

# Creating a Positive and Proactive Classroom to Support ALL Learners

Brandi Simonsen, Ph.D.



## Workshop Overview

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

## Advance Organizer: Day 3

9:45-10:00	Overview of the day & Brief Review
10:00-10:45	<b>Lecture &amp; Discussion: Implementation Guide</b> <i>Review Supporting and Responding to Student Behavior</i>
10:45-11:00	<b>BREAK</b>
11:00-12:00	<b>Lecture &amp; Discussion: Differentiating Supports for All</b> <i>Discuss Strategies to Intensify Positive and Proactive Supports</i>
12:00-12:15	<b>Table Activity: Classroom Action Planning</b> <i>Update Action Plan to Include Strategies to Differentiate Supports</i>
12:15-12:30	<b>Wrap-up</b> <i>Share out updated action plans</i> <i>Review and look toward tomorrow</i>

## Decision Making Guide for K-12 Classrooms\*

\*Based on a soon-to-be-released Technical Assistance Brief on Classroom PBIS

## Overview of Materials

- *Supporting and Responding to Student Behavior*



Positive Behavior Support

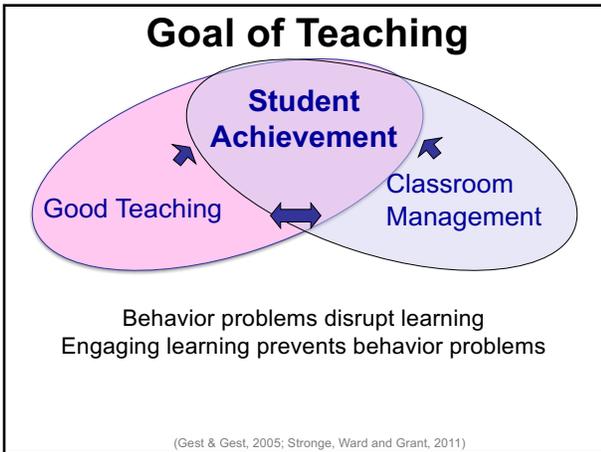
Classroom Management: Self-Assessment Revised

- *Classroom Management Self-Assessment & Action Plan (We'll Revisit the Draft You Developed Yesterday)*

## Where do we start?

As a result of attending today's training, you will be able to

- ➔ **Discuss** the **context** in which positive classroom behavioral support (PCBS) practices are implemented.
- **Implement** critical PCBS **practices**.
- **Differentiate** PCBS practices, based on data, to **support all learners**.
- **Update** your **action plan** to guide your own practice.



### United States, we have a problem!

- 12% of public school teachers leave within their first 2 years
- 50% leave within the first 5 years

(Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011; DeAngelis, & Presley, 2011; Feng, 2006; Henke, Zahn, & Carroll, 2001; Ingersoll, 2001; Ingersoll, Merrill, May, 2012; Johnson & Birkeland, 2003; Ingersoll & Smith, 2003; Kaiser & National Center for Educational Statistics, 2011; Kukla-Acevedo, 2009; Luskens, Lyter, Fox, & Changler, 2004; Smith & Ingersoll, 2004; Torres, 2012; Zabel & Zabel, 2002)

### Why do teachers leave?

- Most consistently listed factors:
  - Lack of pedagogical training
  - School environment
  - Poor student behavior and motivation
- Teachers consistently report:
  - inadequate pre-service training on classroom management and
  - lack of support and training for handling student behaviors

Supporting teachers in classroom PBIS is critical for our teachers, schools, and our country!

### How can we support teachers?

*What do we know from the empirical literature?*

- Multi-component training packages (didactic training+coaching +performance feedback+etc.) result in desired increases in teachers' positive classroom behavior support practices.

(Abbott et al., 1998; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; **Freeman et al., under review;** The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974)

\*Categories not mutually exclusive (Freeman, Simonsen, et al., 2016)

### What about the kids?

- Students benefit when teachers implement evidence-based PCBS practices.<sup>1</sup>
- *Unfortunately*, we're not there yet.
  - Teachers implement PCBS practices at lower rates than desired.<sup>2</sup> (see data on next slide)
  - Students with challenging behavior experience even less praise, fewer opportunities to respond, more reprimands, and more negative or coercive interactions.<sup>3</sup>

<sup>1</sup> (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)  
<sup>2</sup> (Reinke, Herman, & Stormont, 2012; Scott, Alter, & Hirn, 2011)  
<sup>3</sup> (e.g., Carr, Taylor & Robinson, 1991; Kauffman & Brigham, 2009; Scott et al., 2011; Sutherland & Oswald, 2005)

### Typical Implementation Rates of PCBS Practices

	Specific Praise	General Praise	OTR	Corrective/Reprimand
Reinke et al. (2012) <sup>1</sup>	0.13	0.43	1.43	0.67
Scott et al. (2011) <sup>2</sup>	0.06 (overall positive)		0.57	0.07
Hirn & Scott (2014) <sup>3</sup>	0.03 (overall positive)		0.47 Group 0.06 Indiv.	0.08
Pas et al. (2015) <sup>4</sup>	0.12 (approval)		0.93	0.27

<sup>1</sup> Based on observations of 33 elementary teachers in schools implementing PBIS with fidelity  
<sup>2</sup> Based on > 1000 observations of elementary and high school teachers in schools not identified as implementing PBIS  
<sup>3</sup> Based on 827 observations of high school teachers  
<sup>4</sup> Based on observations of 1262 high school teachers prior to PBIS implementation

## We can do this!

- We need to support teachers implementation of evidence based classroom management practices..... and we can!
  - We know what evidence based classroom management **practices** look like.
  - We have a science to support **implementation**.
  - We have **tools** to describe and illustrate what implementing evidence based classroom management “looks like.”
- So, what are we waiting for?

## Let’s get started!

As a result of attending this training, you will be able to

- **Discuss** the **context** in which positive classroom behavioral support (PCBS) practices are implemented.
- ➔ **Implement** critical PCBS **practices**.
- **Differentiate** PCBS practices, based on data, to **support all learners**.
- **Update** your **action plan** to guide your own practice.

## Supporting and Responding to Behavior

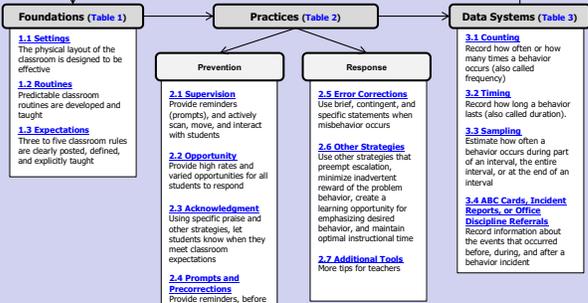
Evidence-Based Classroom Strategies

Before jumping into content, let’s preview the features of this resource (purple slides).

Developed by: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George, Bob Putnam, & Renee Bradley et al. (OSEP)



## Interactive Map of Core Features



## Self-Assessment

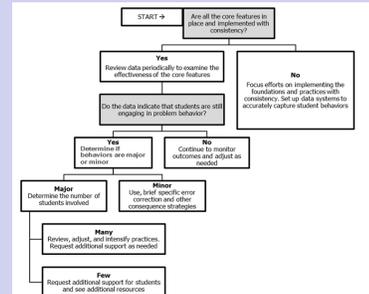
Teachers should start with the first statement on the self-assessment. When unsure of an answer, teachers should go to the part of the interactive map indicated and read more about the practice.

