Evidence Based Practices in the Classroom
Why Focus on the Classroom?

• Majority of their school day in the classroom
• Most behavior errors happen in the classroom and often result in removal from learning and other aversive consequences

What are the costs of aversive consequences such as removing students for behavior errors?
Effective Classroom Practices

1. Classroom Expectations
2. Classroom Routines and Procedures
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing and Choice
8. Task Difficulty
Domain 2C Managing Classroom Procedures

- Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time.
- The establishment of efficient routines, and teaching students to employ them may be inferred from the sense that the class “runs itself.”
- Transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time.
Connect to School-Wide Expectations

• School-wide Expectations are the foundation for classroom expectations
• Less confusing for students
• Easier for teachers to show the connection between expected school-wide behavior and expected classroom behavior
# Classroom Expectations

<table>
<thead>
<tr>
<th>Post</th>
<th>Teach/Re-Teach</th>
<th>Acknowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visible?</td>
<td>When?</td>
<td>Linked to SW system?</td>
</tr>
<tr>
<td>Easily Referred To?</td>
<td>What times?</td>
<td>Frequency?</td>
</tr>
<tr>
<td>Linked to SW Expectations?</td>
<td>Monitor with data?</td>
<td></td>
</tr>
</tbody>
</table>

![Diagram](image)
Sample Classroom Posters

Rules

1. BE RESPECTFUL
   - Signal to speak.
   - Use respectful language.
   - Listen to others

2. BE RESPONSIBLE
   - Enter the classroom quietly and prepared.
   - Begin work promptly/on task/work until done.
   - Follow directions.

3. BE SAFE
   - Keep hands, feet and objects to him/her self.

Expectations

1. BE RESPECTFUL
   - Respect Others’ Art
   - Use Voice Level 1 for Any Group Activities
   - Use Voice Level 2 at Work Time

2. BE RESPONSIBLE
   - Clean Up After Yourself and Be Willing to Help Others

Lincoln Public Schools
Lincoln, Nebraska
Classroom Rules

Measurable
Observable
Positively stated
Understandable
Always applicable

Try the quiz: Kahoot!
Routines and Procedures

- **Activities**
  - Instructional
  - Procedural

- **Getting Attention**
  - Establish a signal for getting student attention

- **Transitions**
  - Between activities or locations
  - Calm, predictable-sets stage for learning
Why Procedures and Routines

Having Procedures and Routines in place will:

- Increase instructional time by preventing problem behavior
- Free teachers from correcting misbehavior
- Improve classroom climate
- Create shared ownership of the classroom
- Help students develop self-discipline

MO SW-PBS Effective Classroom Practice
How to Develop Procedures

- Procedures should be succinct, positively stated and in age-appropriate terms
- **THINK** “Who, what, when, where, why, and how”
- Clear procedures should be taught and consistently enforced and reinforced
Instructional or Procedural Activities

Example Routines and Procedures:
- Cooperative Learning
- What to do if you do not have materials
- How to get help
- How to sharpen a pencil

At your tables, generate a list of activities that need to be taught (click below)

Here is the document
Getting Attention

Examples:
- Gimme five
- Callbacks (1-2-3 Eyes on Me, 1-2 Eyes on You)

At your tables, generate a list of attention-getters that need to be taught (document is in classroom)

More ideas: Call and Response
Transitions

Examples:
- How to enter class
- Transitioning from large group to small group or independent work

At your tables, generate a list of transitions that need to be taught (document is in classroom)
An Example:

Here is an example of 5th grade expectations:

https://docs.google.com/document/d/1ZjB9OMJN068eEt1UzexYbf8OWB-cLVzLx08BkmJH8Pk/edit
## Classroom Matrix

