

PBIS in the Classroom

Mastering the Fundamentals



Thomas J. Stacho Ed.S.

www.BehaviorInSchools.com

info@BehaviorInSchools.com



BehaviorInSchools.com



The image shows a screenshot of the BehaviorInSchools.com website. At the top, there is a logo with the word "BEHAVIOR" in a vertical stack, a red apple, and the word "SCHOOLS" in a large, bold font. Below the logo, it says "Evidenced-Based Behavior Management Practices For Schools, Classrooms And Students". The main content area features a navigation menu on the left with options like HOME, PROFESSIONAL DEVELOPMENT, SCHOOL-WIDE, CLASSROOM, INDIVIDUAL STUDENT, RESOURCES, ABOUT US, and CONTACT US. The main text area includes a welcome message, a list of services, and a testimonial from Terri, an MS/HS Math Teacher at Indiana Math & Science Academy West. There are also social media icons for Facebook, Twitter, and LinkedIn.

BEHAVIOR
SCHOOLS

Evidenced-Based Behavior Management Practices For Schools, Classrooms And Students

- HOME
- ▶ PROFESSIONAL DEVELOPMENT
- SCHOOL-WIDE
- CLASSROOM
- INDIVIDUAL STUDENT
- ▶ RESOURCES
- ▶ ABOUT US
- CONTACT US

"I realize that I don't always make my expectations clear to my class. Now, I will take time to "teach" my rules / expectations early and then practice them as well as model them."

Terri,
MS/HS Math Teacher
Indiana Math & Science
Academy West

Welcome to Behavior In Schools

BehaviorInSchools provides the professional development your educators need to:

Create positive and proactive learning environments for your school, classrooms and individual students

- Deliver and implement proven practices and strategies that establishes a positive school climate, achieving classrooms and skills to manage challenging students
- Develop a continuum of supports for ALL students through a Positive Behavior Intervention & Supports and Response to Intervention (RtI) framework

Bringing almost 30 years of real-world experience into districts and classrooms, *BehaviorInSchools* offers a full range of staff development services. Evidence-based practices combined with easy to understand application procedures, supports K-12 educators in developing practical behavior management skills and strategies that can be implemented immediately.

Through workshops, consultation and coaching, *BehaviorInSchools* has positively impacted teachers and administrators daily practices in hundreds of schools and classrooms. Professional development trainings offered through *BehaviorInSchools* provide staff with the expertise needed to bring lasting positive change to YOUR school.

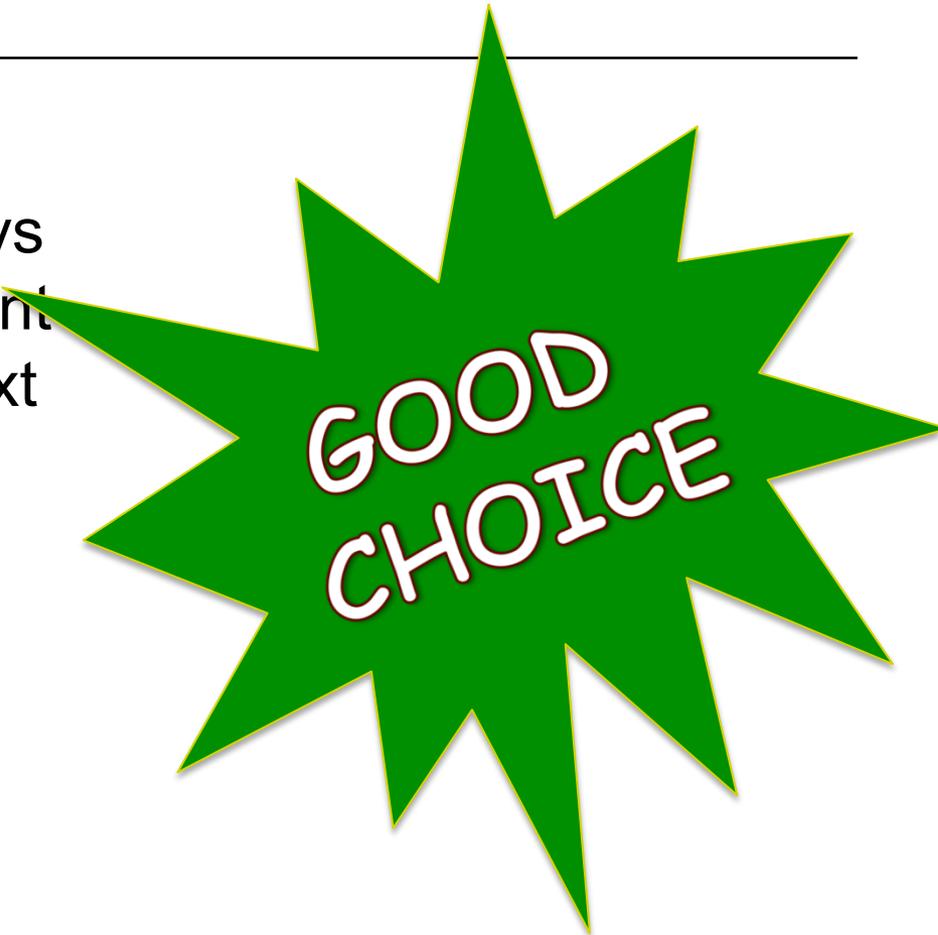
BehaviorInSchools assists administrators in customizing a plan to fit the specific needs of the district, schools and/or classrooms. Services include concentrated one-day training sessions, on-site coaching and consultation as well as training and support of multi-year school-wide efforts to establish Positive Behavior Supports within a tiered system of services.



@thomasstacho

BehaviorInSchools.com

- **Prevention is Better than Intervention:** Look for ways to rearrange the environment to prevent problems the next time around.
- “An ounce of prevention is worth a pound of cure”
- This is a better use of your time!



GOOD
CHOICE

Conversation

- PBIS in the Classroom

Help

- Raise hand or speak up

Activity

- Learn and understand strategies of the IMPACT framework

Movement

- At your discretion and as needed

Participation

- Assess yourself & staff on IMPACT variables



The Critical Role of Classroom Management

- Nearly half of new teachers leave the profession within five years.



Responding to Problem Behaviors

Insubordination, noncompliance, defiance, late to class, nonattendance, truancy, fighting, aggression, inappropriate language, social withdrawal, excessive crying, stealing, vandalism, property destruction, tobacco, drugs, alcohol, unresponsive, not following directions, inappropriate use of school materials, weapons, harassment 1, harassment 2, harassment 3, unprepared to learn, not following directions, parking lot violation, irresponsible, trespassing, disrespectful, banned items, failure to complete homework, disrupting teaching, uncooperative, violent behavior, disruptive, verbal abuse, physical abuse, dress code, other, etc., etc., etc.....

Exist in every school

Vary in intensity

Are associated with variety of contributing variables

Are concerns in every community

Externalizing Behaviors

- Displaying aggression toward objects or persons
- Arguing
- Being out of seat
- Not complying with teacher instructions or directives



Internalizing Behaviors:

- Not talking with other children
- Being shy
- Timid and/or unassertive
- Avoiding or withdrawing from social situations
- Not standing up for one's self

Source: Walker and Severson,
1992



So What Makes An Effective Behavior Manager?

Teachers that manage classrooms effectively have:

- Rules and procedures
- Consequences for positive behavior and negative behavior
- Teacher-Student relationships
- Mental set (general, “withitness”, emotional objectivity)
- Establish smooth, efficient classroom routines.
- Directly teach students how to be successful.
- Provide incentives and recognition and rewards
- Set clear standards for classroom behavior and apply them fairly and consistently.

(Cotton, 1995)

(Marzano, 2003)



Is Dress Code an Issue In Your Building?



Is Social Media (texting) a Concern?

Dear Students,

**I know when you're
texting in class.**

Seriously, no one just looks down
at their crotch and smiles.

Sincerely, Your Teacher.



BEFORE YOU POST...

THINK!



T - is it true?

H - is it hurtful?

I - is it illegal?



N - is it necessary?

K - is it kind?

Is the Restroom an Issue?



Arrival? Dismissal?



How's Your Cafeteria?



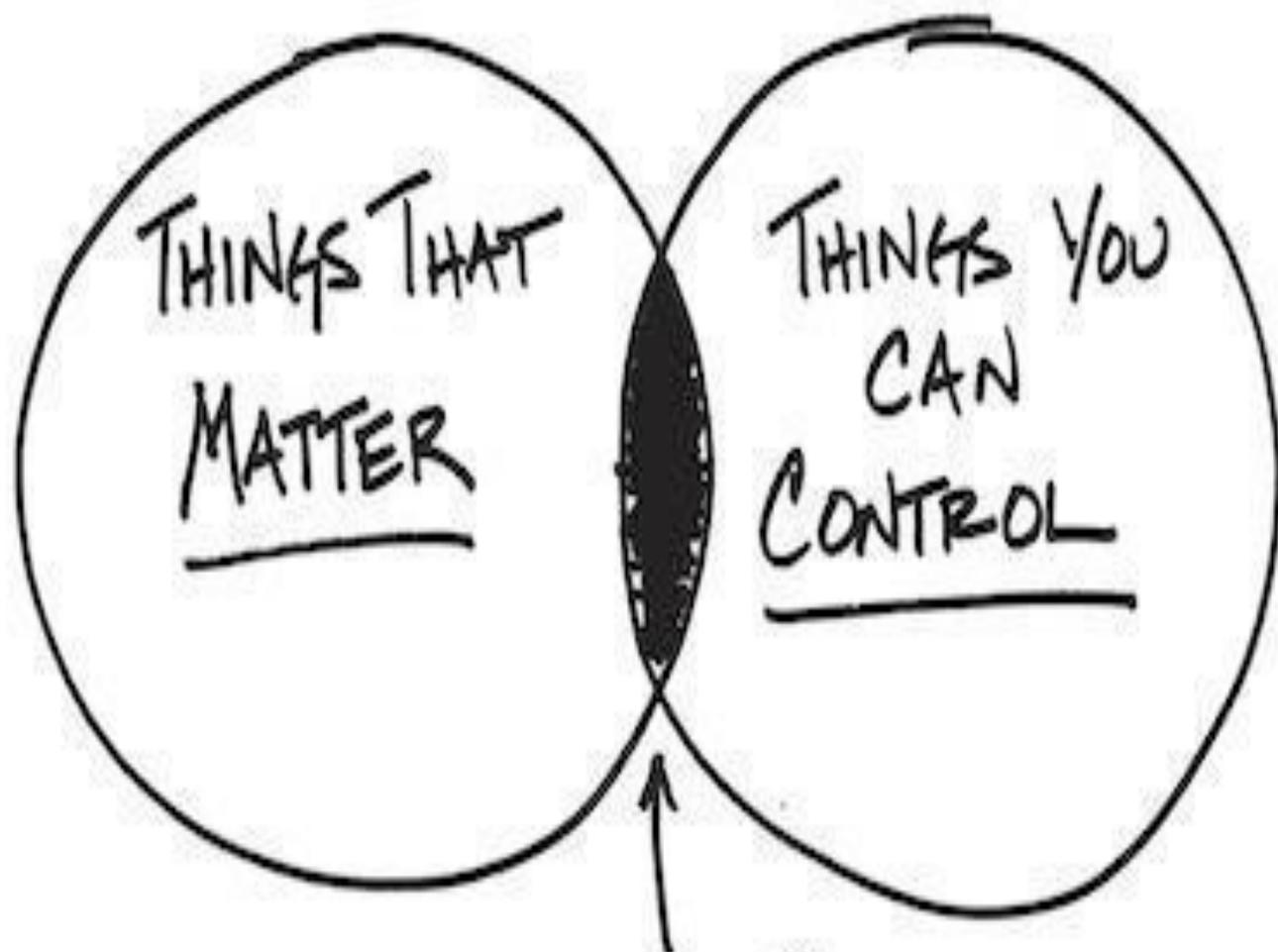
Transition Problems?