Classroom Interventions and Supports Self-Assessment	Yes	No
1. The classroom is <b>academically designed</b> to meet the needs of all students. <i>If yes, continue with self-assessment. If no, begin with 1.1 on the interactive map.</i>		
2. Classroom <b>routines</b> are developed, taught, and predictable. <i>If yes, continue with self-assessment. If no, begin with 1.2 on the interactive map.</i>		
3. Three to five positive classroom <b>expectations</b> are posted, defined, and explicitly taught. <i>If yes, continue with self-assessment. If no, begin with 1.3 on the interactive map.</i>		
4. <b>Prompts and active supervision</b> practices are used proactively. <i>If yes, continue with self-assessment. If no, begin with 2.1 on the interactive map.</i>		
5. <b>Opportunities to respond</b> are varied and are provided at high rates. <i>If yes, continue with self-assessment. If no, begin with 2.2 on the interactive map.</i>		
6. Specific praise and other strategies are used to <b>acknowledge behavior</b> . <i>If yes, continue with self-assessment. If no, begin with 2.3 on the interactive map.</i>		
7. <b>Interventions</b> are consistently given before a behavior might occur. <i>If yes, continue with self-assessment. If no, begin with 2.4 on the interactive map.</i>		
8. The <b>responses to misbehavior</b> in the classroom are appropriate and systematic. <i>If yes, continue with self-assessment. If no, begin with 2.5 on the interactive map.</i>		
9. <b>Data systems</b> are used to collect information about classroom behavior. <i>If yes, continue with self-assessment. If no, begin with Table 3 on the interactive map.</i>		

*If yes on all, celebrate successes! Continually monitor, and make adjustments as needed.*

## Decision Making Chart

The decision-making chart will help guide teachers regarding implementation of best practices in preventing and responding to behaviors in the classroom.



## Tables with Definitions, Examples, Non-Examples, and Resources

**Table 1. Matrix of Foundations for Classroom Interventions and Supports**

1.1 SETTINGS				
EFFECTIVELY DESIGN THE PHYSICAL ENVIRONMENT OF THE CLASSROOM				
Description and Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Empirical Support and Resources
<p><b>What key strategies can I use to support behavior in my classroom?</b></p> <ul style="list-style-type: none"> <li>Design classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers)</li> <li>Arrange furniture to allow for smooth teacher and student movement</li> <li>Assure instructional materials are used, orderly, and ready for use</li> <li>Post materials that support critical content and learning strategies (e.g., word walls, steps for the writing process, mathematical formulas)</li> </ul>	<p><b>How can I use this practice in my elementary classroom?</b></p> <ul style="list-style-type: none"> <li>Design classroom layout according to the type of activity taking place:                             <ul style="list-style-type: none"> <li>Tables for centers</li> <li>Separate desk for independent work</li> <li>Circle area for group instruction</li> </ul> </li> <li>Use assigned seats and areas                             <ul style="list-style-type: none"> <li>Be sure all students can be seen</li> </ul> </li> </ul>	<p><b>How can I use this practice in my secondary classroom?</b></p> <ul style="list-style-type: none"> <li>Design classroom layout according to the type of activity taking place:                             <ul style="list-style-type: none"> <li>Circle for discussion</li> <li>Forward facing for group instruction</li> </ul> </li> <li>Use assigned seats                             <ul style="list-style-type: none"> <li>Be sure all students can be seen</li> </ul> </li> <li>Consider options for storage of students' personal items (e.g., backpacks, notebooks for other classes)</li> </ul>	<p><b>What should I avoid when I'm implementing this practice?</b></p> <ul style="list-style-type: none"> <li>Equipment and materials are damaged, unsafe, and/or not in sufficient working condition or not accessible to all students</li> <li>Disorderly, messy, unclear, and/or visually unappealing environment</li> <li>Some students and/or parts of the room not visible to teacher</li> <li>Completion in high-traffic areas (e.g., coat closet, pencil sharpeners, teacher desk)</li> <li>Inappropriately sized furniture</li> </ul>	<p><b>What evidence supports this practice, and where can I find additional resources?</b></p> <ul style="list-style-type: none"> <li>Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical environment:</li> <li>Arranging classroom environment to deliver instruction in a way that promotes learning!</li> </ul> <p><a href="http://www.illustrativemathematics.org/HS-MS-Strategies-for-Your-Classroom-for-Academic-Success/">http://www.illustrativemathematics.org/HS-MS-Strategies-for-Your-Classroom-for-Academic-Success/</a></p>

## Additional Tools

In addition to using the evidence-based strategies provided in the prior interactive map, self-assessment, and detailed tables, teachers should apply the following strategy and consider the following guidelines when responding to students' challenging behavior.

### Responding to Behaviors in the Classroom—Make It FAST!

F	A	S	T
Functional	Accurate	Specific	Timely
Responding to behavior in a way that tries to address the reason or purpose why a student behaves within specific situations will help reduce the likelihood of the behavior happening in the future (see <a href="#">Practical FBA Training Manual</a> for more information)	As much as possible, an accurate and consistent response is essential to minimizing problem behavior and increasing compliant behaviors	It is best to be as specific as possible when addressing student behavior; using the student's name and the reason for the response are examples of how teachers can be specific	Responding to behavior immediately after the behavior will make the response more powerful

### Types of Behavior and Common Responses

Appropriate or expected behavior	Infrequent and non-disruptive minor behaviors	Repeated and non-disruptive minor behavior errors and/or disruptive major behavior errors	Administrator-managed behaviors
<ul style="list-style-type: none"> <li>When a student does an appropriate behavior, let the student know by telling the student what he or she did and how that behavior aligns with the related school-wide expectation</li> <li>Be as specific as possible, and try to always use the student's name</li> <li>Consider using praise with other acknowledgment strategies</li> </ul>	<ul style="list-style-type: none"> <li>When a misbehavior occurs, try to draw as little attention to the behavior as possible</li> <li>Give students reminders of what is expected</li> <li>Make what is expected</li> <li>Reinforce what is expected by using specific praise or other acknowledgment strategies</li> </ul>	<ul style="list-style-type: none"> <li>Follow school procedures for responding to rule violations and individualized behavior support plans</li> <li>Try your best to anticipate when there might be problems, let students know what you expect, and take some time to practice routines</li> <li>Collect data to help establish patterns about why behaviors are occurring</li> </ul>	<ul style="list-style-type: none"> <li>Follow school procedures for responding to rule violations and individualized behavior support plans</li> </ul>

## Scenarios to Illustrate Implementation

The following scenarios highlight how teachers may use these classroom strategies with the decision-making guide to support student behavior in their classrooms. The first scenario is based in an elementary school. The second scenario is based in a high school.

