

# Classroom Management: Planning and Implementation

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# Agenda

- Basic Principles of PBS
  - Understanding behavior
  - Variables affecting behavior
- Teaching Replacement Behaviors
- Classroom Management
  - Inventory and Action Planning
  - Proactive Strategies: environment, curriculum, scheduling/routines, expectations
  - Reactive Strategies: rewards/consequences
  - Data-based decision-making
- Next Steps and Conclusions

# Basic Principles



# A-B-C's of Behavior

```
graph LR; A[Antecedent] --> B[Behavior]; B --> C[Consequence]
```

Antecedent

Behavior

Consequence

# ABC's: B is Behavior

A behavior is anything a person says or does

Consider:

- Can the behavior be observed and measured
- Does it result in changes in the environment, at least temporarily

# Definitions of Behavior

## Good examples:

- Strike with closed fist
- Scream “butthead”
- Ask “help me, please”

## Non-examples:

- Defiant
- Disrespectful
- Cooperative

# Are these observable?



- Scream
- Aggressive
- Happy
- Throw
- Touch hair
- Anxious
- On task
- Upset
- Walk to door
- Ask for help

What behaviors might you expect to occur in your classrooms this year?



# Prioritizing Behaviors of Concern

- **Dangerous**
- **Destructive**
- **Disruptive**
- **Disturbing**
- **Developmentally inappropriate**

# ABC's: A is Antecedent

An antecedent is what happens immediately before behavior (i.e., fast triggers).

Consider:

- What is going on right before the behavior?
- What changes or interactions occur in the environment just prior to the behavior?

# Examples of Antecedents

- Individual denied an item
- Individual asked to do a non-preferred task
- Individual asked to end a preferred task
- Individual told to wait for a food item
- Another individual is having a behavior
- Lack of attention given to individual
- Change in routine or schedule
- Negative peer interactions

# Setting events are important too...

A **Setting Event** (i.e., slow trigger) is a circumstance or condition that

- happens long before the behavior occurs.
- “sets the stage” for the behavior to occur.

Consider:

- What was going on a while before the behavior happened?
- What conditions were present that could have influenced the likelihood of the behavior?

# Clues to Setting Events

- Have there been changes in the student's typical routines or activity patterns?
- Could health issues be affecting the student (e.g., changes in diet or sleep patterns, illness or discomfort)?
- Did something occur earlier in the day or in another setting (e.g., on the bus, at home)?
- Does the student's behavior vary from day to day in the same circumstances?

# ABC's: C is Consequence

A consequence is what happens right after behavior.

Consider:

- What occurs right after the behavior in terms of results or reactions?
- How does the child benefit from the behavior? (i.e., What is the pay-off?)

# Purposes (Functions) of Behavior

- To get something (positive reinforcement)
  - Attention/interaction
  - Favorite activity or object
  - Sensory feedback/stimulation
- To avoid, escape, or delay something (negative reinforcement)
  - Difficult or undesirable work
  - Painful or stressful condition
  - Awkward or confusing situation

# Remember this as well...

- Sometimes the same behavior serves a different function under different circumstances
- Sometimes different behaviors serve the same functions under similar conditions.



# Examples

- <http://www.youtube.com/watch?v=cNkp4QF3we8>
- <http://www.youtube.com/watch?v=wOrjpnHdCac>

# Replacement Behaviors



# Replacement Behaviors

- Once we know the function of an inappropriate behavior...
- we can **replace** that **unwanted** behavior with...
  - an **appropriate** behavior that will serve the same **function** as the inappropriate behavior and/or
  - a **desired** behavior for which we provide “competitive” reinforcement

