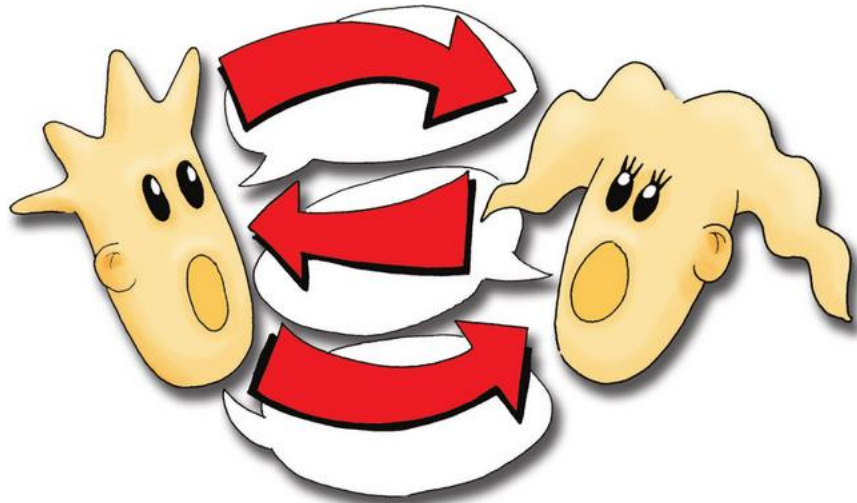# *Positive Classroom Behavior Support: Overview of Critical Practices and Decision-making Guide*

## CI3T Summer Conference:  All Means All
## June 21, 2016

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# Activate and Engage


Rally Robin
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With a partner identify the critical components of positive behavior classroom management

# Outcomes

- Identify **critical positive classroom behavior support** (PCBS) practices and discuss how to **embed these practices** within a classroom system of behavior support

- **Assess and partner** with colleagues to ensure that all environments embed the critical practices that promote all students academic, behavior, and social/emotional success

## Acknowledgements for this Session
(Co-authors of upcoming Technical Brief):

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**PBIS** Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

- http://allmeansall.weebly.com/
Conference Site with all materials and information

- Twitter- **#allmeansall16**

http://www.pbis.org/

**What's NEW?**
Check all of our latest updates

**Webinar Video**
New Webinar Video 'Tier II Overview'

**2016 National PBIS Leadership Forum**
2016 Leadership Forum online registration is open

**PBIS Evaluation Brief (Issue 23)**
SWPBIS Enhance Sustainability of Specific Programs?
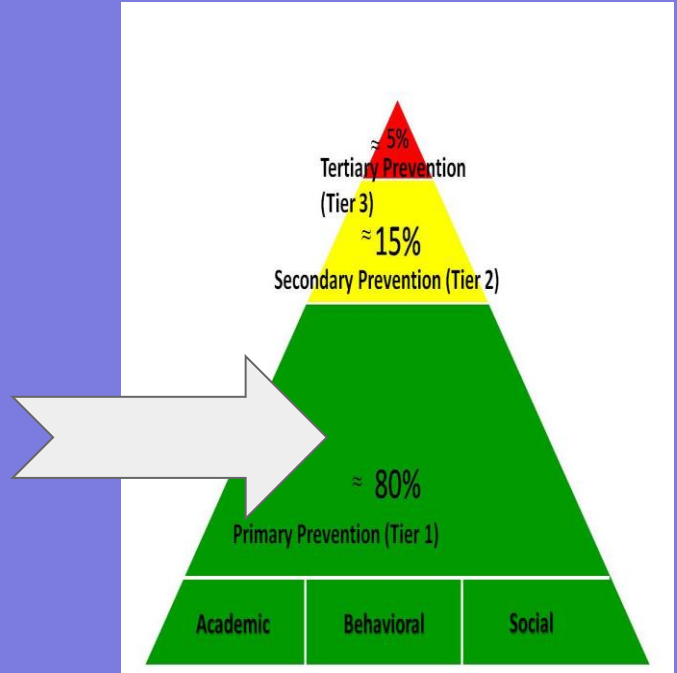
**Tier 2 Readiness Guide**
Guiding questions and activities for each Tier 2 phase
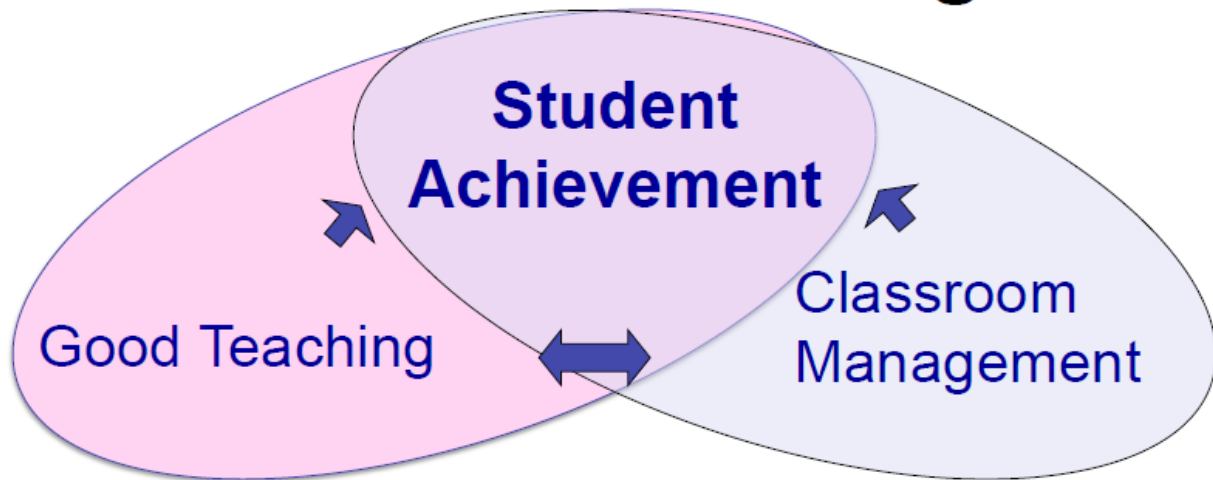
**PBIS Forum 2015 Practice Briefs**
Please check our newly posted practice briefs