### Scenario 1. Mr. Jorgé's Third-Grade Classroom

#### Foundations of Classroom Interventions and Supports

Mr. Jorgé invested time into carefully designing his classroom before any of his 25 third graders arrived in the fall. He carefully planned his routines—from where students would place materials upon entering the room to where they would line up when getting ready to exit—and ensured the physical layout facilitated students engaging in routines. He also defined what he looked like for students to follow the school-wide expectations (Safety, Respect, and Responsibility), which were agreed upon by the faculty and documented in a school-wide matrix, in the context of each of his classroom routines (using an expectations-within-routines matrix). On the first day of school, Mr. Jorgé greeted students at the door, introduced himself, and invited students into their shared learning environment. He spent the better part of the first day explicitly teaching the expectations within his classroom routines and establishing his classroom as a positive learning environment. Throughout the day, he systematically recognized each student who followed the expectations with specific praise (e.g., "Julie, remembering to bring your materials was really responsible. That's a great way to start the year!"). He also wrote and invited students to sign a "Classroom Constitution" (also known as a behavior contract).

#### Mr. Jorgé's Classroom Constitution (with strategies in parentheses)

Members of our classroom community are respectful, responsible, and safe (expectations). Mr. Jorgé will support us by teaching us what this looks like during activities (explicit instruction), providing daily reminders (prompts), and letting us know how we are doing (specific feedback). If we are able to do this most of the time (during 80 percent of sampled opportunities when the mystery timer goes off) each day, we will earn 10 minutes of quiet music time at the end of each day (group contingency). During this time, we can start on homework, read a book, or do a quiet activity with a friend while listening to music. If we aren't able to do this most of the time, we will spend the 10 minutes reviewing our classroom expectations so that we can have a better day tomorrow.

#### Consistent implementation of positive and proactive practices

After the first day, Mr. Jorgé kept up his part of the Classroom Constitution. He greeted students every morning, provided reminders about expected behavior at the beginning of each activity, ensured his lessons were engaging and included multiple opportunities for students to respond and participate, and gave students specific feedback when they were doing well. He also found that most students were consistently demonstrating expected behavior.

## 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?

(Simonsen & Freeman, 2017)

UConn CBER PBIS Positive Behavioral Interventions & Supports

## PCBS Practices Decision-making Guide: 3 Key Questions

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, unclear, 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/interrupti ons

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

(Simonsen & Freeman, 2017)

UConn CBER PBIS Positive Behavioral Interventions & Supports

### 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

(Simonsen & Freeman, 2017)

### PCBS Practices Decision-making Guide: 3 Key Questions

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."

(Simonsen & Freeman, 2017)

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

Provide high rates of varied **opportunities to respond**. + Use **prompts** and **active supervision**.

**Elementary Example:**

- While students are working independently in centers scan and move around the classroom, checking in with students.

**HS Example:**

- While monitoring students, move around the area, 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.

(Simonsen & Freeman, 2017)

### 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."

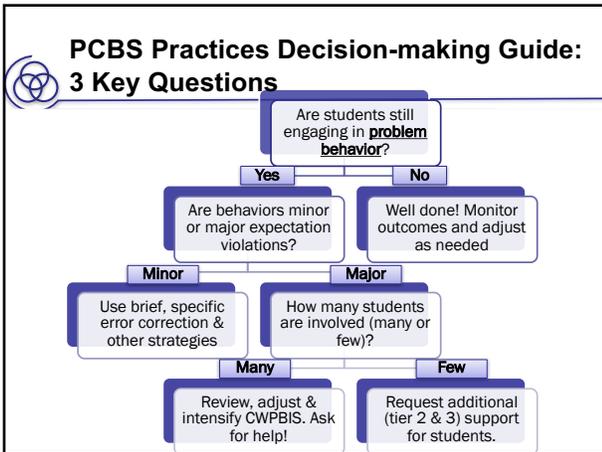
**Non-Example:**

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

(Simonsen & Freeman, 2017)

### Other Strategies to Acknowledge

	Elementary Example:	HS Example:	Non-example
<b>Behavior Contract</b>	Class Constitution signed by all	Integrity Pledge signed by all	Zero Tolerance Acknowledgement
<b>Group Contingency</b>	"If all students will hand in homework #2 by the due date, next Friday we will play State Bingo instead of a formal test review."	"If we generate 5 questions that are examples of 'Synthesis' by 2:15, you may sit where you would like for the last 20 mins of class."	Making the goal unattainable or undeliverable, or singling out a student for failing to meet goal.
<b>Token Economy</b>	"Group 2, you were all respectful during your discussion, and each of you earned a "star buck" to use in the school-wide store."	"Alyiah, you were very respectful when your peer came in and asked for space. You've earned 10 bonus points toward your behavior goal."	Providing points or tokens without (a) specific praise or (b) demonstrated behaviors



### Other Strategies to Respond

	Elementary Example:	HS Example:	Non-Example:
<b>Response Cost</b>	After a student calls out in class, the teacher responds with error correction & strategies. "Please raise your hand before calling out your answer"	After student plays with lab equipment inappropriately, teacher responds, "Please don't play with lab equipment, keep it on the table."	Shouting, "No!" (This is not calm, neutral, or specific.) A 5-min conversation about what the student was thinking. (This is not brief.)
<b>Time Out from SR</b>	In the same scenario above, the teacher ignores James' callouts, but immediately calls on and praises James when he raises his hand, "That's how we show respect! Nice hand raise." (DRA)	When a student disrupts a preferred art class, the teacher asks the student to "take 5" to review the expectations in art. The student re-joins the class after restating expectations.	The teacher publicly flips a card (from green to red) to signal the student has lost privileges. When asked why, the teacher states, "you know what you did." Sending the student from a difficult, disliked class to in-school suspension, which is facilitated by a preferred adult and often attended by preferred peers for the remainder of the day.

### Other Strategies to Respond

	Elementary Example:	HS Example:	Non-example
<b>Planned Ignoring</b>	During a whole group activity, James shouts the teachers' name to get her attention. The teacher ignores the callouts and proceeds with the activity.	During a lecture, Jen interrupts the teacher and loudly asks her question. The teacher ignores Jen until she quietly raises her hand.	A student is loudly criticizing a peer, resulting in other students laughing at the targeted peer. The teacher does nothing.
<b>Differential SR</b>	In the same scenario above, the teacher ignores James' callouts, but immediately calls on and praises James when he raises his hand, "That's how we show respect! Nice hand raise." (DRA)	"If we can make it through this discussion without inappropriate language, you can listen to music during your independent work time at the end of class." (DRO)	The teacher reprimands students each time they engage in problem behavior and ignore appropriate behavior.

