### Behavior Intervention # 1

<table>
<thead>
<tr>
<th><strong>Name of the Activity:</strong></th>
<th>PBIS Essential Classroom Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong></td>
<td>Creating a positive climate in the classroom and establishing a pro-active classroom management system</td>
</tr>
<tr>
<td><strong>Materials -</strong></td>
<td>SEE Classroom Essentials Mini Mod FACT SHEETS and attached forms</td>
</tr>
<tr>
<td><strong>Classroom Matrix</strong></td>
<td>Classroom Procedures/Posters</td>
</tr>
<tr>
<td><strong>Classroom Procedures/Posters</strong></td>
<td>Classroom lesson plans/cool tools</td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>Classroom PBIS systems established and implemented daily</td>
</tr>
</tbody>
</table>
| **Procedure:**            | 1. Establish classroom expectations and indicators (see fact sheet)  
2. Establish classroom routines and procedures (see fact sheet)  
3. Establish a continuum of strategies to acknowledge students (see fact sheet)  
4. Establish a continuum of response strategies and error correction procedures (see fact sheet)  
5. Ensure active supervision is occurring in the classroom (see fact sheet)  
6. Ensure students have multiple opportunities to respond (see fact sheet)  
7. Identify appropriate activity sequencing and offer choice (see fact sheet)  
8. Adjust and modify task difficulty for students (see fact sheet) |
|                          | And many more ..... |
**Matrix**
- A teacher tool
- Used to prompt and support staff as they teach students in the settings
- Create a matrix for school settings (school wide): halls, bathrooms, cafeteria, locker room, etc.
- Create a matrix for school events (school wide): assemblies, dances, sports, fire drills, safety drills, field trips, etc.
- Create a matrix for classroom routines, (classroom – created by teacher): entry, morning meeting, warm up, homework check, centers, read aloud, independent work, quiz/test taking, , group work, direct instruction, etc.
- In each grid, you develop **behavior indicators**, or “what does the school expectation look like in that setting or routine”.
- **Procedures** are how you do things. They are sometimes embedded in the Matrix. Sometimes they stand alone.

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**Classroom Routine**

<table>
<thead>
<tr>
<th>Classroom Routine</th>
<th>Quiz/Test Taking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td><strong>Be Safe</strong></td>
</tr>
<tr>
<td>Back pack under or behind chair</td>
<td>Have writing utensil and other needed materials (calculator, book, etc)</td>
</tr>
<tr>
<td>Sit with all four legs of chair on the floor</td>
<td>Be prepared by studying</td>
</tr>
<tr>
<td>Use materials as intended</td>
<td>Do your own work, keep your eyes on your own work</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td><strong>Be Responsible</strong></td>
</tr>
<tr>
<td>Have writing utensil and other needed materials (calculator, book, etc)</td>
<td>Bring a book to read when you are done</td>
</tr>
<tr>
<td>Be prepared by studying</td>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td>Do your own work, keep your eyes on your own work</td>
<td>Remain quiet during the entire quiz/test time</td>
</tr>
<tr>
<td>Talk about the quiz/test only after all periods have taken it</td>
<td>Do your best, try every question</td>
</tr>
<tr>
<td>Follow quiz/test procedure</td>
<td>Talk about the quiz/test only after all periods have taken it</td>
</tr>
</tbody>
</table>

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**Hallway**

<table>
<thead>
<tr>
<th>School Setting</th>
<th>Be Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>Face Forward</td>
</tr>
<tr>
<td></td>
<td>Walk in a single line</td>
</tr>
<tr>
<td></td>
<td>Keep hands and belongings to yourself</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Setting</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Responsible</strong></td>
<td>Follow hallway procedure</td>
</tr>
<tr>
<td></td>
<td>Go directly to your destination</td>
</tr>
<tr>
<td></td>
<td>Watch out for others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Setting</th>
<th>Be Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Right is polite</td>
</tr>
<tr>
<td></td>
<td>Look at hallway displays with eyes only</td>
</tr>
<tr>
<td></td>
<td>Noise level at 0 or 1</td>
</tr>
<tr>
<td></td>
<td>Keep your place in line</td>
</tr>
<tr>
<td></td>
<td>Remove hats upon entering the building</td>
</tr>
</tbody>
</table>

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**Quiz/Test Procedure:**
1. Start work when instructed.
2. Pass work into teacher when done.
3. Read book silently and remain seated until everyone has completed their work.

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In the grid are **behavior indicators**. Behavior indicators tell *what the behavior looks like*. These are brief phrases. They are positively stated and are observable and measurable.

