

Effective Classroom Practice: Strategies for Preventing & Managing Problem Behavior

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Center for PBS
College of Education
University of
Missouri



Missouri Department of
Elementary and Secondary Education

Turn to a Neighbor...

- Tell your name, district, school, education responsibility, phase of implementation in MO SW-PBS
 - Preparation Year
 - Emerging Training
 - Tier 2 Training
 - Tier 3 Training

Effective Classroom Practices

1. Clearly Defined Expectations & Rules
2. Clearly Defined Procedures & Routines
3. Continuum of Strategies to Acknowledge Appropriate
4. Continuum of Strategies to Respond to Inappropriate
5. Active Supervision
6. Multiple Opportunities to Respond
7. Activity Sequence & Offering Choice
8. Academic Success & Task Difficulty

A Continuum of Support for All

Academic Systems

Tier Three

- Individual Students
- Assessment-based
- High Intensity

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All students
- Preventive, proactive

Behavioral Systems

Tier Three

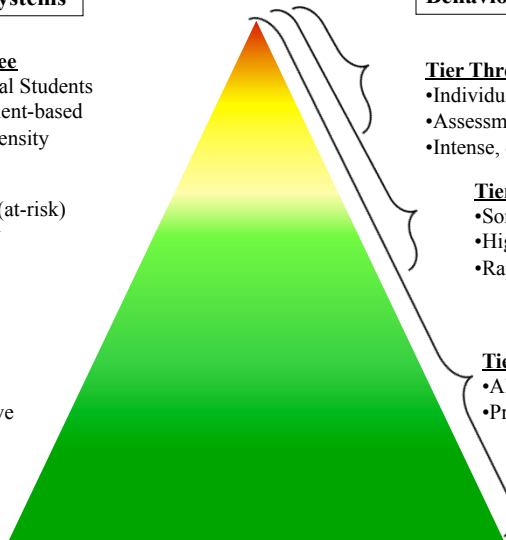
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All settings, all students
- Preventive, proactive



What Do We Know?

Challenge:

- Nearly 20% of the school-age population is affected with a social-emotional, behavioral or mental health concern (U.S. Department of Health and Human Services, 1999)
- Of the 20% affected only 30% of those students actually receive services (U.S. Public Health Service, 2000)
- Less than 1% of all students receive special education services for emotional disturbance (Kauffman, 2001)

What Do We Know?

- Results of 2 Gallup poles suggest perception of a lack of discipline in school is the #1 problem in American schools today (Elam, Rose & Gallup, 1996a; 1996b)
- The most frequent request for assistance made by teachers is for help managing problem behaviors (Horner, Diemer & Brazeau, 1992; Richle, 1990)

What Do We Know?

- When dissatisfied teachers leave the profession, more than a 25% cite student misbehavior as a primary reason for leaving (Cangelosi, 2004; Ingersoll, 2002)
- New teachers rate classroom management as one of their primary concerns (Veenman, 1984)
- Ineffective behavior management leads to teacher stress, exhaustion and negative attitudes (Davies & Yates, 1982)

What Do We Know?

Classroom management & students...

- “Non-compliant behavior in the classroom has been the overall highest ranking reason for office discipline referrals for grades 1-12”

(Colvin, 2009, p. 7-8)

What Do We Know?

- Students who display non-compliant behavior are at risk for escalating and long-term negative outcomes such as:
 - peer rejection, off-task behavior, low academic achievement,
 - involvement with antisocial peer groups, drop out, and crime,
 - ineffective relationships, inability finding and keeping employment and serious mental health issues

Colvin, 2009

What Do We Know?

- Research literature consistently demonstrates *there is a relationship* between academic failure and problem behavior
- Cannot *make* children learn or behave

(Sutherland, Lewis-Palmer, Stichter, & Morgan, 2008)

What Do We Know?

- Classroom context and teacher instructional behavior plays a significant role in the association between learning and behavior problems (Miles & Stipek, 2006).
- “Identification and consideration of classroom instructional variables are needed **before** changes in student behavior may occur” (Sutherland, Lewis-Palmer, Stichter, & Morgan, 2008, p. 226)

The Good News!!

“In the realm of education research effective classroom management is tied to student success with a confidence approaching absolute”

(Sprick, Knight, Reinke & McKale, 2006, p. 201)

The Good News!!

- Behavior is functionally related to the teaching environment
 - As variables in the environment are altered, the likelihood of behavior occurring or not occurring is increased or decreased
- Can use effective instruction and management strategies to increase the likelihood children will learn and behave

(Baer, Wolf, & Risley, 1968)

Effective Classroom Management

“The goal of effective classroom management is not creating “perfect” children, but providing the perfect environment using research-based strategies that guide students toward increasingly responsible and motivated behavior.”