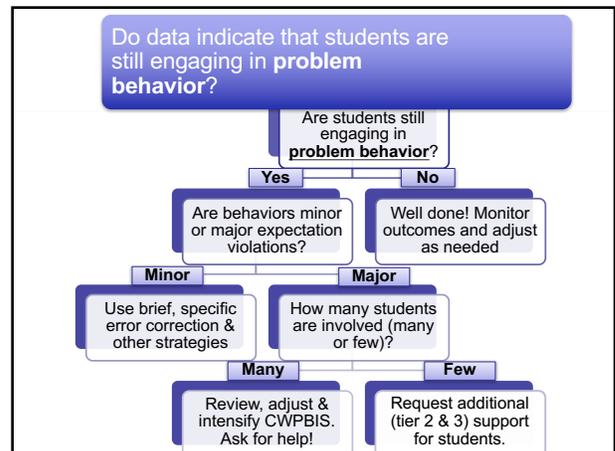
### Other Strategies to Respond

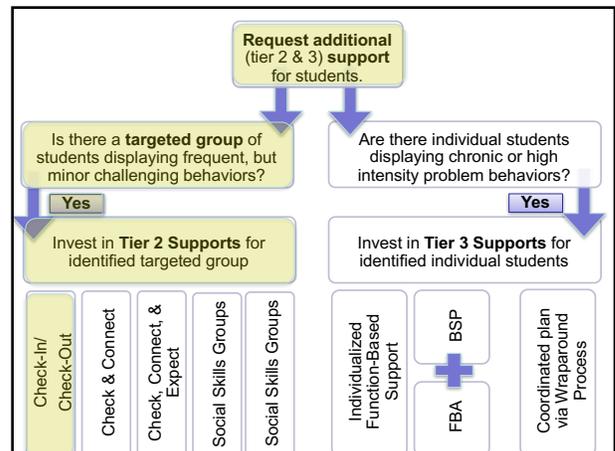
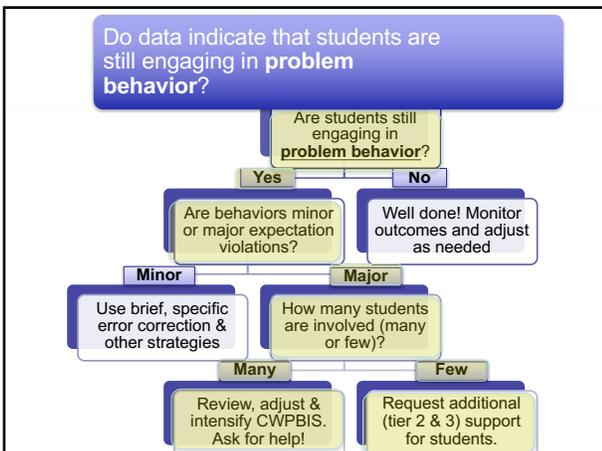
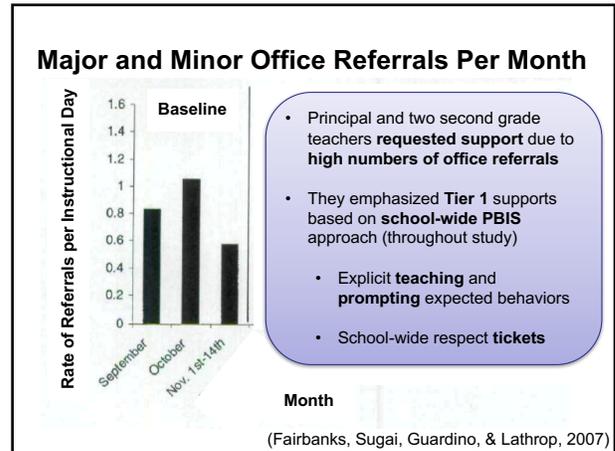
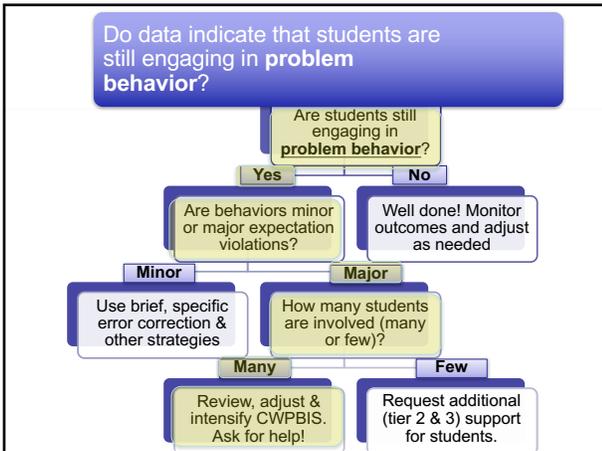
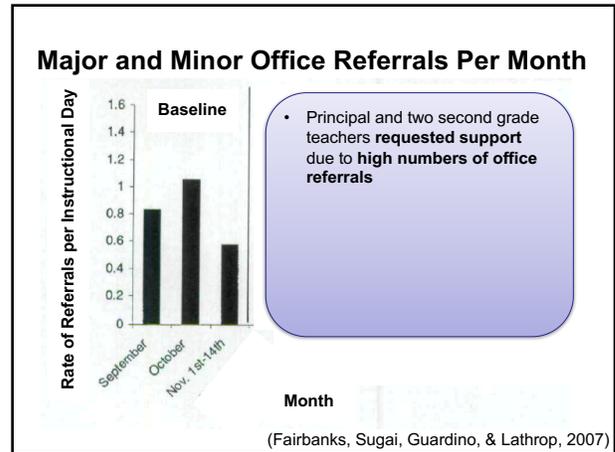
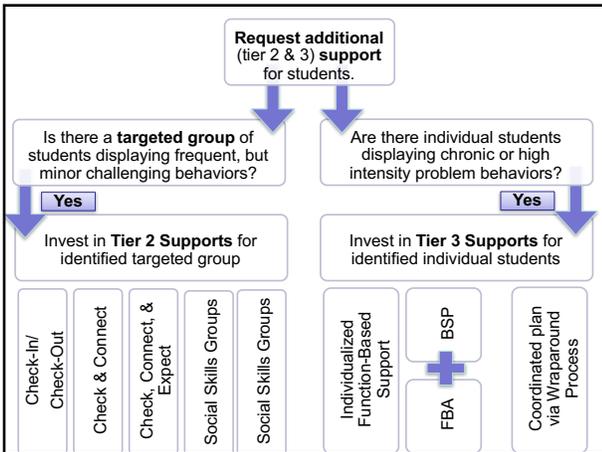
	Elementary Example:	HS Example:	Non-example
<b>Response Cost</b>	When a student talks out, the teacher pulls the student aside, provides a quiet specific error correction, and removes a marble from his/her jar on the teacher's desk.	When a student engages in disrespectful language, the teacher privately provides feedback and removes a point from the student's point card.	The teacher publicly flips a card (from green to red) to signal the student has lost privileges. When asked why, the teacher states, "you know what you did."
<b>Time Out from SR</b>	After throwing a game piece at a peer, the teacher removes the game from the student, asks her to return to her desk, and reviews expectations before allowing her to resume activities.	When a student disrupt a preferred art class, the teacher asks the student to "take 5" to review the expectations in art. The student re-joins the class after restating expectations.	Sending the student from a difficult, disliked class to in-school suspension, which is facilitated by a preferred adult and often attended by preferred peers for the remainder of the day.

