Slide 1

National PBIS Leadership Forum | October 26-27, 2023 | Hilton Chicago @PBISForum #PBISForum

Promoting Positive Classroom Environments for Teaching & Learning
Sesssion A1

Presenters:
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University of Louisville

- **Topic:** Classroom Behavior Management
- **Keywords:** Discipline, behavior, implementation

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS

PBIS Positive Behavioral Interventions & Supports

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Slide 2

Strand Overview

A1 – "Promoting Positive Classroom Environments for Teaching & Learning"
Presenters: Terrance M. Scott. 10:15 – 11:30 AM

A2 – "Promoting Access to Effective Practices Using Classroom PBIS"
Presenters: Bob Putnam and Edwin Wilson. 11:45 AM – 1:00 PM

A3 – "District Level Supports for Successful Classroom PBIS Implementation"
Presenters: Kimberly Yanek, Steve Goodman, Sabrina Stewart, Lori Briones, Nicole White 2:30 – 3:45 PM

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Slide 3

Learning Objectives

1. Participants will understand a logic for prevention in classroom management
2. Participants will see evidence of the connection between academics and behavior
3. Participants will understand the teacher's role in developing positive classroom learning environments
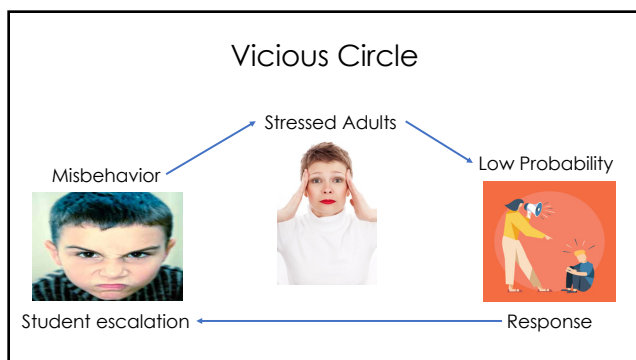
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Slide 4

High Probability Classroom Strategies

1. Effective Instruction
- Explicit
- Engaging
- Positive Feedback

2. Environment
- Relationships
- Schedules
- Arrangements

PROBABILITY

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Slide 5

Vicious Circle

Misbehavior → Stressed Adults → Low Probability → Response → Student escalation → Misbehavior

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Slide 6

Misbehavior Affects Teacher Behavior

- Teachers report student misbehavior to be their most stressful challenge
- Student misbehavior is the leading cause of teacher burnout
- Teachers have not been taught to effectively manage behavior

Teachers' physiological arousal in response to observing misbehavior

	Session 1	Session 5	Change
Student cursing at teacher	2.18	2.14	decrease
Student throwing a computer and eloping	2.54	1.50	decrease
Student verbally threatening teacher	**.46**	**.89**	**increase**
Student physically threatening teacher	**1.44**	**2.02**	**increase**

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Promoting Positive Classroom Environments
for Teaching and Learning

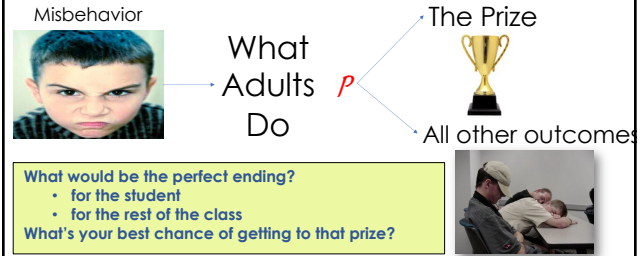### Teacher Behaviors Affect Probabilities for Student Success

High Probability
- Provide extra praise to others
- State why it is a problem for student (not you)
- Give very specific directions (redirection)
- Private talk after class
- Change seat (assigned seat)
- Make-up work for time off-task
- Engage in other ways (redirect)
- Etc.

Low Probability
- Yelling
- Threatening
- Ultimatums
- Removing
- Shaming
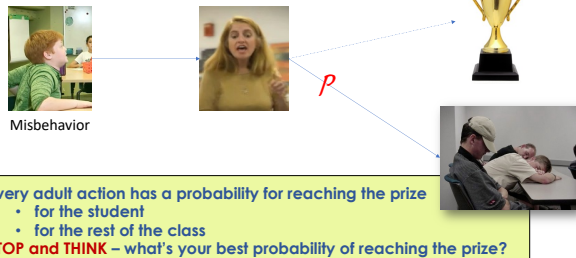- Sarcasm
- Anger
- Disgust
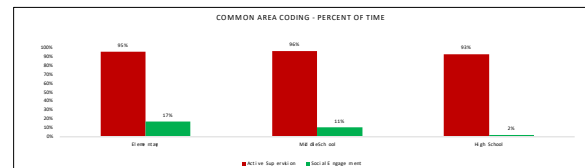- Ignoring
- Etc.

