

Extension PD #1

Classroom Management and DBI



Agenda



Resources

Classroom Application

Evidence-Based Strategies for Classroom Management

Classroom Management and DBI

Purpose

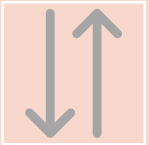


- Purpose
 - Feedback from year 1 of STAIR 2.0, teachers shared behavior management is an on-going issue that can impact teaching content.
 - The purpose of this session is to make connections between DBI and behavior management while supporting our teachers in their current classroom

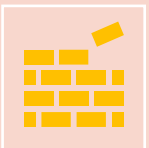
Principles of Behavior



Behavior is learned, serves a purpose, and is related to the context in which it occurs.



Behavior can be increased or decreased by its consequences.



Reinforcing desired behavior is ultimately more successful and durable than punishing problem behavior.

Share Out

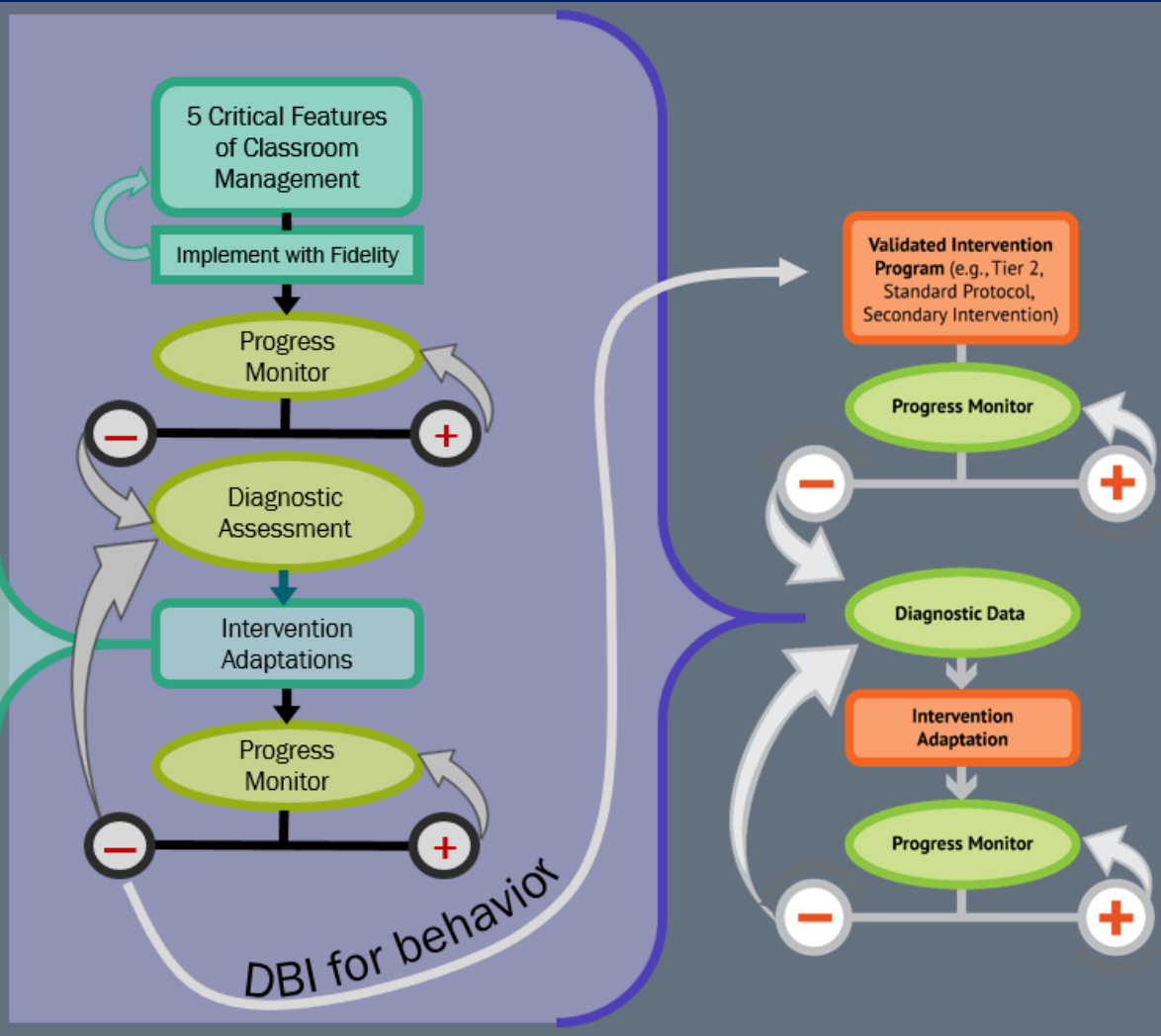


Generally, how is behavior management going in your classroom this year?

