Creating a PEACEful Classroom: Effective Classroom Management

Idaho PBIS Network

John Carter, M.Ed., Director
Deb Carter, Ph.D., BCBA-D Associate Director

Goals
- Discuss key features of effective classroom management
- Share a tool, the PEACE Environmental Inventory, for assessing and implementing effective classroom management

It’s not just about behavior!

Goals of Good Classroom Management
1. Identify, teach and encourage the behaviors that result in school success
2. Prevent problem behaviors
3. Support academic success

Main Ideas
- Melding classroom practices to promote academic gains with classroom practices to promote behavioral gains.
- Create a setting that is:
  - Predictable
  - Consistent
  - Positive
  - Promotes student independent behavior (reduce prompts)

Evidence Based Practices in Classroom Management
1. Maximize structure in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
3. Actively engage students in observable ways.
4. Establish a continuum of strategies to acknowledge appropriate behavior.
5. Establish a continuum of strategies to respond to inappropriate behavior.

Horner, Sugai, & Rossetto-Dickey (retrieved 2011)

(Simonsen, Fairbanks, Briesch, & Myers Sugai, in preparation)
Environmental Inventory Checklist

Author: Tim Lewis, Ph.D, University of Missouri

Find inventory at: www.pbis.org
Search: Lewis_Additional_classroom_resources

Classroom Management Environmental Inventory

- Participation
  - Active student responding
- Expectations
  - Aligning school-wide expectations with classroom rules and routines
- Acknowledgements
  - Systematically acknowledging desired behavior
- Consequences
  - Respond consistently and predictably to problem behavior
- Environment
  - Routines & supportive instructional environments

How can teachers use this tool

Individually
- Classroom management planning tool
  - Use it as a road map for developing a complete and evidence-based program of classroom management
- Self-evaluation
  - Score it in a reflective manner to identify areas of program strength and areas of program improvement

In Groups
- In teaching partners
  - Use it as a guide for classroom observations with teaching partners
- PLC Topic
  - Use it as a template for planning, and evaluation during PLC time
- Annual school-wide PD goal
  - Use it as a road map for planning to improve behavior support in classrooms as a whole school initiative
Instruction Influences Behavior

- Pacing
- Opportunities for student responses
  - Acquisition vs Practice/Performance
    - Joe Wehby
    - Phil Gunter
- Student feedback from teacher

A look at effective use of School minutes

<table>
<thead>
<tr>
<th>Available Time</th>
<th>Allocated Time</th>
<th>Opportunity to Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Time</td>
<td>Time on task</td>
<td>Active Student Responding</td>
</tr>
</tbody>
</table>

Increased engagement reduces instances of problem behavior

Actively engage students in observable ways

- Provide high rates of opportunities to respond
  - Increase participatory instruction (enthusiasm, laughter)
- Link engagement with outcome objectives (set goals to increase engagement and assess student change; CARs verbal/written)

Acquisition:
- 4-6 responses per minute w/ 80% accuracy
- Increased fluency or maintenance:
  - 8-12 responses per minute with 90% accuracy

(Gunter & Sutherland, 2005)

Instructional Approaches that help increase engagement and opportunities to respond

- Class-Wide Peer Tutors
- Peer Assisted Learning Strategies
- Computer Assisted Instruction
- Direct Instruction

Active Student Responding: (Student response, feedback, next response)
- Choral Responding
- Response Card activities

ASR Strategies

- Response Cards
  - Response cards are cards, signs, or items which each student holds up to display his or her answer for the teacher.
ASR Strategies

- Choral responding
  - Choral responding (CR) - all students in the class respond orally in unison to each question, problem, or item presented by the teacher.
- Gestures/Movement
  - Thumbs up/down
  - Pop-ups
- Peer strategies
  - Peer tutoring
  - Think/pair/share

Increase Active Student Responding (ASR)

Student response, feedback, next response

Increase ASR by . . .

