

## Creating a Positive and Proactive Classroom to Support ALL Learners

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## Workshop Overview

Mon (9:30-12:30)	Class-wide Antecedent and Teaching Behavior Strategies <i>Maximizing Structure, Classroom Expectations, &amp; Active Engagement</i>
Tue (9:30-12:30)	Class-wide Consequence Strategies <i>Acknowledging Appropriate and Responding to Inappropriate Behavior</i>
Wed (9:45-12:30)	Positive and Proactive Supports for ALL and Action Planning <i>Applying Knowledge of Strategies to An Individual Classroom</i>
Thurs (8:45-10:00, 10:30-12:30)	Developing Systems to Support Class-wide Support <i>Taking your knowledge to scale (from one classroom to all classrooms)</i>

## Advance Organizer: Day 1

9:30-9:45	Introductions & Overview
9:45-10:15	Lecture & Discussion: Critical Features Part 1 1. Maximizing structure 2a. Establishing expectations
10:15-10:45	Table Activity: Class-wide Rules-within-Routines Matrix Develop a sample class-wide matrix
10:45-11:00	BREAK
11:00-11:30	Lecture & Discussion: Critical Features Part 2 2b. Teaching, prompting, monitoring, & evaluating expectation-following behavior
11:30-12:00	Table Activity: Social Skills Lesson Plan Develop a sample social skills lesson plan
12:00-12:15	Lecture & Discussion: Critical Features Part 3 3. Actively engaging students
12:15-12:30	Wrap-up Review and look toward tomorrow

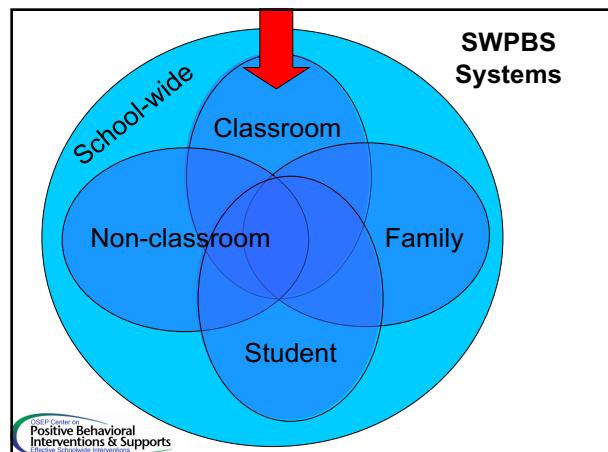
## Critical Features of Positive and Proactive Classroom Management

PART 1: Antecedent and Teaching Strategies (Steps 1-3)

## Acknowledgements for this portion:

Other Members of Research Team:

Sarah Fairbanks, Amy Briesch, Diane Myers, & George Sugai



What “kind” of students can display problematic behavior?



**All students.** Students *with/without* labels who are served in *general/special* education can display problematic behavior.

This is not a special education issue. It is an **education** issue.

We need to learn more about  
the 5 critical features of  
**effective classroom management**  
to be able to help *all* students.

## Evidence Based Practices in Classroom Management

1. Maximize structure in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
3. Actively engage students in observable ways.
4. Establish a continuum of strategies to acknowledge appropriate behavior.
5. Establish a continuum of strategies to respond to inappropriate behavior.

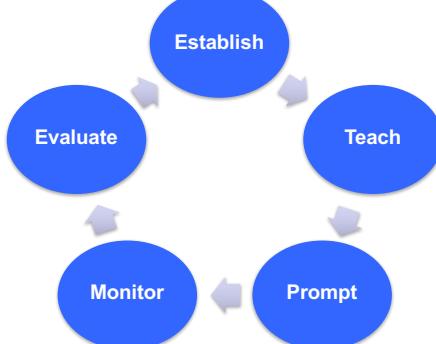
(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

## Class-wide Antecedent & Teaching Strategies (Steps 1-3)

### 1. Maximize structure in your classroom.

- Develop Predictable Routines
  - Teacher routines
  - Student routines
- Design environment to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
  - Arrange furniture to allow easy traffic flow.
  - Ensure adequate supervision of all areas.
  - Designate staff & student areas.
  - Seating arrangements (groups, carpet, etc.)