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What's the Prize Outcome

Misbehavior

What Adults Do p → The Prize

All other outcomes

What would be the perfect ending?
- for the student
- for the rest of the class

What's your best chance of getting to that prize?

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Eye on the Prize

Misbehavior

p

Every adult action has a probability for reaching the prize
- for the student
- for the rest of the class

STOP and THINK – what's your best probability of reaching the prize?

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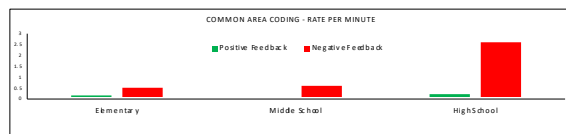

Common Area Observations - % of Time

COMMON AREA CODING - PERCENT OF TIME

At all school levels, teachers engage in active supervision of students in their area at an average of 93% or better. However, social engagement between adults and students is only 17% of observed time at the elementary, decreasing to 11% at middle and just 2% of observed time at the high school.

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Common Area Observations - Rate

COMMON AREA CODING - RATE PER MINUTE

Positive Feedback   Negative Feedback

Elementary   Middle School   HighSchool

The average elementary student hears something positive from an adult every 5.8 minutes, becoming once every 25 minutes at middle school and once every 4.3 minutes it high school. In contrast, negatives are heard every 1.8 minutes at elementary, every 1.6 minutes at middle school, and every 23 seconds at high school.

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A Basic Logic
Student Engagement and Teacher Behavior

- David Berliner (1990) suggests that the relationship between engaged time and student achievement *"has the same scientific status as the concept of homeostasis in biology, reinforcement in psychology, or gravity in physics."* (p. 3)
  - Berliner, D. C. (1990). What's all the fuss about instructional time. *The nature of time in schools: Theoretical concepts, practitioner perceptions.* New York and London: Teachers College Press; Teachers College, Columbia University

- Robert Pianta describes why teachers must create engagement: *"The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship."* (p 73).
  - Pianta, R.C. (1996). *High-risk children in schools: Constructing sustaining relationships.* New York, NY: Routledge.

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Relationships

- Teacher-Student interactions are a key to defining their relationship.
  - Pianta, 1996
- Poor relationships set the occasion for academic failure and increased misbehavior
  - Carr, Taylor, & Robinson, 1991
- Increased positive teacher-student interactions are associated with increased favorable outcomes
  - Pianta 1999; Ponitz et al 2009; Roorda et al 2017
- This is especially true for students with a history of failures and challenging behaviors
  - Hamre & Pianta, 2005; Hamre, 2014

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What is a Positive Teacher-Student Relationship?

2 human beings that engage in a neutral or better manner in non-academic contexts. This includes inside the classroom and in other areas of the school

YES	NO
• Conversation	• Best Friend
• Comment	• Picnics
• Greeting	• Dinner Invites
• Wave	• Back Rub
• Assistance	• Slumber Party
• Smile	

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Prize: Student stays in room, gets work done, so do all others
Let's Bet: *If student agrees to move to front with me, without argument, you win $1,000,000*

1. Approach and make request private
2. Present as an opportunity rather than punishment
3. Provide instruction
4. Leave and return (repeat)
5. Praise success

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High Probability Instruction Involves:

1. Teacher is explicit with lesson content and thoughtfully considers what is necessary to facilitate success with learning (examples)
2. Teacher takes responsibility for maximizing active student engagement within the content
3. Students get multiple opportunities to practice success at high rates with high rates of positive teacher acknowledgement

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Teach Positive Behavior – What you Want

Classroom Rules
1. 🚫 Hitting
2. 🚫 Kicking
3. 🚫 Pushing
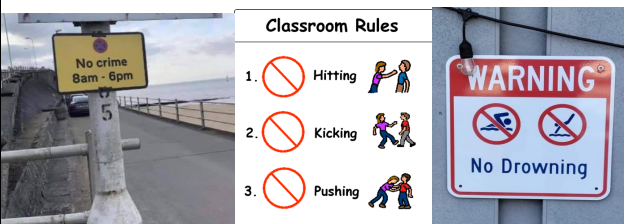
Not What You Don't Want

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Engagement During Instruction

Teacher provided opportunities for student response during instruction (OTR) is associated with higher active student engagement and increased achievement
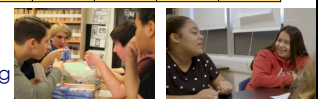
Engagement is a Teacher Behavior