- Varying modes of response
  - Individual vs. group responding vs. P2P
- Varying response type
  - Oral, written, gestural, computer, physical
- Increase interactive instruction
  - Response boards
  - Games

What to look for

- Clear and effective attention cue/routine
- Good pacing with little down time
- 4-6 OTR per minute
- Frequent use of ASR
- Differentiated instruction
- High rates of student engagement

Ensure Academic Success:

Match Curriculum to Student Skills

- Failure as a discriminative stimulus for problem behavior.
  - 70% success rate. (higher for younger learners)
  - Young learners versus experienced learners
  - How can we teach with success and still teach the required curriculum?
- Monitor and adapt
  - Maintain instructional objective, but adjust (differentiate) the curriculum/instruction
  - The art of curricular adaptation (strategies)
- Have fun

Establish Behavioral Expectations/Rules

- A small number (i.e., 3-5) of positively stated expectations. **Tell students what we want them to do,** rather than telling them what we do not want them to do.
- Publicly **post** the expectations.
- Use these expectations to establish a classroom vocabulary or language of "to dos"
Small number of positively stated expectations.

Expectations are...

Windham Wildcats
Hold the Keys to Success
Respect
Responsibility
Pride
Do Your Best Always!

Defining Expectations

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
</table>
| Be Safe      | Sit with your chair on all four legs  
Use walking feet |
| Be Responsible | Bring your materials to class each day |
| Be Respectful  | Keep your hands and feet to yourself  
Use appropriate language |

Establish Behavioral Expectations/Rules

- **Operationally define** what the expectations look like across all the routines and settings in your classroom.
- One way to do this is in a **matrix** format.
  - Rules and procedures for classroom
  - Expectations for activities

Designing Classroom Routines

<table>
<thead>
<tr>
<th>Routine</th>
<th>Desired Behavior</th>
<th>Signal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering Class</td>
<td>Walk in, sit down, start work</td>
<td>Instruction on board</td>
</tr>
<tr>
<td>Obtaining class attention</td>
<td>Orient to teacher, be quiet</td>
<td>?</td>
</tr>
<tr>
<td>Getting Help during seat work</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

Common routines that should be considered

- Define and teach classroom routines
  - How to enter class and begin to work
  - How to predict the schedule for the day
  - What to do if you do not have materials
  - What to do if you need help
  - What to do if you need to go to the bathroom
  - What to do if you are handing in late material
  - What to do if someone is bothering you
  - Signals for moving through different activities.
  - “Show me you are listening”
  - How to determine if you are doing well in class
- Establish a signal for obtaining class attention
- Teach effective transitions.
Teach Rules in the Context of Activities

- Teach expectations directly.
- Define rule in operational terms—tell students what the rule looks like within routine.
- Provide students with examples and non-examples of rule-following within routine.
- Actively involve students in lesson—game, role-play, etc. to check for their understanding.
- Provide opportunities to practice rule following behavior in the natural setting.

Simonsen & Sugai (2007)

What to look for

- Classroom rules posted clearly as "to dos"
- All students following clear routines/procedures
- Classroom language used to remind students of what "to do" during typical classroom activities
- Students meeting expectations independently

Provide more acknowledgements for appropriate than inappropriate behavior

- Reinforce/reward desired behaviors
- Contingent praise and rewards
- Foster a positive social climate/culture
- Maintain at least 4 to 1
- Interact positively once every 5 minutes
- Follow correction for rule violation with positive reinforcer for rule following

What do we do to promote desired behaviors and routines?

- Regular Acknowledgment of Expected Behavior
  - Embed consistent verbal acknowledgment/praise in teacher routines
  - What are some things you can say?
    - Classroom Vocabulary based in expectations
      - Thank you for raising your hand and waiting patiently to be called on
      - Wow, it's great how you all look so ready... sitting square in your chair with your eyes on me
      - Thank you for quickly getting to work on the assignment
  - What can you do to help you consistently remember to acknowledge students’ expected behaviors?

- Two big tools every teacher has on their first day
  - Specific Praise
    - Praise statements describing and acknowledging a specific behavior directly after it is performed.
  - Adult attention
    - The attention an adult gives a student(s) when he or she is not delivering instruction.
Establish Multiple Strategies for Acknowledging Appropriate Behavior

- What strategies will you develop to support the whole group?
- What strategies will you develop to support individual students?

