

Supporting and Managing Student Behavior in Your Classroom

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Introduction

- Welcome
- Who are we?
- Introductory Activity –
Classroom Management
Assessment



Classroom Management Self-Assessment

- Complete the self-assessment (last page of handout)
- If you are teacher, rate yourself
- If you are not a teacher, rate a classroom you work in
- If you can't rate yourself, list some things you could do to check yes on each of the ratings



Classroom Assessment Guide

- Share with somebody you know
- Share with somebody you don't know
- What are strengths?
- What are areas in need of improvement?



Seven Steps to an Effectively Managed Classroom

- Environment
- Rules
- Schedule
- Procedures
- Pre-correction
- Responding to Appropriate Behavior
- Responding to Inappropriate Behavior



Academic and Behavioral Support

- A philosophy that student achievement is achieved through
 1. Good teaching
 2. Behavior management

**The most influential factor on students' learning is classroom management*

Wang, Haertel, & Walber, 1994



Factors to consider...

- Arrange the environment for success
- Consider the classroom rules
- Examine the class schedule
- Consider the transitions and procedures
- Use precorrection
- Reinforce appropriate behavior
- Respond appropriately to problem behavior



Keys to Room Arrangement

- Visibility – key for both students and teacher
 - Can you see all students all of the times
 - Can the students see all instructional areas and displays
- Accessibility: a key for movement and immediate response
 - Can you move easily to any student, especially those who need it most
 - Can you access needed materials easily
 - Can the students reach the needed materials easily
- Distractibility: a key to student attention
 - Seat students away from obvious distractors
 - Separate and seat away from one another students who constantly interact inappropriately

Adapted from Evertson et al., 1981



Some Tips on Room Arrangement

- Think about full range of functions and activities required in the room
- Avoid over decorating
- Leave one bulletin board or wall space for student work
- Cover bottom of noisy chairs with tennis balls
- To keep pairs of desks together, place front center legs of pair in small coffee can
- Start with rows of desks at the beginning of year
- Consider setting up centers for students to use when work is finished (e.g. puzzles, computer, crossword puzzles, etc.)
- Student belongings; be sure to have a secure place to store




Factors to consider...

- Arrange the environment for success
- **Consider the classroom rules**
- Examine the class schedule
- Consider the transitions and procedures
- Use precorrection
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Rules and Procedures



Make Visible your Invisible Expectations!

- Goals: represent desired directions to student growth; target aspirations
 - More general – “always do your best”
- **Rules**: the expected norms of general behavior
- **Procedures**: ways of getting classroom activities done – the how-to's



Basic Features of Classroom Rules

- Consistent with school-wide rules
- Stated positively
- Understandable
- Doable
- Develop small number of rules
- Stated behaviorally (observable)
- Post rules prominently throughout the classroom.



Group Discussion: How Would you State These Rules Positively?


- No talking
- No going to the restroom during class
- No coming late



Sample Classroom Rules

Primary

- ★ Share materials.
- ★ Talk in an inside voice.
- ★ Listen to the teacher.
- ★ Touch gently.
- ⊞ Walk in the classroom.



Sample Classroom Rule

Intermediate and Secondary

1. Arrive on time with all your materials
2. Keep hands, feet, and objects to yourself
3. Work during all work times
4. Follow directions immediately



You Make the Rules

- Develop 3-5 rules for a classroom in which you teach
- Consider culture, what is appropriate and expected?
- Consider age, what is reasonable?



Teaching Rules

- Publicize – post and send copies home
- Explain and Exemplify – discuss expectations and give examples and non-examples
 - I do, we do, you do
 - Role-playing
- Review rules on a consistent basis
- Reinforce Consistently



Teaching Rules: Explain & Exemplify

- To have meaning, students must know what and how to do specific things that demonstrate the rule
- For example... Show respect to other people
- What does respect look, sound, & feel like (this is somewhat culturally loaded)



T-Chart

Look like

Sound like

Feel like



Reinforcing Rules

Elementary

- Explain
- Specify
- Practice
- Monitor
- Review

Secondary

- Remind
- Supervise
- Provide feedback

If you asked your students the rules, could they tell you correctly?