**Supporting and Responding to Behavior**
Evidence-Based Classroom Strategies for Teachers

≈ 5%
Tertiary Prevention
(Tier 3)
≈ 15%
Secondary Prevention (Tier 2)

≈ 80%
Primary Prevention (Tier 1)

Academic | Behavioral | Social

# Goal of Teaching



Behavior problems disrupt learning
Engaging learning prevents behavior problems

(Gest & Gest, 2005; Stronge, Ward and Grant, 2011)

# What about the kids?

- Students benefit when teachers implement evidence-based PCBS practices.[1]

- *Unfortunately*, we're not there yet.

  - Teachers implement PCBS practices at lower rates than desired.[2]

  - *Students with challenging behavior experience even less praise, fewer opportunities to respond, more reprimands, and more negative or coercive interactions.[3]

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)
(Reinke, Herman, & Stormont, 2012; Scott, Alter, & Hirn, 2011)
(e.g., Carr, Taylor & Robinson, 1991; Kauffman & Brigham, 2009; Scott et al., 2011; Sutherland & Oswald, 2005)

# What needs to be in place?

PCBS=
Positive
Classroom
Behavior
Supports

- The effects of PCBS strategies are maximized by
  - implementing within a **school-wide** multi-tiered behavioral **framework** (MTBF)
  - directly **linking** classroom and school-wide expectations and systems;
  - **merging** PCBS strategies with effective instructional design, curriculum, and delivery;
  - using classroom-based **data** to guide decision making

- But...**you can implement PCBS** even if your school does not yet have a MTBF in place.

# PCBS Practices Decision-making Guide: 3 Key Questions

Are the **foundations** of effective PCBS in place?

Are proactive and positive **PCBS practices** implemented consistently?

Do data indicate that students are still engaging in **problem behavior**?

