Classroom Management
Idaho Positive Behavior Network (IPBN)

The goal of the IPBN is to increase Idaho’s student achievement through creating an integrated system of sustainable support at the school level to meet every student’s needs. The Network also strives to continue to offer Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) Training Institutes to increase student engagement in academics, improve student behavior, and enhance school culture and climate.
Regarding Classroom Management...

1. What do you already know?
2. What do you want to know?
3. What are you excited about?
4. What are your fears/reservations?
Impact of Behavior on Schools

• More than 30% of our teachers will leave the profession due to student discipline issues and intolerable behavior of students (Public Agenda, 2004).

• Student problem behavior can consume more than 50% of teachers’ and administrators’ time (U.S. Department of Education, 2000).
Student Wellbeing

• One in five (20%) of students are in need of some type of mental health service during their school years, yet **70% of these students do NOT receive services** (Surgeon General’s Report on Mental Health, 2011).

• It is estimated that the number of students being identified as having an Emotional/Behavioral Disorder has **doubled in the last 30 years** (U.S. Dept. of Ed., 2007).
“Schools that are safe, effective, and controlled are not accidents.”

(Sugai, Sprague, Horner, & Walker, 2000)
Which comes first???

- Academic problems often precede behavior problems
- Behavior problems often precede academic problems
Multi-Tier System of Supports (MTSS) Approach

Academic Systems

Intensive, Individual Interventions
Individual Students
Assessment-based
High Intensity

1-5%

Targeted Group Interventions
Some students (at-risk)
High efficiency
Rapid response

5-10%

Universal Interventions
All students
Preventive, proactive

80-90%

Behavioral Systems

Intensive, Individual Interventions
Individual Students
Assessment-based
Intense, durable procedures

1-5%

Targeted Group Interventions
Some students (at-risk)
High efficiency
Rapid response

5-10%

Universal Interventions
All settings, all students
Preventive, proactive

80-90%
Always Ask:

• What in our environment and culture supports this behavior’s occurrence?
• What are some small changes we can make for a big return?
• How can I respond so the behavior is less likely to occur in the future?
Guiding Principles

• Teach and manage social behaviors directly and proactively (positively and preventively)…like teaching reading, math, physics, music, etc.

• Integrate social and academic management strategies within and across curricula

• Maximize academic success to increase social behavior success
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.”
Working Smarter... Not Harder

• Think about the amount of time you invest each day in your classroom managing student behavior.

• Minimally, you want 80% 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

• **Prevention (no less than 80%)**
  – Rapport and Relationships
  – Establishing Clear Behavioral Expectations
  – Acknowledging Positive Behavior

• **Intervention (no more than 20%)**
  – Functions of Behavior
  – Types of Problem Behavior
  – Consistent and Predictable Consequences
Preventing Problem Behavior
• Rapport and Relationships
  ✓ Relationships
  ✓ Building Rapport
  ✓ Setting up the Classroom Environment
• Establishing Clear Behavioral Expectations
• Acknowledging Positive Behaviors

PREVENTING PROBLEM BEHAVIOR
Relationships
Understanding Rapport

Rapport involves establishing a trusting relationship with each of your students. All kids will “let you in”...even the ones 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 when the student speaks
- Ignore “junk” behavior
- Show empathy
- Ask open-ended questions
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 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 to build rapport in a non-contingent manner…you are giving your time away for free when deliberately using a rapport building strategy.
Body Language

Your body language accounts for two-thirds of all you communicate!!!
Body Language
Voice

“A teacher’s voice is a complex instrument. The tone conveys so much – encouragement, warmth, excitement, disapproval, sarcasm, anger – and, as a result, it establishes much of the climate for in the classroom. Cultivating a confident, warm, unflappable tone and demeanor that lets students know, ‘I say what I mean and I mean what I say’ and ‘I will show you respect and expect the same from you’ is some of the most important foundational work you can do.”

(Berger, Strasser, and Woodfin, 2015)
“Voice is about more than just tone; it’s also about the choice of when to use it.”

(Berger, Strasser, and Woodfin, 2015)
Managing Emotions

“Even when students push your buttons, they deserve to be spoken to with calm and poise. In any case, it is important NOT to take the student behavior personally. Sometimes it is really personal – the student is lashing out at you or provoking you personally. But primarily students are lashing out at what you represent in your role as a teacher.”