○ Effective Teachers find ways to engage all students

Whip Around	Choral Response	Hand Signals	Cued Retell	White Boards	Response Cards	Turn & Talk	Stop & Jot	Individual Response

○ Keys
  ▪ High rates of success
  ▪ Used as vehicles for delivering positive feedback

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Feedback

○ Simple feedback on performance – formative and summative – is one of the most effective components of instruction
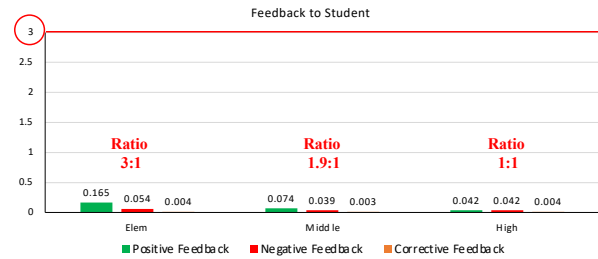
- This means nothing more than simply acknowledging student success when you see it

- Affirmation!

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Feedback Rates
N= 6,730 Elementary, 1,544 Middle, 1,983 High

Feedback to Student

| | Ratio 3:1 | Ratio 1.9:1 | Ratio 1:1 |

| Elem | Middle | High |
| 0.165 0.054 0.004 | 0.074 0.039 0.003 | 0.042 0.042 0.004 |

■ Positive Feedback ■ Negative Feedback ■ Corrective Feedback

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Instructional Practices and Student Success/Failure

Consider the degree to which teachers provide:
- Focus on students (active teaching)
- Opportunities to respond (OTR)
- Positive feedback (verbal or other affirmation)

○ Latent-class analysis reveals 3 clusters of teachers in terms of using these practices
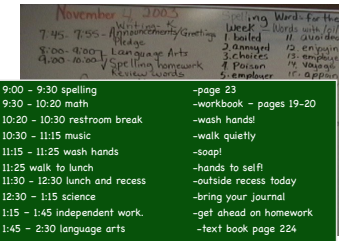
○ Teachers in the lowest cluster have students that are:

- 27% more likely to be off task
- 67% more likely to be disruptive

Gage, N., Scott, T. M., & Hirn, R. G., & MacSuga-Gage, A. (2018). The relationship between teachers' implementation of classroom management practices and student behavior in elementary school. *Behavioral Disorders, 43*(2), 302-315.

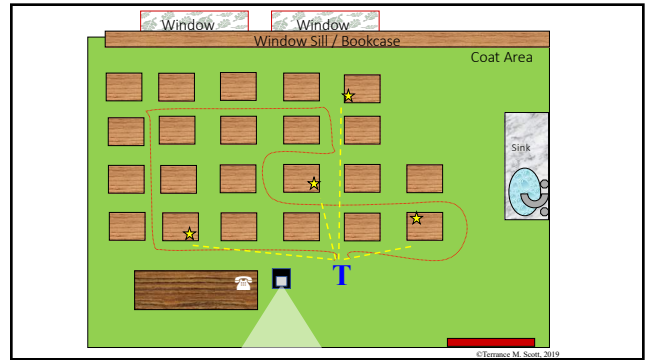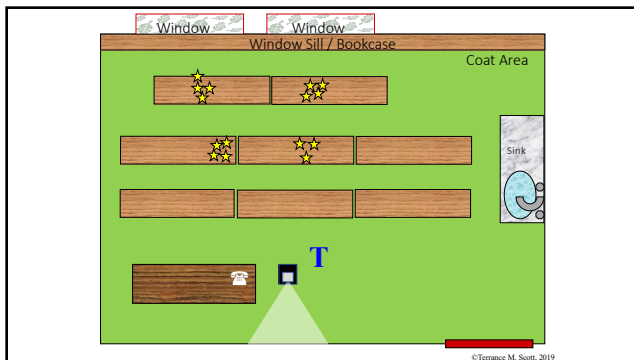**21**

Schedule

- Consistency!!
  - Explain changes
- Expectations for all items on schedule
  - Take advantage of schedule to also give reminders
- Consider sequencing and length of activities

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Physical Arrangements

- Proactive Proximity
  - Sight lines
  - *KEY: Student Eye Contact*

  - Teacher movement
  - 1-second rule

- Furniture
  - *KEY: Consider Prevention*

  - Teacher's desk
  - Students' desks
    - Assigned Seating

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Reactive Proximity

- Start with eye contact
  - Stop and look directly
  - Don't yell across room
- Approach and eye contact
  - Praise others while moving
- Hover and eye contact
  - ~4 seconds
- Hover and question
  - Must be genuine question
    - What should we be doing?

