

B3 - Comprehensive Class-wide PBIS: Integrating Behavior Support & Academic Instruction

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Key Words: Classroom, Academics, Behavior, Alignment

Foundations of CWPBIS: The Science of Behavior

- Three-term contingency
- Reinforcement
- Setting events
- Function

Simonsen et al., 2008

Why do we care?

- What does the concepts of reinforcement have to do with student behavior?
- A few things:
 - Knowing the **mechanisms** behind how behavior works can help you shape behavior: tricks can fail you, but the science never will.
 - Understanding that **reinforcement** and **punishment** are scientific phenomena that affect rates of behavior will help you select consequences based on your observations (rather than on what you think will work).
 - If we know certain consequences increase the likelihood of behaviors we want to see, we can plan to have those consequences follow the behaviors we want to see.

Why do we care?

- What does the concept of setting events have to do with student behavior?
- A few things:
 - What are some setting events that our students might encounter?
 - Knowing about setting events can help us prevent inappropriate behaviors.
 - Parents and guardians can provide valuable information about setting events.

EBP in classroom management:

What all instructors should be doing in the classroom

1. Maximize structure
2. Identify, define, and teach expectations
3. Increase academic engagement
4. Establish a continuum of supports to encourage appropriate behavior
5. Establish a continuum of supports to discourage inappropriate behavior

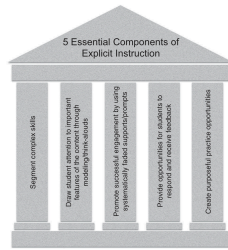
Simonsen et al., 2008

Explicit instruction

- Research-supported instructional behaviors used to design and deliver instruction.
- Provides necessary supports for learning (e.g., clarity of language and purpose, breaking down complex tasks).
- Promotes active engagement through frequent and varied OTRs, followed by appropriate and specific feedback (i.e., praise and corrective).

Archer & Hughes, 2011

Explicit instruction



Hughes, Morris, Therrien, & Benson, 2017

Error correction

- First response to minor behavior error should be **specific and contingent error correction**.
 - Identify problem behavior.
 - Identify expected behavior.
 - Reteach if necessary.
 - Provide feedback.
 - Reinforce as soon as appropriate behavior is displayed.

Remember: Academic and social behavior

- It is critical for us to remember that **all** behaviors are learned through consequences: academic and social behaviors are both **behaviors**.
- Learning academic behaviors can take a long time. Students may require remediation, extra instruction, and different approaches.
 - The same is true for social behaviors.
 - Keep an instructional mindset.

Combining behaviorism *and* explicit instruction

- Academic instruction is supported by:
 - Clear and positively stated expectations for behavior.
 - Prompt behavior expectations and review consequences.
 - A system to consistently reinforce behavior that meets expectations.
 - A system to consistently address and correct behavior that does not meet expectations.

Clear and positively stated expectations for behavior

- Focus on behaviors that are necessary for learning.
 - Specific rules may vary across situations or settings.
- Expectations should:
 - Be few in number.
 - Refer to measurable and observable behaviors.
 - Tell students what they should be doing.
 - Apply throughout the class period.
 - Be posted and visible in the classroom.

Clear and positively stated expectations for behavior

Be Respectful During Independent Work

1. Remain silent.
2. Remain at your desk.
3. Focus your attention on your own materials.
4. Use electronics only with teacher's permission.
5. If using electronics, use headphones to prevent distractions to others.

Prompt behavior expectations and review consequences

- At the start of the class period (or, before a time when students are likely to engage in challenging behavior), remind students of behavior expectations for the relevant context.
- Briefly review what will occur if students meet expectations and if students do not meet expectations.

Prompt behavior expectations and review consequences

- “Today we are working independently. Remember, if you have a question, you should raise your hand and wait silently until I come to your desk to help you.”
- “Students who remain at their desks will earn a class buck. Students who do not remain at their desks will have another chance to earn a class buck in our next activity.”

System to consistently reinforce appropriate behavior

- One example of a system that reinforces students for meeting behavioral expectations is a **token economy**.
- Students earn reinforcers (e.g., tokens, points) for meeting academic or social behaviors. Reinforcers are then exchanged for backup reinforcers of predetermined value.

System to consistently reinforce appropriate behavior

- To implement a token economy:
 - Select tokens.
 - Identify target behaviors (academic and social).
 - Select backup reinforcers.
 - Set the value of backup reinforcers.
 - Establish a procedure for exchanging tokens.
 - Teach students how the token economy will work.

System to consistently reinforce appropriate behavior

Common Examples	
Social Behavior	Academic Behavior
Using class materials appropriately.	Volunteering to solve a math problem on the board.
Helping a classmate if they are having trouble.	Using a graphic organizer to plan a writing assignment.
Raising your hand and waiting to be called on before answering a question.	Re-reading a difficult passage to improve understanding.
Staying silent when another student is answering a question.	Bringing in completed homework assignments on the day they are due.

System to consistently address inappropriate behavior

- Error corrections should be similar for social behaviors as they are for academic behaviors.
- Use active supervision and proximity control.
- Delivery of error corrections should be:
 - Brief.
 - Positively stated.
 - Calm.
 - Respectful.

System to consistently address inappropriate behavior

- "I hear a few students talking during independent work time. Be sure to stay silent as you work and raise your hand if you need my help."
- "Sam, I really appreciate you volunteering to answer a question. Next time remember to raise your hand and wait to be called on before sharing your ideas."

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