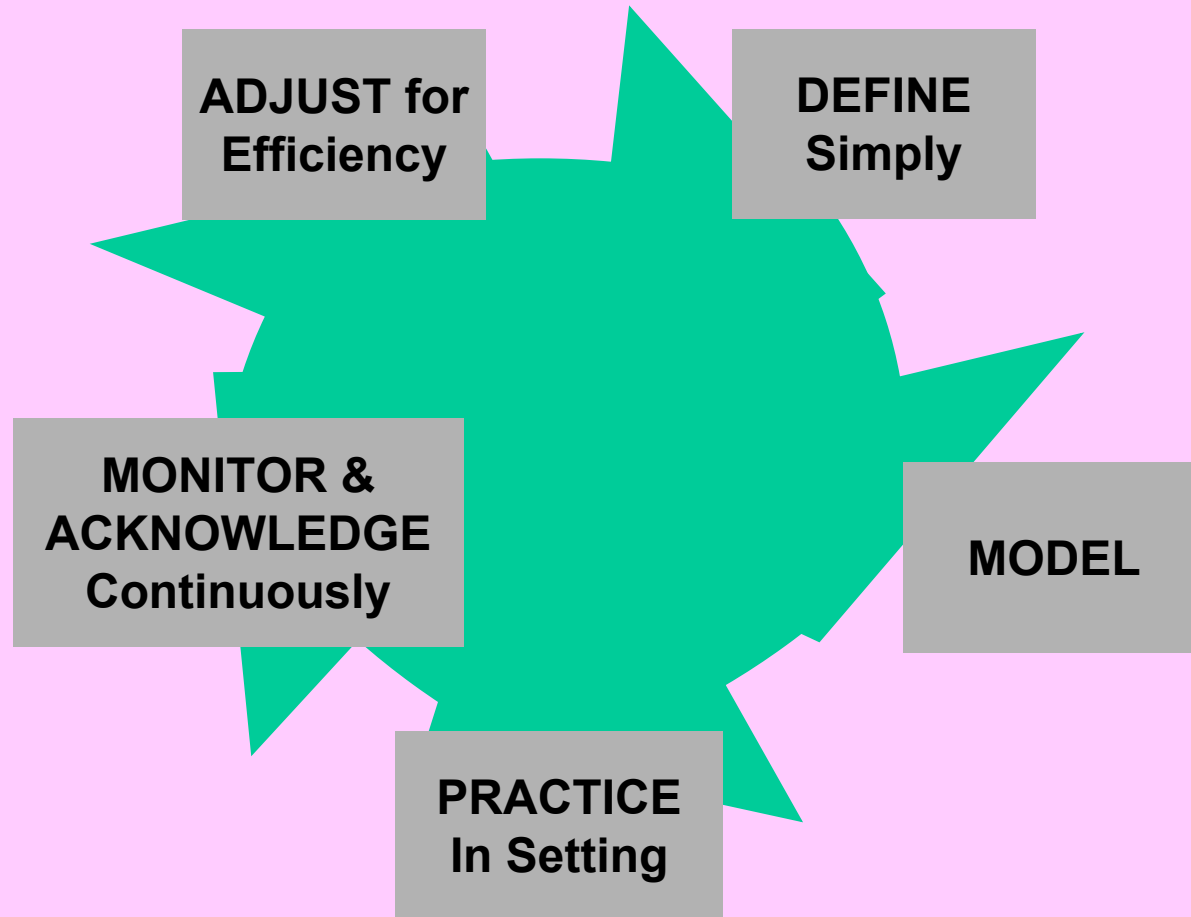
GP #3: Link classroom to school-wide

- School-wide expectations
- Classroom v. office managed rule violations

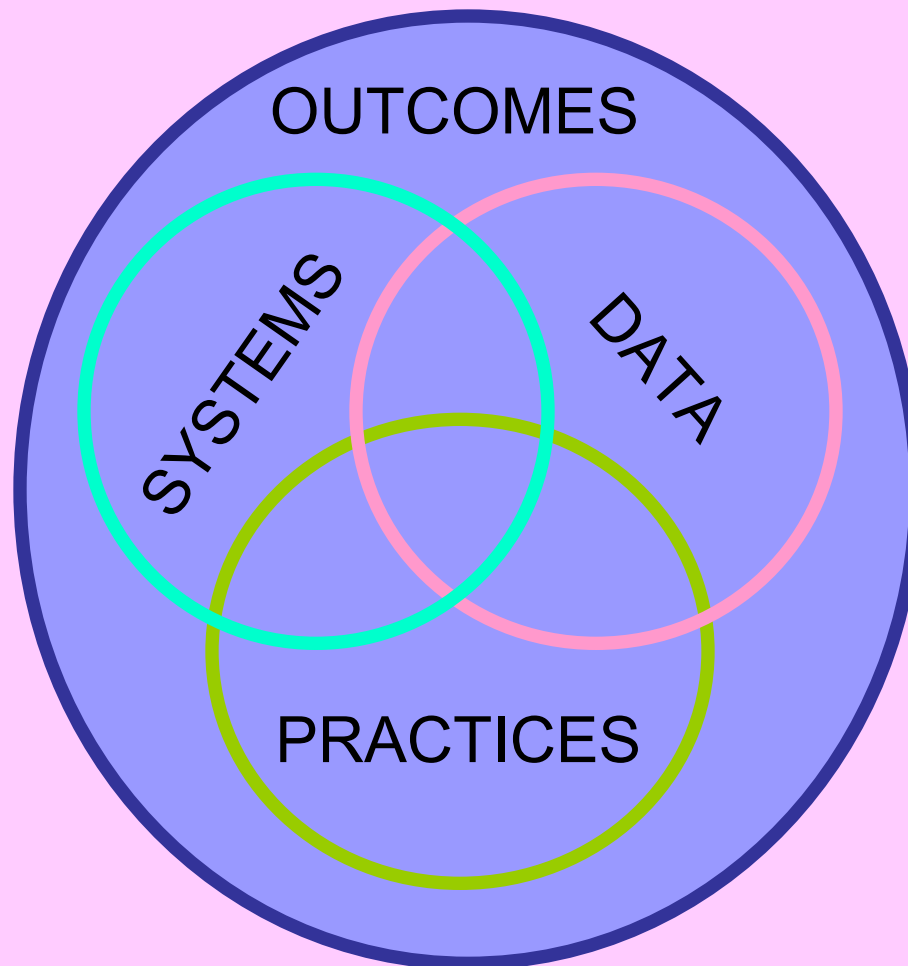
SWPBS Subsystems



GP #4: Teach **academic** **like** social skills



GP #5: Build **systems to support** sustained use of effective practices



Essential Behavior & Classroom Management Practices

See *Classroom Management Self-Checklist (7r)*

Classroom Management: Self-Assessment

Teacher_____		Date_____	
Rater_____			
Instructional Activity		Time Start_____	
		Time End_____	
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio of Positives to Negatives: _____ to 1			

Classroom Management Practice		Rating	
1.	<i>I have arranged my classroom to minimize crowding and distraction</i>	Yes	No
2.	<i>I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).</i>	Yes	No
3.	<i>I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).</i>	Yes	No
4.	<i>I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).</i>	Yes	No
5.	<i>I provided each student with multiple opportunities to respond and participate during instruction.</i>	Yes	No
6.	<i>My instruction actively engaged students in observable ways (e.g., writing, verbalizing)</i>	Yes	No
7.	<i>I actively supervised my classroom (e.g., moving, scanning) during instruction.</i>	Yes	No
8.	<i>I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.</i>	Yes	No
9.	<i>I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).</i>	Yes	No
10.	<i>In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.</i>	Yes	No

1. Minimize crowding & distraction

Design environment to elicit appropriate behavior:

- Arrange **furniture** to allow easy traffic flow.
- Ensure adequate **supervision** of all areas.
- Designate staff & student **areas**.
- **Seating** arrangements (classrooms, cafeteria, etc.)