# Are the foundations of effective PCBS in place?

Effectively **design** the physical environment of the classroom

**Elementary Example:**
Plan layout according to the type of activity (e.g., tables for centers, separate desks for independent work, circle area for group instruction)

**HS Example:**
Plan layout according to the type of activity (e.g., "U" or circle for discussion, forward facing for group instruction)

**Non-Example**:
Disorderly, messy, unclean, and/or visually unappealing environment

# Are the FOUNDATIONS of effective PCBS in place?

| Effectively design the physical environment of the classroom | ➕ | Develop & **teach** predictable classroom routines. |

**Elementary Example**:
Establish routines and procedures for:
• Arrival and dismissal
• Transitions between activities
• Accessing help
• What to do after work is completed

**HS Example:**
Consider routines and procedures for:
• Turning in work
• Accessing materials
• Making up missed work
• Transitions/ interruptions

**Non-Example:**
Assuming students automatically know routines & procedures without instruction and feedback

# Are the foundations of effective PCBS in place?

| Effectively design the physical environment of the classroom | + | Develop & teach predictable classroom routines. | + | Post, define, & **teach** 3-5 positive classroom expectations. |
|---|---|---|---|---|

**Elementary Example**:
• Poster of Be Safe, Kind, & Ready
• Matrix to define for each classroom routine.
• Teach engaging lessons for each expectation

**HS Example:**
Student-created poster of Citizenship, Achievement, & Grit
• Engage students in developing the matrix and teaching each lesson using video, etc.

**Non-Example**:
• Assuming students will already know your expectations
• Having more than 5 expectations
• Listing only behaviors you do NOT want from students

# Are proactive and positive PCBS practices implemented consistently?

Provide **high rates** of varied opportunities to respond.

**Elementary Example**:
• Individual or small group: Student names on sticks in a jar. As questions are posed, a student name is drawn.
• Choral: All students recite letter sounds.

**HS Example:**
• Individual or small group: I just showed you how to do #1, I am going to start #2. Second row, help explain my steps.
• Nonverbal: Clickers to respond a, b, or c.

**Non-Example:**
• A teacher provides a 20-minute lesson without asking any questions or prompting any student responses.

# Are proactive and positive PCBS practices implemented consistently?

Provide high rates of varied opportunities to respond.

╋

Use **prompts** and **active supervision.**

**Elementary Example**:
• Before students begin seatwork, provide a reminder about how to access help and materials, if needed.
• Poster of expected behaviors

**HS Example**:
Review of group activity participation rubric prior to the start of group work.
• Sign above the homework (HW) basket with checklist for handing in HW.

**Non-Example**:
• While teaching a lesson, a student calls out and the educator states, "Instead of calling out, I would like you to raise your hand."

**Elementary Example**:
• While students are interact with students and observe behaviors of individuals and the group.

**Non-Example**:
• Sitting or standing where you cannot see the entire room / space. Such as with your back to the group or behind your desk.

# Are proactive and positive PCBS practices implemented consistently?

| Provide high rates of varied opportunities to respond. | Use prompts and active supervision. | Acknowledge behavior with specific praise & other strategies |
|---|---|---|

