Behavior Community of Practice
Week #1

Primary Session
Classroom management strategies to improve overall student behavior

Learning Objectives

Participants will:

1. Learn the science of classroom management strategies with strong evidence to support positive student behaviors.
2. Understand how to improve the learning environment to decrease problem behaviors.
3. Learn to successfully implement a simple group contingency plan.

New or returning staff

Same topic but different content on Thursdays
Best practices-Trauma-informed, restorative

Application: Case studies the last two weeks

Learning Objective 1:

Learn the science of classroom management strategies with strong evidence to support positive student behaviors.

Science

U.S. Department of Education

Institute of Education Sciences

What Works Clearinghouse

5 Strategies

Prevention and implementation to reduce bx

1. Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. (wk. 4)
2. ***Modify the classroom learning environment to decrease problem behavior.***
3. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate

5 Strategies

4. Draw on relationships with professional colleagues and students' families for continued guidance and support.

5. Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.

Modify the Learning Environment

Strong Evidence: Modify the classroom learning environment to decrease problem behavior.

Research shows teachers who proactively decrease problem behaviors implement classroom management approaches that:

Modify the Learning Environment

a. *Establish an orderly and positive classroom environment by teaching and reinforcing rules and routines.*

b. *Reinforce the appropriate behavior of individuals and groups of students.*

c. *Practice instructional principles that incorporate presentation of new materials with modeling and practice.*

Modify the Learning Environment

d. Offer a variety of activities and materials at a pace and level of difficulty appropriate to the range of student abilities in the class.

e. Encourage collaborative peer support (peer tutoring) as an instructional strategy.

Learning Objective 2:

Understand how to improve the learning environment to decrease problem behaviors.

Rules and Routines

Establish an orderly and positive classroom environment by teaching and reinforcing rules and routines.

"Re-visit, Repractice, Reinforce"

Rules and Routines

"I already have classroom rules!"

	Needs Improvement	Getting there	Proficient- Good to go
1. How many rules do you have?	1	2	3-5
2. Developmentally appropriate	No	Some	All
3. Aligned with school-wide rules	No	Maybe, some	Yes, all of them
4. Rules are positively stated	No	Some	Yes
5. Rules are specific	No	Some	Yes
6. Rules were agreed upon	No	Somewhat	Yes
7. Rules are posted where all students can see.	No	Maybe	Yes
8. Rules are referred to often- at least one time daily- younger students need more repetition	Weekly	A few times per week	At least once daily
9. Rules are explicitly taught- Instruction	No	Somewhat	Yes
10. Rules/expectations are modeled	No	Maybe	Yes
11. Rules/expectations are reinforced	Not consistently	Sometimes	Many times per day

Rules and Routines- Best Practice

Expectations/rules should be:

1. Concrete
2. Positively stated
3. Conveyed daily
4. Explicitly taught
5. Positive behavior modeled
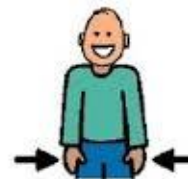6. Taught across settings/activities

Rules and Routines

1. Concrete

- Safe body vs. hands to self, feet on floor
- Teach specific behaviors for vague terms- respectful

Respectful means:

- Listen when others are speaking

I Keep My
Hands to Myself

Rules and Routines

Continued- Respect means:

- Keep hands and feet to yourself
- Only touch your things
- Use your inside voice in the classroom
- Ask permission before borrowing things

  These specific behaviors can be taught.

  Visuals help make things "concrete"

Rules and Routines

2. Three to five rules positively stated

- Walking feet vs. no running
- Tell students very explicitly what you want them TO DO.

CLASS RULES

1° Listen to the teacher

2° Walk in the classroom

3° Stay in your seat

4° Raise hand to talk

5° Use kind words

Rules and Routines

3. Conveyed *daily*

- Many times for younger children
- More in the beginning
- Revisit after breaks or when behavior starts to revert
- Practice- physically
- Reinforce! This is important!