Procedures



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Purpose of a Classroom Schedule

- To provide orderly structure and predictability so that children don't have to worry about change and test the limits
- Provides a level of trust for children – they know they can always rely on certain things (teachers, availability of food)
- To teach the child to carry out daily activities independently
- To facilitate interactions with other children
- Teachers need to be taught how to use a schedule and so do children




Factors to Consider

- Fixed times
- Specialists schedule
- Schedule for day
- Schedule for block of time
- Post
- How to indicate where you are in the schedule



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Managing Transitions and Teaching Procedures

Instructional time is often lost in the beginning and end of activities



Procedures



What are classroom routines and procedures

- Used for day-to-day running of the classroom to take care of management tasks (e.g., handing in assignments, entering the classroom attendance, getting materials out, etc.)
- Typically the key is to teach the students to engage in the necessary behaviors independently



Classroom Procedures- name a
few???



Examples of Procedures

- How to enter the classroom
- What to do after entering the classroom
- Where to find assignments (e.g., top left of chalk board)
- Completion of assignments (name on paper, best handwriting, etc.)



Examples of Procedures (cont.)

- Where to put assignments
- What to do if you need teacher's attention
- What to do if you need to sharpen pencil
- How to leave the classroom

**NEVER ASSUME CHILDREN KNOW
WHAT YOU EXPECT!**



Why is it important to have and teach procedures?

- Provides predictability and consistency
- Demonstrates that the teacher is trustworthy
- Children don't have to test the limits or negotiate issues
- Increases time for learning activities
- Teaches independence



Procedures: getting it done

How to teach a procedure

1. Explanation – Tell and show
 - Provide the definition
 - Rationale
 - Demonstration
 - Visual or graphic organizer
2. Rehearsal – Practice, practice, practice
 - Helps the student learn
 - Provides feedback to students
3. Feedback – How did we do?
4. Re-teaching – one more time...



Telling is NOT Teaching

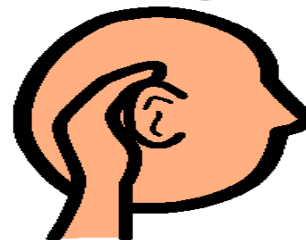
Telling is NOT Teaching

Visual Prompts

Sit on our bottoms



Use Listening Ears



Use Inside Voices



One person talks at a time



Example



GIVE ME 5

- ❑ EYES on speaker
- ❑ MOUTHS quiet
- ❑ HANDS free
- ❑ BODIES still
- ❑ LISTENING

MORNING PROCEDURE



- Names on sticks
- Student put stick in can, e.g., feeling good or tired?
- Attendance
- Lunch count



Reinforcing Directions - Purpose

- Empower student
- Increase clarity
- Increase memory of procedures
- Clarify teacher expectations
- Keep the teacher from answering the same questions 20 times



Directions for in-class assignments

- DO -- What is to be done
- HOW -- How it is to be done
- DUE -- When it is done
- WHERE -- Where to put it when done
- WHAT -- What to do when finished



Sample

- DO -- Math, page 57 #1-15
- HOW -- Show your work
- DUE -- Due at end of math class
- WHERE -- Put in red basket
- WHAT -- When finished, you may do free reading



Write (5 minutes) and Teach (5 minutes) a Colleague One of the Following

- Example of using the restroom
- Example of taking a break
- Example of what to do when with assignment done
- Example of Starting the day




Steps to Remember

1. Explanation
2. Rehearsal
3. Feedback
4. Reteaching



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Teaching appropriate behavior through pre-corrections

- Pre-correction procedures are used to make adjustments before the students have a chance to respond inappropriately
- Anticipate errors and provide prompts, reminders, cues, etc. prior to the problem time



