Preparing your classroom for success: Addressing school-wide behavior supports at the classroom level

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Thank you!

• APEX
• Institute on Disability, University of New Hampshire
• NH Center for Effective Behavioral Interventions and Supports

Powerpoint

To increase participants awareness of strategies for preventing and addressing problem behavior in the classroom...

By addressing both why and how to teach and support expected behavior, and how to set up consistent policies for increased success

Thank you!


Yes We Can

Going well
• Consistent policies
• Teams exist
• Using data
• Good behavior from many
• Staff support PBIS
• Classroom management training
Yes We Can

Needs
• Transitioning
• Syllabus connection
• Cell phones
• 4/1
• Redirection
• Low level behaviors
• Teaching expectations
• Tardies
• Buy-in from staff
• Consistent enforcement
• Active supervision/instruction
• Other

Powerpoints
• Overview
• Why people behave
• Why teaching and acknowledging
• Why policy and redirection
• Wrap-up

We All Need Support

How do you create a more effective learning environment?
Tell me about your favorite class and teacher

Components of Effective Classrooms
• Maximized Structure
• Post, teach, model reinforce expectations
• Active engagement
• Variety of ways to acknowledge — Including success!
• Continuum of ways to respond

Explanations of Behavior
When did you get in trouble for something that did not seem fair?

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)
Principles

- School-wide
- Behavior = Purposive & Communicates
- Reinforcement = Add or take away something, behavior goes up
- Punishment = You do something behavior does not occur again

Punishment

- Alone, it has some major side effects
  - Increases escape/avoidance
  - Encourages “sneaky” behaviors
  - Generates desire for revenge
  - Makes behavior harder to change
  - Does not teach
  - You can’t find a big enough hammer
  - It works both ways
  - It makes us filter (e.g., He’s always mean to me!)

Teaching and Acknowledging

*Have you ever received a parking ticket? Why?

Consistency

Embedding PBS Makes Sense

- High School PBS in Sports
Expectations

- What are the major expectations for your setting?
  - 3-5
  - General
  - Positively stated?
  - Can you use an acronym?
  - Posted?
  - Can you connect with mascot?
  - Develop matrix of specifics

Sample Classroom Matrix

<table>
<thead>
<tr>
<th>Small Group Activity</th>
<th>Independent Study Work</th>
<th>Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to others</td>
<td>Accept each other’s answers and opinions</td>
<td>Hands on task</td>
</tr>
<tr>
<td>Follow directions</td>
<td>Stay with your group</td>
<td>Stay with task</td>
</tr>
<tr>
<td>Do your share of the work</td>
<td>Everyone participates</td>
<td>Leave area clean</td>
</tr>
</tbody>
</table>

Sample Classroom Matrix

Teaching Expectations

**Key Elements**
- Rationale
- Negative examples
- Positive examples
- Practice/Feedback
- Evaluate

**Examples**
- Staff orientation meetings
- Handbooks
- Lesson plans
- Syllabus
- Posters
- Booster sessions
- Pre-correct/Remind

“Cool Tool”

**Getting Help**
(How to ask for assistance for difficulty tasks)

**Teaching Examples**

1. When you’re working on a math problem that you can’t figure out, raise your hand and wait until the teacher can help you.
2. You and a friend are working together on a science experiment but you are missing a piece of lab equipment, ask the teacher for the missing equipment.
3. You are reading a story but you don’t know the meaning of most of the words, ask the teacher to read and explain the word.

**Student Activity**

1. Ask 2-3 students to give an example of a situation in which they needed help to complete a task, activity, or direction.
2. Ask students to indicate or show how they could get help.
3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.

**After the Lesson (During the Day)**

1. Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could get help if they have difficulty (repetition).
2. When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they need help (reminder).
3. Whenever a student gets help the correct way, provide specific praise to the student.
Sample Scenarios

• See sample scenarios– how might these work for you?

• What goes in to your syllabus?

See Examples

• See Syllabus
• What examples do you see of teaching expectations?
• See Sprick, R. (2006)

Other Examples

• Green Team video – kick off
• Tour of school – Fruita Monument

The Syllabus

• Goals
• Contact information
• Success Traits
• Rules/expectations
• Activities
• Grades/Status
• Procedures
• Entering
• Tardy/Absence
• Materials
• Assignments (returns)
• Due dates
• Late, missing work
• Communication
• Ending class
• Consequences
• Model projects
• Checklists

Acknowledgement
Video

- See examples of why this is important
  - See my website for one page document

- Why important – learning languages
- Why video
- Random
- If time 8/1 and/or functional outcome (debate)
  - Read from teaching stories – Story 4

Delayed Outcomes

Birthday Cards and Pencils

Student Rewards Program

1 – Pencil
5 – Candy Bar
10 – Jeans Day
15 – Dress-Down Day
20 – Ball Game Ticket
25 – Pizza Slice
50 – Tiger Pride T-Shirt

Ron our Liaison

Jody Mimmack, PhD  Fruita Monument High School, CO
A Night in Paradise...

Tonya Ryder, Assistant Principal
Selena Gomes, Graduation Coach / Teacher
Oberlin High School, LA

SPRING FLING

CHUCK HANSEN, Principal
AMY PALMER, Teacher
SULPHUR HIGH SCHOOL, LA

Question

• How are you acknowledging your students?
• How have you been acknowledged by colleagues or peers?
• Review sample matrix – how might this be useful to your planning?

Redirection

JcPenny’s does this very well

T-Chart for Managing Classroom Behaviors

• Put everyone on same page
• Differentiate minors and majors
• Available for staff and students (handbooks, posted)
• What behaviors push your buttons?
Videos

- Michael Kennedy
- http://www.pbisvideos.com
  - See What does PBIS Look Like? – Opening, Redirection examples 6.12 mins
- McDonalds and my family

Let’s wrap up.

Where are you?

- Complete
  - Classroom management self-assessment

Classroom Management


Strategies

Other Supports

- Defusing Disruptive Behavior in the Classroom

- Classroom management training
  - [http://pbismissouri.org/class.html](http://pbismissouri.org/class.html)

- The FAST Method

- IRIS Online Modules
  - [http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html)

- Rti Action Network Article

- National Center on PBIS
  - [http://www.pbis.org](http://www.pbis.org)

- Association of Positive Behavior Support
  - [http://www.apbs.org](http://www.apbs.org)

  - [http://www.can7.org/pbis/Classroom_Management.org](http://www.can7.org/pbis/Classroom_Management.org)


- Story from middle school high school [http://www.wickedlocal.com/ashland/topstories/x1777802903/IN-THE-CLASSROOM-Rewarding-positive-behavior#axzz1HLe0R2nk](http://www.wickedlocal.com/ashland/topstories/x1777802903/IN-THE-CLASSROOM-Rewarding-positive-behavior#axzz1HLe0R2nk)