Rules and Routines

4. Explicitly taught

- ● Instruction (teach)
- ● Model (show)
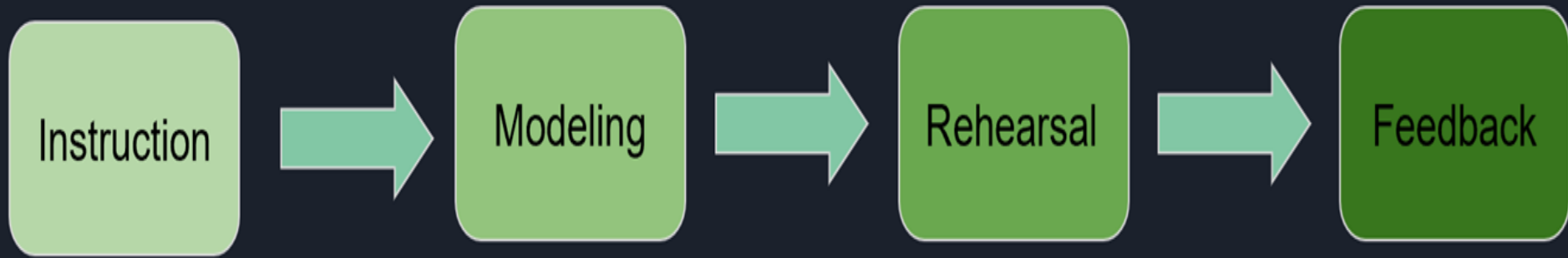- ● Rehearsal (Practice together)
- ● Feedback (positive and corrective)

Rules and Routines

5. Positive behavior modeled (next slides)

6. Taught across settings/activities/staff- New activities, new situations (next slides)

Re-visit, Repractice, Reinforce

Rules and Routines

Instructions

Rules and Routines

Instruction:

- Describe the skill- What is the learning objective- what behavior are we teaching?
- Provide rationale- why is learning this skill important?
- Give a clear, concise vocal and written description of the skill. What does it look like and sound like?
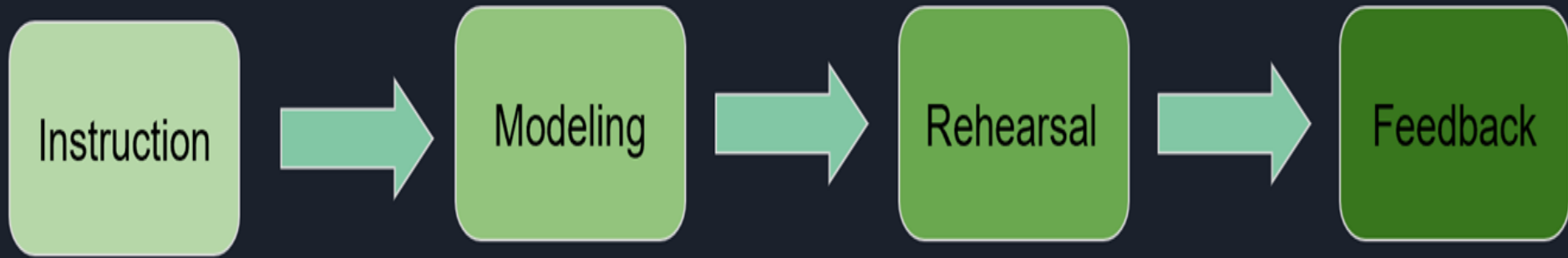
Rules and Routines

Instruction:

- Provide examples and non-examples
- Think-it-through- model how you think about working through the skill
- Provide visual support- charts, graph, steps to implement, TA's, etc. (anything to support the students learning)

Rules and Routines

Modeling

Instruction → Modeling → Rehearsal → Feedback

Rules and Routines

Modeling:

- Demonstrate/ model the new behavior- provide examples and non-examples.
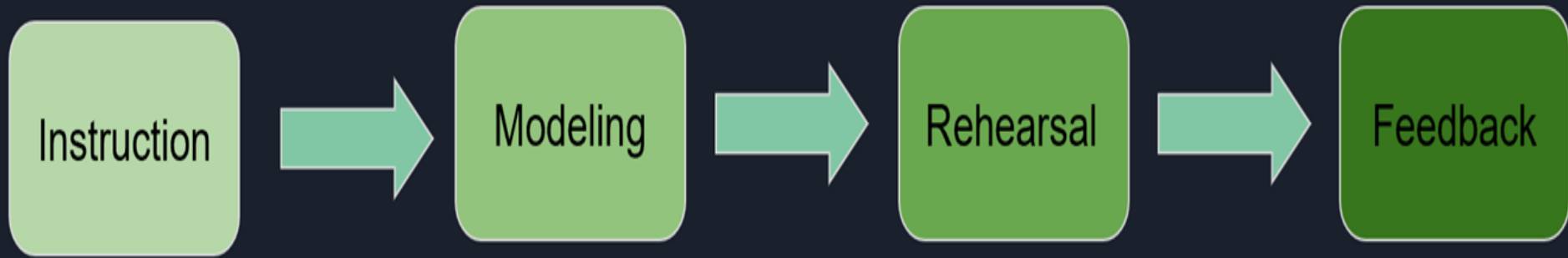- Model how you think through the steps as you perform the skill.