(Berger, Strasser, and Woodfin, 2015)
Managing Emotions

Scenario to discuss with a colleague:
Walter has spoken disrespectfully to you in front of the class. You ask him to step outside the classroom to discuss this with you. He refuses. Other students get excited as they see your face beginning to flush. What’s your next step?

(Berger, Strasser, and Woodfin, 2015)
Managing Emotions
Classroom Environment

The physical space of a classroom sends a powerful message to students about how to behave and how to learn. It also impacts the way students interact with each other and with you.

(Berger, Strasser, and Woodfin, 2015)
Considerations

• How many students will you have in the room at one time?
• What kinds of activities will be taking place in your classroom?
• Where should students be seated?
• How will you regulate movement/supervise/interact?
• What should your classroom look like?
  – Wall space, storage, lighting, etc.
• How will you teach students roles and procedures with other staff for consistency?
Physical Environment

- Seating/furniture arrangement
- Traffic patterns
- Materials/supplies
- Student areas (e.g., small group, break, time-out)
- Teacher areas (e.g., desk, materials)
- Problem features (e.g., unsupervisable areas, dangerous items/equipment)
Classroom Organization

Arrange space so that:

• Students face the teacher without turning around
• Teacher has close proximity to students
• Students can interact with partner and/or team
• Teacher can see all areas of room
• Teacher can easily monitor all areas
• Teacher and students can move easily around room
• Teacher can access necessary instructional materials
• Students can access necessary materials
Classroom Environment
Rapport and Relationships

Establishing Clear Behavioral Expectations
Acknowledging Positive Behaviors

PREVENTING PROBLEM BEHAVIOR
Science of behavior has taught us that students:

• Are NOT born with “bad behaviors”
• Do NOT learn when presented contingent aversive consequences

**DO** learn better ways of behaving by being taught directly and receiving positive feedback
Guidelines for Establishing Expectations

1. Select 3-5 positive 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 on your expectations including practice and feedback.
6. Reinforce your students for performing expectations.
7. Have clear, consistent, and reasonable consequences for problem behavior.
THE COYOTE WAY

RESPECT
RESPONSIBILITY
READINESS
RELATIONSHIPS
At our school we will

W ork hard
T ake responsibility
M ake good choices
S how respect

“Today tomorrow together”
Hawks

SOAR

To Success

S

Scholarly

O

On Target

A

Achieving Goals

R

Respectful
PAWTASTIC CHOICES

Be Respectful
Be Responsible
Be Safe

For Excellence
BE • READY • RESPECTFUL • RESPONSIBLE
Montgomery Arrows are Focused, Respectful, Responsible, Caring, ON TARGET
Classroom Goals and Rules

Students are more likely to exhibit desired behaviors when expectations are clear.