Pre-corrections

1. Identify the context and the likely problem behavior
2. Specify the expected behaviors
3. Systematically modify the context
4. Conduct behavioral rehearsals
5. Provide strong reinforcement for expected behaviors
6. Prompt expected behaviors
7. Monitor



Pre-corrections

1. Identify the context and the likely problem behavior
 - Event, task, condition, setting, circumstance, etc. -anything that reliably evokes inappropriate behavior
 - The antecedent for incorrect responding
2. Specify the expected behaviors
 - Usually a replacement behavior
 - Should be observable
 - Should be incompatible
 - Should be functional replacement

An Example: Passing Time and getting to class on time

Step	Teaching Plan
Context	Transition from one classroom to the next as a whole school/program
Problem Behavior	Fighting, shoving, flirting, threatening, making out, banging on lockers, running
Expected Behavior	
Context Modification	
Rehearsal	
Reinforcement	
Prompts	
Monitor	



Pre-corrections

3. Systematically modify the context
 - Increase the likelihood that the replacement behavior will occur
 - Change instructions, explanations, tasks, activities, schedule, seating, visual prompt, etc.
4. Conduct behavioral rehearsals
 - Provide training in the expected behavior just before they enter the context

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Expected Behavior	Leave room quietly, talk quietly and appropriately to peers, keep hands and feet to self, and get to next class on time
Context Modification	Teachers in hallway to monitor, remind students of expectation before leave room; make sure teacher allows students to leave, have something for students to do when get to next room
Rehearsal	
Reinforcement	
Prompts	
Monitor	



Pre-Corrections

5. Provide strong reinforcement for expected behaviors
 - Competing behaviors
 - New behavior must be reinforced more frequently, with better quality reinforcer, quicker, and for easier behaviors

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Rehearsal	Practice during non-passing time. Ask student to repeat expectation
Reinforcement	Points for exiting room appropriately, passing appropriately, and entering next room and beginning appropriately
Prompts	
Monitor	



Pre-Corrections

6. Prompt expected behaviors
 - As soon as you see the target behavior acknowledge
 - Provide ongoing reminders as part of directions
 - Provide a model
 - Reinforce other students who are engaging in the behavior
7. Monitor
 - Checklist of the steps for the teacher
 - Record the student's performance

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Reinforcement	Points for exiting room appropriately, passing appropriately, and entering next room and beginning appropriately
Prompts	Reminder before students leave, visual prompt in hallway for appropriate behavior
Monitor	Point system in place during passing time at beginning and end of each class




Let's Practice

- Return to group and write a pre-correction for an identified issue.



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Responding to Appropriate and Challenging Behavior



Addressing Behavior in the Classroom

- Interactions
- Group-wide Reinforcement
 - Good behavior game
 - Points and level systems
- Reinforcement Presentation
- Corrective Procedures



Interactions with Students Make a Big Difference!

Setting a Positive Tone: Moving Around the Room

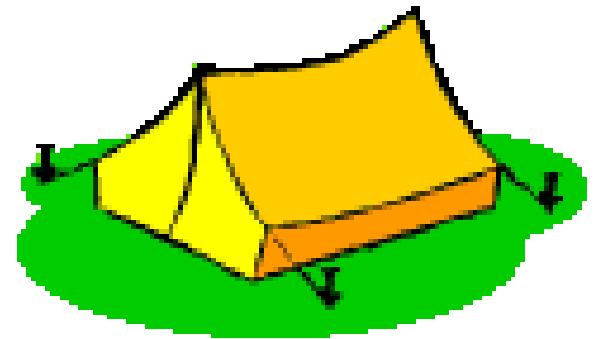
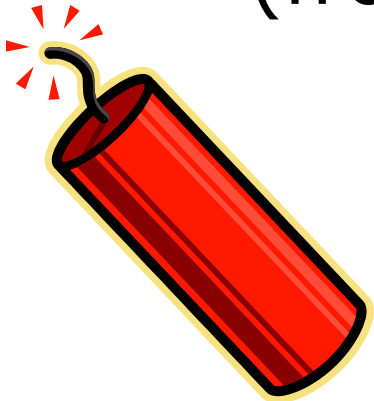
- Movement
 - Unpredictable pattern
 - Stop briefly
- Scanning
 - Sweep
 - Spot check
- Praising
 - Use name
 - Be descriptive
 - Be brief
- Following-up
 - Praising around



Another way to remember...

