

The Nuts and Bolts of Preventive Classroom Management: PBS in the High School Classroom



Huntingdon Area Middle School

August 23, 2016

Tim Knoster

McDOWELL INSTITUTE

TEACHER EXCELLENCE
in Positive Behavior Support

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What are the Elements of Success in the Classroom with our Students?

- ⌘ Academic Learning (Outcomes)
- ⌘ Social and Emotional Learning (Outcomes)
- ⌘ Both sets of learning outcomes are inter-related and require systems of intervention and support.

Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-Based
- High Intensity

1-7%

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Targeted Group Interventions

- Some students (At-Risk)
- High efficiency
- Rapid Response

5-15%

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Universal Interventions

- All settings, all students
- Preventive, proactive

80-90%

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Horner & Sugai (1997)

What Causes Problem Behavior?

- ⌘ Is it Nature (genetic predisposition)?
- ⌘ Is it Nurture (environmental)?



Understanding Classroom Management

- ⌘ The first step is to understand the nature of the grand illusion of the idea that you are going to “manage” or “control” how someone else acts.
- ⌘ However, what we do (how we act) in the classroom does directly influence how our students act.
- ⌘ A more accurate description of what effective classroom management requires is “teacher self-management of instructional practice in group settings”.

What are your “Pet Peeves” in terms of unacceptable student behavior...the little stuff that can wear you down in the classroom and lead to even bigger problems?

- ⌘ Each of us has varied experiences (as well as stories to tell) concerning student behavior. Along these same lines, there are likely examples of inappropriate behavior that have proven particularly bothersome to you based on your experiences regardless of your years of experience.
- ⌘ Given this reality, please take a few moments to identify in your mind’s eye what some of those particularly bothersome behaviors are that can wear you down over time. In other words, what behaviors serve as the proverbial “straws that can break the Camels back”...or “bricks that can overflow your wheelbarrow”...what are your “Pet Peeves” in this regard?

Addressing your “Pet Peeves”

- ⌘ Most “Pet Peeves” can be sufficiently addressed through universal preventive approaches... not so much any one preventive approach alone, but rather the interactive effect of particular preventive approaches. Universal prevention can help to increase each student’s sense of connection, respect and achievement in the classroom!

Foundation of Universal Prevention in the Classroom

⌘ Prevention (no less than 80%)

- * Rapport Building: Staying Close
- * Establishing Clear Expectations
- * Positive Reinforcement

⌘ Intervention (no more than 20%)

- * Pivoting/Planned Ignoring with Proximity
- * Stop-redirect Procedures

Working Smarter.....Not Harder

- ⌘ Think about the amount of time you invest each day in your classroom managing student behavior. Minimally, you want eighty percent of this classroom management time invested in prevention and, no more than 20% of your invested time in responding to (intervening on) student inappropriate behavior.



Foundation of Universal Prevention

⌘ **Staying Close (Rapport)**

⌘ Establishing Clear Behavioral Expectations

⌘ Positive Reinforcement

Understanding Rapport

- ⌘ Rapport involves establishing a trusting relationship with each of your students. All kids will “let you in” ...even the one’s that appear most resistant to letting you in...but they will only let you in on their time frame based on when they feel they can TRUST you.

Mechanics of how to Stay Close?

- Be physically close,
- Use Appropriate touch,
- Show appropriate facial expression,
- Use appropriate tone of voice,
- Show appropriate body language,
- Listen while the student speaks,
- Show empathy,
- Ask open ended questions, and
- Ignore “junk” behavior.

Tool One: Rapport Building (Staying Close)

Step	Yes	No	N/a	Comments
1. Demonstrate close proximity within 15 seconds (move toward the student and be within arm's reach, etc.).				
2. Demonstrate appropriate touch (high five, hand on shoulder, fist bump, etc.).				
3. Demonstrate appropriate facial expressions (reflect the emotion of the situation).				
4. Demonstrate appropriate tone of voice (voice matches situation; a neutral monotone is likely not good enough).				
5. Demonstrate appropriate body language within 15 seconds (appear relaxed, arms open, attentive, looking at student, etc.).				
6. Ask open-ended positive questions ("what?" "how?" "could?")				
7. Listen while the student is speaking. Ideally, speak less than the student. (Do not interrupt or abruptly change the topic).				
8. Demonstrate the use of empathy statements (Act like a mirror and reflect the child's feelings, express understanding, caring, etc.).				
9. Ignore junk behavior (if it occurs).				
10. Appear calm, cool, and collected throughout the process.				