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Procedures tell *how things are done*. They can be sequential, temporal, or behavior indicators of a common theme.
**Procedures**

- A student and staff guide for how to do something
- Procedures are:
  - The steps to complete a task
  - How things happen throughout the day
  - Things you want the students to do in a certain way
  - A way to achieve continuity, predictability, and save time
  - Pretty much done the same way each time (not much variability)
  - Not necessary to memorize, so we post them to remind and prompt people to use them
  - Made up of behavior indicators
  - NOT rules
- Procedures are how you do things. They are sometimes embedded in the Matrix. Sometimes they stand alone.
<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Group Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Effective Classroom Practice
Classroom Expectations and Indicators
Mini-Module Fact Sheet

Classroom expectations are important because:
- A dependable system of expectations and procedures provides structure for students and helps them be engaged with instructional tasks (Brophy, 1998).
- Teaching expectations and routines to students at the beginning of the year and reinforcing them consistently across time increases student academic achievement and task engagement (Evertson & Emery, 1982; Johnson, Stoner & Green, 1996).
- Clearly stating expectations and consistently supporting them lends credibility to a teacher’s authority (Good & Brophy, 2000).
- Use of expectations and behavior indicators provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards.

Definitions:
- Expectations: overarching outcomes that we want for students
- Behavior indicators: what expectations look like in the context of specific classroom routines

Classroom Matrix

<table>
<thead>
<tr>
<th></th>
<th>Entering Class</th>
<th>Morning Meeting</th>
<th>Group Activities</th>
<th>Independent Work</th>
<th>Direct Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Kind</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Safe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To enhance the effectiveness of behavior indicators, 5 guidelines need to be considered.

<table>
<thead>
<tr>
<th>Guideline:</th>
<th>This Means:</th>
<th>Example:</th>
<th>Non-Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>S</strong>-Specific/</td>
<td>The vocabulary is appropriate for age/grade level I teach.</td>
<td>Hands and feet to self</td>
<td>Indicator for K-1: Maintain personal space.</td>
</tr>
<tr>
<td>Understandable</td>
<td></td>
<td></td>
<td>*Children of this age do not have a concept of “personal space.”</td>
</tr>
<tr>
<td>2. <strong>P</strong>-Positively Stated</td>
<td>I tell students what TO do.</td>
<td>Hands and feet to self.</td>
<td>No fighting.</td>
</tr>
<tr>
<td>3. <strong>A</strong>-Always Applicable</td>
<td>I am able to consistently enforce.</td>
<td>Stay in assigned area.</td>
<td>Remain seated until given permission to leave.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*This would not be applicable when students are working on certain types of group projects.</td>
</tr>
<tr>
<td>4. <strong>M</strong>-Measurable</td>
<td>I can count it.</td>
<td>. Bring materials.</td>
<td>Be ready to learn.</td>
</tr>
<tr>
<td>5. <strong>O</strong>-Observable</td>
<td>I can see it.</td>
<td>Raise hand and wait to be called on.</td>
<td>Be your best.</td>
</tr>
</tbody>
</table>

Other Considerations:
- Students can play a role in formulating behavior indicators.
- Display indicators prominently so they are easily seen and referred to by teacher and students.
- The teacher models and reinforces behavior indicators consistently.
- Behavior indicators should be easily monitored.
Structured classrooms are associated with:
- More appropriate academic and social behavior
- Greater task involvement
- Friendlier peer interactions
- More altruistic behaviors
- More attentive behavior
- Less aggression

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

Effective teaching includes teaching functional procedures and routines to students at the beginning of the year and using them to efficiently move through the school day (Leinhardt, Weidman, & Hammond, 1987).

Classroom routines are the items on the classroom schedule. They tell students WHEN to do something.

Clear procedures, taught and consistently followed, are the most critical tool to create a functional and productive learning environment (Good & Brophy). Classroom procedures are steps for accomplishing classroom tasks. They tell students HOW to do something. Procedures help students meet the expectations.

When developing procedures, keep "Why, what, when, where, who, and how" in mind:

- WHY is this procedure needed?
- WHAT is the procedure?
- WHAT are the steps for successful completion of the procedure?
- WHEN will the procedure be taught?
- WHEN will the procedure be practiced?
- WHERE is this procedure needed?
- WHO needs to be taught this procedure?
- WHO will teach this procedure?
- HOW will you recognize procedure compliance?