- T ime
- E ye contact (if appropriate)
- N ame
- T one

(from Cadigan, 2006)





How to Effectively Monitor

- Should be continuous
 - Teachers move randomly around the room, using proximity control
 - Teacher scans room in continuous and planned fashion
- Feedback is
 - predominantly positive
 - corrective, redirective
 - descriptive, response specific
 - varied
 - group and individual
- Essential directions and prompts are provided



Reinforcement Strategies

Good Behavior Game
Points and Level Systems



Good Behavior Game

- What is it?
 - An approach to the management of behaviors that rewards children for displaying appropriate on-task behaviors during instructional times.
 - Teams of students competing on the basis of behavior



Good Behavior Game Steps

1. Decide when to schedule the game; usually about an hour or so
2. Clearly define the positive and negative behaviors that will score points.
3. Decide upon rewards for winning game
 - Free time, homework pass, lining up first, etc.
4. Select a threshold of points for “Winning”
5. More than one team can win.
6. Introduce game to class
 - Review expectations and positive and negative examples of behaviors that lead to points
 - Set the total number of points that can be exceeded to win the game
 - All teams that score the pre-set amount win the game
7. Implement the game

Score sheet (from Kamps, 2007)

Teams/ Behavior	1	2	3	4
Gain teacher attention appropriately				
Follow directions				
Lose points: inappropriate behavior				
TOTAL:				

Set a point goal. Award points every 2-5 minutes to group in which all students are on target. Reward is given at end of class.




Classroom-wide Behavior Management Systems

Points and Level Systems



Level System

- What is it?
 - A comprehensive behavior management strategy that establishes a hierarchy of increasing expectations for behavioral improvement with increasing student reinforcement and decreasing behavioral structure (from Kerr & Nelson, 2002, p. 189).
 - Typically between three to five levels
 - Movement through levels is based on progress monitoring data and specific criteria for academic and social behaviors
 - Typically only used in classrooms where children have significant behavior problems (very labor intensive)



Things to think about when implementing a level system

- Clearly define the levels or steps in the system
- Clearly define the desired behaviors to progress through system
- Clearly define challenging behaviors and consequences that prohibit movement up the levels
- Clearly define choices available at each level
- Clearly define criteria for placement and movement between levels
- Develop procedures for data collection
- Develop procedures for communication across students, staff, administration, and parents.

From, Kerr & Nelson, 2002



Level System Level Three

- To achieve:
 - 1-3 consecutive days of 85% or better on specific behavioral criteria
- To maintain:
 - 85% or better
- Choices:
 - Tokens for shopping at “school store”
 - Free time out of desk
 - Use the computer for games
 - Movement with hall pass
 - First choice on classroom jobs
 - Extra time gym or outside



Level Two

- To Achieve
- All students begin at Level 2
- To Maintain
 - 65% or better on selected criteria
 - If at 85% for more than two days, go to Level 3
- Choices
 - Tokens for school or classroom store (not as many as Level 3)
 - Free time out of desk (not as much as Level 3)
 - Use computer for work and games (not as often as Level 3)



Level One

- Admission:
 - Below 65% on selected criteria for more than two days
- Choices
 - Escorted movement only
 - Quiet time at desk
 - Behavioral contract must be in place and being met in order to attend activities outside of classroom



How might these work in your settings???

Other Examples????



Factors to consider...