When should I build rapport?

- ⌘ Focus on readily available, non-instructional times throughout the school day within your classroom (or in other locations on school grounds) such as transition time frames.
- ⌘ Look for windows of time of between 15 seconds up to a maximum of two minutes...the key is in frequency of use.
- ⌘ Be prepared to talk about things that are of interest to the student of concern.
- ⌘ Your goal is to invest your time through use of Tool 1 to build rapport in a non-contingent manner...you are giving your time away for free when deliberately using a rapport building strategy.

Foundation of Universal Prevention

⌘ Rapport Building (Staying Close)

⌘ **Establishing Clear Behavioral Expectations**

⌘ Positive Reinforcement

Establishing Clear Behavioral Expectations

Tune into W I I F M

(What' s in it for me?)

Guidelines for Establishing Expectations

1. Select 3-5 positively stated (broad) behavioral expectations.
2. Identify your highest priority contexts (settings/routines) within which you anticipate the greatest number of student behavioral errors.
3. Operationally define each of your expectations across each context...what would the students look-like and sound-like when they meet your expectations?
4. Post your expectations prominently in your classroom.
5. Provide direct instruction in your expectations including simulations.
6. Reinforce your students for performing expectations .
7. Have clear, consistent and reasonable consequences for problem behavior.

Establishing Expectations

Be all you can be: The Three Bees (Middle School)

Expectation	Start of class	Individual work	Teacher lecture	Group work	End of class
Be on time and prepared.	<ul style="list-style-type: none"> ▪Arrive on time to class. ▪Bring your notebook and writing materials. ▪Listen when Mrs. Jones starts class (only one person speaks at a time). 	<ul style="list-style-type: none"> ▪Be focused on your work and ignore distractions. ▪Remember to follow procedures for all individual assignments. ▪Organize your work and get to work quickly after directed by Mrs. Jones. 	<ul style="list-style-type: none"> ▪Be focused on the current unit of instruction. ▪Use your notebook for taking notes. ▪Please listen and follow along when Mrs. Jones is speaking (only one person speaks at a time). 	<ul style="list-style-type: none"> ▪Be focused on the task to be completed (on task). ▪Have your notebook open to the proper section being covered. ▪Organize as a team quickly, and start work promptly (within 1 minute). 	<ul style="list-style-type: none"> ▪Adequately prepare materials to leave the classroom (e.g., place only your materials in your binder). ▪Leave the classroom promptly when dismissed by Mrs. Jones. ▪Leave the classroom promptly when dismissed by Mrs. Jones.
Be responsible for your actions.	<ul style="list-style-type: none"> ▪Arrive on time to class. ▪Listen when Mrs. Jones starts class (only one person speaks at a time). ▪Come prepared by completing all assignments and readings. ▪Follow all directions provided by Mrs. Jones as you enter the room. 	<ul style="list-style-type: none"> ▪Remember to follow procedures for individual work. ▪Organize and do the best work that you can, even on a bad day. ▪Control your actions and make your productive. 	<ul style="list-style-type: none"> ▪Listen and think about points raised in Mrs. Jones' comments. ▪Ask questions of Mrs. Jones and respond to questions. ▪Gain attention by raising your hand; be patient. 	<ul style="list-style-type: none"> ▪Pay attention to your work and only your work. ▪One person speaks at a time. ▪Ask for help as needed. ▪Successfully complete task within allotted time frame. ▪Share roles on the team (e.g., recorder/time keeper). 	<ul style="list-style-type: none"> ▪Be sure you have written down all assignments to be completed prior to next class. ▪Leave classroom in the same condition you found it when you arrived.
Be respectful toward others.	<ul style="list-style-type: none"> ▪Say "hello" to others using appropriate voice and language before class starts. ▪Listen when Mrs. Jones starts class (only one person speaks at a time). ▪Help others if asked for help. 	<ul style="list-style-type: none"> ▪Get to work quickly on individual work. ▪Be on task and work quietly. ▪Raise hand to get Mrs. Jones' attention. 	<ul style="list-style-type: none"> ▪Please follow along when Mrs. Jones is speaking (only one person speaks at a time). ▪Think about what Mrs. Jones is saying. 	<ul style="list-style-type: none"> ▪Encourage others to be on task. ▪Organize as a team quickly, and start work promptly (within 1 minute). ▪Strive for consensus whenever possible. 	<ul style="list-style-type: none"> ▪Be patient and wait your turn if you need to speak with Mrs. Jones after class. ▪Leave the room in an orderly manner.