<table>
<thead>
<tr>
<th>Example Routines</th>
<th>Example Procedure for Entering the Classroom</th>
<th>Example Bathroom Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Entering the classroom</td>
<td>1. Take your things to your cubby.</td>
<td>1. Enter quietly.</td>
</tr>
<tr>
<td>2. Morning meeting</td>
<td>2. Hang your coat on your hook.</td>
<td>2. Do what you need to do.</td>
</tr>
<tr>
<td>5. Transitions</td>
<td>5. Go to breakfast.</td>
<td>5. Go back to your room.</td>
</tr>
<tr>
<td>6. Exiting the classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Both procedures and routines must be taught, practiced, and consistently reinforced to be effective in the classroom. It is important that procedures be written in succinct terminology, and positively stated in age-appropriate terms (Newcomer, 2007).
Research Indicates Effective Acknowledgment Can:

1. Increase…
   – On-task behavior,
   – Correct responses, work productivity, and accuracy,
   – Attention and compliance
   – Cooperative play
2. Foster intrinsic motivation to learn that comes from mastering tasks.
3. Have vicarious effects with benefits that may be long lasting.

Classroom Continuum of Acknowledgement Strategies Include:

1. Free and Frequent Acknowledgement
   – Use everyday in the classroom
2. Intermittent Acknowledgement
   – Awarded occasionally
3. Strong and Long Term Acknowledgement
   – Quarterly or year long types of recognition

Effective Acknowledgement Strategies Are . . .

<table>
<thead>
<tr>
<th>Clear and specific</th>
<th>Provided frequently for new skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingent on desired behavior</td>
<td>Gradually faded as skill develops</td>
</tr>
<tr>
<td>Applied immediately</td>
<td>Not about comparison or competition</td>
</tr>
<tr>
<td>Teacher initiated</td>
<td>Meaningful and appropriate for age</td>
</tr>
<tr>
<td>Focused on improvement and effort</td>
<td>Part of a hierarchy of alternatives</td>
</tr>
</tbody>
</table>
Effective Classroom Practice
Response Strategies & Error Correction
Mini-Module Fact Sheet

• Clearly stating expectations and consistently enforcing them lends credibility to a teacher’s authority (Good & Brophy, 2000)

• Teachers who respond consistently feel positive about their teaching and help students improve their performance (Freiberg, Stein & Huan, 1995)

• Teachers should focus on increasing positive behavior and interactions by consistently enforcing expectations (Shores, Gunter & Jack, 1993)

• When teachers are inconsistent in their enforcement of expectations, students become uncertain of what those expectations are and that the expectations apply to them (Evertson, Emmer & Worsham, 2003)

• “The single most commonly used but least effective method for addressing undesirable behavior is to verbally scold and berate a student” (Albetro & Troutman, 2006).

<table>
<thead>
<tr>
<th>Classroom Continuum of Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt</td>
</tr>
<tr>
<td>Redirect</td>
</tr>
<tr>
<td>Reteach</td>
</tr>
<tr>
<td>Provide Choice</td>
</tr>
<tr>
<td>Conference</td>
</tr>
<tr>
<td>Conference</td>
</tr>
</tbody>
</table>
Effective Classroom Practice
Active Supervision
Mini-Module Fact Sheet

There is a relationship between the number of supervisor-to-student interactions and the instances of problem behavior (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008).

Active Supervision...

- Has a positive impact on student behavior in a variety of settings - including classroom
- May reduce incidents of minor problem behavior
- May lead to increases in student engagement

Active supervision is a monitoring procedure that uses 3 components (DePry & Sugai, 2002):

1. Moving Effectively
   - Constant
     Make presence known and obvious
     Proximity to all students
     More frequent proximity to noncompliant students
   - Randomized
   - Targets Problem Areas

2. Scanning Effectively
   - All students observed on a regular basis
   - Make eye contact with students in more distant locations of the room
   - Look and listen for signs of a problem

3. Interacting Frequently
   - Positive contacts
     Friendly, helpful, open demeanor
     Proactive, non-contingent
     High rate of delivery
   - Positive reinforcement
     Immediate and contingent on behavior
     Delivered at high rates and consistently
   - Corrective response
     Instructional
     Non-argumentative, non-critical
     Specific to behavior
     Systematic = correct, model, practice, reinforce
   - Deliver consequence
     Neutral, businesslike demeanor
     Fair, non-arbitrary

“The goal of effective classroom management is not creating ‘perfect’ children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior” (Sprick, Knight, Reinke & McKale, 2006, p. 185).
Effective Classroom Practice
Multiple Opportunities to Respond
Mini-Module Fact Sheet

Definition: An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke & McKale 2006).

