

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, & 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 2

9:30-9:40	Overview of the day & Brief Review
9:40-10:30	Lecture, Discussion, & Activities: Critical Features Part 4 <i>Strategies to increase appropriate behavior</i>
10:30-10:45	BREAK
10:45-11:15	Lecture & Discussion: Critical Features Part 5 <i>Strategies to decrease inappropriate behavior</i>
11:15-11:30	Table Activity: Discussion <i>Review critical features and identify questions about strategies</i>
11:30-12:30	Self-Assess and Action Plan <i>Complete Self-Assessment and Develop Action Plan Review and look toward tomorrow</i>

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)

Critical Features of Positive and Proactive Classroom Management

PART 2: *Consequence Strategies*

Reinforcement vs. Punishment

- **Reinforcement:** when a consequence of a behavior functions to **increase the likelihood** of future occurrences of that behavior
- **Punishment:** when a consequence of a behavior functions to **decrease the likelihood** of future occurrences of that behavior

4. Establish a continuum of strategies to acknowledge appropriate behavior.

- Specific and Contingent Praise
- Group Contingencies
- Behavior Contracts
- Token Economies



Specific and Contingent Praise

- Praise should be...
 - ...**contingent**: occur immediately following desired behavior
 - ...**specific**: tell learner exactly what they are doing *correctly* and continue to do in the future
 - “Good job” (not very specific)
 - “I like how you are showing me active listening by having quiet hands and feet and eyes on me” (specific)

Group Contingencies

- Three types:
 - “**All for one**” (Interdependent Group Contingency)
 - “**One for all**” (Dependent Group Contingency)
 - “**To each his/her own**” (Independent Group Contingency)



“All for one”
(Interdependent Group-Oriented Contingency)

- **Definition**: Each client’s behavior is required for the whole group to reach some specified level of performance for the whole group to receive a consequence.
- **Example**: If everyone participates respectfully in meal time, we will all go out for dinner on Friday.

“One for all”
(Dependent Group Contingency)

- **Definition**: Performance of an individual (or small group) results in consequences for the whole group.
- **Example**: Brittany was able to earn a reinforcer for her entire class when she demonstrated a predetermined level of socially appropriate behavior.

We were careful to design this contingency so that it was no-fail—she would earn the reinforcer, it was just a matter of how long.

“To each his/her own”
(Independent Group Contingency)

- **Definition**: The same goal is set for all learners in the group; however, consequences are delivered individually—they are based on the performance of each individual rather than the group.
- **Example**: When each of you finishes your homework, you may go outside and play basketball.

Behavioral Contracts

- A written document that specifies a contingency for an individual student or in this case...whole class
- Contains the following elements:
 - Operational definition of **BEHAVIOR**
 - Clear descriptions of **REINFORCERS**
 - **OUTCOMES** if student fails to meet expectations.
 - Special **BONUSES** that may be used to increase motivation or participation.

(Wolery, Bailey, & Sugai, 1988)

Class Constitution

In Mrs. Gaines' class, we are *respectful* to others, *responsible* for our selves, and create a *safe* environment.

We will be recognized (with kind words and points) by Mrs. Gaines when we demonstrate these behaviors. When we forget, we will be reminded.

If the whole class demonstrates these behaviors most of the time (earns X% of points) for X days, we will be able to choose a fun activity for Friday Fun.

My signature shows that I understand and agree.

Mrs. Gaines Abby Jacob
Luis Roisin Caleb

Ten Basic Rules for Behavioral Contracting

(Homme, Csanyi, Gonzales, & Rechs, 1970)

1. Payoff (reward) should be immediate.
2. Initially call for and reward successful approximations.
3. Reward frequently with small amounts.
4. Call for and reward accomplishments.
5. Reward the performance after it occurs (i.e., do not bribe the learner).

(As stated in Alberto & Troutman, 1999, pp. 249-250)

Ten Basic Rules for Behavioral Contracting Continued

(Homme, Csanyi, Gonzales, & Rechs, 1970)

6. The contract must be fair.
7. The terms must be clear.
8. The contract must be honest.
9. The contract must be positive.
10. Contracting must be used systematically (and consistently).