What Teachers Tell Us About Challenging Behaviors in School

- Behavior is the most difficult issue we deal with on a daily basis
- Disrespect, non-compliance, and simple disruptions are the most time-consuming and frequent behavior problems we face
- **In our university preparation, dealing with problem behaviors is the thing for which we were least prepared**





WHAT YOU SHOULD FOCUS ON

Positive Behavioral Interventions & Supports

PBIS is a broad range of **systemic** and **individualized** strategies for achieving important social and learning outcomes while preventing problem behavior.

The key attributes of PBIS include **pro-activity, data-based decision making,** and a **problem-solving orientation.**

Horner, 2000; Lewis & Sugai 1999; Sugai, et al., 2000; Weigle, 1997



PBIS “Big Ideas”

- PBIS is not a curriculum - it is a **framework** for systems to identify needs, develop strategies, and evaluate practice toward success.

Zins & Ponti, 1990

- A key focus of PBIS is building responsive environments that “**stack the deck**” in favor of appropriate student behavior and preferred quality of life outcomes.

- **It’s much easier to prevent!** Turnbull & Turnbull, 1999

SWPBIS

School-Wide System Practices

- **Clear set of positive expectations and behaviors.**
- **Procedures for teaching expected behaviors.**
- **Continuum of procedures for encouraging expected behavior.**
- **Continuum of procedures for discouraging inappropriate behaviors.**
- **Procedures for on-going monitoring and evaluation**
- **Common purpose and approach to discipline.**

Common Approach to Discipline

“Show me a better way to handle this Sara”

“She took my book”

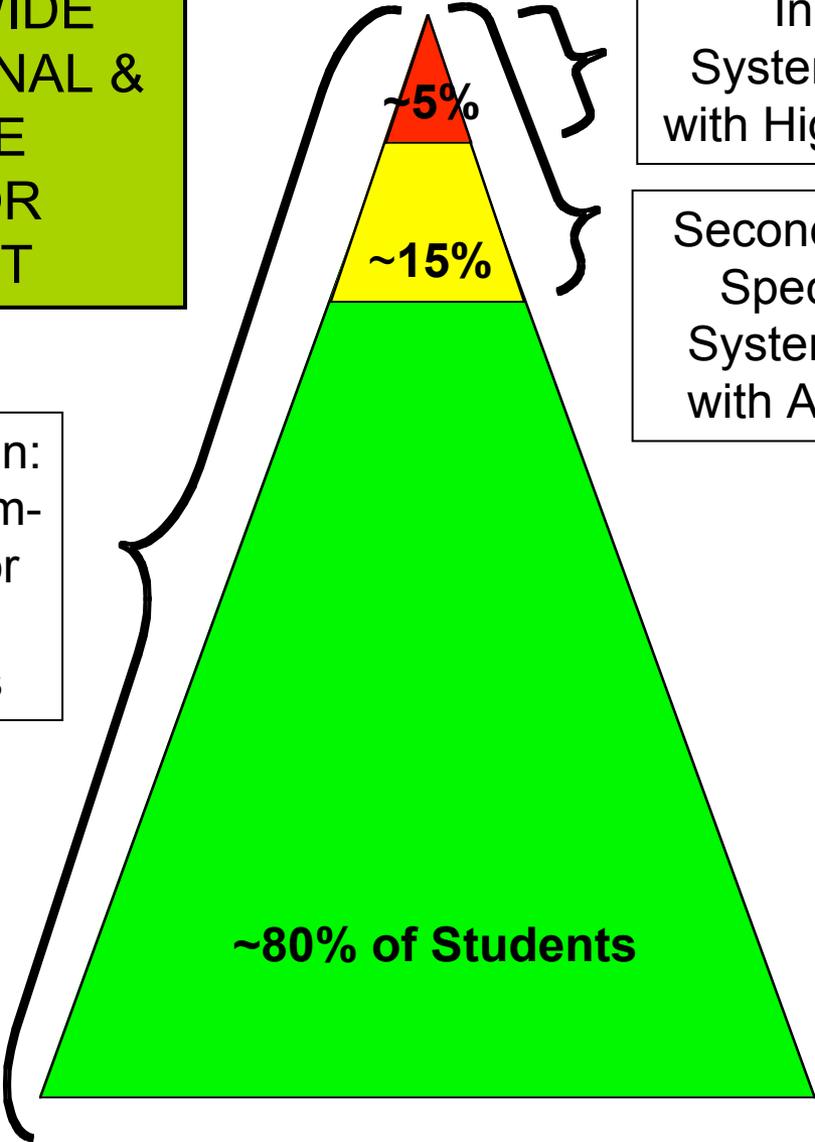
“Be afraid, be very afraid”

OR



**CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE
BEHAVIOR
SUPPORT**

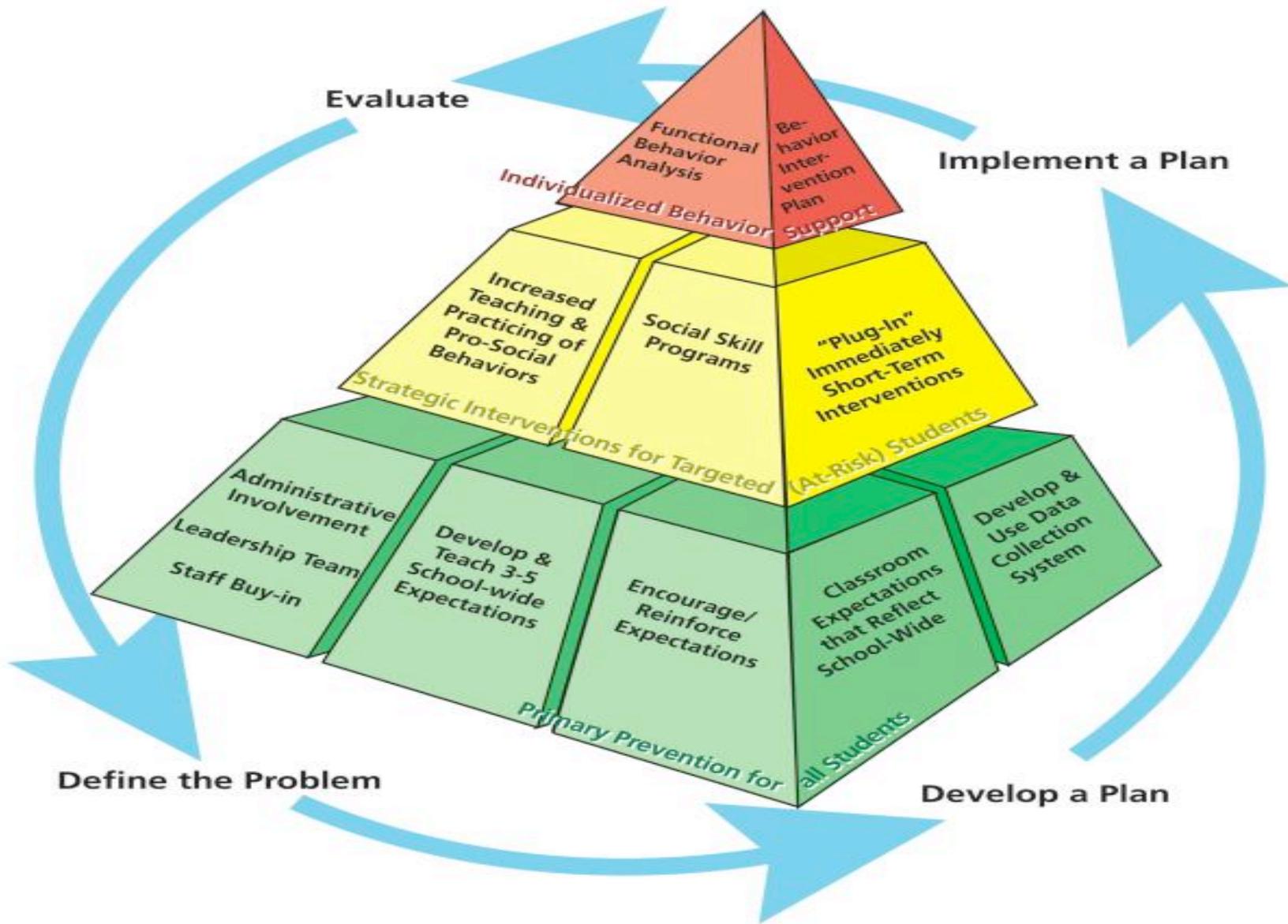
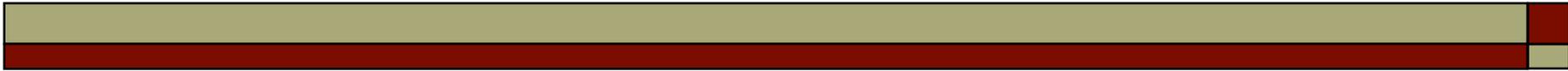
**Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings**



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

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

~80% of Students



Set Kids Up for Success





What Do You Bring to the Table?

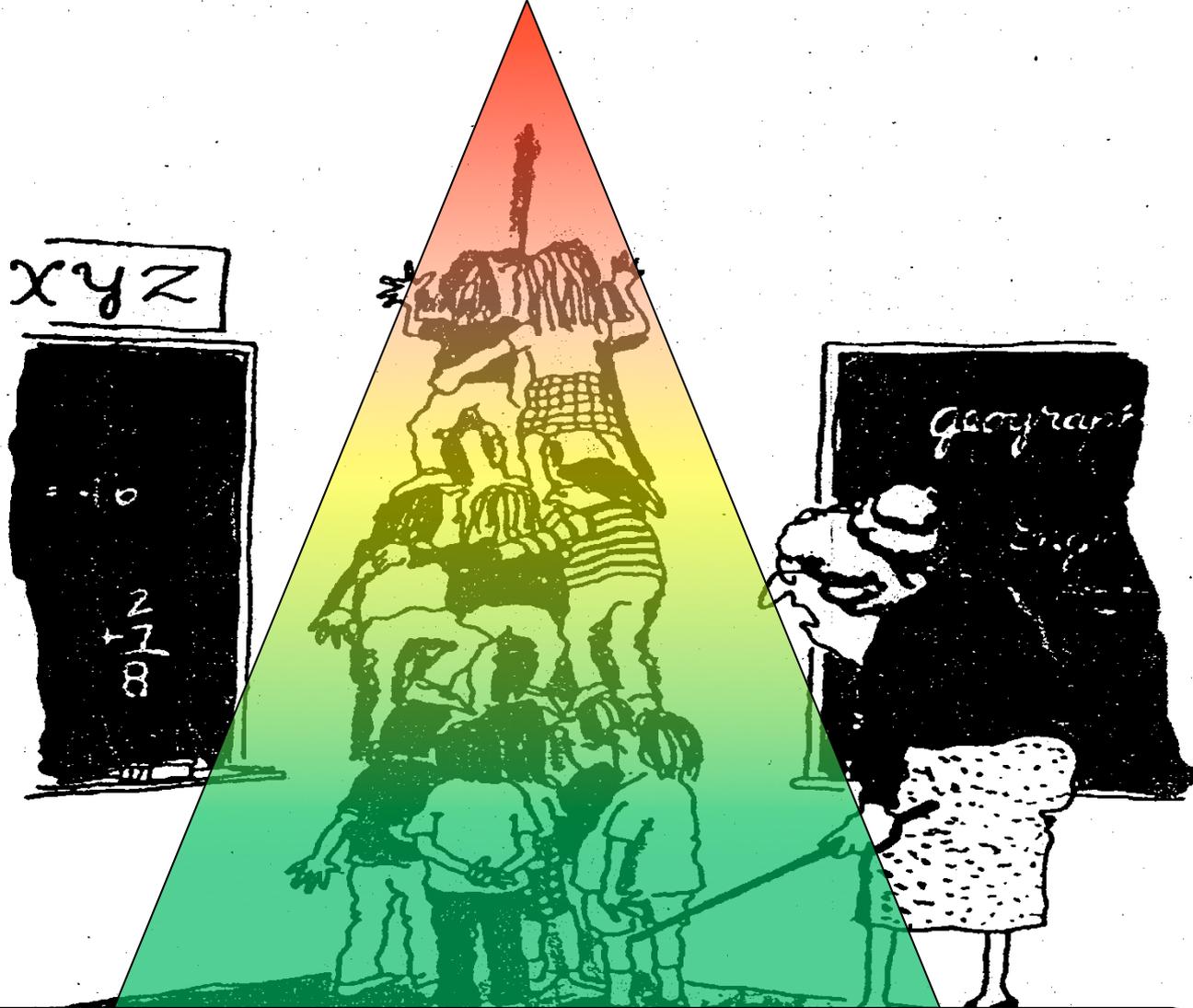


Historically, We've Been:

- Reactive
- Negative
- Exclusionary

- Some of us still rely on traditional methods and simple solutions!