### 2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.



#### Establish Behavioral expectations/Rules

- A small number (i.e., 3-5) of *positively* stated rules. **Tell students what we want them to do**, rather than telling them what we do not want them to do.

Why “small number”?

fence on the north (imagine it goes ALL the way to the west.)

Stay OUT of the parking lot.

No throwing or kicking walnuts. Don't even pick them up.

You need sturdy shoes that tie or buckle on the climbing equipment. NO flip flops!

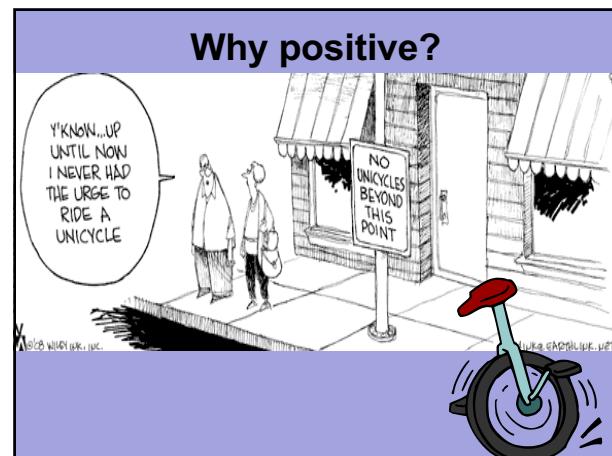
If the GREEN FLAG is up by the office in the building you DO NOT need coats. If there is NO FLAG UP, wear your coat.

Stay out of the mud and puddles.

No throwing of snowballs or ice. Children should not destroy other student's snowforts, etc. Children should not climb on the top of snow tunnels. Children must wear snowpants if they plan to roll, play, or sit in the snow. All children must wear boots when there is snow on the ground. Children must not slide on the ice.

We got outside until the temperature or windchill is 0 degrees.

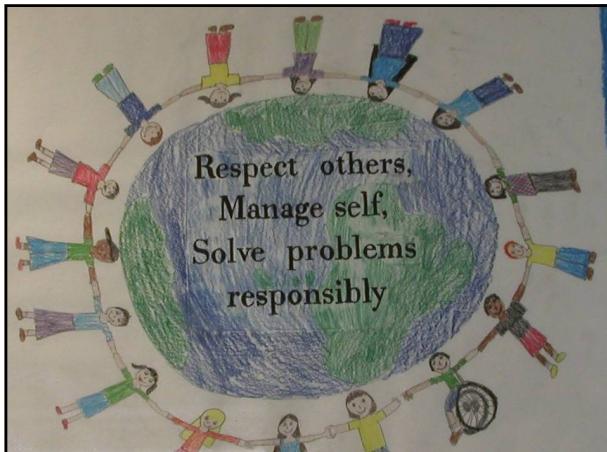
Children should be quieted in the classroom lines outside before they enter the building.



### Establish

### Behavioral expectations/Rules

- A small number (i.e., 3-5) of positively stated rules. **Tell students what we want them to do**, rather than telling them what we do not want them to do.
- Publicly **post** the rules.
- Should match SW Expectations



**Establish Behavioral expectations/Rules**

- **Operationally define** what the rules look like across all the routines and settings in your school.
- One way to do this is in a **matrix** format.
- This matrix should compliment your school-wide matrix, but be specific to your classroom setting.

Rules within Routines Matrix				
Routines	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Rules				
Respect				
Responsibility				
Safety				

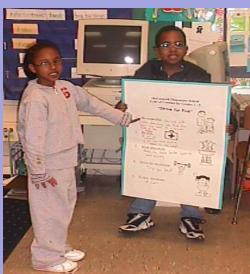
**Teach rules in the context of routines**

- Teach expectations directly.
  - Define rule in operational terms—tell students what the rule looks like within routine.
  - Provide students with examples and non-examples of rule-following within routine.
- Actively involve students in lesson—game, role-play, etc. to check for their understanding.
- Provide opportunities to practice rule following behavior in the natural setting.