(Sprick, Knight, Reinke & McKale, 2006, p. 185)

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Today's Objectives

1. Use data to determine whether classroom settings are an area of concern
2. Provide an overview of effective classroom practices
3. Show where resources can be found & think about strategic planning
 - How will your SW-PBS team support use of effective classroom practices?

Goal of SW-PBS

- SWPBS universal/tier 1 strategies implemented with fidelity
 - Schoolwide
 - Non-Classroom
 - Classroom

Data Indicators

- SET (caution!!)
 - School-wide, Non-classroom
- SAS
 - School-wide, Non-classroom, Classroom
- Big 5 Data Report
 - Per day, per month rate
 - Problem
 - Location
 - Time of day
 - Referrals by student

Classroom Indicators

- More than 60% of all ODR are from classroom locations (Big 5 Data Report)
- More than 50% of all ODR are from less than 10% of classrooms (Big 5 Data Report)
- SAS survey results indicate current status as less than 80% of features in place for classroom systems section.

(Sprague, Sugai, Horner & Walker, 2000)

Turn to a Neighbor...

- Think about your school's data.
- What do you think your data will tell you about your school's implementation of classroom level supports?

Effective Classroom Practices

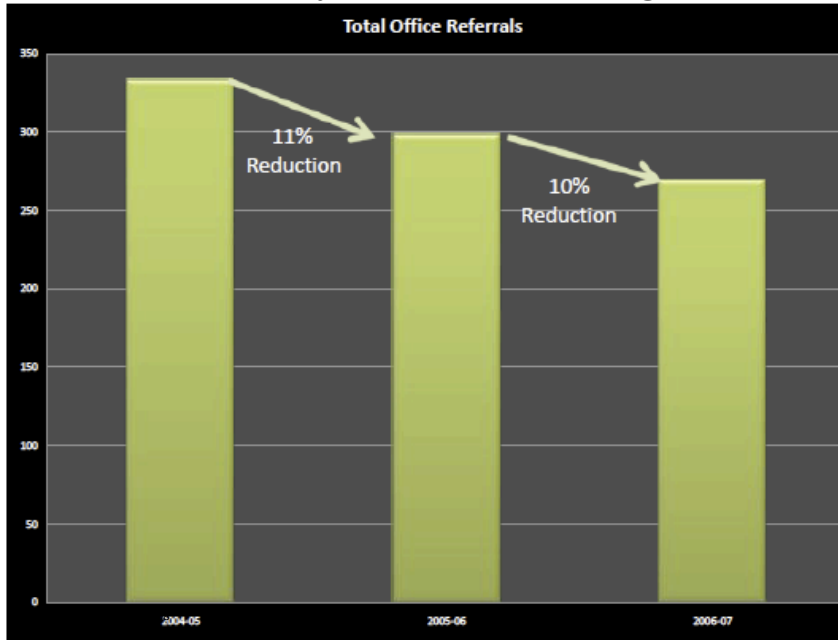
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Why Use These Strategies?

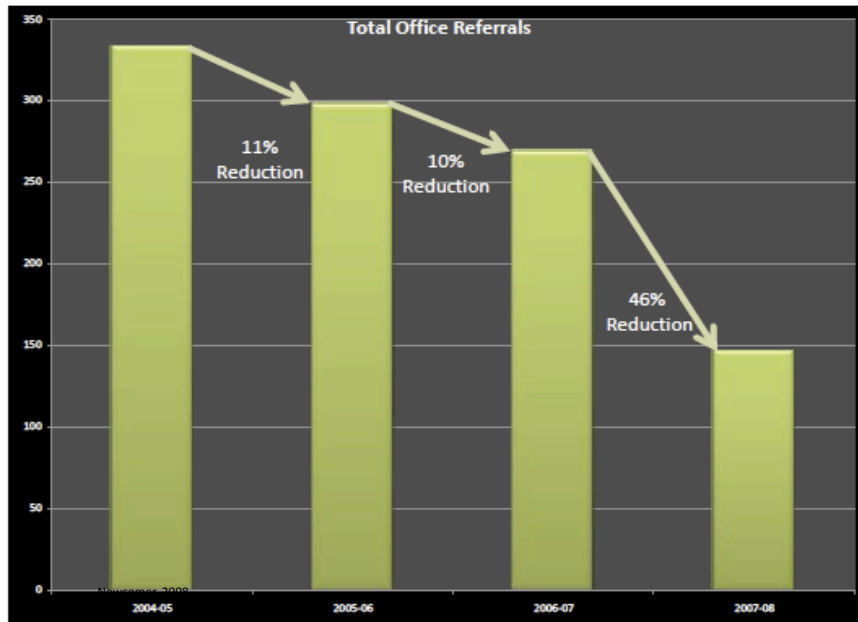
- Feasible and easy to implement
- Effective for students in general or special education
- Do not require significant modification to existing instruction
- May foster improvements in student – teacher relationships