Establishing Expectations

Be all you can be: The Three Bees (High School)

Expectation	Start of class	During individual tests	During lecture in class	During other team activities	Outside of class time preparation
Be here/Be ready •On time •Prepared	<ul style="list-style-type: none"> ▪Arrive on time to class. ▪Bring your notebook and writing materials. ▪Listen when Mr. Smith starts class (only one person speaks at a time). 	<ul style="list-style-type: none"> ▪Be focused on the current unit tests. ▪Remember to follow procedures for individual tests. ▪Organize and get to work promptly. 	<ul style="list-style-type: none"> ▪Be focused on the current unit of instruction. ▪Use your notebook for taking notes. ▪Please listen and follow along when Mr. Smith is speaking (only one person speaks at a time). 	<ul style="list-style-type: none"> ▪Be focused on the task to be completed (on task). ▪Have your materials open to the proper section being covered. ▪Organize as a team quickly, and start work promptly (within 1 minute). 	<ul style="list-style-type: none"> ▪Review prior class notes before next class. ▪Adequately prepare by doing readings and assignments. ▪Keep your materials organized.
Be responsible •Quality work •Collaborate	<ul style="list-style-type: none"> ▪Arrive on time to class. ▪Listen when Mr. Smith starts class (only one person speaks at a time). ▪Come prepared by completing all assignments and readings. ▪Follow all procedures in course organizer if you miss a class. 	<ul style="list-style-type: none"> ▪Remember to follow procedures for individual tests. ▪Organize and get to work promptly; make a good effort on each question. ▪Be on task and ask for clarification as needed from Mr. Smith. 	<ul style="list-style-type: none"> ▪Listen and think about points raised in the lecture. ▪Ask questions and respond to questions. ▪Share your perspective on relevant issues to the topic at hand 	<ul style="list-style-type: none"> ▪Be on task. ▪One person speaks at a time. ▪Ask for help as needed. ▪Successfully complete task within allotted time frame. ▪Share roles on the team (e.g., recorder/time keeper). 	<ul style="list-style-type: none"> ▪Review prior class notes before next class. ▪Adequately prepare by doing readings and assignments. ▪Keep your materials organized.
Be respectful •Encourage others •Recognize others	<ul style="list-style-type: none"> ▪Politely greet classmates and teacher when arriving to class. ▪Ask others how things are going. ▪Listen when Mr. Smith starts talking (only one person speaks at a time). ▪Provide guidance to classmates who may have been absent from last class. 	<ul style="list-style-type: none"> ▪Get to work quickly on individual tests. ▪Be on task, and work quietly. 	<ul style="list-style-type: none"> ▪Please follow along when Mr. Smith is speaking (only one person speaks at a time). ▪Think about the concepts and practices being described; get the most you can out of class. 	<ul style="list-style-type: none"> ▪Encourage others to be on task. ▪Organize as a team quickly, and start work promptly (within 1 minute). ▪Strive for consensus whenever possible. 	<ul style="list-style-type: none"> ▪Review prior class notes before next class. ▪Adequately prepare by doing readings and assignments. ▪Keep your materials organized.

Process for Involving Students/Clients in Operationally Defining Expectations (Rules)

- ⌘ Teacher/staff defines the general parameters (3-5 broad expectations plus identification of important contexts).
- ⌘ Students/clients define expectations across settings/routines (develop rules) with each other and teacher/staff.
- ⌘ Students/clients vote on negotiable rules.

Foundation of Universal Prevention

- ⌘ Rapport Building (Staying Close)
- ⌘ Establishing Clear Behavioral Expectations
- ⌘ **Positive Reinforcement**



Use of Positive Reinforcement

⌘ Catch Them Being Good!