2. Maximize structure & predictability

- **Teacher routines:** volunteers, communications, movement, planning, grading, etc.
- **Student routines:** personal needs, transitions, working in groups, independent work, instruction, getting, materials, homework, etc.

3. State, teach, review & reinforce positively stated expectations

- ***Establish*** behavioral expectations/rules.
- ***Teach*** rules in context of routines.
- ***Prompt*** or remind students of rule prior to entering natural context.
- ***Monitor*** students behavior in natural context & provide specific feedback.
- ***Evaluate*** effect of instruction - review data, make decisions, & follow up.

4. Provide more acknowledgements for appropriate than inappropriate behavior

- Maintain at least 4 to 1
- Interact positively once every 5 minutes
- Follow correction for rule violation with positive reinforcer for rule following

5. Maximize varied opportunities to respond

- Vary individual v. group responding
- Vary response type
 - Oral, written, gestural
- Increase participatory instruction
 - Questioning, materials

6. Maximize Active Engagement

- Vary format
 - Written, choral, gestures
- Specify observable engagements
- Link engagement with outcome objectives

7. Actively & Continuously Supervise

- Move
- Scan
- Interact
- Remind/precorrect
- Positively acknowledge

8. Respond to Inappropriate Behavior Quickly, Positively, & Directly

- Respond efficiently
- Attend to students who are displaying appropriate behavior
- Follow school procedures for major problem behaviors objectively & anticipate next occurrence

9. Establish Multiple Strategies for Acknowledging Appropriate Behavior

- Social, tangible, activity, etc.
- Frequent v. infrequent
- Predictably v. unpredictably
- Immediate v. delayed

10. Generally Provide Specific Feedback for Errors & Corrects

- Provide contingently
- Always indicate correct behaviors
- Link to context

How did I do?

8-10 “yes” = *Super*

5-7 “yes” = *So So*

<5 “yes” = *Improvement needed*

Considerations & Practices

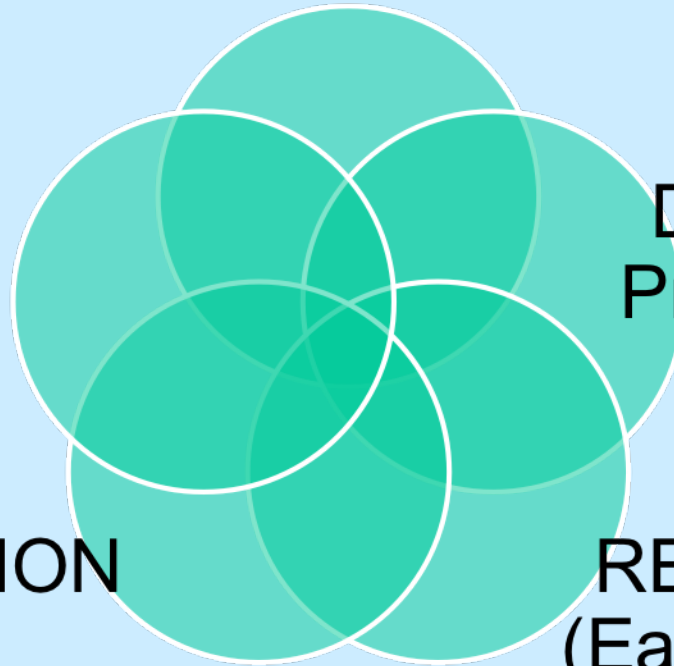
PREPARATION
(Getting
Started)

CHRONIC
(Prepare,
Prevent,
Anticipate)

PREVENTION
(Before
Development of
Problem behavior)

INTERVENTION
PLANS
(Anticipate)

REDIRECTION
(Early in behavior
sequence)



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