# Types of Replacement Behaviors

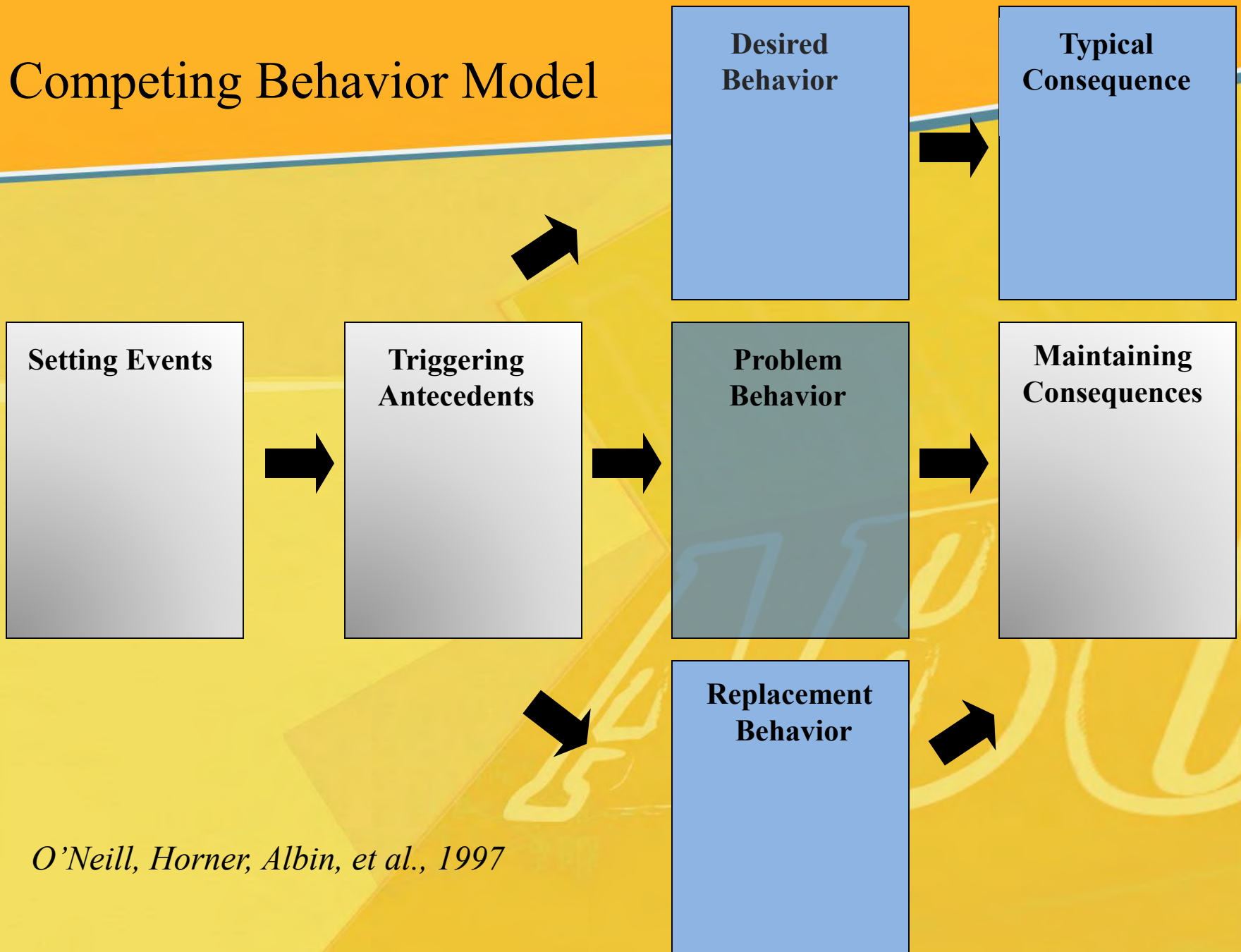
- Requesting items or activities (e.g., “I want...”, “When may I have...”, raising hand)
- Requesting attention or interaction (e.g., “Can I tell you about...”, “Let’s play...”)
- Requesting assistance (e.g., “I need some help with ...”, “Can I do this differently?”)
- Requesting termination or breaks (e.g., “Please stop”, “I need more time”)

