**Positive and Proactive Classroom Supports**

Brandi Simonsen, Ph.D. (brandi.simonsen@uconn.edu)

**Overview of Activities**

DAY 1

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DAY 2

1. Examples of Strategies to Increase Appropriate Behavior (p. 4)
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   2. Group Contingency
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DAY 3

1. Classroom Management Self-Assessment & Action Plan (p. 7)

DAY 4

1. Systems to Support Teachers’ PCBS Practices (p. 9)

**Class-wide Rules-within-Routines Matrix**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **ROUTINES** | | | | |
|  |  |  |  |  |  |  |
| **EXPECTATIONS** |  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Social Skill Lesson Plan**

**Lesson Focus**:

Demonstrating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*expectation*) in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*setting*).

**Teaching Objective**:

Following instruction, students will demonstrate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*expectation*) in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*setting*) by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(*describe behaviors*) across \_\_ out of \_\_ sampled opportunities (*criteria*).

**Teaching Examples**:

|  |  |
| --- | --- |
| ***Positive Examples*** | ***Negative Examples*** |
|  |  |

**Lesson Materials**:

**Lesson Activities**:

***Model****:*

***Lead****:*

***Test****:*

**Follow-up Activities**:

***Strategies to prompt****:*

***Procedures to reinforce****:*

***Procedures to correct behavioral errors****:*

***Procedures to monitor/supervise****:*

***Procedures to collect and evaluate student data****:*

**Strategies to Increase Appropriate Behavior**

**SAMPLE SPECIFIC PRAISE**

|  |
| --- |
| SCRIPTED PRAISE STATEMENTS |
|  |

**SAMPLE GROUP CONTIGENCY**

|  |
| --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GROUP CONTINGENCY |
| * **Appropriate Behavior:**      * **Reinforcers:**      * **Procedures:** |

**SAMPLE BEHAVIOR CONTRACT**

|  |
| --- |
| BEHAVIOR CONTRACT |
| * **Appropriate Behavior:**      * **Reinforcers/Outcomes:**      * **Procedures:** |

**SAMPLE TOKEN ECONOMY**

|  |
| --- |
| TOKEN ECONOMY |
| * **Appropriate Behaviors:**      * **Reinforcers**   + **Tokens:**      * + **Back-up Reinforcers:**      * **Procedures**   + **Number of Tokens for Reinforcers:**      * + **Teaching Strategies/Schedule:**      * + **Decision Rules to Change/Fade:**      * + **Monitoring:** |

**Strategies to Decrease Inappropriate Behavior**

**SAMPLE ERROR CORRECTIONS**

|  |
| --- |
| SCRIPTED ERROR CORRECTIONS |
|  |

**SAMPLE GROUP CONTIGENCY**

|  |
| --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GROUP CONTINGENCY |
| * **Inappropriate Behavior(s):** * **Appropriate Behavior:**      * **Reinforcers:**      * **Differential Reinforcement Procedures:** |

**Classroom Self-Assessment**

|  |  |
| --- | --- |
| **Classroom Management Practice** | **Rating** |
| 1. I **maximized structure and predictability** in my classroom. | |
| * + *I explicitly taught and followed predictable* ***routines****.* | Yes No |
| * + *I arranged my room to* ***minimize crowding and distraction****.* | Yes No |
| 1. I posted, taught, reviewed, monitored, and reinforced a small number of **positively stated expectations**. | |
| * + *I operationally defined and* ***posted*** *a small number of expectations (i.e., school wide rules) for all routines and settings in my classroom.* | Yes No |
| * + *I explicitly* ***taught*** *and* ***reviewed*** *these expectations in the context of routines.* | Yes No |
| * + *I* ***prompted*** *or* ***pre-corrected*** *students to increase the likelihood that they will follow the expectations.* | Yes No |
| * + *I* ***actively supervised*** *my students.* | Yes No |
| 1. I **actively engaged** students in observable ways. | |
| * + *I provided a high rate of* ***opportunities to respond*** *during my instruction.* | Yes No |
| * + *I* ***engaged*** *my students in* ***observable ways*** *during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).* | Yes No |
| * + *I used evidence based methods to* ***deliver*** *my instruction (e.g., Direct Instruction).* | Yes No |
| 1. I used a **continuum of strategies** to acknowledge **appropriate behavior***.* | |
| * + *I provided* ***specific and contingent praise*** *for academic and social behaviors (e.g., following expectations).* | Yes No |
| * + *I also used* ***other systems*** *to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).* | Yes No |
| 1. I used a **continuum of strategies** to respond to **inappropriate behavior** | |
| * + *I provided specific, contingent, and brief* ***error corrections*** *for academic and social errors.* | Yes No |
| * + *In addition, I used the* ***least restrictive procedure*** *to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out)* | Yes No |
| *Overall classroom management score:*  *10-13 “yes” = “****Super****”*  *7-10 “yes” = “****So-So****”*  <*7 “yes” = “****Improvement Needed****”* | # Yes \_\_\_ |

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

**Action Planning**

The purposes of this assessment are to (a) determine the extent to which effective general classroom management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information. This assessment and action plan can be completed as a “self-assessment” or by an observer.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. During the activity, count number of positive and negative student contacts that occur during the activity.
3. After the activity,
   1. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
   2. Assess whether each classroom management practice was evident.
   3. Sum the number of “yes” to determine overall classroom management score.
   4. Based on your score, develop an action plan for enhancement/maintenance.

|  |  |  |
| --- | --- | --- |
| Action Plan | | |
| # | Current Level of Performance | Enhancement/Maintenance Strategies[[1]](#footnote-1) |
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|  |  |  |
|  |  |  |

**Systems Conversation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Guiding Questions** | **Tier 1** | **Tier 2** | **Tier 3** |
| Outcomes | 1. What outcomes do you have for CWPBIS in your school? in your district?  2. Are these reflected in the action plan(s) for your school? for your district? |  |  |  |
| Data | 1. What data will you collect to (a) evaluate CWPBIS, (b) identify teachers who need support, and (c) progress monitor?  2. Are these data reflected in the action plan(s) for your school? for your district? |  |  |  |
| Practices | 1. Can all of your teachers identify, describe, and fluently implement evidence-based CWPBIS practices?  2. Can your teachers tweak practices to support most students in their classrooms? |  |  |  |
| Systems | 1. What systems do you have in place for all teachers (PD)?  2. What self-management strategies do you have in place for some teachers?  3. Do you provide consultation to individual teachers who need intensive support? |  |  |  |

1. What? When? How? By When? [↑](#footnote-ref-1)