Classroom Management and DBI

DBI for Intensive Academic Need

Increased frequency, duration, or precision of 5 Critical Features of Classroom Management



Unwanted behaviors are more prevalent when students:

- don't understand the content
- feel embarrassed
- have low math confidence
- are not engaged

Evidence-Based Classroom Management

Key Practices:

- Establishing Expectations
- Explicit Instruction
- Prompting
- Monitoring Progress
- Evaluate
- Provide Structure
- Actively Engage

Evidence-Based Classroom Management

Establishing Expectations

- Expectations should be established early
 - Broadly stated
 - Apply to all people in all settings
 - Describe the general ways people should behave
- Operationalized
 - Define what the expectations look like for routines and spaces in your classroom
 - Don't leave students guessing

Expectations	Routines			
	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Respect			<ul style="list-style-type: none"> • Listen to Others • Use Kind Words 	
Responsibility			<ul style="list-style-type: none"> • Stay on Topic • Actively Participate 	
Safety			<ul style="list-style-type: none"> • Use Materials Carefully • Stay in your personal space 	

Positively Stated Behavior Examples
(You will need 2-3 examples for each box for your activity)

Evidence-Based Classroom Management

Establishing Expectations

Guidelines for Developing Classroom Rules

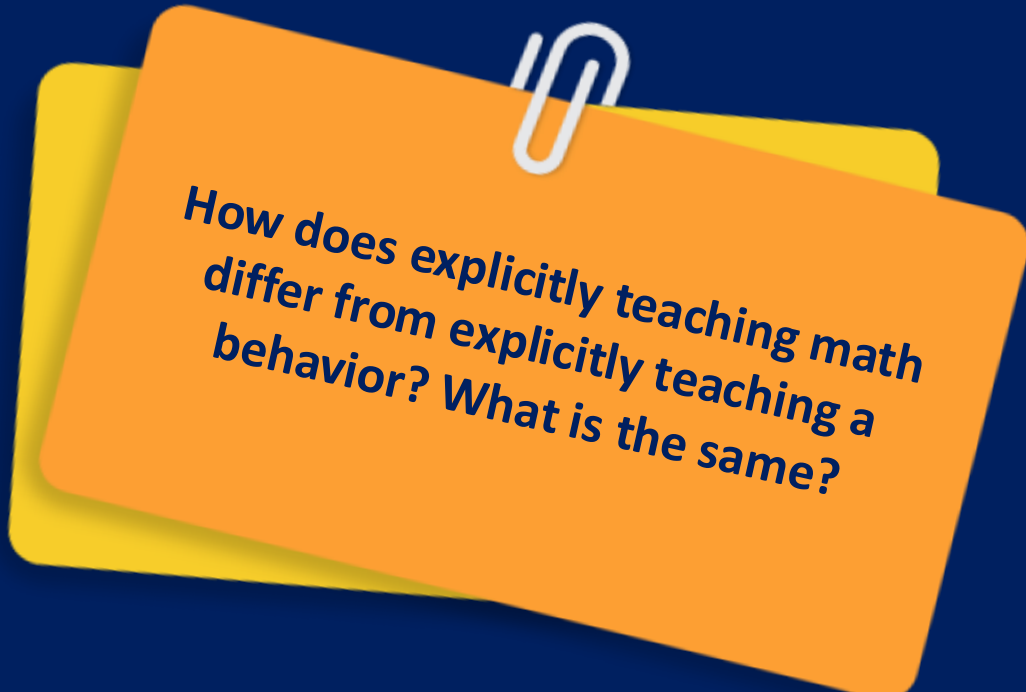
Guideline:	This Means:	Example:	Non-example:
Observable	I can see it.	Raise hand and wait to be called on.	Be your best.
Measurable	I can count it.	Bring materials.	Be ready to learn.
Positively Stated	I tell students what TO do.	Hands and feet to self.	No fighting.
Understandable	The vocabulary is appropriate for age/ grade level.	Hands and feet to self.	Maintain personal space. (K-1 rule) <i>*Children this age do not have a concept of "personal space."</i>
Always Applicable	I am able to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave.