Considerations
- Social, tangible, activity, etc.
- Frequent vs. infrequent
- Predictable vs. unpredictable
- Immediate vs. delayed

More formal systems for increasing consistency in acknowledging behavior

**Individual Student**
- Token economy
- Token board
- Raffle tickets

**Whole Group**
- It's up to you
  - Same reward for all
  - Individuals have to meet criteria
    - Free time
  - All or nothing
    - Everyone gets reward or none does
    - Friday video
    - No tardy party

Acknowledgement System

**Considerations**

**Individual Student**
- When can they redeem tokens or tickets?
- What are the criteria (behaviors) for earning tokens & tickets?
- How will you use the system to provide contingent feedback?
- Can they lose rewards for inappropriate behavior?
  - What would cause loss?

**Whole Group**
- Is the criteria something all students can achieve?
- Does the contingency create a healthy culture or animosity?
- Does the agreement support desired behaviors?
- Can the activity be lost outside of agreement?
- Is it ongoing or one-time?
- Is it compatible with other classroom characteristics?

Classroom Rewards

Core Components:
- Keep it simple, and contingent
- Pair with specific praise to associate with specific behavior
- Provide visual representation
  - Use a token or symbol, like stickers, stamps, marbles, etc.
- Students are ALWAYS eligible to earn rewards

Free or Inexpensive Rewards

- Line leader
- Special job
- Sit in teacher’s chair
- Book choice
- Homework pass
- Lunch with the teacher and a friend
- Choosing homework assignment for the class
- Reserved seat at school event
- Sit in score box at sporting event
- Donation from local business (free pizza, limo ride, etc.)
- Hall pass to leave class 5 minutes early
What to look for

- Frequent, relevant, and brief delivery of specific praise
- Evidence of an established reward system
- High ratio of positive (praise, attention, and rewards) to negative interactions

At least 4:1

Actively Monitor Students’ Behavior in Natural Context

- Active Supervision (Colvin, Sugai, Good, Lee, 1997):
  - Move around
  - Look around (scan)
  - Interact with students
- Provide reinforcement and specific praise to students who are following rules.
- Catch errors early and provide specific, corrective feedback to students who are not following rules. (Think about how you would correct an academic error.)

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

Precorrection

- Pre-correct: set them up for success
- Review how expectations relate to upcoming activity

- Types of Precorrection
  - Verbal reminders
  - Behavioral Rehearsals
  - Demonstrations of rule-following or socially appropriate behaviors

- Delivery
  - presented in or before settings where problem behavior is likely
    - Build it into classroom routines
Redirection to the desired behavior

Redirections should be...

- Immediate & brief
- Specific
- "Hands and feet to self" vs. "stop that"
- Phrased in classroom vocabulary
- "Joey, please use walking feet"
- "Joey, Jenny Stack & Rack please."
- Prompt to specific desired behaviors
- "Whoa, remember what we practiced, can you show me what we’ve been practicing?"
- "I’m pretty sure I heard the correct answer, but I couldn’t tell because there was no hand raise."
- "Who has a quiet hand raise?"
- Respectful
- "Can you show me engaged?" vs. "You need to listen"

Preplan and teach consequences to improve predictability

- Match the intensity of consequence to the intensity of the behavior
- Hierarchy for rule violations
  - Within classroom (minor, classroom-managed behaviors)
  - School-wide (majors; office-managed behaviors)
- Consequences delivered efficiently
- Consistent
- Timely (quickly)
- Tie back to expectations and/or desired behavior

Options

- Leveled behaviors and consequences
- Point system (increasing intensity as points are earned)
- Privilege levels

What to Look for

- Adults move, scan, and interact with students frequently
- Frequent use of pre-corrections
- Corrections are brief and delivered respectfully as a “to do”
- Evidence that consequences are planned and taught to students ahead of time
Designing Successful Instructional Environments

The academic environment should be designed to promote specific behaviors you choose.

- **Supporting**
  - Expectations and routines
  - Active supervision
  - Instruction & participation

- **Minimizing**
  - Distraction
  - Density
  - Congestion

The academic environment should be designed to promote specific behaviors you choose.