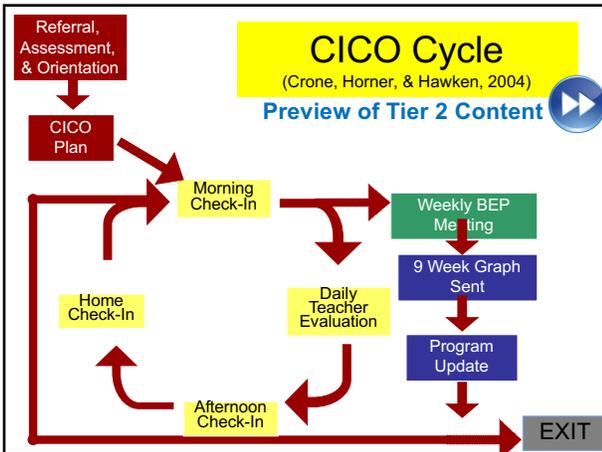
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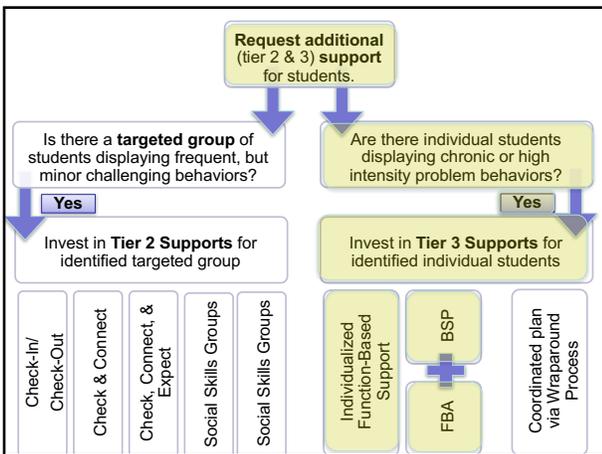
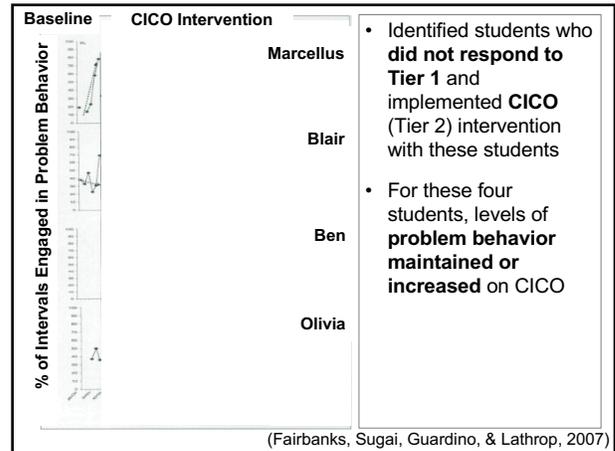
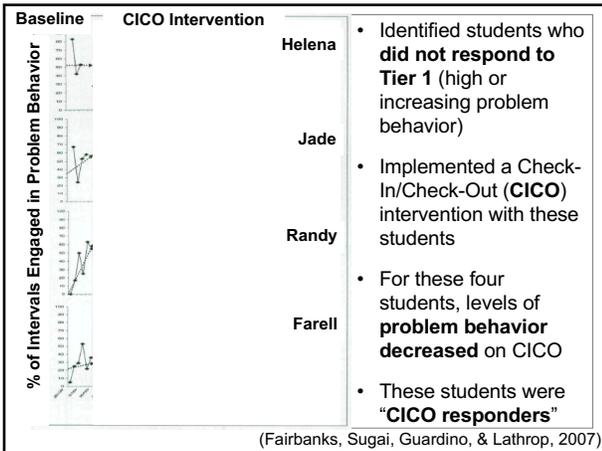
**Check-In/Check-Out Point Card:**  
*Based on School-Wide Expectations*

POINT SHEET

Name \_\_\_\_\_ Rating Scale \_\_\_\_\_ Points Possible \_\_\_\_\_  
 Date \_\_\_\_\_ 2 = Great Points Received \_\_\_\_\_  
 1 = OK Percentage of Points \_\_\_\_\_  
 0 = Goal not met Goal Met? Y N

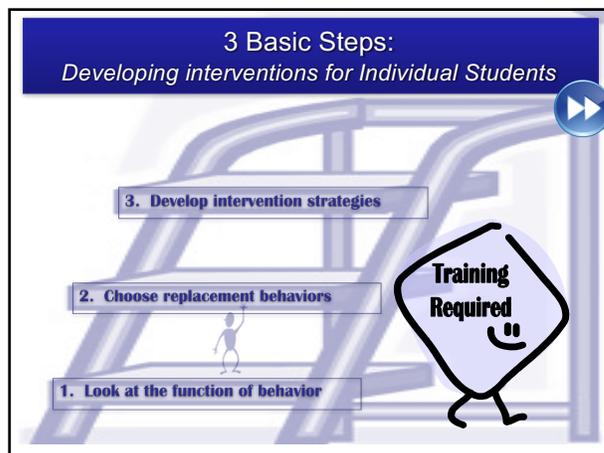
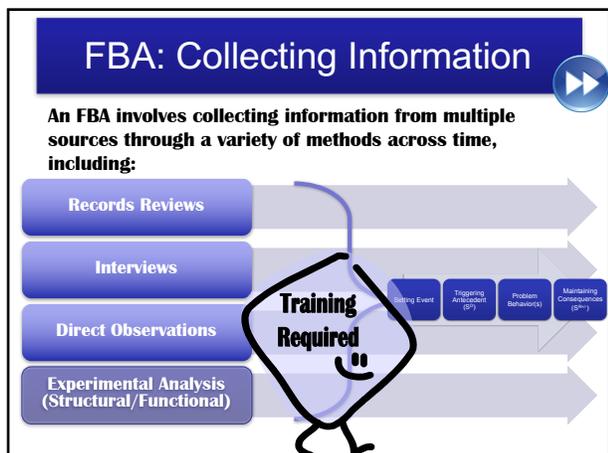
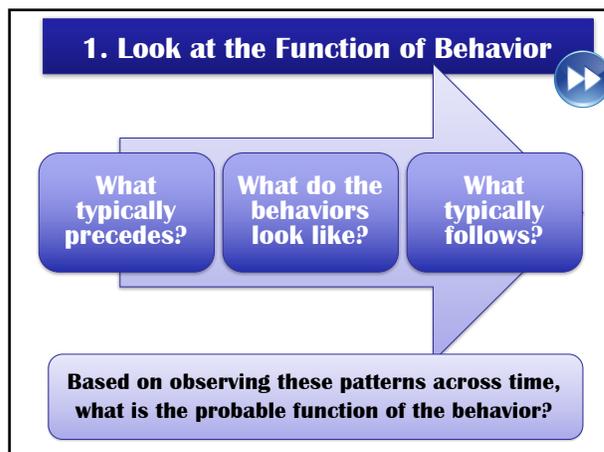
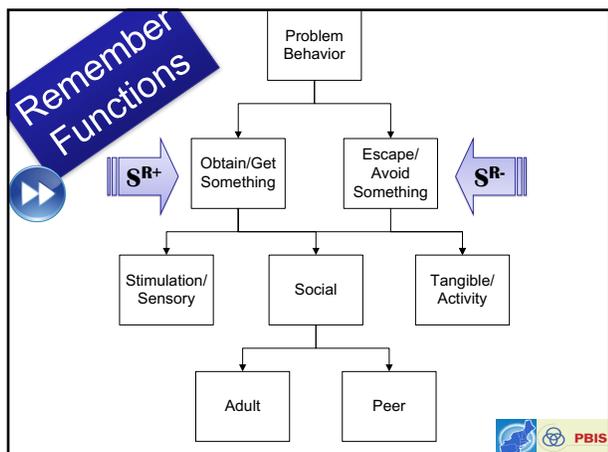
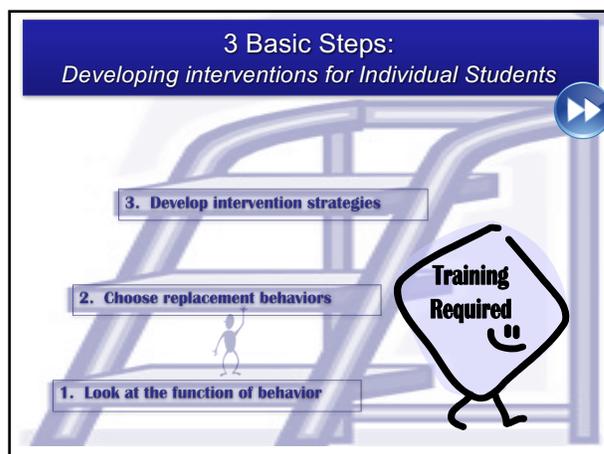
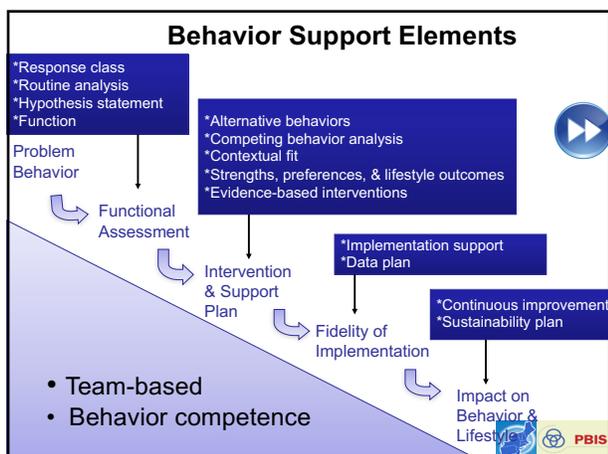
GOALS:	8:30-9:30	9:30-10:30	10:30-11:30	11:30-12:30	12:30-1:30	1:30-2:30
1. RESPECT OTHERS	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
2. MANAGE SELF	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
3. SOLVE PROBLEMS RESPONSIBLY	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