Providing Positive Reinforcement

- ⌘ Tell the student what he or she did that was correct.
- ⌘ Stay close when acknowledging appropriate behavior.
- ⌘ Provide positive acknowledgement that fits the situation.
- ⌘ Provide the positive consequence within 3-5 seconds of recognizing the appropriate behavior.

Tool Two: Positive Reinforcement (Acknowledgement)

Step	Yes	No	N/a	Comments
1. Explicitly tell the student what appropriate behavior he/she demonstrated (label your praise).				
Employ Tool 1 (Building Rapport) Stay Close Components: 2. Demonstrate close proximity (appropriate to the situation). 3. Demonstrate appropriate facial expressions (reflect the emotion of the situation). 4. Demonstrate appropriate tone of voice (voice matches situation). 5. Demonstrate appropriate body language (appear relaxed, arms open, attentive, eye contact, nod, etc.).				
6. Provide a positive consequence that fits the appropriate behavior that fits the situation: <ul style="list-style-type: none"> • Behavior specific verbal praise, • Appropriate touch (high five, etc.), • Tangible item (token, etc.), • Appropriate privilege. 				
7. Provide the positive consequence in a timely manner (within 3 seconds of recognizing the appropriate behavior).				
8. Appear calm, cool, and collected throughout the process.				

When should I reinforce students?

- ⌘ Providing positive reinforcement is applicable in BOTH instructional and non-instructional settings.
- ⌘ Unlike rapport building (Tool 1), your use of positive reinforcement (Tool 2) is contingent on the student(s) doing something that warrants praise.
- ⌘ You can reinforce...of course...academic performance, social skills in concert with meeting behavioral expectations, and effort.
- ⌘ Delivery of contingent behavior specific praise should be sincere and be provided quickly and efficiently.
- ⌘ The key, similar to rapport building, is in frequency of delivery.

4 to 1

- ⌘ Strive to achieve a four to one ratio of positive reinforcement for appropriate behavior for each instance where you provide corrective feedback for problem behavior.

Point to Ponder

- ⌘ Remember...through the course of a day...and even given smaller periods of time (like a class period)...all students/clients will likely do something that is worth giving positive attention towards. The key is to be looking for it!



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Inappropriate Behavior in the Classroom

- ⌘ There are two types of inappropriate behavior:
 - Nuisance, inconsequential or “Junk” behavior
 - Consequential or “Problem” behavior

- ⌘ Each type of inappropriate behavior requires a different type of response:
 - Junk behavior → Indirect Intervention
 - Problem behavior → Direct Intervention

- ⌘ The first decision is to determine which type of inappropriate behavior is occurring and then, in turn, re-direct the student.

Universal Early Intervention with Student Inappropriate Behavior in the Classroom

⌘ **Planned Ignoring (Pivoting)**

⌘ Stop-Redirect-Reinforce Appropriate Behavior

**KEEP
CALM
AND
IGNORE
JUNK**

Ignoring “Junk” Behavior and Pivoting with Other Students

- 1) Provide a positive consequence to another student in close proximity who is acting appropriately.
- 2) Provide the positive consequence within 3-5 seconds of recognizing the positive behavior of the other student.
- 3) Provide a positive consequence for the appropriate behavior of the student who had been displaying junk behavior within 3-5 seconds after the appropriate behavior begins.
- 4) Avoid responding verbally to the junk behavior of the student. Examples: “STOP THAT NOW” ... “QUIT THAT.”
- 5) Avoid responding non-verbally to the junk behavior of the student. Examples: rolling your eyes, stomping around the room, crossing your arms and staring.

Tool Three: Pivoting by Ignoring Nuisance Behavior of One Student and Providing Positive Reinforcement for Appropriate Behavior to another Student