---

**Examples**

- Different areas of classroom defined for different activities
  - Define how to determine "what happens where"
- Traffic patterns
- Groups versus separate work stations
- Visual access
  - Teacher access to students at all times
  - Student access to relevant instructional materials
- Density
- Your desk

---

**Minimize crowding & distraction**

**Design environment** to support classroom rules & routines:

- Arrange *physical environment* to
  - Minimize congestion
  - Manage student density during activities
  - Support easy & active *supervision* of all areas
  - Simplify classroom routines

---

**RECAP: Evidence Based Practices in Classroom Management**

1. Maximize structure in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
3. Actively engage students in observable ways.
4. Establish a continuum of strategies to acknowledge appropriate behavior.
5. Establish a continuum of strategies to respond to inappropriate behavior.

*Simonsen & Sugai (2007)*
Creating a “Peaceful” classroom

- Identify how the PEACE document might best support your classroom management.
- Use the PEACE document to support your implementation of the 5 key features of evidence-based classroom management.

PBIS Resources

- National Technical Assistance Center on PBIS
  - http://www.pbis.org/
  - Go-to resource for all things PBIS!

- Tim Lewis Classroom Management Resources
  - Can also access by searching for “Lewis_Additional_Classroom_Resources” at www.pbis.org
  - Includes classroom management strategies and environmental inventory

Contact Us

Idaho PBIS Network

John Carter, M.Ed., Director
johncarter@boisestate.edu

Deb Carter, Ph.D., Associate Director
debcarter@boisestate.edu

Full presentation materials available at:
http://works.bepress.com/deborah_carter
PEACE
ENVIRONMENTAL INVENTORY
Designing Effective Classroom Management

**Directions:** Rate each feature using the following scale:

1 = Inconsistent or Unpredictable  
5 = Consistent and Predictable

<table>
<thead>
<tr>
<th>Participation – Active Student Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A consistent and clear attention signal is used across instructional contexts</td>
</tr>
<tr>
<td>• Uses a variety of techniques to gain, maintain, and regain student attention to task.</td>
</tr>
<tr>
<td>• Materials are prepared and ready to go.</td>
</tr>
<tr>
<td>• Pre-corrects are given prior to transitions.</td>
</tr>
<tr>
<td>• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.</td>
</tr>
<tr>
<td>• Students engaged at high rates during individual work</td>
</tr>
<tr>
<td>• Down-time (including transitions) is minimal</td>
</tr>
<tr>
<td>• Assignments can be completed within allotted time period</td>
</tr>
<tr>
<td>• Content presented at student level resulting in high rates of engagement</td>
</tr>
<tr>
<td>• Frequently checks student learning for understanding</td>
</tr>
<tr>
<td>• Instructional focus builds on student’s current and past skills</td>
</tr>
<tr>
<td>• Gives clear set-up and directions for task completion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectations: Aligning school-wide expectations with classroom rules and routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Start of class</td>
</tr>
<tr>
<td>• Rules are posted</td>
</tr>
<tr>
<td>• Rules are referred to at appropriate times</td>
</tr>
<tr>
<td>• Working in groups</td>
</tr>
<tr>
<td>• Working independently</td>
</tr>
<tr>
<td>• Special events (movies, assemblies, snacks, parties)</td>
</tr>
<tr>
<td>• Obtaining materials and supplies</td>
</tr>
<tr>
<td>• Using equipment (e.g. computer, tape players)</td>
</tr>
<tr>
<td>• Managing homework and other assignments</td>
</tr>
<tr>
<td>• Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room)</td>
</tr>
<tr>
<td>• Personal belongings (e.g. coats, hats)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acknowledgements: Systematically acknowledging desired behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students receive verbal praise for following rules</td>
</tr>
<tr>
<td>• Continuum of consequences for encouraging expected behaviors</td>
</tr>
<tr>
<td>• Maintains a 4:1 ratio of positive to negative statements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consequences: Respond consistently and predictably to problem behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.</td>
</tr>
<tr>
<td>• Continuum of consequences for discouraging expected behaviors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environment: Routines and supportive instructional environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work centers are easily identified and corresponds with instruction</td>
</tr>
<tr>
<td>• Traffic flow minimizes physical contact between peers and maximizes teacher’s mobility</td>
</tr>
</tbody>
</table>

Adapted from Lewis (2010) *Environmental Inventory.*