What Every Teacher Should Know: *Evidence Based Practices in Classroom Management*

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University of Connecticut
Special Thanks

- Work of many researchers who preceded us!

- Collaborative efforts of
  - Brandi Simonsen,
  - Sarah Fairbanks,
  - Amy Briesch,
  - Diane Myers, &
  - George Sugai

- Members of the NEW…

  Center for Behavioral Education and Research (CBER) in the Neag School of Education at UConn.
What “kind” of students can display problematic behavior?

All students. Students *with/without* labels who are served in *general/special* education can display problematic behavior.

This is not a special education issue. It is an *education* issue.

We need to learn more about the 5 critical features of *effective classroom management* to be able to help *all* students.
Continuum of School-Wide Instructional and Positive Behavior Support

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

OSEP Center on Positive Behavior Interventions and Supports; http://www.pbis.org
Another Look at School-wide Positive Behavior Support Systems

Classroom Setting Systems

Non-classroom Setting Systems

Individual Student Systems

School-wide Systems
Evidence Based Practices in Classroom Management

1. **Maximize structure** in your classroom.

2. **Post, teach, review, monitor, and reinforce** a small number of positively stated expectations.

3. **Actively engage** students in observable ways.

4. **Establish a continuum of strategies to acknowledge** appropriate behavior.

5. **Establish a continuum of strategies to respond to inappropriate behavior.**

(Simonsen, Fairbanks, Briesch, & Myers Sugai, in preparation)
1. Maximize structure in your classroom.

- **Develop Predictable Routines**
  - **Teacher routines**: volunteers, communications, movement, planning, grading, etc.
  - **Student routines**: personal needs, transitions, working in groups, independent work, instruction, getting, materials, homework, etc.

- **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
  - Arrange **furniture** to allow easy traffic flow.
  - Ensure adequate **supervision** of all areas.
  - Designate staff & student **areas**.
  - **Seating** arrangements (groups, carpet, etc.)
### Self Assess

- Complete item for your classroom (or a teacher with whom you consult)

<table>
<thead>
<tr>
<th>1) I maximized structure and predictability in my classroom.</th>
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<tbody>
<tr>
<td>a) I explicitly taught and followed predictable routines.</td>
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<td>Yes</td>
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<tr>
<td>a) I arranged my room to minimize crowding and distraction.</td>
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<td>Yes</td>
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</table>
Action Plan

- Generate action plan content (observable and measurable behaviors to address deficits)
- Potential action plan items may include:
  - Describe predictable routine for entering classroom, turning in homework, (or others that are identified as missing)
  - Rearrange furniture to ensure better supervision

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<th>Current Level of Performance</th>
<th>Enhancement/Maintenance Strategies[^1]</th>
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2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.

- **Establish** behavioral expectations/rules.
- **Teach** rules in context of routines.
- **Prompt** or remind students of rule prior to entering natural context.
- **Monitor** students’ behavior in natural context & provide specific feedback.
- **Evaluate** effect of instruction - review data, make decisions, & follow up.
Establish Behavioral expectations/Rules

- A small number (i.e., 3-5) of positively stated rules. *Tell students what we want them to do*, rather than telling them what we do not want them to do.

- Publicly post the rules.

- Should match SW Expectations
Small number of positively stated expectations.

Windham Wildcats

Hold the Keys to Success

Respect
Treat everyone courteously and with kindness

Responsibility
Do the Right Thing

Pride
Show everyone the best side of yourself and your school

Do Your Best Always!
**Establish Behavioral expectations/Rules**

- **Operationally define** what the rules look like across all the routines and settings in your school.

- One way to do this is in a **matrix** format.
<table>
<thead>
<tr>
<th>Rules</th>
<th>Entering Classroom</th>
<th>Seat Work</th>
<th>Small Group Activity</th>
<th>Leaving Classroom</th>
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<tbody>
<tr>
<td>Be Safe</td>
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<td>Be Respectful</td>
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<tr>
<td>Be Responsible</td>
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**Teach Rules in the Context of Routines**

- Teach expectations directly.
  - Define rule in operational terms—tell students what the rule looks like within routine.
  - Provide students with examples and non-examples of rule-following within routine.

- Actively involve students in lesson—game, role-play, etc. to check for their understanding.