Evidence-Based Classroom Management

Explicit Instruction



- Explicitly teach expected behaviors
 - Teacher modeling
 - Multiple opportunities for practice
 - Feedback

A stack of two sticky notes, one yellow and one orange, with a white paperclip attached to the top of the orange note. The orange note is tilted and contains the following text:

How does explicitly teaching math differ from explicitly teaching a behavior? What is the same?

Evidence-Based Classroom Management

Prompting

Prompting increases the likelihood the student engages in a specific behavior

When using prompting, be sure to:

- *Choose the “just right” prompt (not too much, not too little)*
- *Fade support as soon as possible, so that students don’t over rely on you*

Evidence-Based Classroom Management

Monitoring Progress

- Monitor the classroom during activities
 - Circulate
 - Scan the room
 - Interact with students
 - Provide immediate Feedback
 - Reinforce
 - Correct
 - Make note of times during the day that students need more/less support

Evidence-Based Classroom Management

Evaluate

Evaluate whether or not classroom management practices are working

- Are expectations being upheld?
- When do students need the most support with behavior?
- What types of challenges are most frequently occurring?
 - With whom?
 - Where?
 - When?
- Notice patterns

Evidence-Based Classroom Management Structure



- Design the physical classroom space to facilitate learning and effective participation
- Consider visual access to all students at all times (active supervision)
- Make routines predictable to minimize anxiety or confusion
 - Don't forget about non-academic daily routines
- Smooth, efficient transitions between tasks

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><i>What key strategies can I use to support behavior in my classroom?</i></p> <ul style="list-style-type: none"> • Design classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers) • Arrange furniture to allow for smooth teacher and student movement • Assure instructional materials are neat, orderly, and ready for use • Post materials that support critical content and learning strategies (e.g., word walls, steps for the writing process, mathematical formulas) 	<p><i>How can I use this practice in my elementary classroom?</i></p> <ul style="list-style-type: none"> • Design classroom layout according to the type of activity taking place: <ul style="list-style-type: none"> – Tables for centers – Separate desk for independent work – Circle area for group instruction • Consider teacher versus student access to materials • Use assigned seats and areas • Be sure all students can be seen 	<p><i>How can I use this practice in my secondary classroom?</i></p> <ul style="list-style-type: none"> • Design classroom layout according to the type of activity taking place: <ul style="list-style-type: none"> – Circle for discussion – Forward facing for group instruction • Use assigned seats • Be sure all students can be seen • Consider options for storage of students’ personal items (e.g., backpacks, notebooks for other classes) 	<p><i>What should I avoid when I’m implementing this practice?</i></p> <ul style="list-style-type: none"> • Equipment and materials are damaged, unsafe, and/or not in sufficient working condition or not accessible to all students • Disorderly, messy, unclean, and/or visually unappealing environment • Some students and/or parts of the room not visible to teacher • Congestion in high-traffic areas (e.g., coat closet, pencil sharpener, teacher desk) • Inappropriately sized furniture 	<p><i>What evidence supports this practice, and where can I find additional resources?</i></p> <ul style="list-style-type: none"> • Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical environment¹ • Arranging classroom environment to deliver instruction in a way that promotes learning² <p><u>Video:</u> http://louisville.edu/education/ab/ri/primarylevel/structure/group</p> <p><u>Book:</u> <i>Structuring Your Classroom for Academic Success</i>³</p>

Evidence-Based Classroom Management

Actively Engage



- Provide multiple opportunities to respond and multiple means of responding
- Consider a variety of observable ways to engage students
- Link engagement with outcome objectives

Evidence-Based Classroom Management

Engagement Examples



Think Pair Share

- Allow students to think about their answer
- Students pair with another students and share their thoughts
- One student from the pair will share out their thoughts to the class

Mystery Sequence/ Re-sequence

- In groups of 2-4, students will receive steps to a math problem in the wrong order. Students will work together to arrange them in the correct order.