These same skills may be communicated through gestures, e.g., pointing to an item or schedule, tapping shoulder, signing, using a “break” card)

# Types of Desired Behaviors

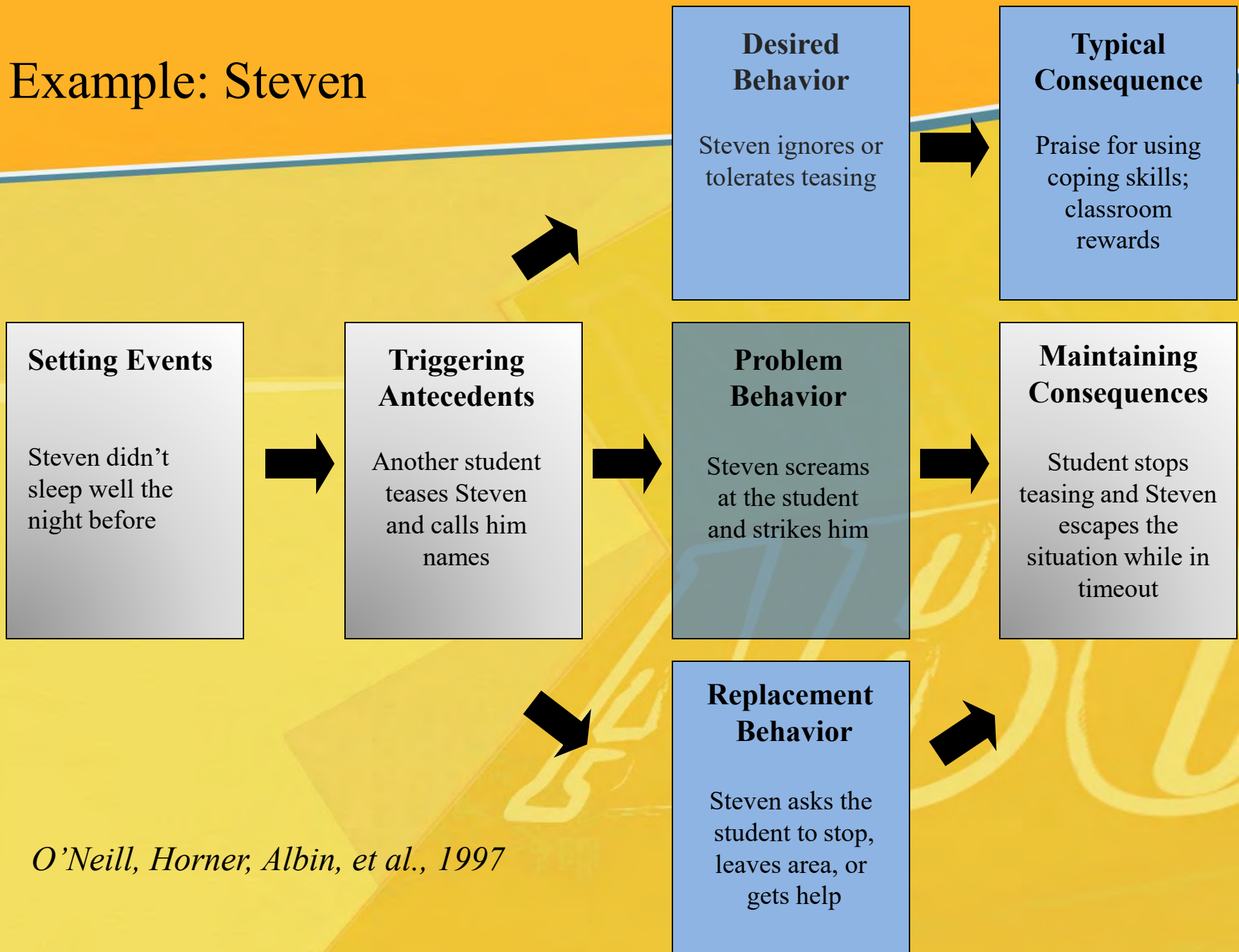
- Tolerance and Self-Regulation (e.g., deep breathing, accepting “no”, waiting for desired activities)
- Social Skills (e.g., conversing with peers, using manners, taking turns, interrupting appropriately)
- Academic Behavior (e.g., completing tasks, following classroom routines and schedules)