**Elementary Example**:
• During educator directed instruction, a student raises her hand. The educator says, "Thank you for raising your hand."
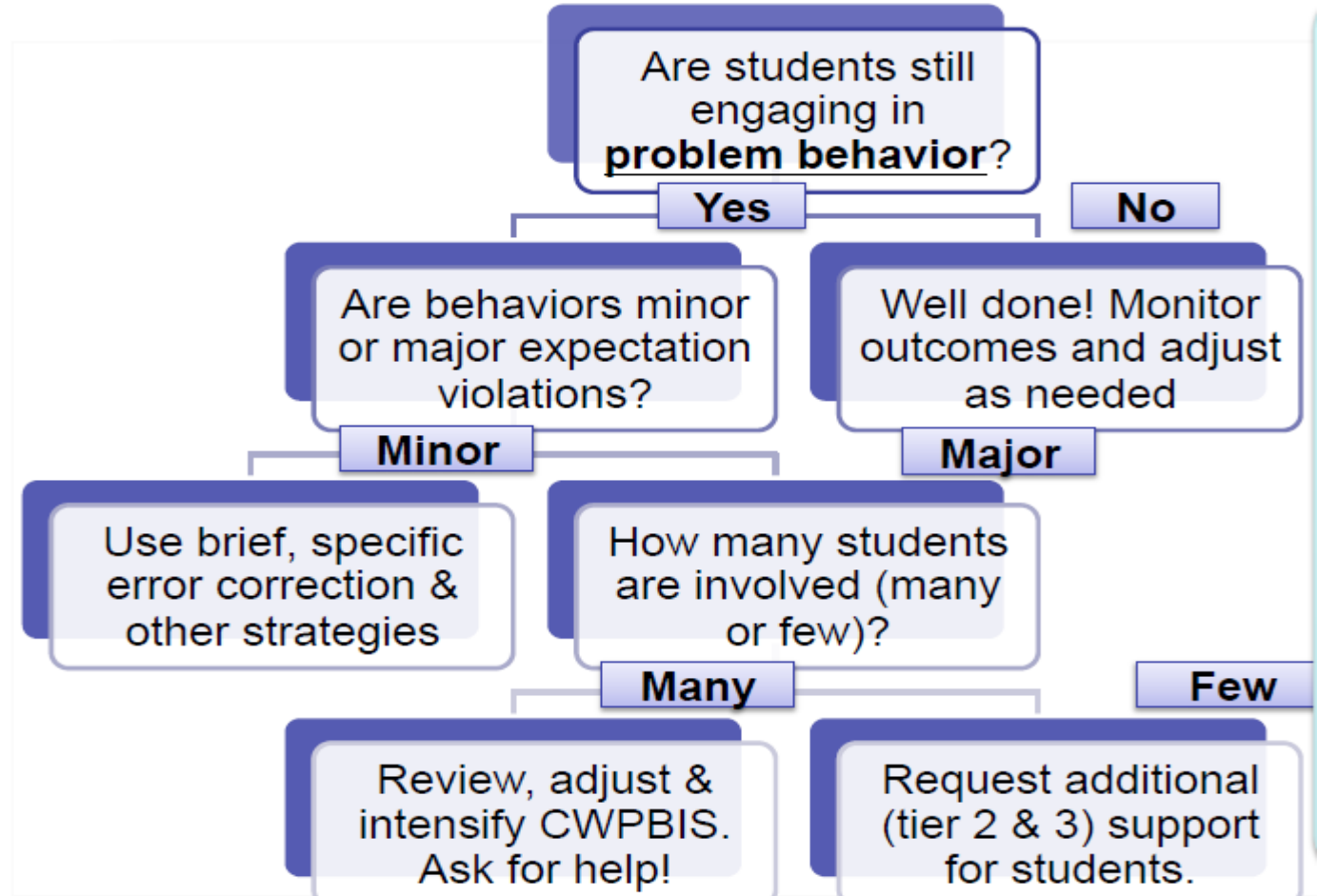
**HS Example:**
The teacher quietly states, "I really appreciate how you facilitated your group discussion. Peers had many ideas, and you managed it well."

**Non-Example**:
• "Thank you for trying
to act like a human." (This, at best, is sarcasm, not genuine praise.)

# Decision-making Guide: 3 Key Questions

Are students still engaging in **problem behavior**?

**Yes**

**No**

Are behaviors minor or major expectation violations?

Well done! Monitor outcomes and adjust as needed

**Minor**

**Major**

Use brief, specific error correction & other strategies

How many students are involved (many or few)?

**Many**

**Few**

Review, adjust & intensify CWPBIS. Ask for help!

Request additional (tier 2 & 3) support for students.

# Take Back Points

How will this information connect to a CI3T model of support within your school?

Specific ideas to incorporate within the school?

# Review

What are the 3 foundational components of PCBS? physical environment, classroom routines, 3-5 positive classroom expectations

What are the 3 proactive practices of PCBS?
Opportunities to respond, Use prompts and active supervision, specific praise/ strategies
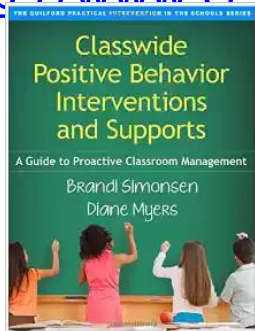
How might this approach fit in your setting?

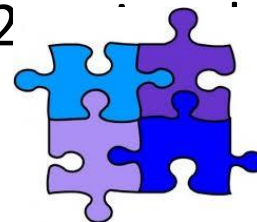## Preview

To find 2016-2017 Professional Learnings:

[http://pbiscompendium.ssd.k12.mo.us/pbis-training](http://pbiscompendium.ssd.k12.mo.us/pbis-training)

[PCBS Brief](#)

[http://www.ci3t.org/pl](http://www.ci3t.org/pl)

## Cue Use

1. Review the material on line
2. Share back with the building team to consider:
   a. Staff Supports
   b. Professional Learning on site
   c. Further Professional learning
3. Commit to 1-2          le items

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Survey site:

http://allmeansall.weebly.com/session-schedule--descriptions.html