Evidence-Based Classroom Management

Engagement Examples



Numbered Heads Together

- Teacher will number off the students (students need a number to match with)
- Teacher poses a question
- Students independently work problem out
- Students check work by finding their matching number and sharing

Round Robin

- Teacher poses an open ended question
- In teams, students respond orally, taking for the same amount of time. (30 sec)
- This is good for vocabulary word definitions and word problem explanations

Your Turn



1. Think about your students this year and jot down behaviors that are most frequently occurring.
2. Develop a plan for addressing classroom management.
Consider how you will:
 - Maximize Structure
 - Establish, Teach, Review, Monitor, and Reinforce Expectations
 - Actively Engage Students in Observable Ways

Resources

➔ NCII Behavior Progress Monitoring Tools Chart

Behavior Progress Monitoring Tools Chart

This tools chart presents information about behavior progress monitoring tools. The following three tabs include ratings on the technical rigor of the tools: (a) Performance Level Standards, (b) Growth Standards, and (c) Usability.

The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation. All tools that meet the criteria for review are posted on the chart, regardless of results. The chart represents all tools that were reviewed, not those that were "approved."

Last updated: June 2020.

[View Chart Resources](#)
[Print Current Chart View](#)

Legend

- Convincing evidence
- Partially convincing evidence
- Unconvincing evidence
- Data unavailable
- Disaggregated data available

FILTER RESULTS

<p>Target Behaviors</p> <p><input type="checkbox"/> Internalizing</p> <p><input type="checkbox"/> Externalizing</p>	<p>Grade</p> <p><input type="checkbox"/> Pre-K</p> <p><input type="checkbox"/> Elementary (K-5)</p> <p><input type="checkbox"/> Middle School (6-8)</p> <p><input type="checkbox"/> High School (9-12)</p>	<p>Informant/Rater</p> <p><input type="checkbox"/> Researcher</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Teacher</p> <p><input type="checkbox"/> Child</p> <p><input type="checkbox"/> No set informant</p> <p><input type="checkbox"/> Other</p>
--	---	--

[Apply Filters](#) [Show Advanced Filters](#) [Clear Filters](#)

[Compare Tools](#) [Reset Chart](#)

					Performance Level Standards	Growth Standards	Usability
All	Title	Area	Age/Grade	Informant	Reliability	Validity	Bias Analysis Conducted
<input type="checkbox"/>	BASC-3 Flex Monitor	Developmental Social Disorders	Age 2-18	Parent	○	○	Yes
<input type="checkbox"/>	BASC-3 Flex Monitor	Developmental Social Disorders	Age 2-18	Teacher	○	○	Yes
<input type="checkbox"/>	BASC-3 Flex Monitor	Disruptive Behavior	Age 2-18	Parent	○	○	Yes
<input type="checkbox"/>	BASC-3 Flex Monitor	Disruptive Behavior	Age 2-18	Teacher	○	○	Yes
<input type="checkbox"/>	BASC-3 Flex Monitor	Inattention / Hyperactivity	Age 2-18	Parent	○	○	Yes
<input type="checkbox"/>	BASC-3 Flex Monitor	Inattention / Hyperactivity	Age 2-18	Teacher	○	○	Yes
<input type="checkbox"/>	BASC-3 Flex Monitor	Internalizing Problems	Age 2-18	Parent	○	○	Yes
<input type="checkbox"/>	BASC-3 Flex Monitor	Internalizing Problems	Age 2-18	Teacher	○	○	Yes
<input type="checkbox"/>	BASC-3 Flex Monitor	Internalizing Problems	Age 8-18	Child	○	○	Yes
<input type="checkbox"/>	BASC-3 Flex Monitor	School Problems	Age 8-18	Child	○	○	Yes