MESSAGE

Label behavior, not students

"This is the worst class I've ever had."

SIMPLE SOLUTIONS

- Role Bound Authority
- Over-Reliance on Punishment
- An Increase in Emotional Intensity

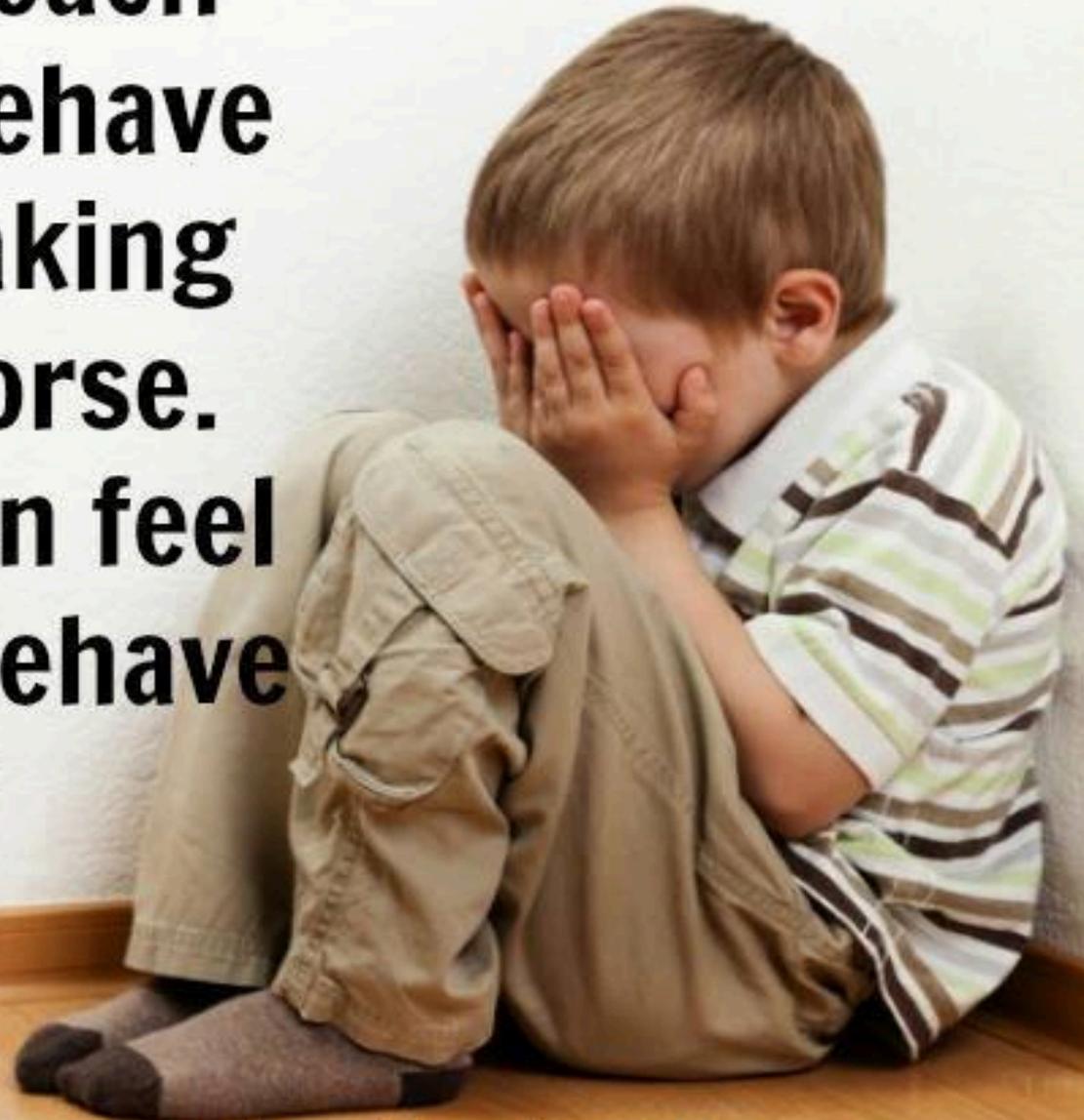
raising my voice yelling saying "I'm the boss here"
insisting on having the last word using tense body
language using degrading, insulting, or humiliating
put-downs using sarcasm attacking the student's
character acting superior using force
drawing unrelated comparisons having a
double standard - not what I do in
making
corner pleads
events
rem
unsubstantiated
nagging through
student making comparisons with siblings or other
students being commanding, demanding,
dominating



BAD CHOICE

**“You can’t teach
children to behave
better by making
them feel worse.
When children feel
better, they behave
better.”**

~ Pam Leo



SIMPLE SOLUTIONS

- Role Bound Authority
- An Increase in Emotional Intensity
- Over-Reliance on Punishment
- **Wishing and Hoping**

-
- “I hear they’re moving!”
 - “Please let me out just one day!”
 - “I can’t wait to get out of school!”

**BAD
CHOICE**

A Quote from Haim Ginott...

I have come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.

Between Teacher and Child

It's Not Only What You Say, But How You Say It!

- *Eye contact*
- *Facial expressions*
- *Gestures*
- *Posture and body orientation*
- *Proximity*
- *Paralinguistics (tone, pitch, rhythm, loudness etc.)*
- *Humor*



Behavior is Learned and it Serves a Purpose

It's taught & someone has reinforced it!



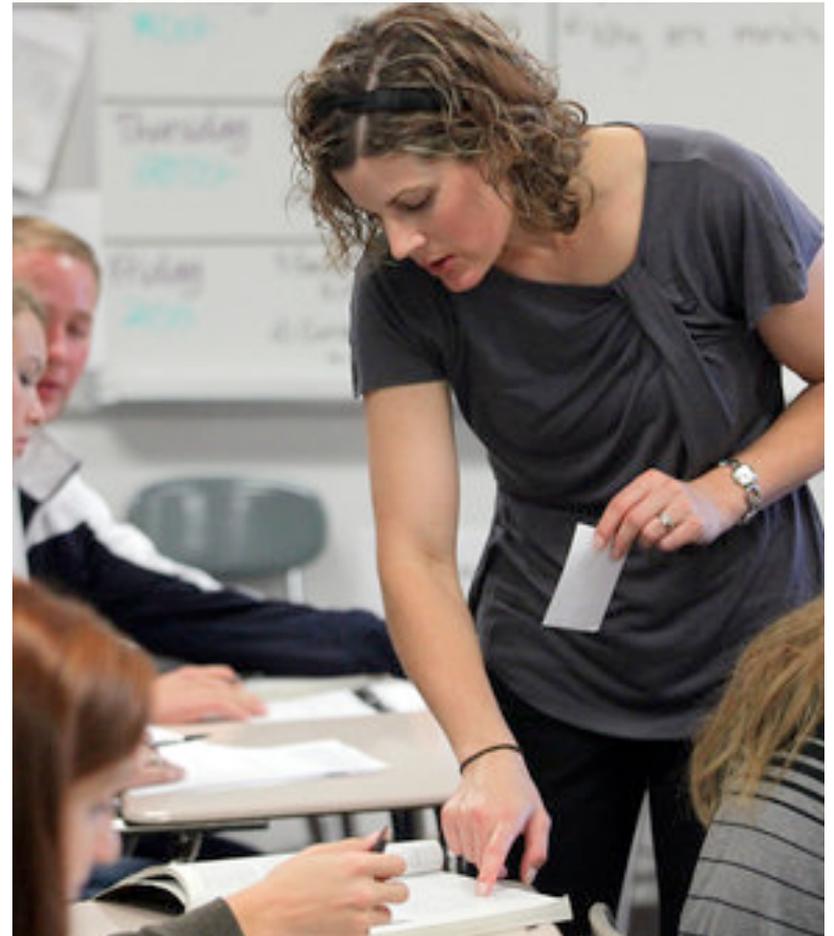
Context Matters

Common areas of the school are very different places than the classroom. The classroom is a very different place than home. Administrators/parents/teachers do not necessarily see the same behaviors.



Effective Behavior Management

- Effective teachers spend more time promoting responsible behavior than responding to irresponsible behavior
- **Increase Probability**



What is the True Intent of Classroom Behavior Management?

1. To punish, punish, and continue to punish until the cows come home?
2. To beat the students into submission?
3. Teach behaviors to promote positive behavior and prevent negative behavior?



The measure of success is not whether you have a tough problem to deal with, but whether it's the same problem you had last year.

John Foster Dulles





6 Essential PBIS Best Practices in the Classroom “IMPACT”

Interact Positively

Monitor Behavior (Supervise)

Prepare Effective Instruction

Arrange and Organize the Environment

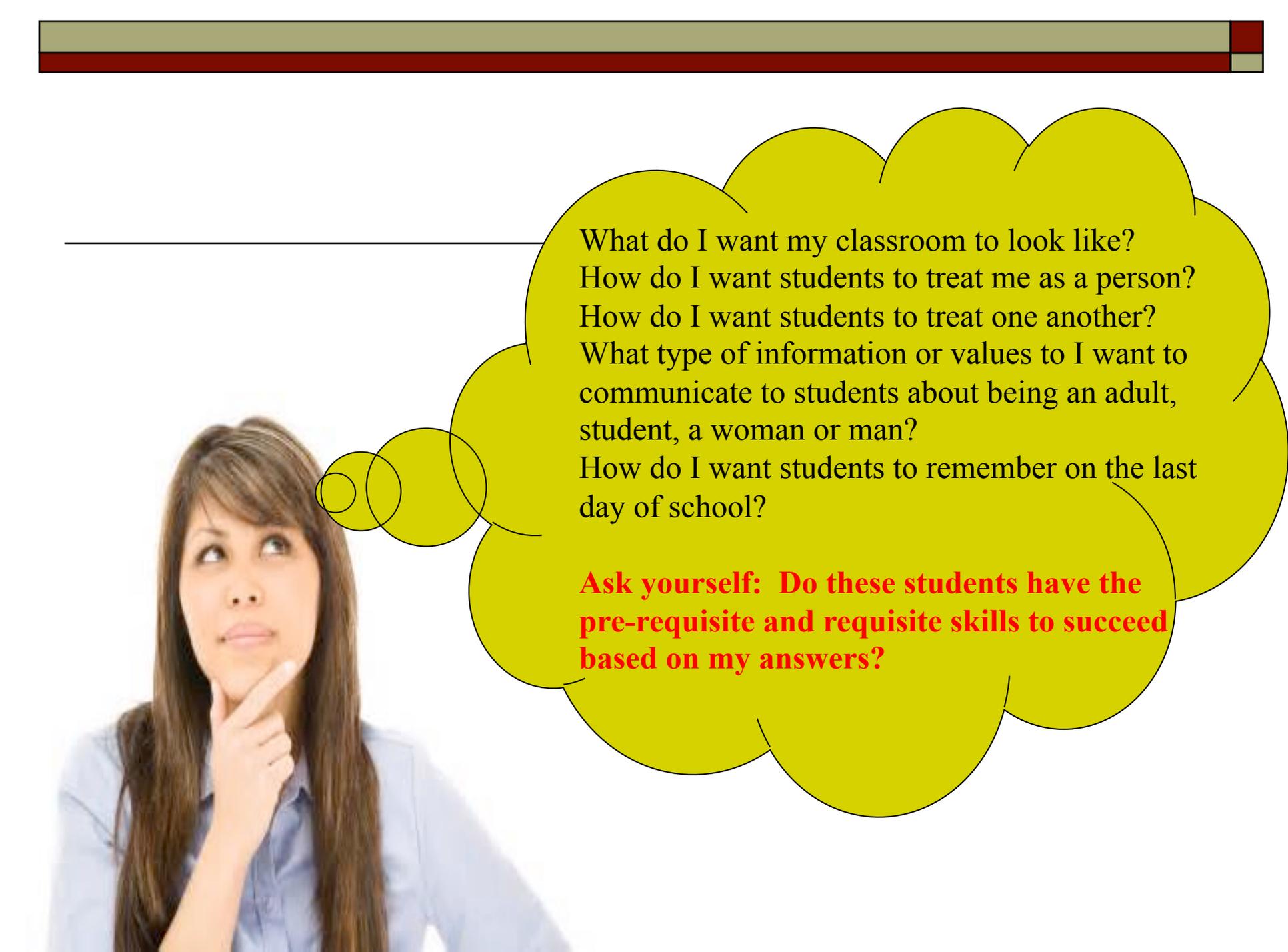
Corrective Misbehavior Effectively

Teach Expectations

Academic Learning Time

There is no doubt that *academic learning time*—the amount of time that students are actively, successfully, and productively engaged in learning—is a strong determinant of achievement.