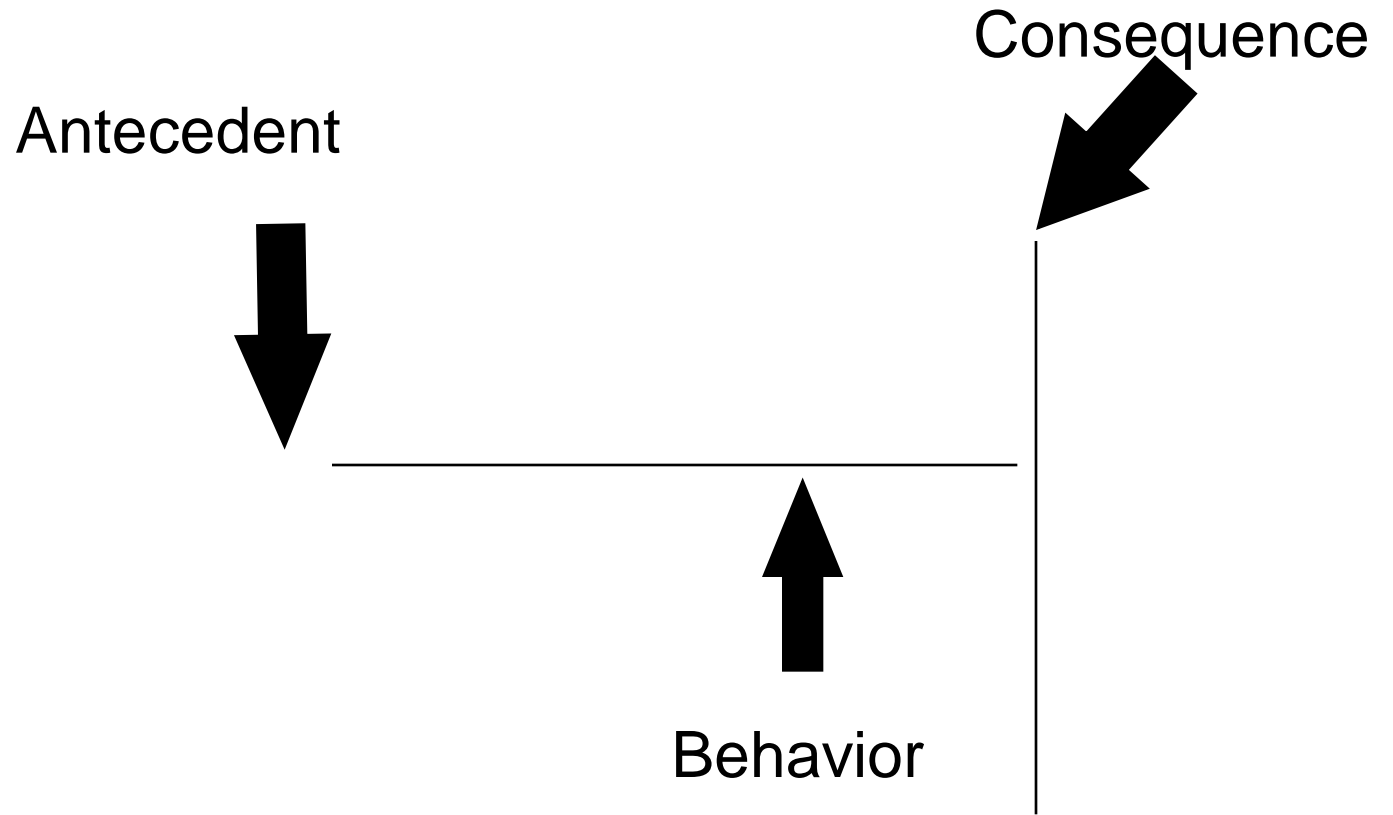
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Law of Least Intervention

- Intervening with problem behavior should involve the LEAST amount of
 - Time and Effort
 - Unpleasant feeling and tone
 - Disruption to learning

PREDICTION – DESCRIPTION – FUNCTION





Some guidelines for Corrective Consequences

If students....