# Competing Behavior Model



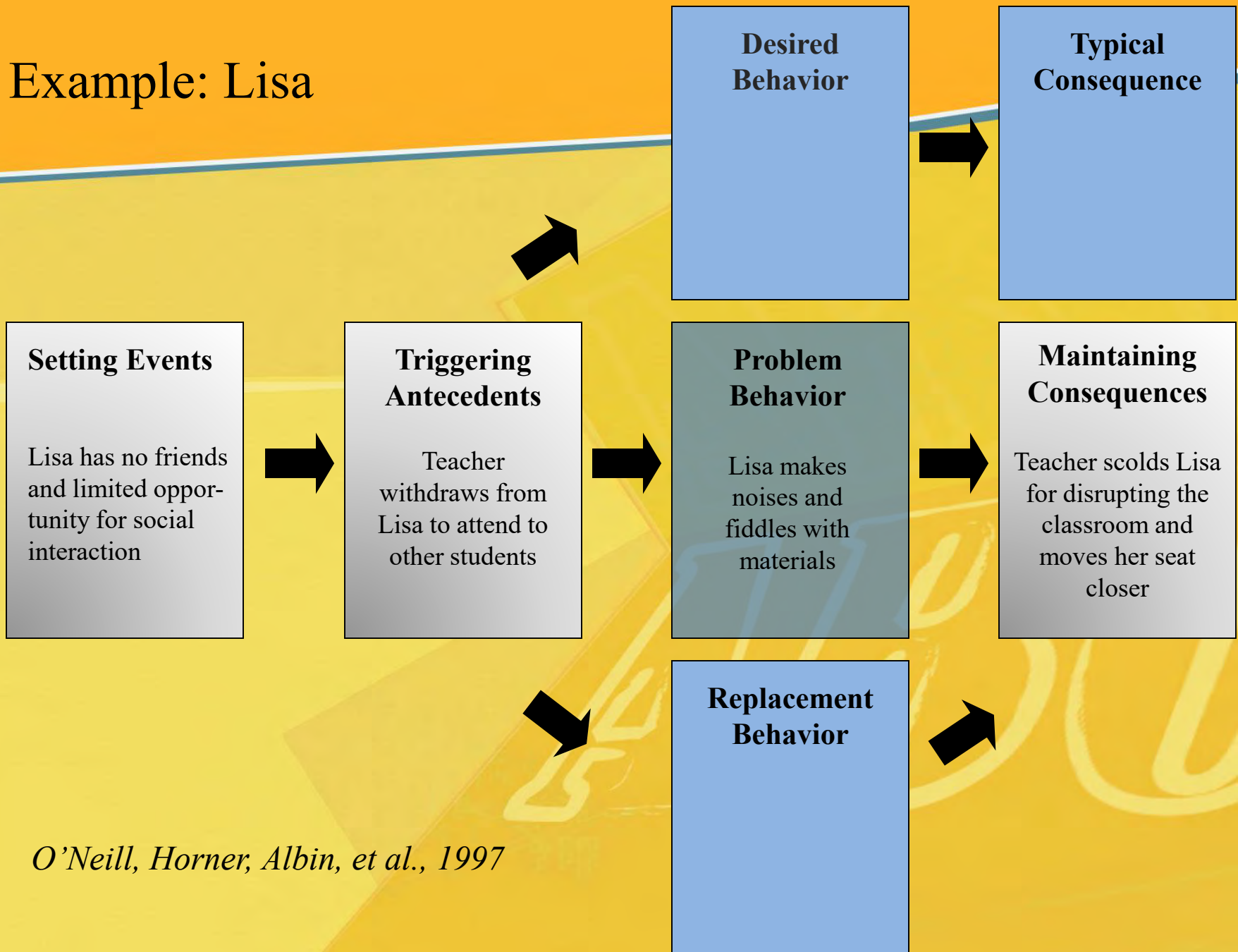
*O'Neill, Horner, Albin, et al., 1997*

# Example: Steven



*O'Neill, Horner, Albin, et al., 1997*

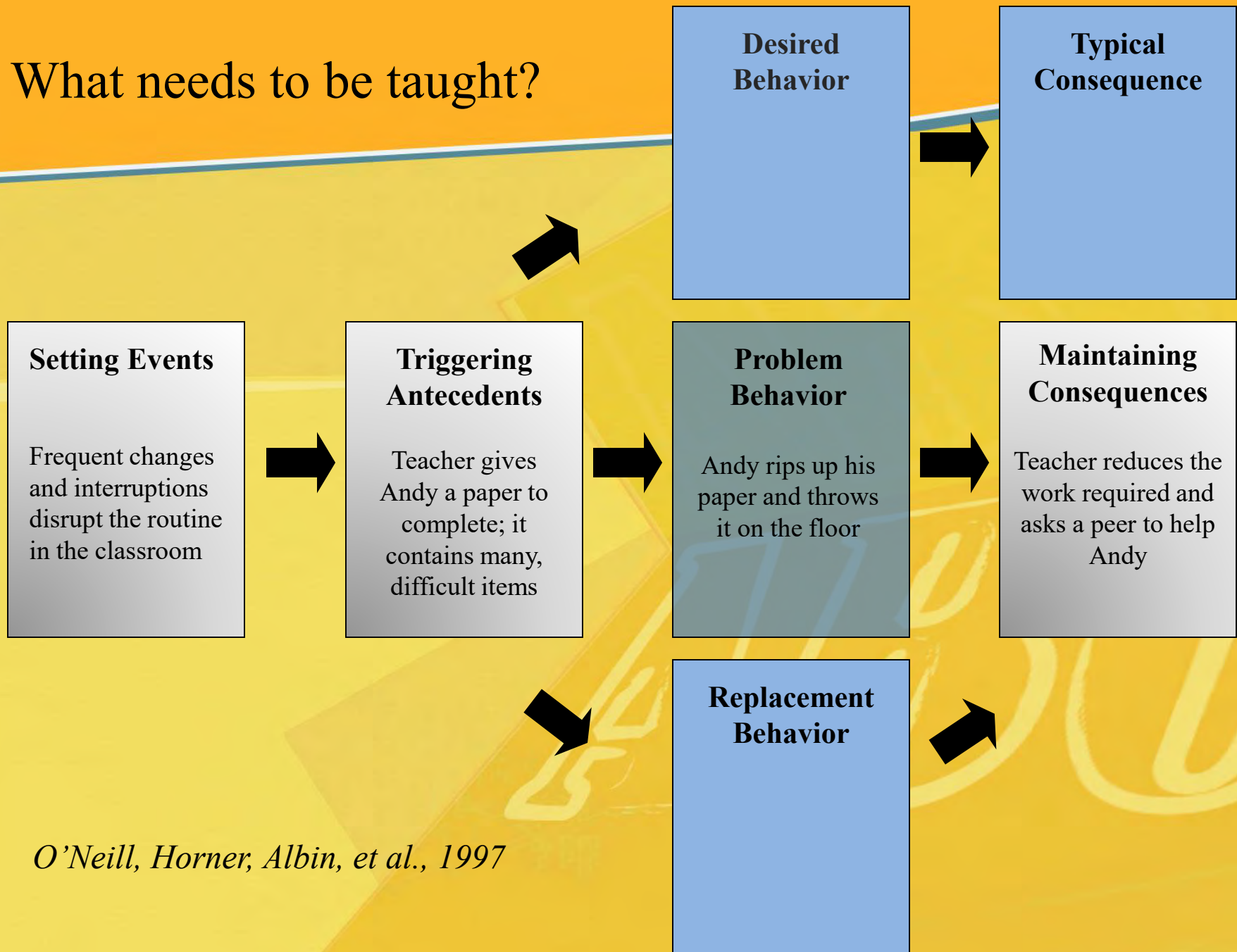
# Example: Lisa



*O'Neill, Horner, Albin, et al., 1997*



# What needs to be taught?



*O'Neill, Horner, Albin, et al., 1997*

# What needs to be taught?

- <http://www.youtube.com/watch?v=xgpxYoYLjiY>

ABOL

# Classroom Management



# Classroom Management

## Proactive Strategies

- Environmental Arrangement
- Curricular Structure/Accommodations
- Scheduling and Routines
- Expectations and Rules