What do I want my classroom to look like?
How do I want students to treat me as a person?
How do I want students to treat one another?
What type of information or values to I want to communicate to students about being an adult, student, a woman or man?
How do I want students to remember on the last day of school?

Ask yourself: Do these students have the pre-requisite and requisite skills to succeed based on my answers?

Interact Positively

“If Kids Know You Value Them As Human Beings, They Will Work Harder And Challenge Less”



The More You Connect...



The Less You Correct!



“I’ve learned that people forget what you said, people will forget what you did, but people will never forget **how you made them feel**”

Maya Angelou



NOTICE

Thank you for noticing.

funnyalltime.com

Get More Humor Pics At humorineveryday.com

Noticing Desired Behaviors



- “Celebrate what you want to see more of.”

Thomas J. Peters

Non Contingent Attention



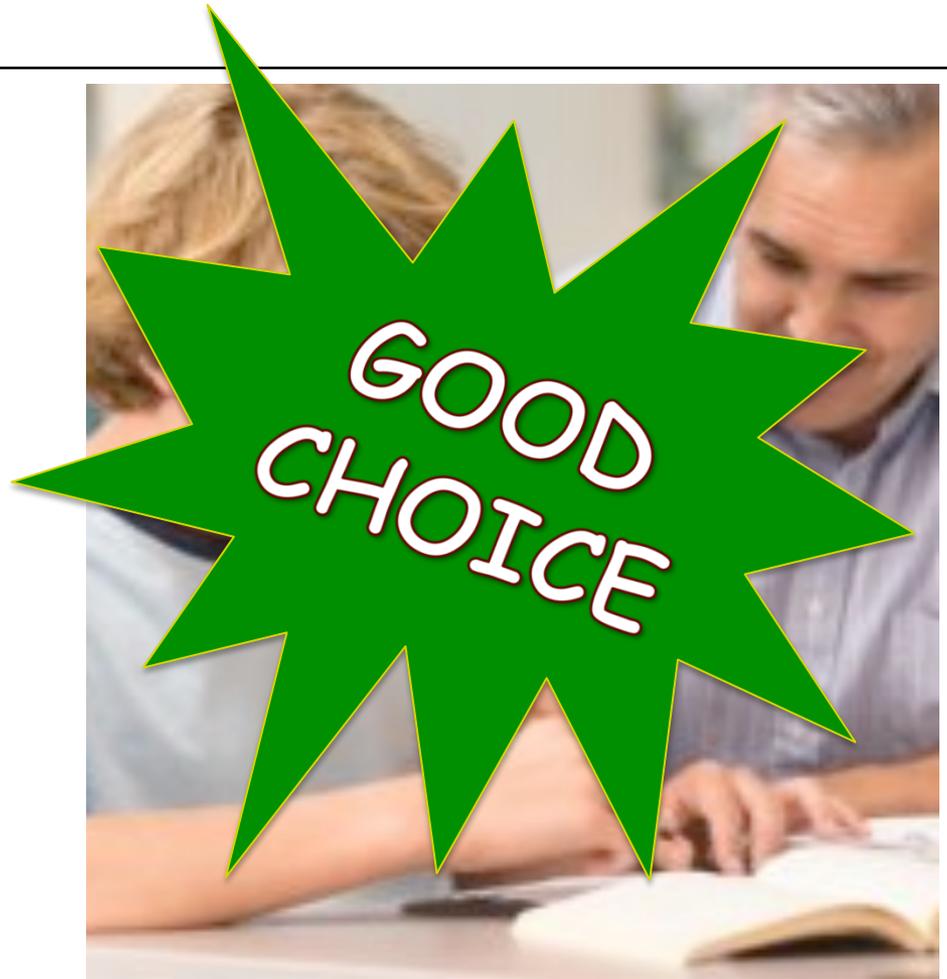
GOOD
CHOICE

- Greet students as they enter the classroom and other areas
- Make eye contact when speaking- get down on their level
- Smile long before Thanksgiving
- After an absence say “I missed you yesterday”
- Personally respond in each student’s journal
- Have lunch with each student individually during the year
- Talk informally with students before, during and after class about their interest

Provide Positive Feedback

Effective feedback is:

- ✓ Accurate
- ✓ Specific and descriptive
- ✓ Contingent
- ✓ Age-appropriate
- ✓ Given immediately
- ✓ Given in a manner that fits my personal style



Specific, Positive Verbal Feedback

- “Thank you for walking in the hallway, that was being safe.”
- “Way to go, you had your homework finished and you turned it in on time, that is being responsible.”
- “You are using an inside voice in the cafeteria, that is respectful.”
- “You are in the room with needed materials before the tardy bell rings, that is being responsible.”

It's Not What We Think, It's What The Kids Think

Pick kids randomly walking down the hall or in your classroom and ask:

- 1) What are the expectations?
- 2) What do they mean and...
- 3) Then ask, how often they're acknowledged throughout the day



IFEED-AV

- **I IMMEDIATELY**
- **F FREQUENTLY**
- **E ENTHUSIASM**
- **E EYE CONTACT**
- **D DESCRIBE**
- **A ANTICIPATION**
- **V VARIETY (avoid satiation of reinforcers)**
 - From the “Tough Kid Book”



Characteristics of Effective Praise

GOOD
CHOICE

- ✓ Good praise often includes student's names
- ✓ Good praise is descriptive.
 - ✓ Simply describe what the student is doing at the time - **focusing on actions & effort NOT ABILITY**
- ✓ Good praise is convincing.
- ✓ Good praise is varied.
- ✓ Good praise is non-disruptive.
- Good praise is non-embarrassing



Continuum of Positive Acknowledgements

Tangible



Social

External



Internal

Frequent



Infrequent

Predictable



Unpredictable

Classroom Continuum of Acknowledgments

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

Where Can We Find More Ideas?



OSEP Technical Assistance Center on
**Positive Behavioral
Interventions & Supports**
Effective Schoolwide Interventions

Gotcha Resources

Booster activities
“Gotcha” ideas
Lesson plans



INTERVENTION CENTRAL

Jackpot! Reward Finder
(Online Positive
Reinforcer Database)



Successful Schools, Inc.
Turning Research Into Practice ©

No Salt, No Sugar, No
Money

Ratio of Positive Interactions 4:1

- Each time you have a positive interaction, tell yourself you did a **GOOD CHOICE** and **3-4 positive/** **SUC**
- Identify **5** specific behaviors on day that you will give **5** pieces of feedback
- Schedule **5** minutes of conference times
- Periodically scan the classroom for behaviors to reinforcement opportunities



4 Positives/1

Written Praise is Very Powerful



I- Interact Positively

M Monitor Behavior”

“If You Expect It; Inspect It”



Observe and Supervise

Observe and Supervise by circulating, looking and listening!



“If you expect it, you have to inspect it”

Circulate, Visual and Auditory Scanning

- ✓ Circulating in unpredictable patterns
- ✓ Visual scanning
- ✓ Auditory Scanning
 - ✓ Listen for louder than normal
 - ✓ Listen for quieter than normal



Walk around,
Look around,
Talk around”



PBIS Classroom Teachers Collect Data

- How do we know if students are engaged?
- # of minors www.pbisapps.org
- Time outs, Time Away, Refocus, etc.
- Observations
- www.Classdojo.com
- Random student or classroom ratings
- Student self report



PBIS Classroom Teachers Collect Data

- School-wide Evaluation Tool (SET)
- School-wide Benchmarks of Quality (BoQ)
- Team Implementation Checklist (TIC)
- Classroom Management: Self-Assessment Revised
- Classroom Checklists, Effective Classroom Plan, Environmental <http://www.pbis.org/resource/192>

P Prepare Effective Instruction

How Well You Teach = How Well They Learn

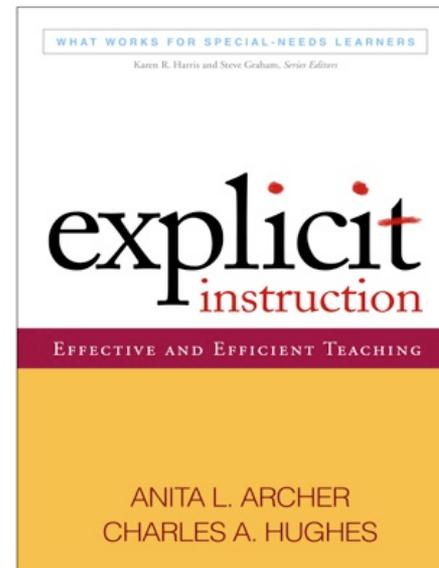
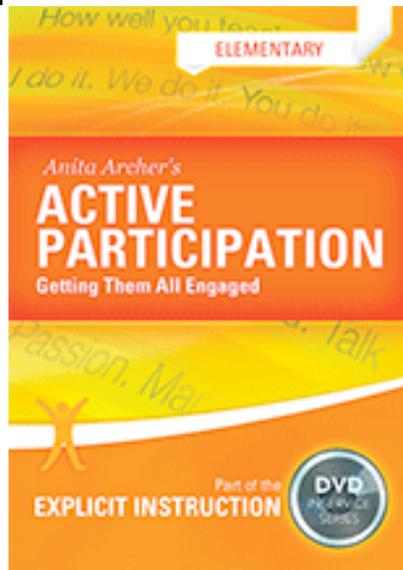




**80% Of Behavior
Problems Are The
Result Of Poor
Academic Instruction.**

Active Participation

The best way to reduce management problems is to **maximize students' active engagement and success** during lessons, cooperative activities, and independent work.



“Learning Is NOT A Spectator Sport”

- Gain attention
- Maintain close proximity to students by cruising
- Choral Responses
- Modeling
- Summative & Formative Assessment (Feedback)
- Partners
- Add delight and humor.
- Active participation
- How will I call on students?
- Vary delivery
- Maintain a perky pace.