- Provide opportunities to practice rule following behavior in the natural setting.
### “Cool Tool”

#### Skill Name

**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.*

#### Kid 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 (precorrection).
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.
Expectations & behavioral skills are taught & recognized in natural context.
Prompt or Remind Students of the Rule

- Provide students with **visual prompts** (e.g., posters, illustrations, etc).
- Use **pre-corrections**, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings were problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).
Monitor Students’ Behavior in Natural Context

- **Active Supervision** (Colvin, Sugai, Good, Lee, 1997):
  - **Move** around
  - Look around (Scan)
  - **Interact** with students

- Provide **reinforcement** and specific praise to students who are following rules.

- Catch errors early and provide specific, **corrective feedback** to students who are not following rules. (Think about how you would correct an academic error.)
Acknowledge & Recognize
Evaluate the effect of instruction

- Collect data
  - Are rules being followed?
  - If there are errors,
    - who is making them?
    - where are the errors occurring?
    - what kind of errors are being made?

- Summarize data (look for patterns)

- Use data to make decisions
Establish Behavioral Expectations/Rules

Teach Rules in the Context of Routines

Prompt or Remind Students of Expected Behavior

Monitor Student's Behavior in the Natural Context

Windham Wildcats

HOLD THE KEYS TO SUCCESS

Respect

Responsibility

Pride

Do Your Best Always!
Establish Procedures for Encouraging Rule Following

Establish Procedures for Responding to Rule Violations

Evaluate the effect of instruction

These are things you should do in any school environment!!!
2) I posted, taught, reviewed, monitored, and reinforced a small number of **positively stated expectations**.

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<tr>
<td>a) I operationally defined and <strong>posted</strong> a small number of expectations (i.e., school wide rules) for all routines and settings in my classroom.</td>
<td>Yes No</td>
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<td>b) I explicitly <strong>taught</strong> and <strong>reviewed</strong> these expectations in the context of routines.</td>
<td>Yes No</td>
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<tr>
<td>c) I <strong>prompted</strong> or <strong>pre-corrected</strong> students to increase the likelihood that they will follow the expectations</td>
<td>Yes No</td>
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<tr>
<td>d) I <strong>actively supervised</strong> my students.</td>
<td>Yes No</td>
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Action Plan

- Generate action plan content (observable and measurable behaviors to address deficits)
- Potential action plan items may include:
  - Choose three expectations and create posters
  - Complete matrix
  - Develop lesson plans

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3. Actively engage students in observable ways.

- Provide high rates of opportunities to respond
  - Vary individual v. group responding
  - Increase participatory instruction (enthusiasm, laughter)
- Consider various observable ways to engage students
  - Written responses
  - Writing on individual white boards
  - Choral responding
  - Gestures
  - Other: ____________
- Link engagement with outcome objectives (set goals to increase engagement and assess student change CARs verbal/written)
3. Range of evidence based practices that promote **active engagement**

- Direct Instruction
- Computer Assisted Instruction
- Class-wide Peer Tutoring
- Guided notes
- Response Cards
3) I **actively engaged** students in observable ways.

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<tr>
<td>a)</td>
<td>I provided a high rate of <strong>opportunities to respond</strong> during my instruction.</td>
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<td></td>
<td>Yes</td>
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<tr>
<td>b)</td>
<td>I <strong>engaged</strong> my students in <strong>observable ways</strong> during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).</td>
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<tr>
<td></td>
<td>Yes</td>
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<td>c)</td>
<td>I used evidence based methods to <strong>deliver</strong> my instruction (e.g., Direct Instruction).</td>
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<td>Yes</td>
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Action Plan

- Generate action plan content (observable and measurable behaviors to address deficits)
- Potential action plan items may include:
  - Ask a colleague to take data on my current rate of OTRs and increase by 10%
  - Use response cards during 1 additional lesson per day

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4. Establish a continuum of strategies to acknowledge appropriate behavior.

- Specific and Contingent Praise
- Group Contingencies
- Behavior Contracts
- Token Economies
Specific and Contingent Praise

- Praise should be...
  - **contingent**: occur immediately following desired behavior
  - **specific**: tell learner exactly what they are doing *correctly* and continue to do in the future

  - “Good job” (not very specific)
  - “I like how you are showing me active listening by having quiet hands and feet and eyes on me” (specific)
Group Contingencies

- **“All for one”** Interdependent Group-Oriented Contingency (e.g., targeted/individualized intervention approach)

- **“One for all”** Dependent Group Contingency (e.g., universal intervention approach)

- **“To each his/her own”** (Independent Group Contingency)
Behavioral Contracts

- A written document that specifies a contingency for an individual student or in this case…whole class

- Contains the following elements:
  - Operational definition of **BEHAVIOR**
  - Clear descriptions of **REINFORCERS**
  - **OUTCOMES** if student fails to meet expectations.
  - Special **BONUSES** that may be used to increase motivation or participation.