Rules and Routines

Modeling-cont.

- Model how to use visual support. Never underestimate the power of visuals.
- As you are modeling the expectation, ask students "Now what do I do?"

Rules and Routines

Rehearsal

Rules and Routines

Rehearsal (roleplay):

- Practice!
- Provide as much support (prompts, visuals, redirection, etc.)
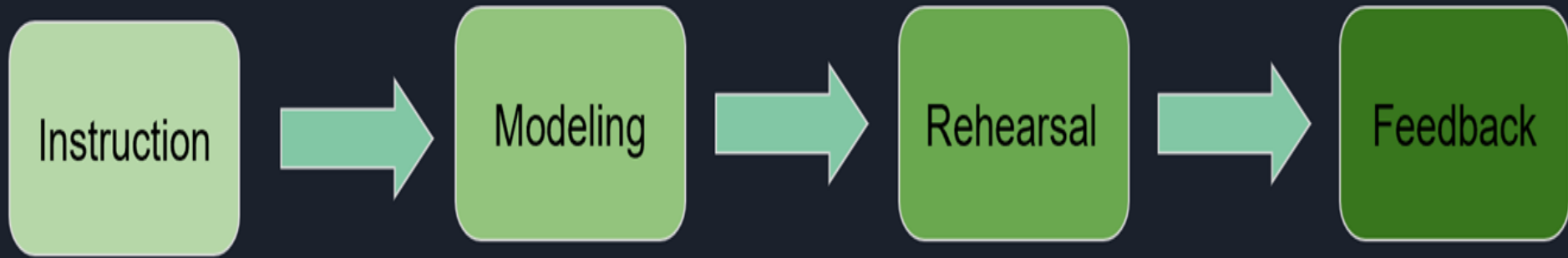- You may do this step two times or twenty!

Rules and Routines

Rehearsal- cont.

- Scaffold independence by GRADUALLY providing less support (prompts, feedback, etc.)
- Plan time in this area!
- Do not skimp on this step.

Rules and Routines

Feedback

Rules and Routines

Feedback:

- Corrective (reminders and prompts)
- Praise for what they are doing well
- Rinse and Repeat-This is NOT a "one and done".

Rules and Routines

Feedback:

- Roleplay different scenarios across different settings. Practice examples and non-examples.
- Rehearsal and feedback is where the magic happens!

Rules and Routines

Generalization:

How this newly learned skill will be reinforced across settings?

Will different staff know how to support or prompt the newly learned skill? What visual supports are necessary? Etc.

Rules and Routines

- Younger students require more practice and time
- Many many times per day the first few weeks
- Use visuals, songs, chants
- Cues and reminders
- Fade support as students become more independent

Rules and Routines

Example- Getting to school

- Instruction
- Model-physical and mental
- Rehearsal
- Feedback

Welcome to School I'm glad you are here!		Check mark when complete
Hang up your coat		
Turn in homework	Student Work	
Hang your backpack		
Lunch count		
Complete bell ringer activity	I Do My Work	
Nice Job		

Rules and Routines

Cues-
"I will…"

Recess Rules

1. Safe hands and body

My hands are not for hitting.

no hitting

My hands are for being a good friend.

2. Use kind words

Hello!

3. Include friends

4. Obey playground rules

5. Line up quickly

Rules and Routines

Songs

When I'm called to line up

I push in my chair

I walk to get my coat and then

I line up over there

***Clean-up song

Rules and Routines

- Students who follow the rules- reinforced with natural consequences
- Students who do not following rules- natural consequences
- Be consistent
- No surprises!

Rules and Routines

Consequences should be:

1. Logical and natural
2. Provided right after the behavior
3. Not devastating
4. Never all or nothing
5. Students know beforehand

We implement consequences to teach, not punish

Rules and Routines

Classroom rules should have consequences for following and NOT following

Consequences: Increase, decrease, or maintain bx

Be the hero, not the villain!

Rules and Routines

Respectful: Hands to self- what happens if a student breaks the rule?