Opportunities to Respond (OTR's)

- The idea around OTR's is that students cannot engage in, or succeed at, any activity unless they are provided with multiple opportunities to interact with their peers, adults, or instructional materials
- Oral Responses
- Written Responses
- Action Responses



Whole Group Action Responses

- Students are asked to do something during the lesson
 - Put your finger on the title of the story
 - Touch the action word in the sentence
 - “Raise your hand if you think

Small Groups/Partners

- Gives everyone a chance to
 - Express thoughts
 - Answer a question
 - Verbally participate
- Answers can be shared with other groups or whole group
- Answers can be written on overhead by the teacher and presented to the group

Whole Group Oral Response

- Choral responding
- Students repeat information in unison when teacher prompts
- Strategy for reviewing or memorizing

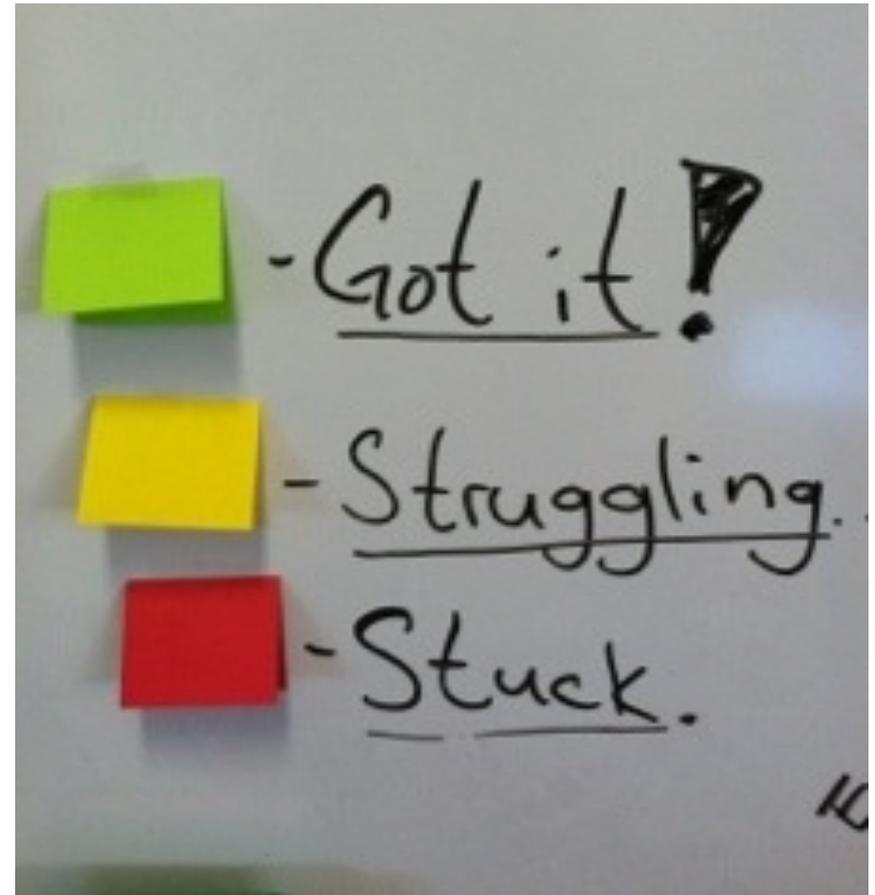
Whole Group Written Response

- Written responses should be short (not more than one item)
- A verbal signal to indicate completion should be given (e.g., put your pencils down and look up when you are finished.)

Benefits

- Encourages everyone to become involved in learning.
- Increases attainment of materials presented.
- Allows reluctant learners a secure environment to practice.
- Decreases inappropriate or off task behavior.

Behavior Formative Assessment



Your Classroom Schedule – Downtime Causes Problems

- Amount of allocated time that should be scheduled for academic activities is approx 70% (i.e., 4.5 hrs out of a 6.5 instructional day)



Daily Schedule Chart

- Circle Time
- Centers
- Snack
- Group Time
- Lunch
- Outside
- Nap Time
- Art
- Centers
- Story Time

Class Scheduler

File Search View Tools Help

	Mo	Tu	We	Th	Fr
10:30 AM					
11:00 AM	History 10 Mr		History 10 Mr		History 10 Mr
11:30 AM					
12:00 PM					
12:30 PM					
01:00 PM	Math 30 Ms Filbert		Math 30 Ms Filbert		Math 30 Ms Filbert
01:30 PM					
02:00 PM					
02:30 PM					
03:00 PM		Social 30 Mr		Social 30 Mr	
03:30 PM					

7:50	arrival
8:10	calendar
8:30	math
9:30	recess
10:00	snack
10:10	writer's workshop
11:15	lunch
11:45	dear (share everything and read)
12:00	daily five
1:15	specials
2:00	science/ social studies
2:30	stack and pack
2:50	dismissal

Late Birds	Monday	Tuesday	Wednesday	Thursday	Friday
10:20-11:00	Math, Social Studies, Science or Art	Math, Social Studies, Science or Art			
11:00-11:20	Sharing Star of the Week Calendar	Sharing 3rd Grade Buddies			
11:20-12:00	Snack/Recess P.E.	Snack/Recess Library	Snack/Recess Computer Lab	Snack/Recess Music every other week	Snack/Recess Health
12:00-12:30	*Opening *Intervention groups *Literacy Centers	*Opening *Intervention groups *Literacy Centers	*Opening *Intervention groups *Literacy Centers	*Opening *Intervention groups *Literacy Centers	*Opening *Star of the Week Writing
12:30-1:30	Language Arts-whole group	Language Arts-whole group	Language Arts-small group rotations	Language Arts-small group rotations	Language Arts-small group rotations
1:30-1:40	Pack Up Procedures (late birds dismissed)	Pack Up Procedures (late birds dismissed)			

W's Room 120 Schedule 2010-2011

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

50 Minute Block

2 minutes	Independent warm up exercise and attendance
5 minutes	Teacher-directed review of previous concepts
10 minutes	Teacher-directed introduction of new concepts
8 minutes	Teacher-directed guided practice, working on assignment
20 minutes	Independent work/cooperative tasks (depending on task)
5 minutes	Teacher-directed corrections/guided practice to help students identify errors or misunderstandings

90 Minute Block

2 minutes	Independent warm up exercise and attendance
6 minutes	Teacher-directed review of previous concepts
10 minutes	Teacher-directed introduction of new concepts
10 minutes	Teacher-directed guided practice, working on assignments
15 minutes	Independent work
5 minutes	Teacher-directed correcting and clarifying
5 minutes	Introduction to cooperative exercise
15 minutes	Cooperative group task
5 minutes	Teacher-directed clarification
10 minutes	Independent work
5 minutes	Teacher-directed introduction to homework

A Arrange/Organize Environment

“Space Communicates”



Classroom Organization

Create Space For The Classroom Activities:

- Whole class instruction
- Small group instruction
- “Rug activities”
- Quiet reading area
- Free choice games and activities
- Computers

Arrange The Space To Allow:

- Students facing the teacher without turning around.
- Student interaction with partner and/or team.
- High visibility of all areas of the room.
- Ease of student and teacher movement.
- Teacher monitoring of all areas.
- Teacher and student access to necessary material

Use an Attention Signal

- Point of Order
- “Class, your attention please”
- Given in any location
- Can be used outside of room
- Visual and auditory
- Ripple effect



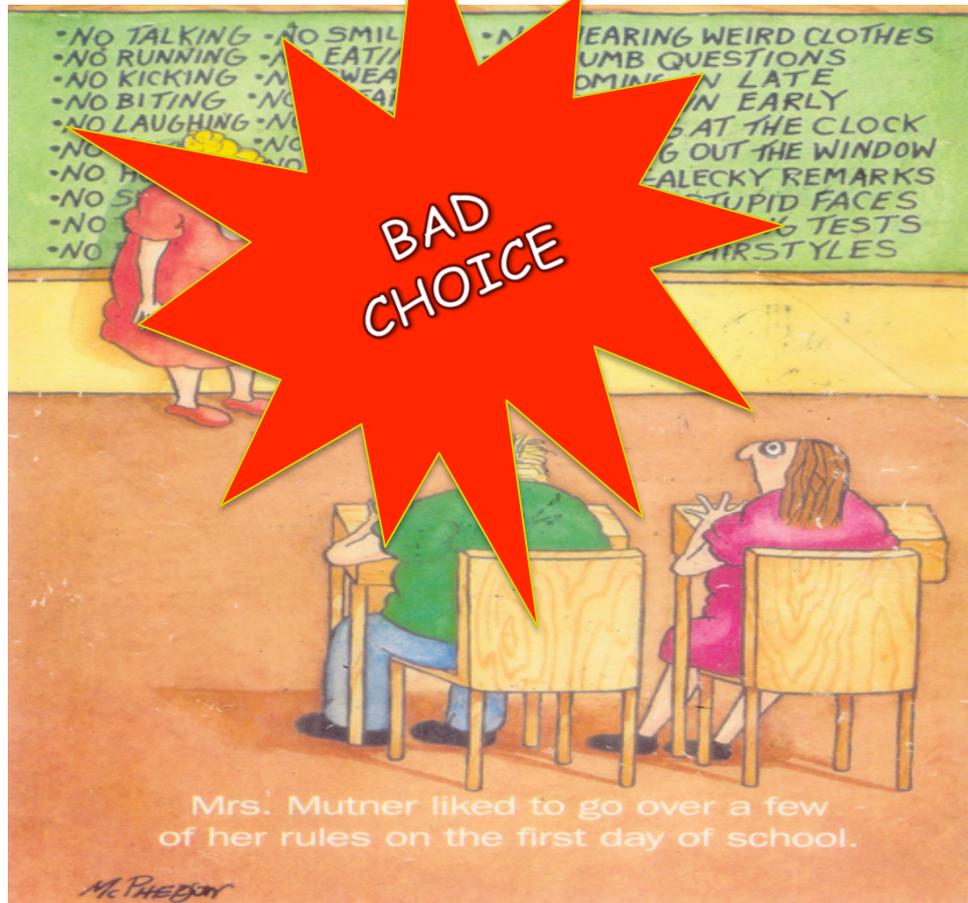


When an adult says,
"Give Me Five,"

this means we raise our hand
and get ready to listen:

1. **Mouths Quiet** 
2. **Eyes on Teacher** 
3. **Ears Listening** 
4. **Feet Facing Forward** 
5. **Hands Still** 

Classroom Expectations/Rules



Why 3-6?

They are easier to Learn and Remember

Why Positively Stated?

Prompt teacher to catch kids doing the right thing, not just wrong!

Why Posted?

Reminder and Keeps us Accountable to our Rules

Designing Classroom Routines

Routine	What do you expect? Desired Behavior	Signal
Entering Class	Walk in, sit down, start work	Instruction on board
Obtaining class attention	Orient to teacher, be quiet	?
Getting Help during seat work	?	?

Classroom Routines Matrix

Routine	What do you expect?	What is the signal?
1		
2		
3		

<p>Routines →</p> <p>↓ Rules</p>	<p>Entering Classroom</p>	<p>Working desk</p>	<p>Carpet area</p>	<p>When you are done working</p>	<p>Line</p>	
<p>Respect</p>	<ul style="list-style-type: none"> - Greet classmates and teacher with a greeting. - Sit quietly to wait for announcements 	<ul style="list-style-type: none"> - Keep... - and... - yo... 				
<p>Responsibility</p>	<ul style="list-style-type: none"> - Leave your pack in your... - Bring in items from backpack into snack - Change your lunch ticket - 3 sharp pencils 					<ul style="list-style-type: none"> - ... in assignment notebook - Put chair on desk at the bell
<p>Safety</p>	<ul style="list-style-type: none"> - Use walking feet - Carefully take your chair off of your desk 	<ul style="list-style-type: none"> - Keep your hands and feet to yourself - Use tools the way they were meant to be used 	<ul style="list-style-type: none"> - ... - Keep your hands and feet to yourself 	<ul style="list-style-type: none"> - Use walking feet - materials - ... as ... to be 	<ul style="list-style-type: none"> - Use your line basics - Hands stay to yourself - Stay to the right in the hallway - Use walking feet 	<ul style="list-style-type: none"> - Be aware of others when putting your chair up