Resources



Menu of Function-Based Options for Behavior Intervention Planning

	Seek Attention	Avoid Attention	Avoid Tasks
2.1 Setting Events Strategies	<ul style="list-style-type: none"> • Check-in with an adult immediately upon student arrival to: <ul style="list-style-type: none"> • Provide positive attention, greeting • Organize materials • Practice replacement behaviors • Provide food, sleep, medications, hygiene, clothing etc. 	<ul style="list-style-type: none"> • Provide a quiet space to eat breakfast, do a preferred activity, etc. • Ask the student if they want to talk with an adult they choose before going to class 	<ul style="list-style-type: none"> • Provide a structured daily schedule for on-task activities (visual schedule)
2.2 Antecedent Strategies	<ul style="list-style-type: none"> • Increase Positive Recognition <ul style="list-style-type: none"> • Give student leadership responsibility or a class "job" that requires the student to interact with staff. • Increase positive home/school communication • Increase Opportunities to Respond • Increase Active Supervision – Schedule more frequent interactions • Increase opportunities for peer interaction • Clarify expected behavior and provide specific precorrections 	<ul style="list-style-type: none"> • Teachers assign cooperative groups (versus students choosing) • Provide the option to work independently • Preview upcoming events and tasks • Use a visual schedule of class activities • Provide preferential seating (e.g. separate "office", desk to the side, on the floor, etc.) • Clarify expected behavior and provide specific precorrections 	<ul style="list-style-type: none"> • Teach Procedures <ul style="list-style-type: none"> • Asking for help • Individualize procedure for use of resources (e.g. individual dictionary, 100's chart, multiplication table, graphic organizers) • Check to see if student has needed materials and if not, provide them before they are needed. • Address Task Difficulty <ul style="list-style-type: none"> • Design assignments to meet student instructional/skill level. • Pre-teach content. • Modify amount or type of activity. • Provide extra help/checks for understanding. • Provide Choice <ul style="list-style-type: none"> • Provide choices such as what to do first or what tools to use. • Sequence Tasks <ul style="list-style-type: none"> • Provide an opportunity to engage in a preferred activity first. • Clarify expected behavior and provide specific precorrections

Resources



Developing a Behavior Competing Pathway

Behavior Intervention Plan Components

STEP 1. DEVELOPING A COMPETING BEHAVIOR PATHWAY

The Competing Behavior Pathway model is used to create a link between the Functional Behavior Assessment and the Behavior Intervention Plan.

First, the team builds the competing behavior pathway by copying the FBA summary statement into the behavior pathway diagram--transferring the setting events, triggering antecedents, and maintaining consequences along with the function to the Competing Behavior Pathway. Next, the Action Team defines the desired replacement behavior, as well as any alternative short-term replacement behaviors that might be appropriate steps to the long-term replacement behavior. The reinforcement consequence for when the student displays the desired replacement behavior is planned.

The purpose of the Competing Behavior Pathway is threefold:

1. Highlight the importance of building the Behavior Intervention Plan around the Summary Statement
2. Identify competing behavioral alternatives to the problem behavior.
3. Determine strategies for making the problem behavior ineffective, inefficient or irrelevant through changes to the routine or environment.

Crone & Horner, 2003

Identifying Long-term Replacement Behaviors

Once the summary statement is transferred to the Competing Behavior Pathway, the next step is for the Action Team to decide on long-term replacement behaviors. These long-term replacement behaviors are found in the classroom rules and schoolwide matrix. It would be helpful for the Action Team to have those resources available for this task. If the desired replacement behavior is taken directly from the schoolwide matrix or classroom rules staff will already be fluent with the language to positive reinforce the desired behavior. There is no special language needed for a Behavior Intervention Plan! The chart below give examples of desired replacement behavior from classroom or schoolwide matrices that address the function of the problem behavior and increase the likelihood the student will receive recognition for use of the desired behavior.

Problem Behavior	Function	Desired Replacement Behavior
Quiet when addressed by peers; Cries; Turns around and walks away	Escape peer interaction	Listen to the speaker with my eyes and ears, use kind words
Rips paper; Leaves work area and walks around the room	Escape difficult tasks	When given instructions to begin get materials out and begin working within 5 seconds, visit quietly with a neighbor if you need help, all conversation is related to work and raise your hand for help or get permission to leave your seat.
Pushes or hits peers	Gain peer interaction	Be safe: keep body to yourself and use respectful language.