Step	Yes	No	N/a	Comments
1. Once you notice inappropriate behavior, which means you are at a Vulnerable Decision-making Point (VDP), ask yourself is the behavior harmful to others or the child, or has the behavior (even if not immediately harmful) persisted too long and is thus adversely impacting learning? If you determine the behavior of concern is <u>not</u> harmful or has <u>not</u> persisted too long, implement the following indirect intervention.				
2. Do <u>not</u> say anything about the nuisance behavior (Avoid statements such as "Stop that", "Knock it off", "No") and do <u>not</u> call attention to the student (e.g. calling the student's name).				
3. Do <u>not</u> act different or show frustration toward the student engaging in the nuisance behavior (Don't roll eyes, sigh, cross arms, look at child).				
4. Immediately provide positive reinforcement for appropriate behavior in a timely manner to another student who is meeting expectations (ideally in close proximity).				
5. Provide the positive consequence to the other student while ignoring the nuisance behavior of the other student.				
6. Once the student who was initially demonstrating nuisance behavior engages in desired behavior, provide positive reinforcement in a timely manner.				
7. In the instance that the student persists with the nuisance behavior, repeat this pivoting procedure (as warranted).				
8. Appear calm, cool and collected throughout the process.				

When can you NOT ignore behavior?

- ⌘ When the behavior is harmful to the student/client, others, or will likely result in property damage.
- ⌘ When the student/client does not know a better way to get help or attention – ignoring does not teach the student socially acceptable ways to get help or attention.
- ⌘ In both instances above the behavior of concern should be viewed (and treated) as problem behavior.

Universal Early Intervention with Student Inappropriate Behavior in the Classroom

⌘ Planned Ignoring (Pivoting)

⌘ **Stop-Redirect-Reinforce Appropriate Behavior**

Redirecting Problem Behavior

This involves:

- ⌘ stopping the student's problem behavior,
- ⌘ re-directing him/her to a different, logically related behavior that is appropriate, and
- ⌘ acknowledging the student when he or she does the alternative behavior that is appropriate.

Specific Steps in Redirecting Problem Behavior

- ⌘ Say “Stop ”X”.
- ⌘ Say “I want you to do ”Y”.
- ⌘ Provide reinforcement for compliance with the re-direction (the performance of “Y”).
- ⌘ Use minimal, additional prompts as necessary (in a least to most intrusive manner).

Tool Four: Stop-Redirect-Positive Reinforcement

Step	Yes	No	N/a	Comments
1. Once you notice inappropriate behavior, which means you are at a Vulnerable Decision-making Point (VDP), ask yourself is the behavior harmful to others or the child, or has the behavior (even if not immediately harmful) persisted too long and is thus adversely impacting learning? If you determine the behavior of concern <u>is</u> harmful or <u>has</u> persisted too long, implement the following direct intervention. However, consider an alternative consequence to deliver at the end point of your redirection procedure (e.g. "see me after class") rather than issuing on ODR and/or classroom removal (when feasible).				
2. Assertively, not aggressively, move within arm's reach of the student.				
3. Say "Stop/Don't _____" (e.g., label the problem behavior)."				
4. Make sure the student stops the problem behavior (Use least to most intrusive prompt hierarchy of verbal-gestural-model-gentle physical guidance as necessary.)				
5. Say "Do ____" (Tell the student to do something else that is appropriate behavior (e.g. use your materials appropriately and work quietly to complete your work") or is at least less dangerous/disruptive than the problem behavior (e.g. "leave your work at your desk and move to the quiet space in the room").				
6. If the student does not following the redirection within a reasonable time frame (3- 10 seconds) repeat the redirection adding additional prompting and guidance as warranted to achieve compliance with the redirection.				
7. Provide positive reinforcement for student performance of the re-directed, appropriate behavior (provide behavior specific praise such as "good work starting to quietly complete your work).				
8. Provide the positive reinforcement for compliance with the redirection in a timely manner.				
9. In the instance that nuisance behavior occurs throughout the redirection process, ignore the nuisance behavior.				
10. Appear calm, cool and collected throughout the process.				

Remember the Ratio of 4 to 1

- ⌘ Strive to achieve a four to one ratio of positive reinforcement for appropriate behavior for each instance where you provide corrective feedback for problem behavior.

Persistence & Consistency Are...



Points to Remember about Effective Classroom Management

- ⌘ The first step is to understand the nature of the grand illusion of the idea that you are going to “manage” or “control” how someone else acts.
- ⌘ However, what we do (how we act) in the classroom does directly influence how our students act.
- ⌘ A more accurate description of what effective classroom management requires is “teacher self-management of instructional practice in group settings”.

GOOD LUCK!

Tim Knoster Ed.D.

Bloomsburg University

tknoster@bloomu.edu

570-389-4081