*Teaching Replacement/Desired Behaviors*

## Reactive Strategies

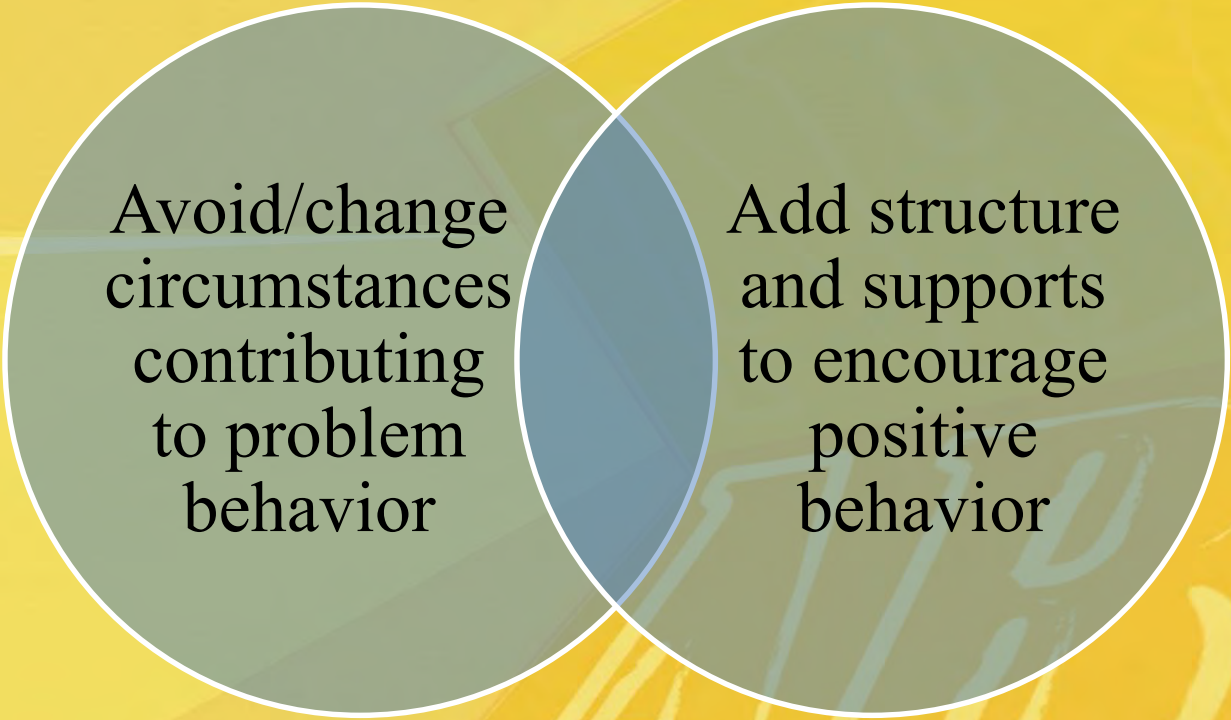
- Reward Systems
- Disciplinary Practices  
(vs. crisis management)

# Classroom Management Inventory



- Complete the classroom management inventory as a planning process for your classroom.
- Consider what you currently have in place (or are planning to use) and areas you might want to adapt

# Proactive Strategies



A Venn diagram consisting of two overlapping circles. The left circle is light blue and contains the text 'Avoid/change circumstances contributing to problem behavior'. The right circle is light blue and contains the text 'Add structure and supports to encourage positive behavior'. The overlapping area in the center is a darker shade of blue.

Avoid/change  
circumstances  
contributing  
to problem  
behavior

Add structure  
and supports  
to encourage  
positive  
behavior

# Environmental Arrangement

- Comfort of surroundings
- Storage and access to materials
- Minimization of distractions
- Consideration of traffic patterns
- Supervision, safety, and seating
- Functional room arrangement

# Classroom Arrangement



<http://www.theschoolsupplyaddict.com/room-setup.html>



# Curriculum & Instruction

- Engagement
- Pacing
- Variation
- Difficulty
- Feedback
- Accountability
- Interest level
- Adaptations

# Scheduling Considerations

- Accessibility
- “Premacking”
- Variability
- Activity Length

# Classroom Schedule

W's Room 120 Schedule 2010-2011				
Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:10 Math & Morning Meeting				
9:10-10:15 Math 10:15-10:45 Science 10:45-11:15 Social Studies	9:10-10:15 Math 10:15-11:15 Writing	9:10-10 Math 10-10:30 Music 10:30-11 Phy. Ed. 11-11:15 Math	9:10-10:15 Math 10:15-11:15 Writing	9:10-10:15 Math 10:15-11:15 Science
11:15-11:55 Recess/Lunch				
12-12:45 Quiet Choice/ Preteaching 12:45-1:30 Library	12-12:30 Quiet Choice/ Preteaching 12:30-1 Music	12-1 Science 1-2 Social Studies	12-12:30 Quiet Choice/ Preteaching 12:30-1:40 Reading 1:40-1:55 Recess	12-12:15 Quiet Choice 12:15-1:15 Social Studies 1:15-1:30 Recess
1:30-2:30 Reading 2:30-2:45 Recess 2:45-3:30 Writing	1-1:30 Phy Ed. 1:30-2:30 Reading 2:30-2:45 Recess 2:45-3:30 Writing	2-2:30 Reading 2:30-2:45 Recess 2:45-3 Reading 3:05 Dismissal	2-2:45 Keyboarding 2:45-3:30 ART	1:30-2:30 Reading 2:30-3 Music 3-3:30 Phy. Ed.
3:40 Dismissal			3:40 Dismissal	

