Effective Classroom Instructional & Behavior Management Strategies

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pbismissouri.org

Goals for this morning…

• Logic of setting up effective classrooms
• High leverage practices
• School-wide systems
• Where to go for more information

First Week of Term One…

Design a vocabulary lesson:
• Assess current level
• Explicitly teach new terms
• Practice opportunities w/ feedback
  • During lesson
  • Independent work
• Test for mastery & provide feedback
First Week of Term One…

Ensure students are socially, emotionally, and behaviorally successful:
• Assess current level
• Explicitly teach expectations
• Practice opportunities w/ feedback
  • During lesson
  • Across the school day
• Test for mastery & provide feedback

Keys

• Focus on what you want students to do
• Positively stated expectations
• Teach and practice
• High rates of positive specific feedback

Create schoolwide systems

Consider this…

“The single most commonly used but least effective method for addressing undesirable behavior is to verbally scold and berate a student” (Alberto & Troutman, 2006).

Saturday “School”?
High Leverage Practices

Setting Up Your Classroom

Establishing expectations (Kameenui & Simmons, 1990):

• What do I want my classroom to look like?
• How do I want children to treat me as a person?
• How do I want children to treat one another?
• What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today's society?
• How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?

How can I change my instruction to help pupils develop the skills I am trying to teach?

Bottom line = ask yourself if students have pre-requisite and requisite skills to succeed based on each of your answers – if not, teach and practice

Benton Elementary School

<table>
<thead>
<tr>
<th></th>
<th>Self</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Cafeterias</th>
<th>Bathrooms</th>
<th>Playground</th>
<th>Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>- Always be neat. - Always be on time. - Always be respectful. - Always be safe.</td>
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</tr>
<tr>
<td>Learner</td>
<td>- Be an active participant. - Be a risk taker. - Be a leader. - Be a team player. - Be a problem solver. - Make good choices.</td>
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High Leverage Practices

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need
When the teacher _____________, most students stop and listen.
When class starts, the teacher has everything ready.
Before we start a new activity, the teacher reminds us what we are supposed to do.
I often finish my work and do not know what I should be doing while others are still working.
Our teacher reminds us of the classroom rules before we start a new activity.

Yes / Sometimes / No

• When the teacher _____________, most students stop and listen.
• When class starts, the teacher has everything ready.
• Before we start a new activity, the teacher reminds us what we are supposed to do.
• I often finish my work and do not know what I should be doing while others are still working.
• Our teacher reminds us of the classroom rules before we start a new activity.

CLASSROOM PROCEDURES AND ROUTINES

Identify, Teach, Practice, Encourage
Outcomes

• Understand the benefits and qualities of effective classroom procedures.
• Understand the importance of directly teaching and regularly reviewing classroom procedures.
• Complete a self-assessment of your classroom procedures.

What Are Procedures & Routines?

• Procedures are a method or process for how things are done within the classroom.
• Classroom procedures are patterns for accomplishing classroom tasks.
• Procedures form routines that help students meet expectations stated in classroom behaviors.

Why Focus on Classroom Procedures and Routines?

• Increase instructional time by preventing problem behavior.
• Free teachers from correcting misbehavior.
• Improve classroom climate.
• Create shared ownership of the classroom.
• Develop self-discipline.
Discussion

• Turn to a partner and identify 3 examples of procedures that have become routines
• Think of in-school and out-of-school examples

Activity:
Creating a List of Classroom Procedures

• Think through the many activities of your day.
• Now, read through the lists of possible classroom procedures on Lists of Classroom Procedures handout.
• Put a check mark ✓ by any that you have applied in your classroom.
• Put an × by any that you think you need to develop.
• Add any that might be missing.
• Share with a partner.

Classroom Systems

• Teach
  • Brief in-service, single topic focus
• Practice (performance feedback)
  • Peer coaching
  • Principal “walk through”
  • Direct observation / data collection

Effective Professional Development

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Demonstrate Knowledge</th>
<th>Demonstrate New Skill in Training</th>
<th>Use New Skills in Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Practice and Feedback</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Plus Coaching in the Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
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Joyce and Showers, 2002
For More Information

Resources - pbismissouri.org


https://highleveragepractices.org/
• Use PBIS systems to teach hygiene and safety skills
  • Frequent handwashing
  • Maintaining safe distances
  • Emphasize respect and sense of community
  • Support and engage families

• Define and teach expectations for distance learning
  1. Keep the school-wide expectations
  2. Use online activities as settings
  3. Teach online-specific behaviors

• Tips
  • Use evidence-based practices
  • Attend to equity in access

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<tr>
<th>Virtual Classroom</th>
<th>Maturity</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Always</td>
<td>Be polite when reminded about bedtime</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Do your best work</td>
<td>Wash your hands before eating and go to bed on time</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Keep drinks away from computer keyboard</td>
<td>Keep feet on the floor and wash your hands before brushing your teeth</td>
</tr>
</tbody>
</table>
Suggestions for CICO adaptations

- Ensure positive adult interactions
- Reassess needs of students
- Revise the card and re-teach
- Include families and other staff
- Plan for flexibility in family capacity

Final thought

Until we have defined, taught, modeled, practiced, reinforced and re-taught, it is unethical for adults to punish.

Rob Horner