Anchored to the School Wide rules

EXPECTATIONS	<i>Classroom Procedures/Routines</i>				
	<i>Class-Wide</i>	<i>Arrival</i>	<i>Cooperative Learning Groups</i>	<i>Independent Seat Work</i>	<i>Whole Group</i>
	<i>Identify Attention Signal.....Teach, Practice, Reinforce</i>				
Be Respectful	<ul style="list-style-type: none"> • Listen to others • Use inside voice • Use kind words • Ask permission 	<ul style="list-style-type: none"> • Enter/exit classroom prepared • Use inside voice 	<ul style="list-style-type: none"> • Listen to others • Accept differences • Use kind words • Encourage others 	<ul style="list-style-type: none"> • Use quiet voice • Follow directions 	<ul style="list-style-type: none"> • Eyes/ears on speaker • Raise hand to speak • Contribute to learning
Be Responsible	<ul style="list-style-type: none"> • Be prepared • Follow directions • Be a problem solver • Make choices that support your goals 	<ul style="list-style-type: none"> • Place materials in correct area • Begin warm-up promptly 	<ul style="list-style-type: none"> • Use Time Wisely • Contribute • Complete your part 	<ul style="list-style-type: none"> • Be a TASK master • Use your neighbor 	<ul style="list-style-type: none"> • Follow directions • Take notes • Meet your goals
Be Safe	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Organize your self • Walk 	<ul style="list-style-type: none"> • Walk 	<ul style="list-style-type: none"> • Use Materials Carefully 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> • Stay at seat • Keep hands, feet, and objects to self

Typical Contexts/ Routines	Classroom-Wide Rules/Expectations		
	Respect Others	Respect Property	Respect Self
All	Use inside voice. Raise hand to answer/ talk.	Recycle Put writing to desk	Do your best. Ask.
Morning Meeting	Eyes on speaker. Give brief answers.	Put announce desk. Keep feet on floor.	Check by my ments.
Homework	Do own work Turn in bef	ework neatly in box. your work only.	Turn in on time. Do homework
Transition	Keep hands to self.	Put/get materials first. Keep hands to self.	Have plan. Go directly.
"I Need Assistance"	Hand or show Assistance Card". Wait 2 minutes & try again.	Have materials ready	Have plan. Ask if unclear.
Teacher Directed	Eyes on speaker Keep hands to		Have plan. Ask.
Independent Work	Use inside voice Keep hands to	Return with done.	time as planned. Ask.
Problem to Solve	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act

**2. NATURAL
CONTEXT**

7. SOCIAL SKILL

**3. BEHAVIOR
EXAMPLES**

What If? Chart

Tough Kid Tool Box

K-6

REPRODUCIBLE 7-1

Clear Form

What If? Chart

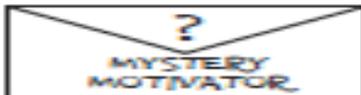
WHAT IF YOU DO?

Specific Praise
Lottery Ticket
Superstar List
Classroom Helper
Special Time/Free Time
Seat Scramble
Eligible for Home Note
Spinner Surprise
Leave 1 min. early

WHAT IF YOU DON'T?

Verbal Warning
Name in Consequence Book
5 Minutes off Recess
?? Mystery Consequence ??
Not Eligible for Week's Lottery
Loose Computer Reward Time
Eat Lunch in Classroom
ET Consequence "Call Home"

Serious Behavior Clause(s):



-
- **Hierarchy of Consequences/ Response:** Have at least 4-5 levels of responses and remember that your role is to use the responses to keep the pupil at the lowest level possible; not to escalate the problem!



SLANT

Sit up straight.

Listen to the
speaker.

Ask and answer
questions.

Nod in response.

Track the speaker.

Class Rules

1. Stay in your seat
unless given permission.

2. Raise your hand and
wait for permission to
speak.

3. Follow directions the
first time given.

4. Use good behavior
outside of the
classroom.

5. Respect others and
their property.



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C

Correct Misbehavior Effectively

Calm is Contagious



“Teaching B”

“You can’t make me?”

“Sara, You need to get the class”





Serenity Prayer

Lord,

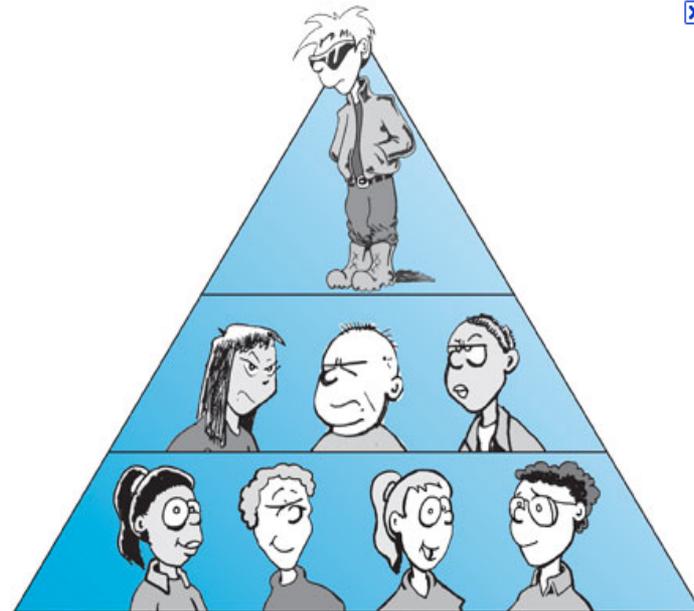
Grant me the serenity to accept the things I cannot
change;

The courage to change the things I can;

And the wisdom to hide the bodies of the children I
had to kill because they ticked me off!

When Correcting Students, Teachers Need to Know:

- Age/developmental level of students
- Special needs
 - How do I meet the individual needs of children who might need more support or different types of support?
- Motivating factors
- Who's in the room?
 - Always
 - Sometimes
 - Never



Who's In My Room?

Always



Who's In My Room?



Sometimes

Who's In My Room?

NEVER!



I'm Never Absent

This is Not PBIS



A public display of who is good or who is bad



**GOOD
CHOICE**

- **Reactive to Proactive:** By changing our messages and vocabulary from critical to supportive and positive, we shape children's behavior and get better class control.

Misbehavior Occurs for a Reason

- Student doesn't know exactly what you expect
- Student doesn't know how to exhibit the behavior
- Student is unaware he's demonstrating the behavior
- Student is experiencing pleasant outcomes from the misbehavior
- Student is avoiding an unpleasant outcome from the misbehavior

The Essentials...



- Do not expect negative consequences to change behavior patterns.
- Teaching, monitoring and providing feedback changes behavior.
- It's not the severity of the consequence, it's the CERTAINTY!



Self-Control

- Remain in control when being
- right
- Calm is
- Silence is
- Take a Supervisory
- Personal Space
- Push Asides Vs. Walk Aways

GOOD
CHOICE



Push Asides & Walk Aways

Ask Yourself 3 Questions...

- 1) Am I able to teach?
- 2) Are the students able to learn?
- 3) Is the student able to learn?



Least Intrusive Strategies

- Short verbal cues/questions/prompts
- Eye contact, subtle gestures
- “Pregnant pause”
- Move to front of room, stop instruction, make eye contact
- “Heading of
- “Teacher Look”



Marzano, Gaddy, Foseid, Foseid, & Marzano (20

The “Teacher Look”



Tch



Sometimes, commands can be confrontational...

Ask, “What are supposed to be doing right now?”

Ask...

- Feedback that the behavior is inappropriate
 - “Is that the right way?”
 - “Is there a better way?”
 - “Are you being respectful right now?”
- Re-teach appropriate behavior
 - “What is a better way?”
 - “What would it look like if it was done better?”
 - “What is more respectful behavior?”

One Liners...

- “I understand”
- “Probably So”
- “Nevertheless”
- “I’m sorry”



- "Please honor [school]'s policy on _____."

Correct Minor Rule Violations

- Proximity Control
- Discussion
- Praise for student's behaving responsibly
- Family contact
- Humor
- Verbal Prompts
- Precorrection
- Semi Private Correction
- Hit and Run
- Gentle verbal reprimand

Verbal Prompts

- Verbal Prompts
- Clear statements that act as reminders
- Delivered in contexts where failure is predictable
- Use the smallest necessary to facilitate success

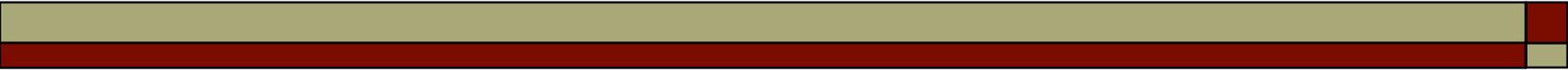
“Remember to raise your hand.”

Apply Pre-correction Strategies: Examples

- “Remember, before you leave class, collect all your materials, put your papers on my desk, and quietly walk out of the room”
- “Sam, show us how to be respectful and line up quietly for the next period”
- “My hands are hanging by my sides, I’m standing straight and tall. My eyes look up, my mouth is closed, I’m ready for the hall.”

Pre Corrections

- Pre-Corrections function as a prompt for expected behavior
- Clear question that acts as reminder
- Student is required to respond
- Teacher praises or correct students response:
“What will you do if you need my help?”
- *“Raise my hand.”*
- *“Exactly, good for you!”*
- If we can predict it, we can prevent it
- Especially helpful when teacher anticipates behavior errors

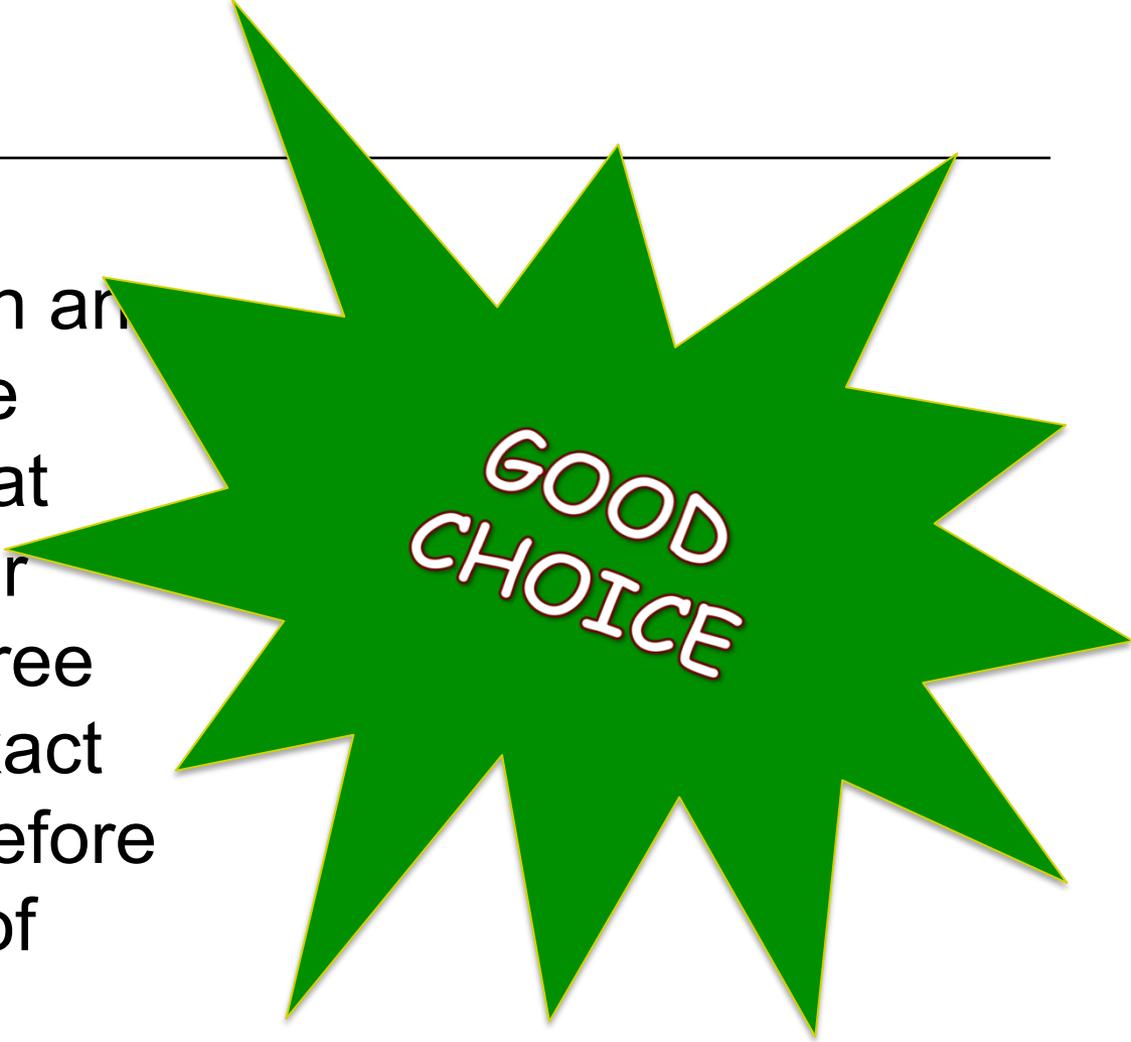


Planned Discussion

- Problem solving
 - Identify the problem:
 - Identify and select the solution
 - Obtain a commitment:
- Talking with parents
 - Constructive assertiveness, empathetic responding, problem solving
 - Express appreciation for parents' efforts
 - Focus on choices student is making
 - Document concerns: student work and notes of behaviors

- **Broken Record:**

Avoid engaging in an argument, and be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response



GOOD
CHOICE

Reasonable and Logical Strategies

Student Behavior	Illogical Strategies	Logical Strategies
Chews Gum	Teacher sends student to the office	???
Turns in a sloppy paper	Teacher refuses the paper	???
Walks in noisily	Teacher ignores behavior	???