Example:

Preschool student hits another student three times while lining up to go outside.

What is the consequence for following the rule?

What is the consequence for NOT following?

Rules and Routines

Rules and Expectations- don't underestimate their power!

***Teacher checklist for Rules and Expectations

Rules and Routines

Promote independence

- Entering classroom in the morning
- Using the restroom
- Getting a drink
- Accessing and/or sharpening pencils
- Materials and supplies needed

Rules and Routines

- Asking for help
- Taking a break
- Lining up
- Transitions in and outside of the classroom
- And so much more!

***Teacher checklist

Rules and Routines

Transitions

- Have a plan
- Plan for students who require different levels of support-structured transitions
- Teach, model, PRACTICE- physically
- Provide feedback
- Cues, visuals, reminders, prompts
- Praise

Learning Objective 3:

Learn to successfully implement a simple group contingency plan.

Group Contingencies

Arrangement with predetermined criteria and consequence or reinforcement for some or all participants in the group.

Three types: Independent, Dependent, **Interdependent**

Group Contingencies

Interdependent:

The same consequence (or reinforcement) is delivered to all based on the performance of all.

Example:
If everyone has keeps hands and feet to self at recess, we will stay out 120 seconds longer!

Group Contingencies

The teacher reinforces the entire class

Group contingencies can address problem behaviors of multiple students at once.

Group Contingencies

- Efficient and effective
- Takes little time or planning
- Avoids singling out individual student

Group Contingencies

When to use:

- Activity or instruction is new or difficult
- Increase participation
- Establish classroom rules and routines (raising hands, putting materials away, etc.).
- Support on task, independent work

Group Contingencies

Implementation steps:

1. Determine target behavior-what do we want students to do?
2. Choose the "reward"
3. Plan tokens

Group Contingencies

Steps:

4. Teach the students the expected behaviors (I-M-R-F)

5. Pre Teaching/reminders/cues

6. Provide reinforcement and praise directly after the correct behavior

Group Contingencies

7. Praise while providing the token

8. Provide reinforcement (reward) when earned

- Provide reinforcement frequently
- Ensure the reward is worth it
- Make students successful!
  - Counting down example

Example:

Preschool students are struggling to keep their hands to themselves while lining up and walking in the hallway.

1. Behavior R-F

I keep my hands to myself

2. Reward reminders

4. Teach- I-M-

5. Visuals,

Example:

A small group of third grade students are talking out during instruction time.

1. Behavior R-F

2. Reward

4. Teach- I-M-

5. Visuals,

Reinforcer ideas

- Dance party, song sing-a-longs
- Extra time at recess, special recess activity, bubbles
- Scavenger hunt/ mini field trip (tie to learning)
- Picnic lunch
- Special center or class game (obstacle course)
- Short, educational YouTube video during circle/free time
- Using fun materials (e.g., glitter, glow-in-the-dark pens)
- Pajama/stuffed animals

Group Contingencies

Pros

- Students help one another

Cons

- May have a tendency to call out students who are not successful

- May cause students to be bullied or excluded

How to Increase Effectiveness:

- Strategic grouping
- Behavior-specific praise
- Catch them being "good" ("Great job working quietly green table").
- Allow teams to select group names
- Ensure the rewards are desired and changed frequently.

Review Objectives

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Weekly Challenge- Goal Setting

Rules
Procedures
Group Contingency

- Complete the checklists

- Choose 1 or 2 small goals

- Decide how to implement

- Plan- what do you need?

Thank You!

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Sources

https://ies.ed.gov/ncee/wwc/AddressingBehaviorProblems

https://ies.ed.gov/ncee/WWC/PracticeGuide/4

https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/behavior_pg_092308.pdf#page=28

https://www.education.uw.edu/ibestt/wp-content/uploads/2018/02/Group-Contingencies.pdf

Articles on Praise

https://news.byu.edu/intellect/praising-students-in-a-classroom-setting-has-big-impact-on-their-behavior

https://www.understood.org/articles/the-power-of-effective-praise-a-guide-for-teachers

https://files.eric.ed.gov/fulltext/EJ1025643.pdf

Primary BH CoP Session #1 Resources:

Jamboard: https://jamboard.google.com/d/1OnB47DBZUrYUZIMpYvY5-7N4sJAP_ZftKRrckekrcA4/edit?usp=sharing

Articles:

- Article: *Praise: What Does the Literature Say? What Are the Implications for Teachers?* https://files.eric.ed.gov/fulltext/EJ1025643.pdf
- *The power of effective praise: A guide for teachers* https://www.understood.org/articles/the-power-of-effective-praise-a-guide-for-teachers
- *Praising students in a classroom setting has big impact on their behavio*r https://news.byu.edu/intellect/praising-students-in-a-classroom-setting-has-big-impact-on-their-behavior

Teacher Checklist- Classroom Rules

	Needs Improvement	Getting there	Proficient- Good to go
1. How many rules do you have?	1	2	3-5
2. Developmentally appropriate	No	Some	All
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4. Rules are positively stated	No	Some	Yes
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9. Rules are explicitly taught- Instruction	No	Somewhat	Yes
10. Rules/expectations are modeled	No	Maybe	Yes
11. Rules/expectations are reinforced	Not consistently	Sometimes	Many times per day

12. There are consequences for following the rules-for example: Going to recess on time.	No	Somewhat	Yes
13. There are consequences for not following the rules- For example: missing some minutes of recess to practice the skill.	No	Somewhat	Yes
14. Students understand the consequences for following and not following the rules	No	Maybe	Yes
15. Rules/expectations reviewed and/or practiced after breaks	No	Sometimes	Yes
If you are continuously giving multiple corrections to multiple students each day, consider implementation of the above guidelines to ensure fidelity.			
Totals:	/15	/15	/15

Goals for improvement:

Teacher Checklist- Procedures

Procedure for:	Needs Improvement	Getting there	Proficient- Good to go
1. Entering the classroom- morning, after recess, etc.	No	Somewhat	Yes
2. Retrieving supplies independently	No	Somewhat	Yes
3. Getting a drink	No	Somewhat	Yes
4. Using the restroom	No	Somewhat	Yes
5. Illness/emergency	No	Somewhat	Yes
6. Sharpening/replacement of pencil	No	Somewhat	Yes
7. Gaining student attention	No	Somewhat	Yes
8. Asking for help	No	Somewhat	Yes
9. Taking a break	No	Somewhat	Yes
10. Lining up	No	Somewhat	Yes
11. Going to lunch/library/specials	No	Somewhat	Yes
12. Going to recess/recess rules	No	Somewhat	Yes
13. Completing and turning in work	No	Somewhat	Yes
14. Options for down time	No	Somewhat	Yes
15. Peer tutoring/partner work	No	Somewhat	Yes
16. Routine of class time	No	Somewhat	Yes
17. Transitions between activities within the classroom	No	Somewhat	Yes
18. Transitions between classes- lining up, walking in the hall, etc.	No	Somewhat	Yes
19. Instructional routine	No	Somewhat	Yes
20. End of day	No	Somewhat	Yes
21. Initially, procedures are posted/visually supported	No	Somewhat	Yes
22. Procedures are simple/easy to remember- use of acronyms, songs, diagrams, etc.	No	Somewhat	Yes

	No	Somewhat	Yes
23. Procedures are explicitly taught in the beginning	No	Somewhat	Yes
24. Procedures are modeled	No	Somewhat	Yes
25. Procedures are practiced until students achieve mastery	No	Somewhat	Yes
26. Procedures are monitored- more in the beginning, then less over time	No	Somewhat	Yes
27. Procedures are reinforced	No	Somewhat	Yes
28. Procedures are reviewed and/or practiced after breaks	No	Somewhat	Yes
29. Students understand and follow procedures	No	Somewhat	Yes
30. Teacher reminders and prompts	I am prompting multiple students several times per day.	I prompt a few students on occasion but not daily.	I rarely prompt students.
Totals:			

Goals for improvement:

(Table 15)

Benefits of Teaching Classroom Procedures

Increases instructional time by preventing problem behavior.	Procedures show students how to behave and minimize the amount of non-academic time while increasing time for academic instruction.
Frees teachers from correcting misbehavior.	When students perform routine functions smoothly, teachers can focus on catching them being good and are freed to take care of instructional tasks, review student work, and provide less correction.
Improves classroom climate.	When educators take time to explain how things are to be done, educators appear fair and concerned. Students then experience higher rates of success and satisfaction, ensuring a positive learning environment.
Creates shared ownership of the classroom.	Involving students in management of the learning environment empowers them, helping them to feel a partnership for their success and that of others.
Develops self-discipline.	Procedures provide students with productive work habits that lead to personal accountability and effectiveness later in life.