[http://teacher.scholastic.com/classroom\\_management](http://teacher.scholastic.com/classroom_management)



# Classroom Routines

- Entering and exiting classroom
- Distributing and returning materials
- Requesting assistance from teacher/peer
- Completing classroom responsibilities
- Asking permission to change activity
- Transitions between activities/settings
- Using restroom/getting a drink
- Visitors entering classroom

# Classroom Expectations

- Pertain to everyone in classroom
- Reflect replacement/desired behaviors
- Positively stated (do's, not don'ts)
- Reasonable in number and clear
- Opportunities for practice and feedback
- Posted for everyone to see

*Vision and Goals for the Classroom*

# Classroom Expectations



# We need “rules” as well

- Situation-specific expectations
- Related to consequences
  - “if, then” statements
- Examples:
  - What can we do when our work is done?
  - If we push in line, what will happen?

# Classroom Management Inventory



- What strategies are you planning to employ for:
  - Environmental arrangement
  - Curricular structure/modifications
  - Scheduling and routines
  - Expectations and rules (related to replacement and desired behavior)

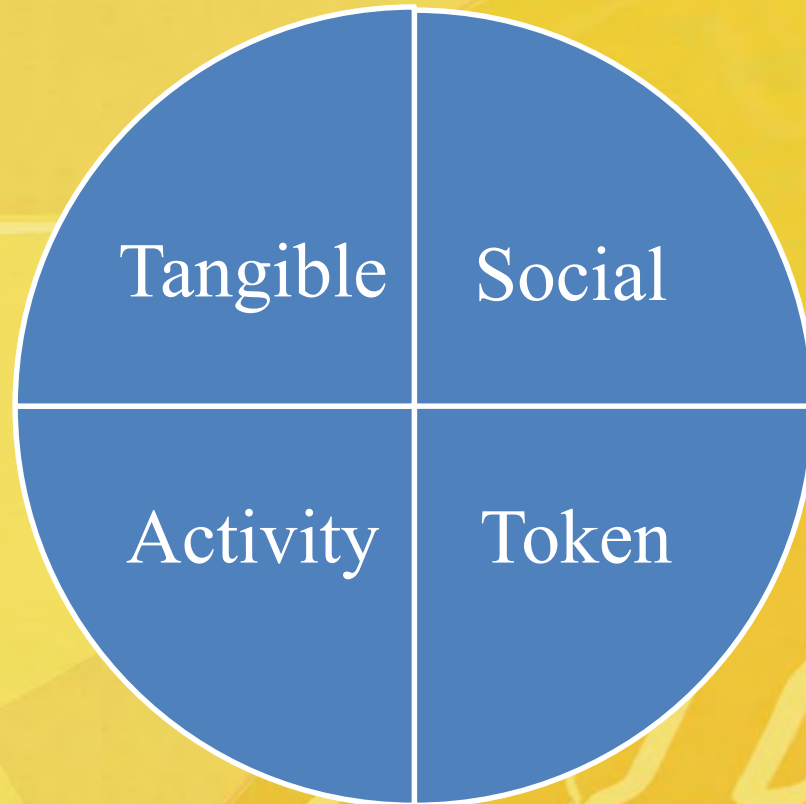


# Reactive Strategies



Manage crises safely and sensibly

# Types of Rewards



# Sample Reinforcer Survey



Teacher \_\_\_\_\_

## Reinforcement Survey

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. If I had 10 minutes free time I would most like to \_\_\_\_\_  
\_\_\_\_\_
2. My favorite activity that I wish we would do more often in this class is \_\_\_\_\_  
\_\_\_\_\_
3. In this class, I feel proudest of myself when \_\_\_\_\_  
\_\_\_\_\_
4. The nicest thing that has ever happened to me in this class for doing good work is \_\_\_\_\_  
\_\_\_\_\_
5. My favorite adult is \_\_\_\_\_
6. I feel great when \_\_\_\_\_
7. Something I really want is \_\_\_\_\_
8. The best thing that my parents can do for me is \_\_\_\_\_  
\_\_\_\_\_
9. The very best reward in this class that the teacher could give me for good work is \_\_\_\_\_  
\_\_\_\_\_
10. What are your favorite hobbies or activities? \_\_\_\_\_
11. The best thing my teacher can say to me is \_\_\_\_\_

# Reward Systems

- Directly related to expectations and rules
- Age-appropriate and preferred by students
- Relevant to behavior and varied periodically
- Access controlled – provided only when earned
- **Delivered at a 4:1 (positive: negative) ratio**

# Example of Behavior Chart

**Classroom Rules**      Name \_\_\_\_\_

Week \_\_\_\_\_ thru \_\_\_\_\_

	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
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# Disciplinary Practices

- Directly related to violations of classroom rules
- Functional: do not inadvertently reinforce behavior
- Preplanned, clear, and defined procedurally (e.g., hierarchy of consequences)
- Implemented consistently and immediately
- Aligned with school-wide systems

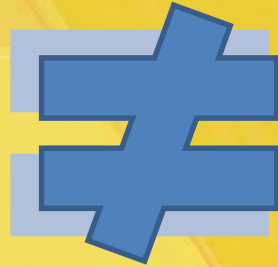
# Examples of Disciplinary Practices

- Verbal correction/reprimands
- Redirection to desired activities
- Withdrawing/withholding privileges
- Contacting parents with concerns
- Referrals for administrative intervention
- In-school/out-of-school suspension  
(including sending home early)