What you expect = What you get

Anita Archer
# Classroom Expectations

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Arrival at School</th>
<th>Individual Work</th>
<th>Teacher Talking</th>
<th>Group Activities</th>
<th>Changing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Ready</strong></td>
<td>• Go immediately to your classroom after arriving at school</td>
<td>• Have your materials open and on top of</td>
<td>• Listen when Ms. B speaks, one person</td>
<td>• Be focused on the group work to be completed</td>
<td>• Be aware of the daily schedule</td>
</tr>
<tr>
<td></td>
<td>• Bring your homework with you to class</td>
<td>your desk</td>
<td>speaks at a time</td>
<td>• Have your materials with you and opened to assigned page</td>
<td>• Listen to directions from Ms. B</td>
</tr>
<tr>
<td></td>
<td>• Be in your seat when the morning bell rings</td>
<td>• Follow directions the first time</td>
<td>• Write important things in your notebook</td>
<td>• Organize your group and get to work quickly (within 1 minute)</td>
<td>• Be flexible in case the schedule changes</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>• Be on time to school and class</td>
<td>• Follow directions on tests and</td>
<td>• Think about what Ms. B says</td>
<td>• Focus on your work</td>
<td>• Stop and put things away when Ms. B says to do so</td>
</tr>
<tr>
<td></td>
<td>• Listen when Ms. B speaks, one person speaks at a time</td>
<td>assignments</td>
<td>• Ask Ms. B questions by raising your hand</td>
<td>• One person speaks at a time using indoor voice</td>
<td>• Know what materials you need for next class/activity</td>
</tr>
<tr>
<td></td>
<td>• Complete your homework</td>
<td>• Organize and get to work promptly</td>
<td>• Volunteer to answer questions by raising your hand</td>
<td>• Ask for help as needed</td>
<td>• Keep your hands and feet to yourself</td>
</tr>
<tr>
<td></td>
<td>• Use indoor voices when speaking</td>
<td>• Make a good effort</td>
<td>• Finish on time</td>
<td>• Share with others while keeping your hands and feet to yourself</td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>• Say “hi” to friends before homeroom starts</td>
<td>• Get to work and work quietly</td>
<td>• Listen and follow directions the first</td>
<td>• Encourage others to work cooperatively</td>
<td>• Be thoughtful of others</td>
</tr>
<tr>
<td></td>
<td>• Keep hands and feet to yourself</td>
<td>• Use only your materials</td>
<td>time</td>
<td>• Keep hands and feet to yourself</td>
<td>• Keep hands and feet to yourself</td>
</tr>
<tr>
<td></td>
<td>• Listen when Ms. B speaks, one person speaks at a time</td>
<td>• Ask for help by raising your hand</td>
<td>• Think about what Ms. B says</td>
<td>• It is okay to disagree, but do without being</td>
<td>• Use indoor voices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make a good effort</td>
<td>• Ask Ms. B questions by raising your hand</td>
<td>disagreeable</td>
<td>• When moving in room and hallway, always walk on the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Volunteer to answer questions by raising</td>
<td></td>
<td>right side</td>
</tr>
</tbody>
</table>
# Comparison of Approaches to Academic and Behavior Problems

## Infrequent Problem

<table>
<thead>
<tr>
<th>Academics</th>
<th>Social Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is trying to make correct response.</td>
<td>Student is NOT trying to make correct response.</td>
</tr>
<tr>
<td>Error was accidental.</td>
<td>Error was deliberate.</td>
</tr>
<tr>
<td>Provide assistance.</td>
<td>Provide negative consequence.</td>
</tr>
<tr>
<td>Provide practice.</td>
<td>Practice is not required.</td>
</tr>
<tr>
<td>Student has learned the skill and will perform correctly in the future.</td>
<td>Student will make the right choice and behave in the future.</td>
</tr>
</tbody>
</table>

Hierck, Coleman, & Weber, 2011
# Comparison of Approaches to Academic and Behavior Problems

## Frequent Problem

<table>
<thead>
<tr>
<th>Academics</th>
<th>Social Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has learned the wrong way.</td>
<td>Student refuses to cooperate.</td>
</tr>
<tr>
<td>Student has been taught the wrong way.</td>
<td>Student knows what is right and has been told often.</td>
</tr>
<tr>
<td>Diagnose the problem.</td>
<td>Provide more consequences.</td>
</tr>
<tr>
<td>Identify the error or learning that was missed and reteach it.</td>
<td>Withdraw student from normal context.</td>
</tr>
<tr>
<td>Adjust presentation, focus on rule, provide feedback, practice, and review.</td>
<td>Maintain student withdrawal from normal context.</td>
</tr>
<tr>
<td>Student has been taught the skill and will perform correctly in the future.</td>
<td>Student has “learned” the lesson and will behave in the future.</td>
</tr>
</tbody>
</table>
Why Develop A System for Teaching Behavior?

• Behaviors are prerequisites for academics
• Procedures and routines create structure
• Repetition is key to learning new skills:
  – For a child to learn something new, it needs to be repeated on average of eight times
  – For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times (Harry Wong)
Rapport and Relationships
Establishing Clear Behavioral Expectations

Acknowledging Positive Behaviors

PREVENTING PROBLEM BEHAVIOR
How Full is Your Bucket?
How Full is Your Bucket?

Focusing on the positives generates positive outcomes!

Buehlman and Gottman predicted whether 700 newlywed couples would stay together or divorce by scoring the positive and negative interactions in one 15-minute conversation between each husband and wife. Ten years later, the follow-up revealed that they had predicted divorce with 93.6% accuracy.
CATCH THEM BEING GOOD!
Acknowledge Positive Behavior

Rationale:

• Focuses attention on desired behaviors
• Increases the repetition of desired behaviors
• Fosters a positive school climate
• Reduces amount of time spent on discipline
• Increases instructional hours
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 appropriate behavior
When Should I Reinforce Students?