(Fairbanks, Sugai, Guardino, & Lathrop, 2007)



**Individualized Behavioral Interventions**  
Preview of Tier 3 Content

- Students benefit from function-based support (e.g., Crone & Horner, 2003)
  - All behavior occurs in a **context**.
  - By looking at the behavior in context, we can hypothesize about the **function** of a student's behavior.



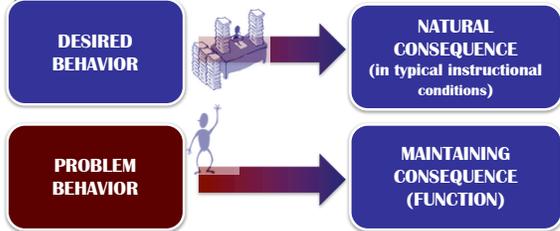
## Fundamental Rule

“You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors person should perform instead of problem behavior”

(O'Neill et al., 1997, p. 71).

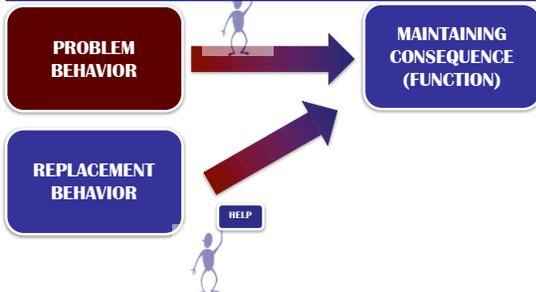
## 2. Choose a Desired Behavior

The desired behavior should be what is expected given the same antecedent event/condition. It likely results in different



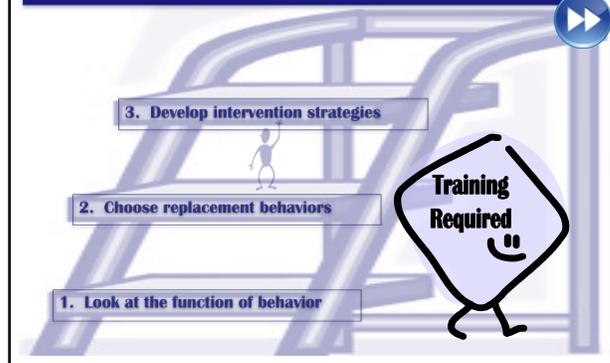
## 2. Choose a Replacement Behavior

The replacement behavior should be more efficient and effective at achieving maintaining reinforcer (i.e., meeting the same function).



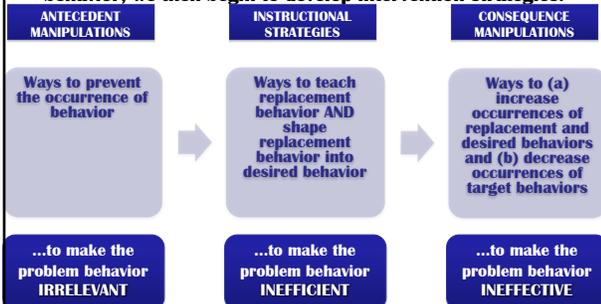
## 3 Basic Steps:

Developing interventions for Individual Students



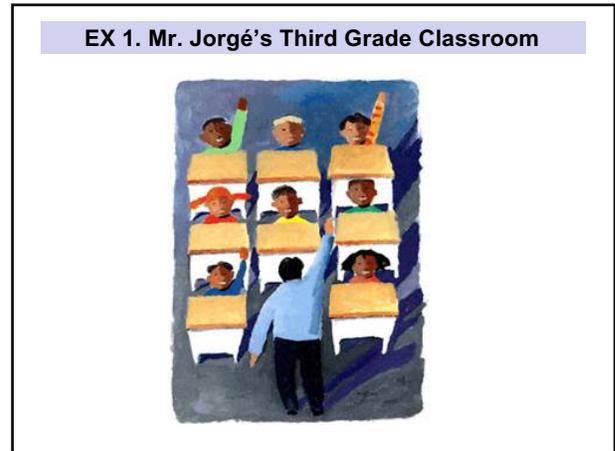
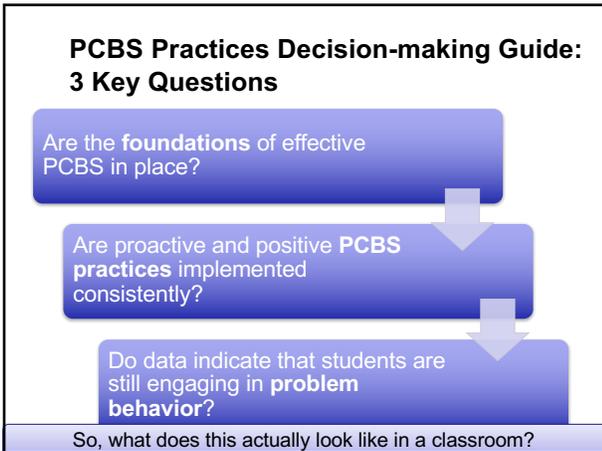
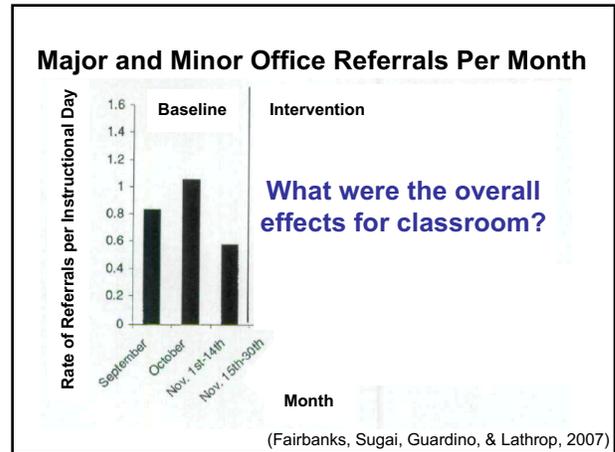
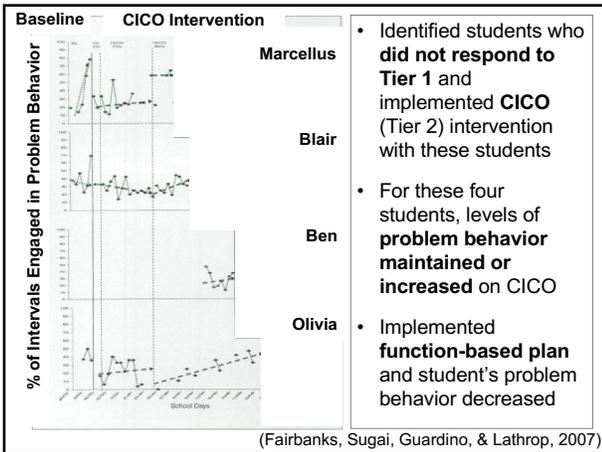
## 3. Develop Intervention Strategies