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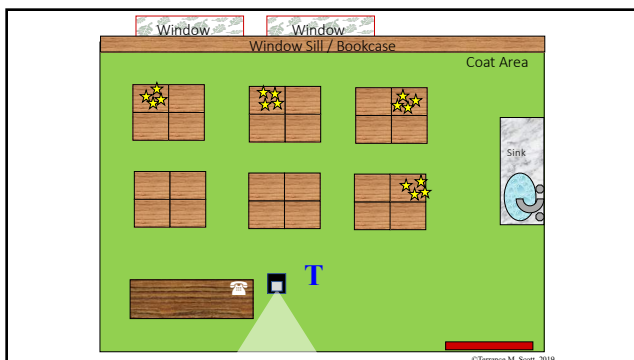# Promoting Positive Classroom Environments
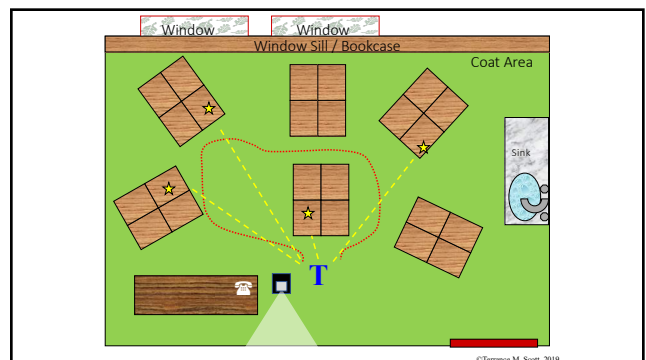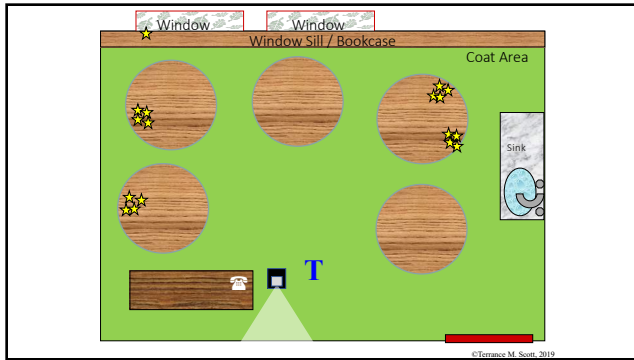## for Teaching and Learning

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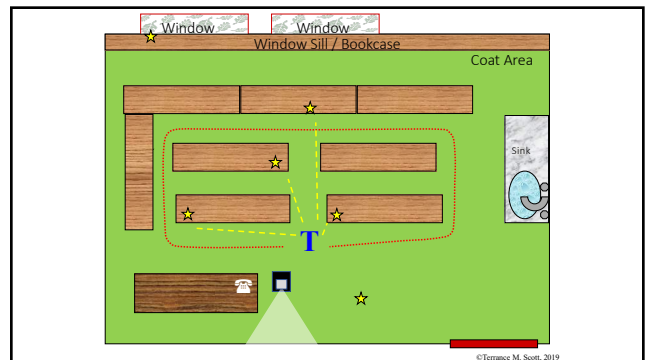
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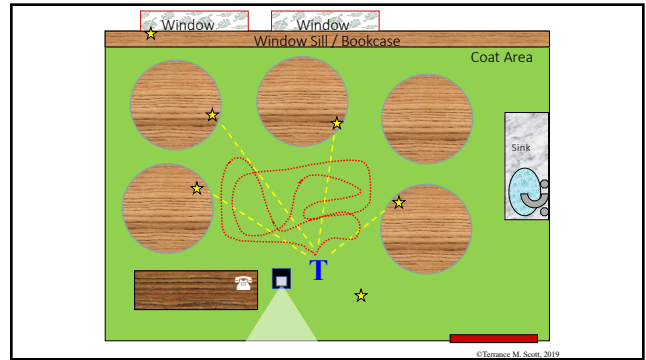
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Provocative Behaviors

Prize: The student takes responsibility for fixing the problem, stays in the classroom, gets work done, other students also get their work done.

- Identify as a problem for the student – not you
  - ✓ Present options and ask the student to choose
  - ✓ Offer assistance but student takes care of the problem
- Don't argue and don't show any shock – it's simply a violation of the rules and you are there to help
- Acknowledge cooperation and If student refuses, follow through with consequence
  - ✓ Presented in neutral manner as a choice the student made

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Questions?

CIBRS
The Center for Instructional and
Behavioral Research in Schools
CIBRS.com

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