Reasonable and Logical Strategies

Student Behavior	Illogical Strategies	Logical Strategies
Chews Gum	Teacher sends student to the office	Dispose of gum, writes paper on the issue
Turns in a sloppy paper	Teacher refuses the paper	Redoes the paper
Walks in noisily	Teacher ignores behavior	Walks in again quietly

Reminders and Warnings

Nonverbal Reminders

- Teacher pause
- Teacher looks at student
- Teacher gives a “teacher look” to the student
- Teacher turns and faces the student, with arms at her side
- Teacher walks near the student (proximity)
- Teacher places hand on the student desk
- Teacher points to the work the student is supposed to be doing
- Teacher give a nearby student a positive behavior coupon
- Teacher picks up a clipboard where she keeps track of individual student behavior
- Teacher uses a prearranged hand signal to warn the student

Verbal Reminders

- Teacher says the name of student, either privately or in front of the class
- Teacher states the class rule aloud to the class
- Teacher comments on other student who are behaving appropriately (indirect cuing)
- Teacher tells the student-either privately or publically-that, if he continues, a particular consequence will occur
- Teacher says to the student “that’s one.” At “three,” the student knows that a particular consequence will occur
- Teacher lets the class know that the group motivational system (reward) is in jeopardy
- Pre-Correction

Sample Classroom Consequences

- Teacher asks the student to change seats temporarily or permanently
- Teacher alters student's class participation points & records misbehavior
- Student is directed to take a time-away from the activity
- Teacher informs students that "time is owed"
- Private meeting is arranged between teacher and student, either after class, lunch, or after school
- Teacher gives a after-school or lunch detention to the student
- Teacher issues a demerit (3 demerits = ?????)
- Teacher removes an individual privilege, such as time spent at freetime/computer/social time, etc.
- Teacher gives a brief, calm, close verbal reprimand stating expected behavior
- Teacher delivers a signal, gesture, look or points to a "behavior poster"
- Teacher assists student with TEACHING & PRACTICING the expected behavior at the time of the infraction
- Student completes of a self monitoring or reflection/behavior improvement form
- Restitution for the infraction
- Teacher places a warning/referral slip on student's desk with the understanding that if the student "behaves" appropriately until a certain time, he can tear up the slip
- Teacher initiates a parental contact

For your punishment,
write 100 times,
"I will not waste my time
on meaningless tasks"

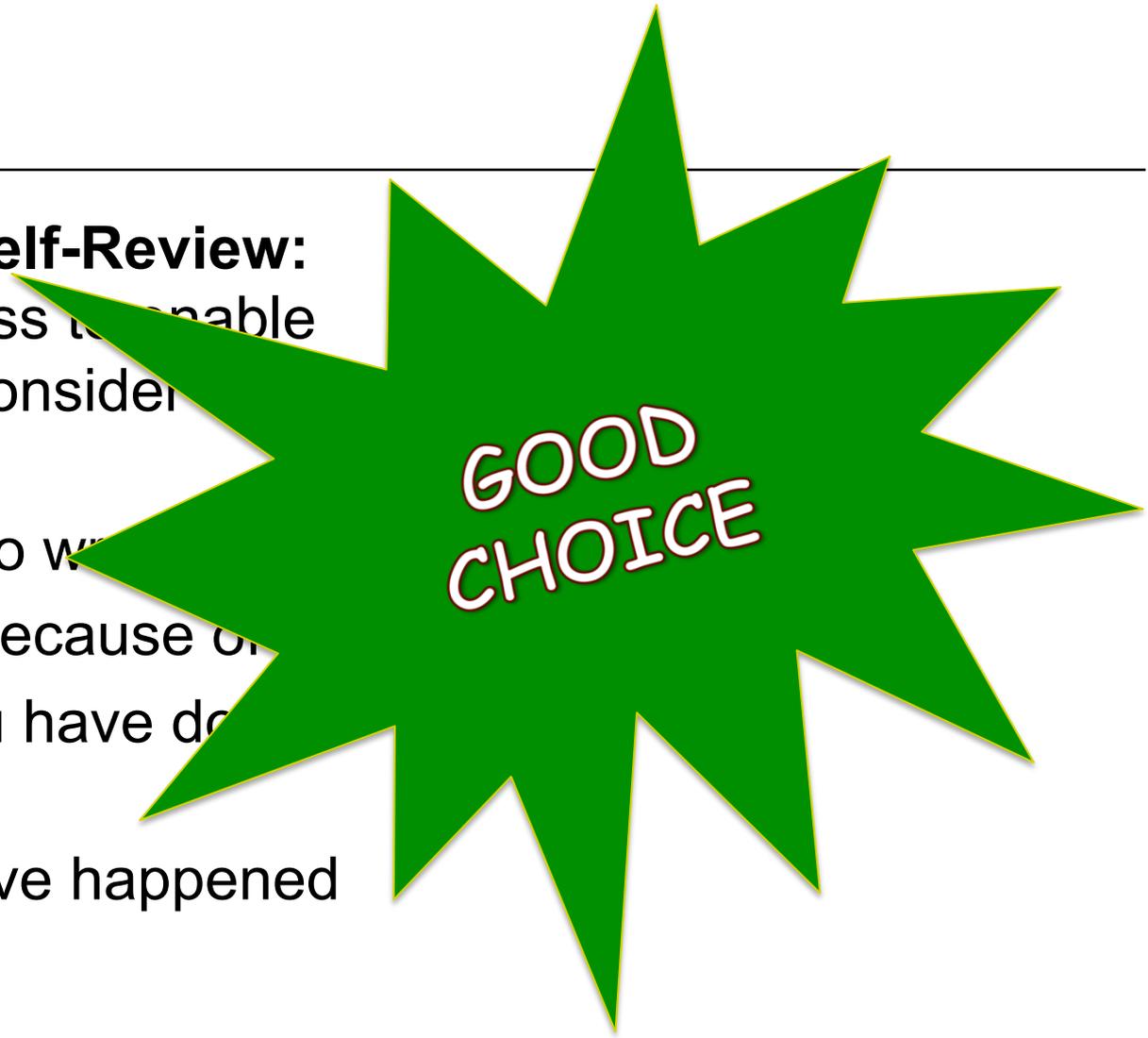
BAD CHOICE



- **Think Sheet/Self-Review:**

A simple process to enable the pupil to reconsider actions

- What did you do well?
- What happen because of?
- What could you have done differently?
- What would have happened then?



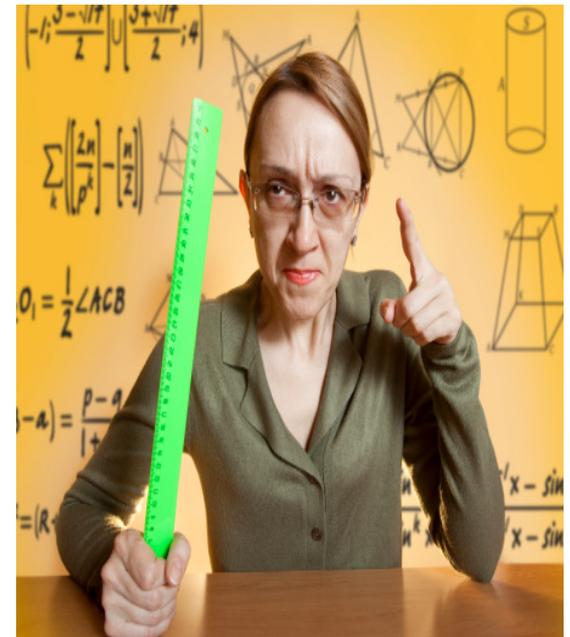
GOOD
CHOICE

Remember...

- No matter what the consequence...

THE DELIVERY IS CRITICAL

- Be respectful
- Be professional
- Be calm
- Be mindful of your voice level and your tone of voice



T

Teach Expectations

“What You Expect = What You Get”



Problem Behavior Usually Occur

- Skill deficits
- Performance deficits
- Behavior skills not taught in context
- Positive behaviors are not reinforced

- To **learn a new behavior**, it needs to be repeated an average of **8 times**

- To **unlearn** an old behavior and replace it with a new behavior, it has to be repeated an average of **28 times**

Teach And Reinforce All Behavioral Expectations, Routines And Procedures In All Areas

“Predictability Predicts Ability”

“T-M-F-ing”

vs.

Telling

Teach

Model

Feedback

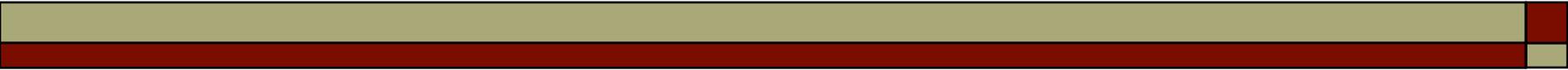
No Teaching

No Modeling

No Feedback

a.k.a.

NAGGING



We Cannot Assume Kids
Know How To Behave -
When We Overtly
Teach Expectations, We
Level The Playing Field.



For Procedures to Become Routines...

- Teach directly
- Practice regularly
- Reinforce frequently

Teacher Directed Lesson

- Listen attentively (eyes focused)
- Open book
 - Take notes/ complete outline.
- Raise hand to speak and wait to be called on.
- Remain in seat.
- Stay on Topic



End of Period

- At teacher's attention signal, stop and put away materials
- Return any equipment or borrowed materials to proper place quickly
- Clean up around desk
- Wait quietly for announcements
- Double check homework assignment
- Dismiss at teacher's direction



Learning Position

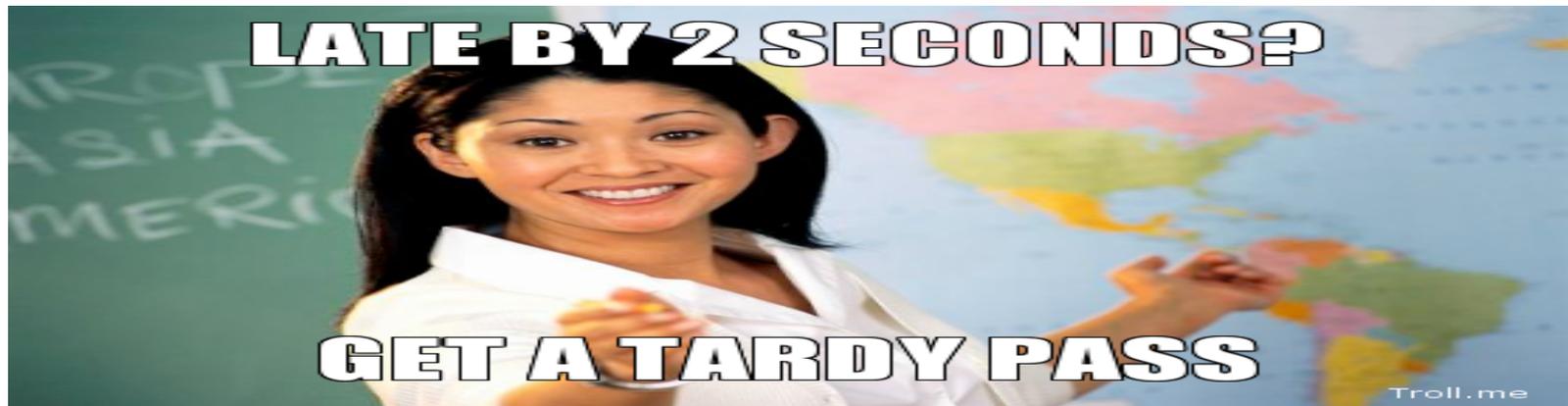
- Sit with your bottom on your chair.
- Sit with your legs under your desk.
- Keep both feet on the floor.
- Look at the teacher when he or she talks to the class.
- Keep your materials on top of your desk.