....do not know HOW to do a behavior

....know how to do but not WHEN to do a behavior

....know how and when but sometimes forgets

Then...

TEACH it!

teach a CUE
and use cue
to signal the
students -
Precorrection

use
reinforcement

***make sure you have exhausted the first three possibilities before jumping to the conclusion of deliberate misbehavior



Replace the questions...

“What are the consequences we can apply so that the students stop what they are doing?”

With

“Why do the students keep doing what they are doing even when they experience these consequences?”



Basic assumptions about responding to challenging behavior

1. Be prepared to deal with the challenging behavior
 - anticipate the problem and how you will respond
 - Have a repertoire of procedures included on your classroom management plan
2. Corrective procedures can only be considered effective if they reduce the future occurrence of the misbehavior
 - It's not the immediate impact on the behavior
 - Data is required!
3. For chronic misbehavior, need to understand the underlying cause of the behavior
4. Corrective consequences alone will not eliminate behaviors entirely



Why challenging behavior:

1. Early-stage misbehaviors
2. Awareness type misbehaviors
3. Ability type misbehaviors
4. Attention-seeking misbehaviors
5. Purposeful/habitual misbehaviors

Your Bag of Tricks



Early stage	Awareness	Ability	Attention-seeking	Purposeful
Proximity	Know expected behavior	Teach the expectations	Ask questions: can I ignore?	Remove positive aspects of behavior
Verbal reprimand	Let student know not meeting goal	Provide instruction	If so, develop a plan and present to student	Logical cost: Time-out, response-cost, restitution, press charges
Discussion	Private signal	Make accommodations	Provide positive feedback to others	Reinforce other behaviors ; make the new behavior more effective
Humor	Give positive feedback	Provide positive feedback	Give attention when behavior ceases	
	Monitor	Practice, practice, practice	Maintain frequent interactions when not misbehaving	



Some Examples

- **Possible Corrective Consequences**
- Here is a list of Corrective Consequences that range from low/mild behaviors to escalating behaviors:
 - Positive practice of expected behavior
 - Use proximity to lessen behavior
 - Give a verbal reminder of expected behavior
 - Redirect to distract from unwanted behavior
 - Problem solve with student on what he/she can do to change behavior
 - Charge points for negative behavior
 - Loss of classroom privileges (free time, computer time)
 - Referral to office
 - Call home

Example

Minimal Violations (blurting, out of seat, off-task, etc.):

- Verbal reminder to follow expectations
- Refer students to classroom expectations poster
- Praising around
- Loss of points on point sheet

Moderate Violations (arguing, name calling, swearing, etc.):

- Loss of points on point sheet
- Ask student to take a break or time out
- Ask student to work in a different location
- If appropriate, peer mediation

Severe Violations (destroying property, violence, threats, etc.):

- Level Drop on Level Systems
- Office referral (may lead to suspension, etc.)
- Detention
- Phone call home
- Involvement of law enforcement



Let's Practice

- The teacher is leading students through a review for the test tomorrow, you notice that Mary is paying more attention to the construction outside
- Students are working on an assignment at their desks, you notice that Susan and Shane are balling up paper
- You observe a student running down the hall and run into another student purposefully
- Johnny gets out of his desk and starts to wander around the room
- During your lecture, two students are in the back of the room talking to one another, laughing, etc.



Let's Practice a little more

- A boy jumps over three desks and starts to punch another student
- A girl yells, "I hate this school" and storms out of the classroom



Summary: Corrective Consequences

- Reprimand
- Reminder
- Redirection
- Proximity
- Response cost
- Time-out
- Detention
- Call home
- Office referral
- Level drop



Developing a Comprehensive Behavior Plan for Your Classroom

- Arrange the environment for success
- Consider the classroom rules
- Examine the class schedule
- Consider the transitions and procedures
- **Use precorrection**
- Reinforce appropriate behavior
- Respond appropriately to problem behavior



Questions, Concerns, Comments