Why Provide Multiple Opportunities for Students to Respond?
- Increases student engagement with instruction
- Allows for high rates of positive, specific feedback
- Limits student time for engaging in inappropriate behavior
- Is an efficient use of instructional time
- Associated with improved reading and math performance
(Heward, 1994; Carnine, 1976; Skinner, Smith & McLean, 1994; Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997)

Guidelines:
- When introducing new material, the goal is 4-6 responses per minute with 80% accuracy
- When presenting practice work, the goal is 9-12 responses per minute with 90% accuracy
(CEC, 1987; Gunter, Hummel & Venn, 1998)

Strategies for Increasing Student Opportunity for Response:
A. Track students being called on
   a. Use a seating chart
   b. Draw students’ names from a jar

B. Guided Notes
   a. Teacher-prepared handouts that outline or map lectures
   b. As the lecture progresses, the learner then fills in the spaces with content

C. Response Cards
   a. Preprinted cards: Yes/No, True/False, Agree/Disagree
   b. Preprinted cards with multiple answers: letters, numbers, parts of speech, etc.
   c. Write-On cards: 9X12 response cards & dry-erase markers
   d. Back side of recycled paper

D. Computer Assisted Instruction

E. Classwide Peer Tutoring

F. Direct Instruction
Effective Classroom Practice  
Activity Sequencing & Offering Choice  
Mini-Module Fact Sheet

According to research, use of these strategies is associated with:
- Increases in student engagement with learning and task performance
- Decreases in disruptive behavior
- High rates of positive, specific feedback
- Improved student perception of and preference for assignments students consider difficult
- More positive student – teacher relationships

1. Activity Sequencing (Kern & Clemens, 2007)
   - Thinking about and altering the manner in which instructional tasks, activities, or requests are ordered in such a way that promotes learning and encourages appropriate behavior
   - For some students presenting difficult tasks back-to-back often sets the occasion for frustration, failure, and problem behavior. Varying the sequence of tasks may not be necessary for average students, but can be very important for students who are at-risk for learning or behavior concerns (Darch & Kame’enui, 2004).

      Task Interspersal =
      Intermingle easy/brief problems among longer or more difficult tasks

      Behavioral Momentum =
      Deliver 3 to 4 simple requests prior to a difficult assignment

2. Offering Choice (Kern & State, 2009)
   - Teachers can allow choice for…
     a. The *type* of activity or task to be completed
     b. The *order* in which tasks will be completed
     c. The *kinds of materials* students will use to complete an assignment
     d. *Who* students will work with
     e. The *place* students will work
     f. *Use of time* before, during, or after an activity or assignment

   - Steps for using choice in the classroom (Kern & State, 2009, p. 5)
     1) Create a menu of choices you would be willing to provide to students.
     2) Look through your choice menu before planning each lesson.
     3) Decide what types of choice are appropriate and where they fit best in the lesson.
     4) Provide choices as planned while teaching the lesson.
     5) Solicit student feedback and input.

   - Remember: Every lesson does not have to include all of the choices on your list, but if each lesson you teach provides at least one opportunity for choice, students are likely to benefit.
Effective Classroom Practice  
Academic Success & Task Difficulty  
Fact Sheet

1. **Will the student be able to complete the entire assignment in the allotted amount of time if the work is broken into parts?**

If yes, use one of the “Change the Amount of Work” strategies.
- Put fewer problems on a worksheet.
- Highlight, in a color, the problems for the student to complete.
- Have the student cover all tasks except the one she is working on at the time.
- Break up the assignments into chunks.

2. **Will the student require more time to complete the entire assignment?**

If yes, use one of the “Change the Amount of Time” strategies.
- Have shorter work periods with other assignments in between.
- Provide physical breaks between difficult tasks.
- Provide alternative times for students to complete their work.

3. **Can the student respond orally to the assignment but cannot correctly respond to the assignment or assessment due to difficulties with written language?**

If yes, use one of the “Change Student Output” strategies.
- Provide student choice between oral and written answers.
- Allow students to dictate answers to teacher, paraprofessional or peer.
- Allow student to tape record answers to tests or assignments.
- Allow students to use video or take pictures to produce journals or compose essays.

4. **Will the student be able to complete the assignment if the level of demand of reading is reduced?**

If yes, use one of the “Reduce Demand of the Task” Strategies.
- Include illustrations on worksheets describing how to complete tasks.
- Highlight and underline important words in instructions and texts.
- Create Guided Notes that highlight key points.
Permit students to use outlining software to facilitate planning.

5. Will the student be able to complete tasks such as rapid solutions to math facts, reading sight words, fluent reading, learning vocabulary, definitions, content facts, and completing study guides if they have increased practice time?

If yes, use one of the “Peer Support” strategies.

- The academic tasks required should be well structured and the responses required should be simple rather than complex.
- Different students should be involved with the tutoring so the student with problems is not always the one being tutored.
- Establish and teach procedures for peer tutoring sessions.

6. Will the student be able to complete tasks that are more complex if they have increased guided practice?

If yes, use “Scaffolded Instruction.”

- The teacher models how to perform a new or difficult task.
- Second, the teacher and students work together to perform the task.
- Third, students work with a partner or a small cooperative group to complete the task.
- Fourth, the student independently completes the task.