Newcomer, 2008

Routines and Procedures

In classes where routines and procedures are clearly delineated and taught during the initial weeks of school, appropriate behavior is much more likely to occur.





Student Procedures to Consider

- Entering the classroom
- Getting to work immediately
- End of class dismissal
- Participating in class discussions
- Changing groups
- Asking a question
- Responding to fire, severe weather, and tornado drills
- Leaving the classroom
- When visitors arrive
- Keeping a notebook
- Interruptions
- Getting classroom materials

Sharpened



Broken



Toby

Circle Time Checklist



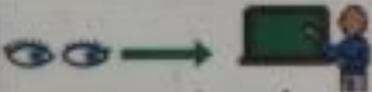
Find your circle



sit on floor



Quiet hands



eyes on teacher



Ready to listen



Technology in the Classroom

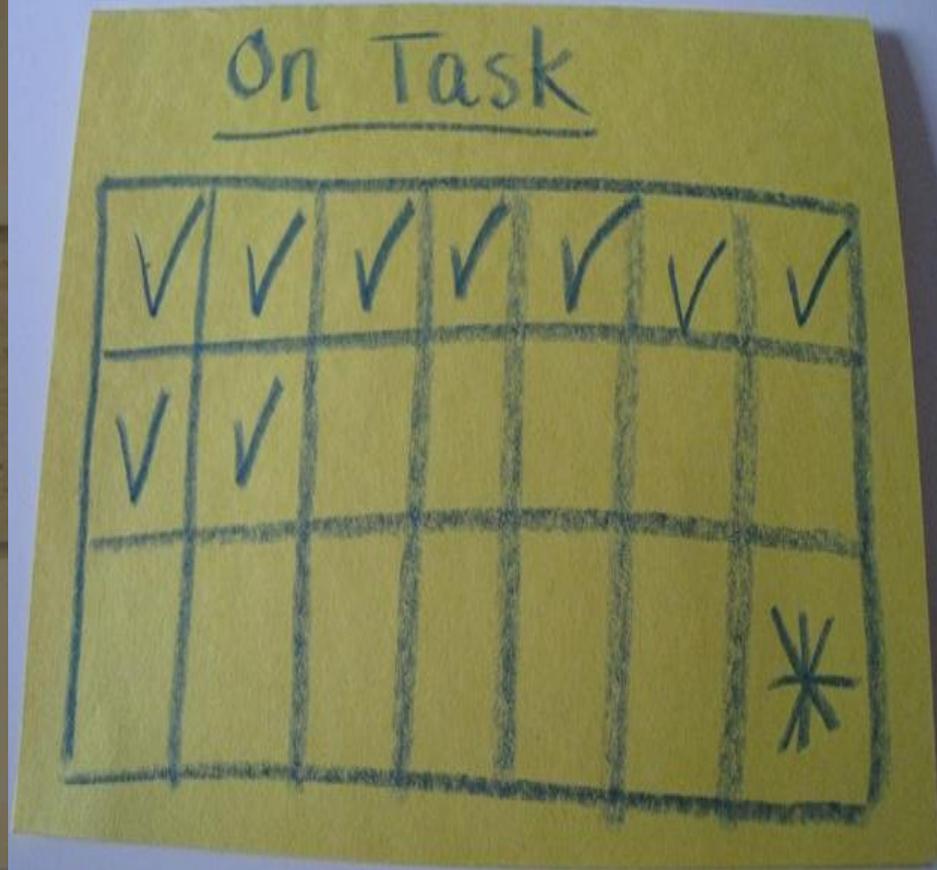
Yes

No



*Use the device to **enhance** your learning not to distract from your learning

Self-Management



END OF DAY ROUTINE

- Silent clean-up
 - Your area
 - Around the room
- Get backpack
- Get mail
- Do I know the HW?
- Am I bus or pickup?
- Stack chair
- Go to closing circle

Have a
WONDERFUL
afternoon!
Read!
Relax!
Play outside

MORNING RESPONSIBILITIES

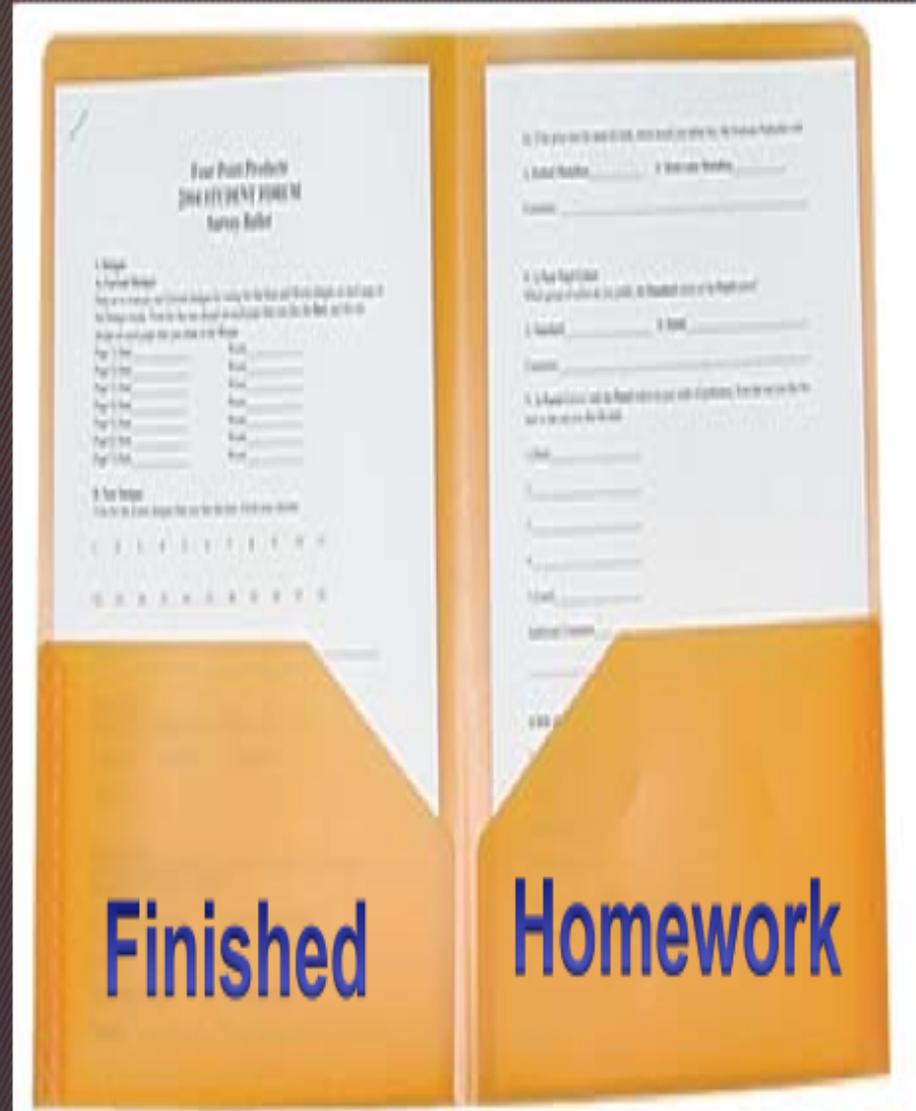
- Hang up coat & backpack
- Turn in HW & notes
- Lunch count
- News & Announcements
- Unstack chair
- Get a sharp pencil
- Have-tos
- Chat/read/draw
- Be ready to go over have-tos

Get ready to
give your BEST
effort today

What the Procedure for Classroom Jobs?



What is the Procedure When You Come In?



Morning Procedures.

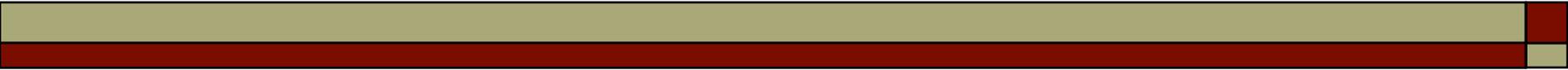
1. Come in quietly and greet the teacher.
2. Take your seat and take out a sharp pencil and your daily work journal.
3. Begin Morning Work A.S.A.P.

Writing Procedures to Develop Routines

- Make a list of every task a student does in the classroom
- Determine the desired outcome
- Decide how students need to complete the task
- Consider what errors students are likely to make
- Consider problem areas or problem times... often a well designed routine can smooth things out
- **Practice, Practice, Practice, Practice, Practice**

Classroom Routines & Procedures

Transition/Procedure	Student Behaviors	Teacher Behaviors
Entering the Classroom	<ul style="list-style-type: none">✓ enter the room quietly✓ greet teacher/students✓ use a conversational (level 2) or 'inside voice'✓ keep hands, feet, objects to self✓ walk✓ move directly to desk or assigned area✓ hand in homework✓ begin bell work activity✓ sit quietly & be ready for class	<ul style="list-style-type: none">✓ greet students✓ circulate and scan✓ praise compliance✓ make reference to schedule✓ assist with questions regarding bell work
Opening Activities (what to do during attendance, announcements, etc.)		
Tardy/Coming in Late		
Not Prepared with Materials		

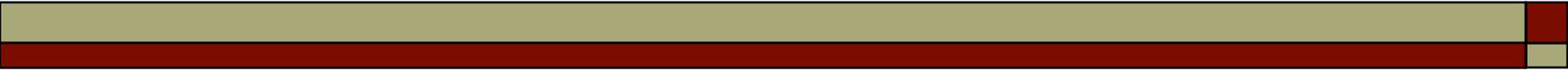


**"The Less We Have To
Think, The More
Consistent We Will Be"**

Direct Instruction Model

I do, We do, You do

Perfect	Imperfect	Almost-But-Not-Quite
<u>Raising Your Hand</u>		
Facing Front (eyes, face, body)	Not facing front	Hand raised partially or not straight
Hand up straight in air	Hand not raised towards the ceiling	Hand not still (shaking)
Hand “still” “not moving”	Hand waving back and forth	Making faces/or please “call on me!!”
Voice Tone “0”	Calling out or making noises	



You Have To
Model It Before
You Can Expect
Them To Do It.

Designing Classroom Routines

Routine	What do you expect?	What is the signal?	<u>How will you teach it?</u>
Entering Class	Enter, sit down, start work	Instruction on board	Examples & non-examples
Obtaining class attention			
Getting Help during seat work			

The CHAMPS Acronym

- C - Conversation:** Can students talk to each other during this activity/transition?
- H - Help:** How can students get questions answered during this activity/transition? How do they get your attention?
- A - Activity:** What is the task/objective of this activity/transition? What is the expected end product? What do you want to accomplish?
- M - Movement:** Can students move about during this activity/transition?
- P - Participation:** What does appropriate student behavior for this activity look/sound like? How do students show that they are participating?
- S – Success!**



6 Essential PBIS Best Practices in the Classroom IMPACT

Interact Positively

Monitor Behavior (Supervise)

Prepare Effective Instruction

Arrange and Organize the Environment

Corrective Misbehavior Effectively

Teach Expectations

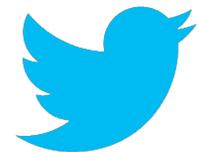
Schedule a Workshop

Tom Stacho, Ed.S

www.BehaviorInSchools.com

info@BehaviorInSchools.com

216.233.6588



@thomasstacho