# A Note about Crisis Management

Planned  
Programmatic  
Interventions

Address typical  
classroom misbehavior  
and rule breaking

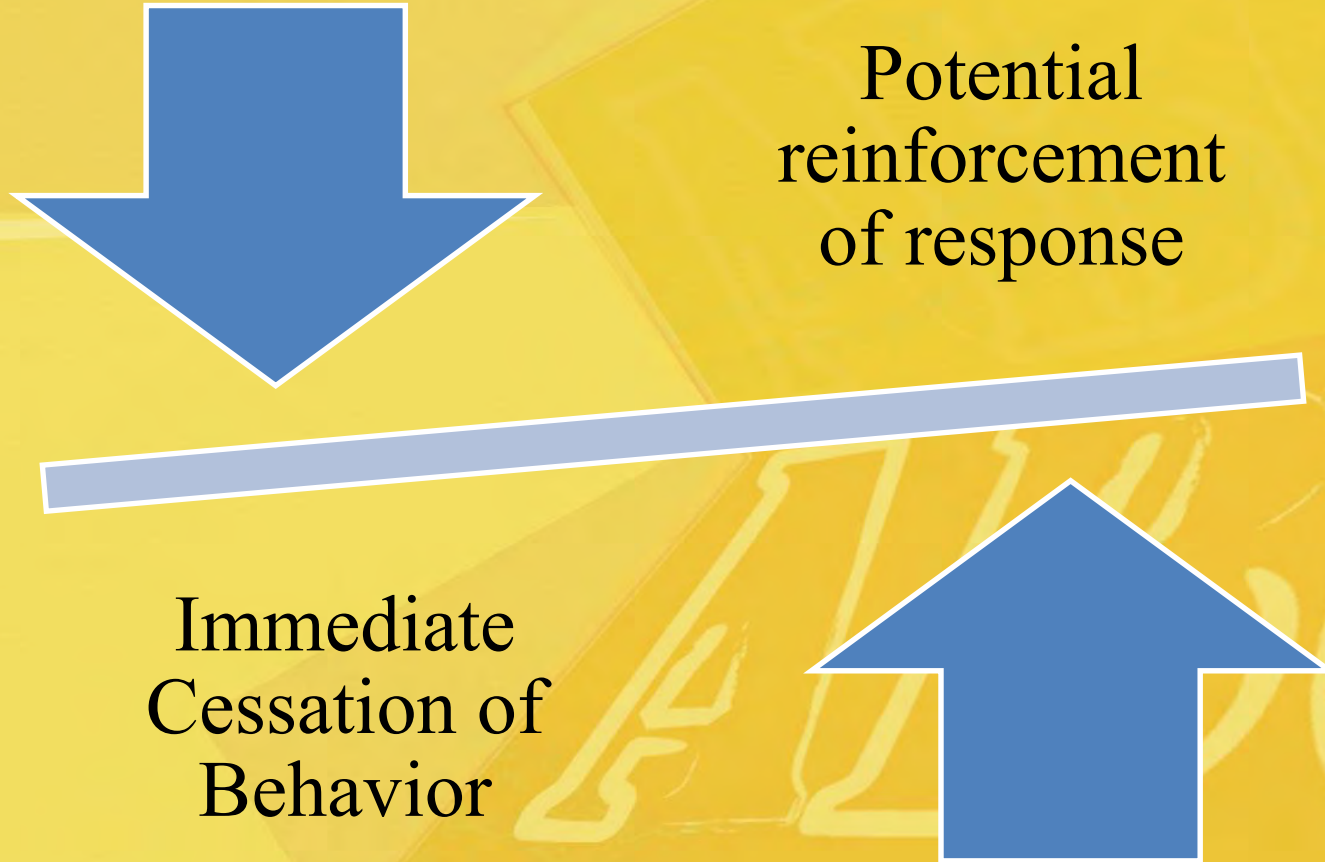


Crisis  
Management  
Procedures

Manage major incidents  
(e.g., fights, elopement)  
safely, resulting in rapid  
de-escalation