(Jolivette, Wehby, Canale & Massey, 2001; Kern and State, 2009)

The Story in One Building



The Story in One Building



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Guidelines for Writing Classroom Rules

Consistent with schoolwide expectations/rules

1. Observable
2. Measureable
3. Positively stated
4. Understandable
5. Always applicable – Something the teacher will consistently enforce

Classroom Expectations & Rules

Respectful

- Use polite language
- Raise your hand and wait to be called on

Responsible

- Do your work
- Follow directions the first time asked
- Remain in assigned area

Kind

- Help others
- Invite or allow others to join

Safe

- Keep hands and feet to self
- Use materials correctly

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What Are Procedures & Routines?

- Procedures explain the accepted process for carrying out a specific activity such as
 - using lockers, sharpening pencils,
 - attending an assembly
- Classroom procedures are patterns for accomplishing classroom tasks.
- Teaching & using procedures will help students form routines to meet expectations

Procedures & Routines

- Procedures should be succinct, positively stated and in age-appropriate terms
- Keep “Who, what, when, where, why, and how” in mind
- Clear procedures, taught and consistently enforced are the most critical tool to create a functional and productive learning environment

Elementary Example

- Lining Up
 - Continue working until you hear the signal
 - When you hear the signal, neatly place books and materials in your desk
 - Quietly stand when your name (or row) is called
 - Push your chair under your desk
 - Quietly walk to the line
 - Stand with your hands at your sides, facing forward, no talking

Secondary Example

- Entering the Classroom
 - Enter the classroom before the bell rings
 - Place completed homework in the basket
 - Take your seat and get out the materials you need for class
 - Talk quietly until the bell rings
 - Stop talking and listen for announcements when the bell rings

Classroom Procedures

- | | |
|----------------------------------|--|
| • Entering the room | • Movement around the room |
| • Exiting the room | • Storing & accessing personal items (hats, backpacks) |
| • Entering the room late | • Participating in discussion |
| • Start of class | • What to do when finished working |
| • Getting teacher attention | • Turning in assignments |
| • Accessing materials / supplies | • Turning in homework |
| • Working independently | • Getting work missed after an absence |
| • Working in groups | |

Turn to a Neighbor...

- Having clearly defined classroom rules & classroom procedures are research-based, effective practices.
- Has your building/district systematically addressed these practices?
 - If so, what strategies did you use?
 - If not, what plans can your SW-PBS team begin making?

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What Do We Know?

- At risk students were observed to comply with 80% of teacher requests but received positive performance feedback only 2% of the time.

(Gunter & Cutinho, 1997; Shores, Jack, Gunter, Ellis, DeBriere, & Wehby 1993; Van Acker et al., 1996).

What Do We Know?

- First grade teachers give an average of 1.21 feedback statements *per minute*
- High school teachers give an average of 1 feedback statement *per hour*

White (1975)

Acknowledging Appropriate Behavior

Effective strategies are

- Clear and specific
- Contingent on desired behavior
- Applied immediately
- Teacher initiated
- Focus on improvement and effort

Classroom Continuum of Strategies

Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Phone Calls	Field Trip
Stickers	Special Privileges	Special Project
Rubber Stamps	Computer Time	Recognition
Thumbs up	Social/Free Time	Ceremonies
Home Notes	Special Seat	Honor Roll

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Response Strategies & Error Correction

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).

Response Strategies & Error Correction

Should be....

- Calm
- Consistent
- Brief
- Immediate
- Respectful

Classroom Continuum of Response

- Prompt
 - visual or verbal cue
- Redirect
 - restate matrix behavior
- Reteach
 - tell, show, practice, acknowledge
- Provide Choice
 - range of alternatives
- Conference with Student

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Active Supervision

- Moving Technique
 - Constant, randomized, targets problem areas
- Scanning Techniques
 - Look and listen for signs of a problem
 - Teacher positioning
- Interacting Frequently
 - High Rates of student contact
 - Formative feedback to students
 - Academic and behavioral

Turn to a Neighbor...

- Use of active supervision, high rates of acknowledgement and consistent response to student behavior are research-based effective practices.
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Opportunities to Respond (OTR)

- *Focus* = High rates of student engagement
- *Question* = Is the teacher creating opportunities for students to DO something rather than just being passive recipients?