**“Cool Tool”**

Skill Name
Getting Help (How to ask for assistance for difficult tasks)
Teaching Examples
<ol style="list-style-type: none"> <li>When you're working on a math problem that you can't figure out, <i>raise your hand and wait until the teacher can help you.</i></li> <li>You and a friend are working together on a science experiment but you are missing a piece of lab equipment, <i>ask the teacher for the missing equipment.</i></li> <li>You are reading a story but you don't know the meaning of most of the words, <i>ask the teacher to read and explain the word.</i></li> </ol>
Kid Activity
<ol style="list-style-type: none"> <li>Ask 2-3 students to give an <i>example of a situation</i> in which they needed help to complete a task, activity, or direction.</li> <li>Ask students to <i>indicate or show</i> how they could <i>get help</i>.</li> <li><i>Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.</i></li> </ol>
After the Lesson (During the Day)
<ol style="list-style-type: none"> <li>Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could <i>get help</i> if they have difficulty (<i>precorrection</i>).</li> <li>When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they <i>need help</i> (<i>reminder</i>).</li> <li>Whenever a student <i>gets help</i> the correct way, provide <i>specific praise</i> to the student.</li> </ol>

**Reviewing Strive for Five**



McCormick Elem. MD 2003

- Be respectful.
- Be safe.
- Work peacefully.
- Strive for excellence.
- Follow directions.

**Teach rules in the context of routines**



WHAT ARE YOU DOING HERE?  
I'M PRACTICING WAITING FOR THE SCHOOL BUS..  
IS THAT SOMETHING YOU HAVE TO PRACTICE?  
IT IS IF YOU WANT TO BE GOOD AT IT..

**Prompt or remind students of the rule**

- Provide students with **visual prompts** (e.g., posters, illustrations, etc).
- Use **pre-corrections**, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings where problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).

**Monitor students' behavior in natural context**

- Active Supervision** (Colvin, Sugai, Good, Lee, 1997):
  - » **Move around**
  - » **Look around (Scan)**
  - » **Interact with students**
  - » **Reinforce**
  - » **Correct**

**Evaluate the effect of instruction**

- Collect data
  - Are rules being followed?
  - If there are errors,
    - **who** is making them?
    - **where** are the errors occurring?
    - **what** kind of errors are being made?
- Summarize data (look for patterns)
- Use data to make decisions

**Creating your own lesson plan**

- Develop **scripted lesson plans**
- A separate lesson plan should be developed for teaching each expectation in the context of each routine.
- That is, a separate lesson would be created for each box in the matrix.

**Lesson plans should include:**

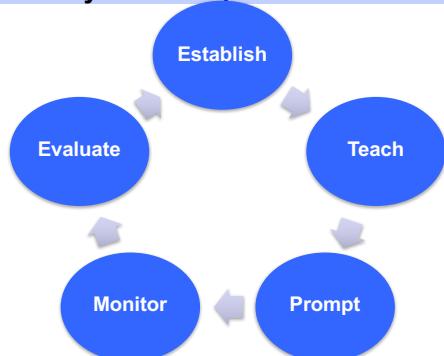
- a brief explanation of the expectation and routine,
- a statement (i.e., operational definition) of what it looks like to follow the expectation within the routine, including both positive and negative teaching examples;
- a demonstration of expectation-following behavior (**model**),
- activities that provide students with guided practice (**lead**), and
- opportunities for students to independently demonstrate expected behavior in the natural context (**test**).

A lesson plan that prompts the critical features just described:

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:  _____

Simonsen, Myers, Everett, Sugai, Spencer, & LaBreck (2012)

**2. RECAP: Post, Teach, Review, Monitor, and reinforce a small number of positively stated **expectations**.**



**3. Actively engage students in observable ways.**

- Provide high rates of opportunities to respond
- Consider various observable ways to engage students
- Link engagement with outcome objectives

**Range of evidence based practices that promote **active engagement****

- Direct Instruction
- Computer Assisted Instruction
- Class-wide Peer Tutoring
- Guided notes
- Response Cards

**Wrap-up of Day 1 & Look Toward Day 2**

**Recap: Evidence Based Practices in Classroom Management**

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

**Thank you!**

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