(As stated in Alberto & Troutman, 1999, pp. 249-250)

Establishing a Token Economy

- Determine and teach the target skills
- Select tokens
- Identify what will be back-up reinforcers
- Identify the number of tokens required to receive back-up reinforcers
- Define and teach the exchange and token delivery system
- Define decision rules to change/fade the plan
- Determine how the plan will be monitored

(Guidelines from Sulzer-Azaroff & Mayer, 1991)



How we used a *Token Economy* with a whole class:

1. We directly and explicitly taught the expected behaviors (be safe, be respectful, be responsible).
2. We defined the tokens:



Stickers for a few



Points for a some



Tokens for a most

Token Economy Continued

3. We identified back-up reinforcers by (a) considering students preferences and (b) talking with students. Items range from:

 SNACKS \$50	MOVIE \$100 	 CATCHING LIZZARDS \$20	SPORTS \$25 
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Token Economy Continued

4. We taught the system:
 - ‡ Who would have the "tokens."
 - ‡ How to demonstrate they'd earned the tokens.
 - ‡ When they could "cash-in" for a menu item.
5. Teachers and staff provide immediate positive and corrective feedback.
6. We have weekly meetings where we address issues of (a) how well system was working and (b) when to fade reinforcers.
7. We keep data on each student's behavior and review them with the rest of the team at the weekly meetings.

Considerations for Token Economies

- A token can easily provide **immediate feedback** about student behavior, while delaying the presentation of the back-up reinforcer.
- Allows you to **avoid satiation** of reinforcers.
- Beware of **counterfeiters**.
- Do you plan on only giving tokens for appropriate behavior? Or, will you implement a **response cost** procedure?

5. Establish a continuum of strategies to respond to inappropriate behavior.

- Error Corrections
- Differential Reinforcement
- Planned ignoring
- Response Cost
- Time out from reinforcement



Quick Error Corrections

- Error corrections should be...
 - ...**contingent**: occur immediately after the undesired behavior
 - ...**specific**: tell learner exactly what they are doing *incorrectly* and what they should do differently in the future
 - ...**brief**: after redirecting back to appropriate behavior, move on

Types of Differential Reinforcement

- DR...of **lower** rates of behavior (DRL)
- DR...of **other** behaviors (DRO)
- DR...of **alternative** behavior (DRA)
- DR...of **incompatible** behavior (DRI)



Planned Ignoring

Definition:

- If a behavior is maintained by adult attention ...consider planned ignoring (e.g., ignore behavior of interest)

Examples:

- Taylor talks out in class and his teacher currently responds to him approximately 60% in the time (either + or -).
- The teacher decides to ignore all talk outs and instead only call on him when his hand is raised.

Response Cost

Definition:

- The withdrawal of specific amounts of a reinforcer contingent upon inappropriate behavior.

Examples:

- A wrong answer results in a loss of points.
- Come to class without a pencil, buy one for 5 points.

Response Cost Cont'd

- Response cost procedures fit best within a token economy.
- Generally, better to stick to the positives...
 - What happens if you continue to take away points?
 - How do you retrieve tokens once they have been given?
- **REMEMBER** we always want a **higher ratio** of positives to negatives!!!!



Time-out

Definition:

- A child (or class) is removed from a previously reinforcing environment or setting, to one that is not reinforcing

Example:

- Child throws a rock at another child on the playground. The child is removed to the office....
- **REMEMBER** the environment the child is removed to cannot be reinforcing!!! So, if the child receives adult attention in the office, which they find reinforcing, **YOU** have NOT put the child on time out

Recap: Evidence Based Practices in Classroom Management

1. **Maximize structure** in your classroom.
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4. Establish a **continuum of strategies** to **acknowledge appropriate behavior**.
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(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

Critical Features of Positive and Proactive Classroom Management

Self-Assess and Action Plan

Free Classroom Management Tools

- Resources
 - Search "Classroom" on www.pbis.org and you will find over 500 presentations, tools, etc.
 - Newsletter: Universal positive behavior support for the classroom (Newcomer, 2009)
http://www.pbis.org/pbis_newsletter/volume_4/issue4.aspx
 - Sample lesson plans and reinforcement examples (most are school-wide but can be adapted for class-wide):
<http://www.pbis.org/training/student.aspx>
- Checklists (in your packet)
 - Classroom Self Assessment (in Simonsen et al., 2008)
 - 10 item Self Assessment (PBIS Training Workbook)
 - Let's review one checklist as an example...

To help teachers self-evaluate...

Positive Behavior Support Classroom Management: Self-Assessment Revised 7r

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Wrap-up of Day 2 & Look Toward Day 3

4. Establish a continuum of strategies to acknowledge appropriate behavior.

- Specific and Contingent Praise
- Group Contingencies
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5. Establish a continuum of strategies to respond to inappropriate behavior.

- Error Corrections
- Differential Reinforcement
- Planned ignoring
- Response Cost
- Time out from reinforcement



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

NOVEMBER 1985 209

Thank you!

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