(Sprick et al., 2006; Stichter et al., 2006)

Increasing Opportunities for Response

- A. Track Students Called On
- B. Guided Notes
- C. Response Cards
- D. Computer Assisted Instruction
- E. Classwide Peer Tutoring
- F. Direct Instruction

Activity Sequencing & Offering Choice

- Strategies include:
 - Intersperse easy/brief problems among longer or more difficult tasks.
 - Deliver 3 or 4 simple requests prior to a difficult assignment.
 - Allow students to make selections about types of tasks to be completed, materials to be used, location for working etc.

Academic Success & Task Difficulty

- Previously Introduced Content
 - ALL students should be responding with 90% accuracy
- Newly Introduced Content
 - ALL students should be responding with 80% accuracy

Why Use These Strategies?

- Increases task performance
- Decreases disruptive behavior
- Improves student perception of & preference for assignments they consider difficult
- Allows for high rates of positive, specific feedback
- Is an efficient use of instructional time

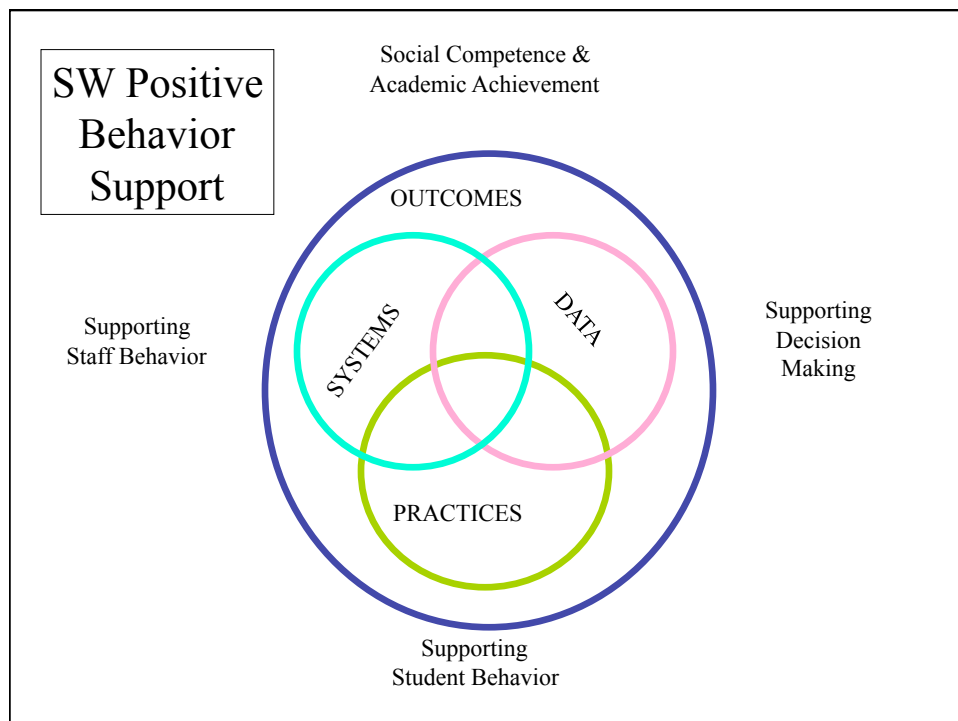
(Heward, 1994; Kern & Clemens, 2007)

Turn to a Neighbor...

- Consistent use of *instructional management techniques* can lead to decreases in problem behavior and increases in academic engagement.
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Resources

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Go To: Coaches Corner, then to Mini-Modules

Classroom Mini Modules - 8 Essential Classroom Practices

- Powerpoint presentation with notes
- Fact sheet
- Suggested activities with handouts

Resources

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Go To: Coaches Corner then to Mini-Modules


Administrative Classroom Walk Through

- Classroom Walk Through and Brief Observation (tool)
- Current Research Literature (list of resources)
- Powerpoint Presentation

Resources

- **Research Articles:**
 - Kern, L. & Clemens, N. H. (2007) Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1) pages 65-75.
 - Simonsen, B., Fairbanks, S., Briesch, A., Myers, D. & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for Research to practice. *Education and Treatment of Children*, 31(3), pp. 351-380.

- **RPDC SW-PBS Consultant!**

 <h2 style="margin: 0;">Strategic Planning</h2>			
	Are there data that indicate a need for teaching this information? (SAS, Big 5 Location, Observation/Walk-through)	Should this information be included in an action plan or professional development plan?	How and when can our team share this information with staff?
Effective Practices:			
1. Expectations & Rules			
2. Procedures & Routines			
3. Acknowledgement Strategies			
4. Response Strategies			
5. Active Supervision			
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