• Providing positive reinforcement is applicable in BOTH instructional and non-instructional settings.
• Unlike rapport building, your use of positive reinforcement 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 use.
Point to Ponder

• Remember…throughout the course of a day…and even given smaller periods of time (like a class period)...all students will likely do something that is worth giving positive attention towards. The key is looking for it!
Foundation of Universal Prevention

• Prevention (no less than 80%)
  – Rapport and Relationships
  – Establishing Clear Behavioral Expectations
  – Acknowledging Positive Behavior

• Intervention (no more than 20%)
  – Functions of Behavior
  – Types of Problem Behavior
  – Consistent and Predictable Consequences
Intervention: Responding to Problem Behavior
Prerequisites

• Appropriate and relevant curriculum
  – Meets needs
  – Perceived as important

• Appropriate goals and curricula that are fair, functional, and meaningful
  – Avoid frustration, dissatisfaction, confusion, rebellion, etc.
**Consequence is NOT synonymous with punishment**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is student focused</td>
<td>• Is adult oriented</td>
</tr>
<tr>
<td>• Shows students what they have done wrong</td>
<td>• Requires judgment</td>
</tr>
<tr>
<td>• Clarifies ownership of the problem</td>
<td>• Imposes power</td>
</tr>
<tr>
<td>• Facilitates problem solving</td>
<td>• Arouses anger and resentment</td>
</tr>
<tr>
<td>• Seeks resolution and leaves dignity intact</td>
<td>• Invites more conflict</td>
</tr>
</tbody>
</table>

(Hierch, Coleman, & Weber, 2011)
Proactive Strategies

• Use strategies for encouraging expected behavior
• Attend to students who display expected behavior
• Prime and pre-correct for desired behavior during times problem behavior is likely
• Redirect when early problem indicators occur
Types of Problem Behavior
Function of Behavior
Consistent and Predictable Consequences

INTERVENTION: RESPONDING TO PROBLEM BEHAVIOR
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.
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.
Types of Problem Behavior

Function of Behavior
Consistent and Predictable Consequences

INTERVENTION: RESPONDING TO PROBLEM BEHAVIOR
Intervening with Major Problem Behaviors

Can’t Do versus Won’t Do

Can’t Do or Don’t Know When To Do
• Skill Deficit
• Performance Deficit
• Perception Deficit

Won’t Do
• Function of Behavior
Functions

Problem Behavior

Obtain/Get Something
- Stimulation/Sensory
  - Adult
- Social
- Tangible/Activity
  - Peer

Escape/Avoid Something

Pathways Alternative Elementary Students
Types of Problem Behavior
Function of Behavior

Consistent and Predictable Consequences

INTERVENTION: RESPONDING TO PROBLEM BEHAVIOR
What Are the Issues?

• What problem behaviors do we witness on a daily basis? What does our data say?
• Do the approaches we use, and that the school uses, positively impact these problem behaviors or seem to make them worse?
Responding to Problem Behavior
Consistent and Predictable Consequences

• Give rationale for the rules and consequences
• State the consequences when you first teach students the rules
• Post rules and consequences and explain and review regularly (works well in pre-correction)
• Follow through consistently (vs. threats)
Make Your Response Predictable for You and the Student Both!

• Make consequences \textit{system dependent} instead of \textit{teacher dependent}
  – Helps keep you and the student from escalating
  – Makes responding more efficient (lowest possible disruption to flow of instruction)

• Decide what the consequence for broken rules will be in advance
Match the Intensity of the Consequence to the Intensity of the Behavior

• Hierarchy for rule violations
  – Within classroom (minor, classroom-managed behaviors)
  – Schoolwide (majors; office-managed behaviors)

• Consequences delivered efficiently
  – Consistent
  – Timely (quickly)
  – Tie back to expectations and/or desired behavior
Steps to be taken…

• Establish levels of behavior and the behaviors that fall within each level.
• Define the behaviors.
• What levels are handled in the setting and by whom?
• Develop a hierarchy of responses to problem behaviors that fit the level of behavior.
• Check to see that the process is working and make changes as needed.
Idaho Positive Behavior Network

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