# Consider the Function!



# Classroom Management Inventory

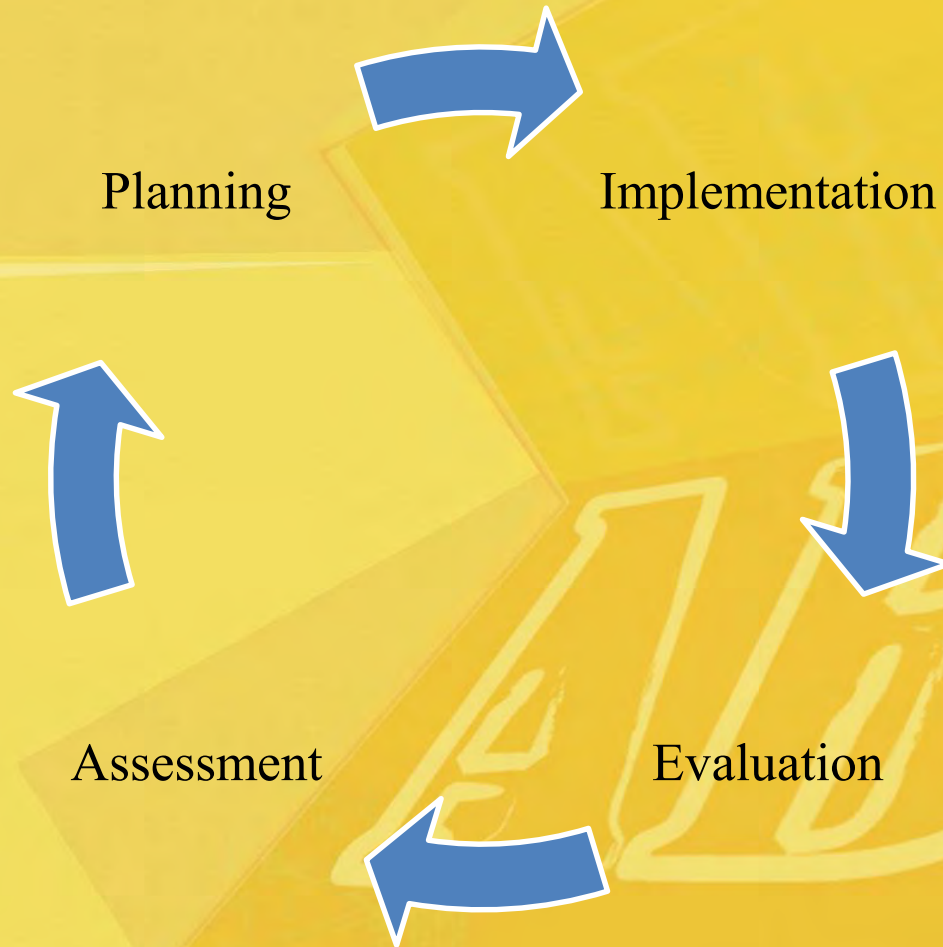


- What strategies are you planning to employ for:
  - Reward systems
  - Disciplinary practices (considering how to reduce and/or diffuse crises quickly)

# Data-Based Decision Making

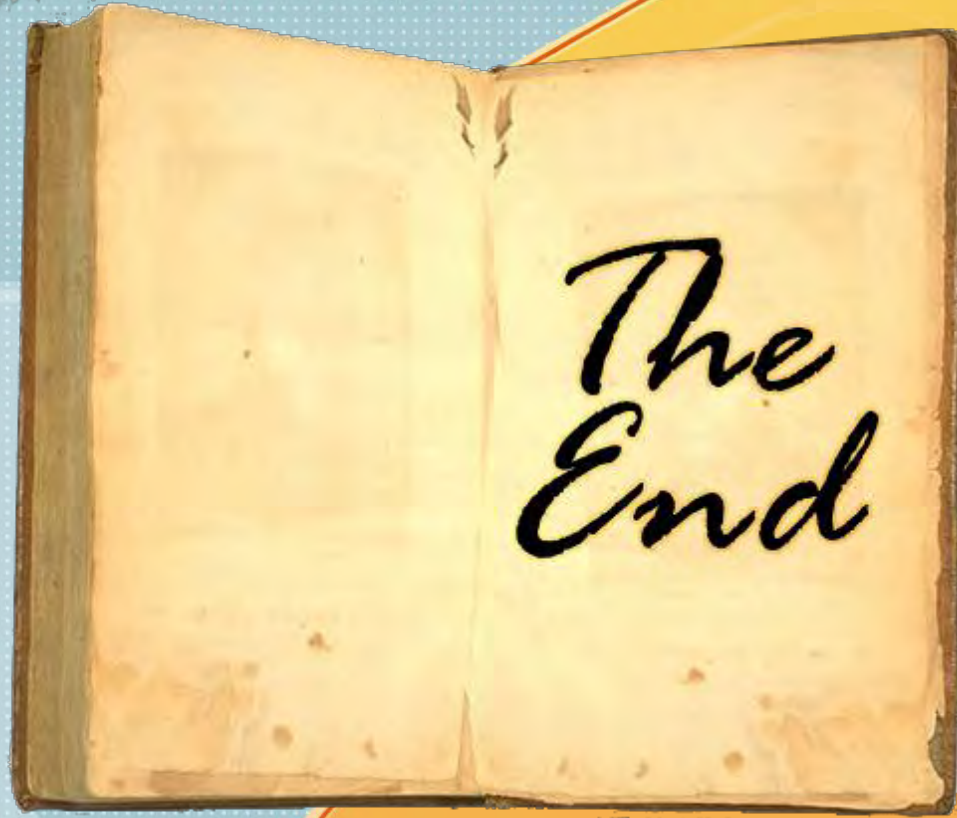
- Are behaviors of concern diminishing?
- Are replacement and desired behaviors increasing?
- Are the students completing academic assignments and demonstrating progress?
- Is the classroom running smoothly and an enjoyable place to learn and work?

# Data-Based Decision Making



# Next Steps and Conclusions

- Finalize classroom management plan
- Site visits, fidelity checks, and support
- Evaluation of training program



The  
End