Based on our understanding of the context of problem behavior, we then begin to develop intervention strategies.



## More specifically...

SE or MO MANIPULATIONS	ANTECEDENT MANIPULATIONS	WAYS TO TEACH BEHAVIORS	CONSEQUENCE MANIPULATIONS
<ul style="list-style-type: none"> <li>• Minimize the likelihood</li> <li>• Neutralize</li> <li>• Withhold S<sup>D</sup></li> <li>• Add prompts</li> <li>• Increase reinforcement for desired behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Redesign the environment                             <ul style="list-style-type: none"> <li>• Physical arrangement</li> <li>• Predictability</li> <li>• Choice</li> <li>• Instructional variables</li> </ul> </li> <li>• Add Prompts and/or pre-corrections</li> </ul>	<ul style="list-style-type: none"> <li>• Develop objectives</li> <li>• Teach replacement behavior</li> <li>• Shift from replacement to desired behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Increase function-based reinforcement for replacement behavior</li> <li>• Increase reinforcement for desired behavior</li> <li>• Prevent reinforcement for problem behaviors</li> </ul>



**EX 1. Mr. Jorgé's Third Grade Classroom**

**Foundations**

Carefully designed his classroom before any of his 25 third graders arrived in the fall.

- Planned his **routines**—from where students would place materials upon entering the room to where they would line up when getting ready to exit
- Ensured the **physical layout** facilitated students engaging in routines.
- Defined what it looked like for students to follow the school-wide **expectations** (Safety, Respect, and Responsibility) in the context of each of his classroom routines (using an expectations-within-routines matrix).

**EX 1. Mr. Jorgé's Third Grade Classroom**

**Positive & Proactive CPBIS Practices**

At the beginning of the school year:

- On the first day of school, Mr. Jorgé **greeted** students at the door, introduced himself, and invited students into their shared learning environment.
- He spent the better part of the first day **explicitly teaching the expectations** within his classroom routines and establishing his classroom as a positive learning environment.
- Throughout the day, he systematically recognized each student who followed the expectations with **specific praise** (e.g., "Julie, remembering to bring your materials was really responsible. That's a great way to start the year!").

### EX 1. Mr. Jorgé's Third Grade Classroom

#### Positive & Proactive CPBIS Practices

- He also wrote and invited students to sign a "Classroom Constitution" (a.k.a., **behavior contract**).

#### Mr. Jorgé's Class Constitution (with strategies in parentheses)

Members of our classroom community are respectful, responsible, and safe (*expectations*). Mr. Jorgé will support us by teaching us what this looks like during activities (*explicit instruction*), providing daily reminders (*prompts*), and letting us know how we are doing (*specific feedback*). If we are able to do this most of the time (during 80% of sampled opportunities when the mystery timer goes off) each day, we will earn 10 minutes of quiet music time at the end of each day (*group contingency*). During this time, we can start on homework, read a book, or do a quiet activity with a friend while listening to music. If we aren't able to do this most of the time, we will spend the 10 minutes reviewing our classroom expectations so we can have a better day tomorrow.

### EX 1. Mr. Jorgé's Third Grade Classroom

#### Positive & Proactive CPBIS Practices

After the first day, Mr. Jorgé kept up his part of the *Class Constitution*.

- He greeted students every morning and provided reminders about expected behavior at the beginning of each activity (**prompts**).
- He ensured his lessons were engaging and included multiple **opportunities for students to respond** and participate, and gave students specific feedback when they were doing well.
- He continued to recognize appropriate student behavior with **specific praise**, and he found that most students were consistently demonstrating expected behavior.

### EX 1. Mr. Jorgé's Third Grade Classroom

#### Minor Expectation Violations

Occasionally, a student would engage in minor problem behavior (e.g., calling out instead of raising a quiet hand).

- Rather than getting upset, Mr. Jorgé remembered that this was just an error, and he provided a brief, specific **error correction**.
- For these minor problem behaviors, Mr. Jorgé let students know their behavior was not appropriate, reminded them what was expected, and gave them an **opportunity to practice and earn positive feedback**:  
"Jeff, remember to raise your hand rather than call out. Let's try that again." After Jeff quietly raises his hand, "Thanks for raising your hand, now what did you want to share?"
- For most students, this helped them get back on track and meet classroom expectations most of the time.

### EX 1. Mr. Jorgé's Third Grade Classroom

#### Major Expectation Violations-Many

After winter break, many students were engaging in consistent disruptive behavior and his reminders weren't sufficient. Mr. Jorgé enhanced his CPBIS strategies.

- He **rethought** expected behavior, **revisited** his Class Constitution, and provided additional **prompts**
- He also introduced a new incentive: a **token economy**.  
Each student who was engaged in expected behavior when the mystery timer went off (a kitchen timer Mr. Jorgé would set for 15-20 min) would earn a ticket, which they could use to purchase "gift cards" for classroom privileges (e.g., homework pass, photocopying privileges, lunch with Mr. Jorgé in the classroom) at the end of the week.
- With these added supports, the majority of students were again engaging in expected behavior.