(Wolery, Bailey, & Sugai, 1988)
Establishing a Token Economy

- Determine and teach the target skills
- Select tokens
- Identify what will be back-up reinforcers
- Identify the number of tokens required to receive back-up reinforcers
- Define and teach the exchange and token delivery system
- Define decision rules to change/fade the plan
- Determine how the plan will be monitored
- **Consider randomly delivering rewards

Guidelines from Sulzer-Azaroff & Mayer, 1991
4) I used a **continuum of strategies** to acknowledge appropriate behavior.

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<tbody>
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<td>a) I provided <strong>specific and contingent praise</strong> for academic and social behaviors (e.g., following expectations).</td>
<td>Yes No</td>
</tr>
<tr>
<td>b) I also used <strong>other systems</strong> to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).</td>
<td>Yes No</td>
</tr>
</tbody>
</table>
**Action Plan**

- Generate action plan content (observable and measurable behaviors to address deficits)
- Potential action plan items may include:
  - Ask a colleague to take data on my current rate of specific and contingent praise and increase by 20%
  - Implement an additional reinforcement system to increase appropriate behavior

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5. Establish a **continuum of strategies** to respond to inappropriate behavior.

- Error Corrections
- Differential Reinforcement
- Planned ignoring
- Response Cost
- Time out from reinforcement

“This is the worst class I’ve ever had.”

NOVEMBER 1985 209
Quick Error Corrections

- Your error corrections should be...
  - ...**contingent**: occur immediately after the undesired behavior
  - ...**specific**: tell learner exactly what they are doing *incorrectly* and what they should do differently in the future
  - ...**brief**: after redirecting back to appropriate behavior, move on
Types of Differential Reinforcement

- DR...of *lower* rates of behavior (DRL)
- DR...of *other* behaviors (DRO)
- DR...of *alternative* behavior (DRA)
- DR...of *incompatible* behavior (DRI)
Planned Ignoring

**Definition:**
- If a behavior is maintained by adult attention …consider planned ignoring (e.g., ignore behavior of interest)

**Example:**
- Taylor talks out in class and his teacher currently responds to him approximately 60% in the time (either + or -).
- The teacher decides to ignore all talk outs and instead only call on him when his hand is raised.
**Response Cost**

**Definition:**
- The withdrawal of specific amounts of a reinforcer contingent upon inappropriate behavior.

**Examples:**
- A wrong answer results in a loss of points.
- Come to class without a pencil, buy one for 5 points.
Time-out

**Definition:**
- A child (or class) is removed from a previously reinforcing environment or setting, to one that is not reinforcing

**Example:**
- Child throws a rock at another child on the playground. The child is removed to the office....
- REMEMBER the environment the child is removed to cannot be reinforcing!!! So, if the child receives adult attention in the office, which they find reinforcing, YOU have NOT put the child on time out
5) I used a continuum of strategies to respond to inappropriate behavior

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<tr>
<td><strong>a)</strong></td>
<td>I provided specific, contingent, and brief error <strong>corrections</strong> for academic and social errors.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>b)</strong></td>
<td>In addition, I used the <strong>least restrictive procedure</strong> to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out)</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Action Plan

- Generate action plan content (observable and measurable behaviors to address deficits)
- Potential action plan items may include:
  - Ask a colleague to take data on my current rate of corrective statements and ensure that this rate is far lower than my rate of praise statements
  - Review the consequences I give and ensure I am using the least restrictive procedures possible

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\(^{[1]}\text{What? When? How? By When?}\)
RECAP: Evidence Based Practices in Classroom Management

1. **Maximize structure** in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
3. **Actively engage** students in observable ways.
4. Establish a **continuum of strategies** to acknowledge appropriate behavior.
5. Establish a **continuum of strategies** to respond to inappropriate behavior.

(Simonsen, Fairbanks, Briesch, & Myers Sugai, in preparation)
Positive Behavior Support

Classroom Management: Self-Assessment Revised

Brandi Simonsen, Sarah Fairbanks, Amy Briesch, & George Sugai

Center on Positive Behavioral Interventions and Supports
University of Connecticut
Version: May 15, 2006
RESOURCES

- Classroom Management Self Assessment

Find our information online
  - www.pbis.org
  - Online library
    - Past conference presentations
      - Find this presentation:
        - Classroom Management Self Assessment (7r)
        - Power point presentation
        - Handout of evidence base for each practice

Contact us:
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  - http://www.education.uconn.edu/