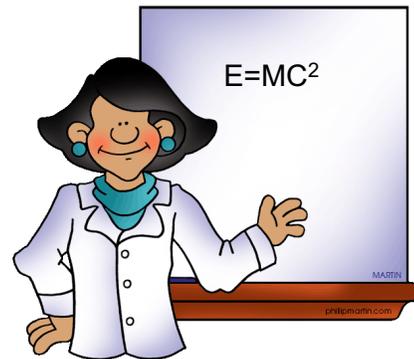
### EX 1. Mr. Jorgé's Third Grade Classroom

#### Major Expectation Violations-Few

Despite his intensified intervention approach, Mr. Jorgé noticed that one student, Rob, was starting to display intense levels of behavior. Rob was frequently out of his seat, and he would often disrupt the learning of his peers by pushing their materials off of their desks when he walked by, calling his peers (and occasionally Mr. Jorgé) names under his breath, and shouting out repeatedly when Mr. Jorgé was teaching.

- Mr. Jorgé brought his concerns (and data!) to the Student Assistance Team and **requested assistance**.
- The team decided that Rob may need more **comprehensive supports**, and contacted Rob's parents to obtain consent for **further assessment**.

### EX 2. Dr. Rubert's 9<sup>th</sup> Grade Science Class



## EX 2. Dr. Rubert's 9<sup>th</sup> Grade Science Class

### Foundations

Before the start of her 16<sup>th</sup> school year, Dr. R revisited her plan for her classroom and lab.

- She ensured materials were stored safely and the furniture allowed students to successfully transition from desks to lab tables and back again, **effectively designing the physical environment**.
- She clearly reviewed her **routines** and **posted reminders** of key routines in important places in the room.

## EX 2. Dr. Rubert's 9<sup>th</sup> Grade Science Class

### Foundations

- She further defined the same school-wide expectations (safety, respect, and achievement) for her three main classroom routines in her classroom matrix.

Dr. R's Rules			
	Lecture	Lab	Seatwork
Safety	<ul style="list-style-type: none"> <li>• Keep body and materials to self.</li> <li>• Ensure walkways are clear.</li> <li>• Take note of safety instructions for lab.</li> </ul>	<ul style="list-style-type: none"> <li>• Use materials for their intended purpose.</li> <li>• Wear protective equipment.</li> <li>• Use the safety procedures specified for each lab.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep body and materials to self.</li> <li>• Ensure walkways are clear.</li> <li>• Sit to maximize circulation (and attention).</li> </ul>
Respect	<ul style="list-style-type: none"> <li>• Actively listen to lecture.</li> <li>• Keep your eyes and ears focused on Dr. R.</li> </ul>	<ul style="list-style-type: none"> <li>• Assign roles for each lab partner and clearly communicate plan and actions.</li> <li>• Check-in with lab partner regarding progress and roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Do your own work.</li> <li>• Maintain a quiet work environment.</li> <li>• Quietly raise your hand if you need the teacher's attention.</li> </ul>
Achievement	<ul style="list-style-type: none"> <li>• Use guided notes to document critical content.</li> <li>• Highlight information to review for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete lab work efficiently.</li> <li>• Document your process and outcomes.</li> <li>• Submit lab reports when due.</li> </ul>	<ul style="list-style-type: none"> <li>• Do your best work.</li> <li>• Ask for help when needed.</li> <li>• Ensure you take any unfinished work home and turn in the next day.</li> </ul>

## EX 2. Dr. Rubert's 9<sup>th</sup> Grade Science Class

### Foundations

- On the first day, Dr. R **greeted** her students at the door.
- She explicitly **taught her expectations**:
  - She **reminded** students of the school-wide expectations.
  - She showed a student-created **video** about how to demonstrate safety, respect, and achievement in the classroom (as all teachers were doing), and then further described what the expectations looked like during her lectures (**MODEL**).
  - She involved students in a **quick check**, where she read scenarios and asked if students in the scenario were meeting (or not meeting) each expectation (**LEAD**).
  - Then, she delivered the rest of her intro lecture and noted (using her electronic grade book app) which students were displaying expected behavior and which were not (**TEST**).
  - She **repeated** this process the first time she introduced lab and seatwork, and periodically throughout the year.

## EX 2. Dr. Rubert's 9<sup>th</sup> Grade Science Class

### Positive & Proactive CPBIS Practices

- Each day, Dr. R. **greeted** her students at the door, reminded them to get started on the activity listed on the Smartboard (**routine**), and provided any needed **reminders about expectations** for each new activity.
- She ensured her brief lectures were engaging, and provided **guided notes** to increase **opportunities to respond**. She also included interactive lab activities.
- She consistently gave students **specific feedback** when they were engaging in expected appropriate behavior (e.g., "Thanks for handling those materials safely. I can see you are ready for more advanced labs.").
- She also praised herself for "rocking CPBIS!"

## EX 2. Dr. Rubert's 9<sup>th</sup> Grade Science Class

### Minor Expectation Violations

Occasionally, students would engage in minor problem behaviors (e.g., during a transition, a couple of students were using their fingers like hockey sticks and Petri plastic dishes as pucks on a lab table).

- She took a breath, resisting the urge to react with a harsh or loud tone, and instead reminded them how to use materials safely (**brief error correction**).
- She had them show her where the dishes should be stored when not in use (**opportunity to practice**), and she thanked them for getting back on track so she could finish setting up their lab (**positive feedback**).

## EX 2. Dr. Rubert's 9<sup>th</sup> Grade Science Class

### Major Expectation Violations-Many

As spring approached, Dr. R was starting to introduce more advanced lab experiences.

However, students' schedules were frequently disrupted by various activities (e.g., field trips, spring fling), and she was seeing **increased rates of inappropriate behavior**.

For **example**, when she first introduced Bunsen Burners, a few students played with the burners (while they were turned off) as though they were light sabers—playfully clinking the burners together. Other students laughed, and made fun of Dr. R when she tried to gently correct them.

**EX 2. Dr. Rubert's 9<sup>th</sup> Grade Science Class**

**Major Expectation Violations-Many**

- She **reviewed/retaught expectations**.
- She also introduced a classroom **group contingency** around safe lab behavior:
  - If students were safe during all lab activities, they could do a "fun" lab at the end of each 2-week unit.
  - If there was one instance of significantly unsafe behavior (i.e., something that could put someone at risk of injury), then all labs were suspended until students could (a) pass a safety quiz, (b) demonstrate safe operation of lab equipment, and (c) sign a contract committing to using all materials safely.
- With the added review, ongoing reminders, and group contingency, students were back on track with appropriate behavior.

**EX 2. Dr. Rubert's 9<sup>th</sup> Grade Science Class**

**Major Expectation Violations-Few**

*Despite her best efforts at being proactive, one of Dr. R's students was starting to concern her. Rachel was a student who often dressed in black and kept to herself. When Dr. R tried to approach her, Rachel would often stare blankly, make a rude comment, or walk away.*

- As data supported her initial concerns, Dr. R **referred Rachel to the intensive intervention team (2IT)**.
- The 2IT reviewed data, called Rachel's parents, and proceeded with a **functional behavioral assessment** and an individualized behavior intervention plan.
- The team also coordinated more intensive supports, developed in collaboration with Rachel and her family, using a **wraparound process**.

**Let's get started!**

As a result of attending this training, you will be able to

- **Discuss** the **context** in which positive classroom behavioral support (PCBS) practices are implemented.
- **Implement** critical PCBS **practices**.
- **Differentiate** PCBS practices, based on data, to **support all learners**.

➔ **Update** your **action plan** to guide your own practice.

**Wrap-up of Day 3 & Look Toward Day 4**

**Decision-making Guide: 3 Key Questions**