<table>
<thead>
<tr>
<th>Routines Expectations</th>
<th>Entering Classroom</th>
<th>Working at desks</th>
<th>Clean up time</th>
<th>When you finish work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Responsible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use restroom and water fountain BEFORE art!</td>
<td>Be on task during work time.</td>
<td>Clean up any materials you used.</td>
<td>Fill out rubric &amp; turn in with work.</td>
<td></td>
</tr>
<tr>
<td>Walk to your seat quietly.</td>
<td>Do your best on all art projects!</td>
<td>Help others after you clean up your mess.</td>
<td>Place artwork where designated.</td>
<td></td>
</tr>
<tr>
<td>Are you Mona Lisa Ready?</td>
<td>Share materials.</td>
<td>Place your artwork in designated area.</td>
<td>Finish other work quietly.</td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wait at the door until invited in.</td>
<td>Be respectful of other’s work and feelings.</td>
<td>Use Low Flow voice.</td>
<td>Return materials</td>
<td></td>
</tr>
<tr>
<td>Wait quietly for instructions.</td>
<td>Use Low Flow voices while working.</td>
<td>Help others clean spills.</td>
<td>Let others finish their work.</td>
<td></td>
</tr>
<tr>
<td>Raise your hand and wait to be called on.</td>
<td>Talk to only those at your table.</td>
<td>Follow clean up procedure promptly.</td>
<td>Follow clean up procedures.</td>
<td></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep hands to yourself.</td>
<td>Keep all chair legs on floor.</td>
<td>Walk at all times.</td>
<td>Walk when returning materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hands and feet to yourself.</td>
<td>Clean up water spills!</td>
<td>Return to seat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stay in seat.</td>
<td>Wait patiently at drying rack and sinks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use materials as intended.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Routines

- Teaching Routine: how the procedure/activity looks
- Pre-Corrections: Quick reminders of expected behavior before the transition
- Positive Reinforcement Procedures: Incentives for appropriate behavior
Lesson Plan Components

- School-Wide Expectations
- Skill
- Setting
- Purpose (what do you want students to know)
- Teaching Tools/Resources/Examples
- Student Activities (modeling, role playing, etc)
- Follow Up/Reinforcement Activities (re-teaching/practicing/demonstrating mastery)
Actively Engage All Students

Think (ink):
- What does **authentic** engagement look and sound like for most of your students?

Pair: Turn to your elbow partner

Share: 1’s then 2’s
- What is engagement?
- How were your responses the same? different?
Defining Engagement

Is NOT:
- Learning is concealed

Is:
- Learning is visible
Shortly after science class started, the teacher announced, “We have a small block of ice and the same sized block of butter. Tell your neighbor which one would melt first.” A few seconds later the teacher said, “Please write down in one sentence an explanation for your answer.” A few minutes later, the teacher told students to share with their neighbor what they had written. Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked the class to raise their hand if they agreed with the answer. Then the teacher asked students to give a thumb down if anyone disagreed.
Why Use Engagement Strategies?

Knowing that six or seven students understand (i.e., those who raise their hands) is not the same as knowing that 32 do.
~Fisher & Frey

You cannot measure their thinking if you cannot make their thinking visible.
~Anita Archer
Engagement: Visible Thinking

- Verbal Response
- Written Response
- Action Response
Verbal Responses

- Think~Ink~Pair~Share
  - Four Step Protocol
- Choral Response
  - Use when answers are short and the same
  - How do you signal for students to answer?
- Choral Reading
  - Reading with ALL students
- CLOZE Reading
  - Must teach, practice and provide feedback
- Partners
  - Use when the answers are long or different
- Chants
- Songs
Choral Reading: Practice

Choral reading has a number of benefits over round-robin reading. First, more students are on task and gaining reading practice. Second, because you are reading with your students, you are modeling appropriate fluency, and prosody. Finally, you provide support for the lowest-readers, because they immediately hear any words they did not know.
CLOZE Reading: Practice

The cloze procedure is very useful when you want all students to be attentive and you want to read the material quickly. Cloze Reading can be used for reading directions, for reading an explanation of a process in a textbook, for reading the initial pages of a chapter, for reading examples and nonexamples, for rereading a passage to increase decoding fluency, and to read a math story problem.
**Action Responses**

- Think~Ink~Pair~Share
  - 4 Step Protocol
- Touch things (Put your finger on....)
- Clickers
- Thumbs up/down
- Act something out

- Fist to Five (report out answer or level of understanding)
- Stand up/sit down
- Agree/disagree cards
- Claps
- Four corners
Written Responses

• Think~Ink~Pair~Share
  • 4 Step Protocol
• Whiteboard
  • Use to quickly formatively assess all students
• Sentence Frames
  • Teacher provides student with sentence starter

• Hi-light
• Graphic Organizer
• Draw
• Write on a paper, post-it, journal, log
• Quick write,
• Written exit ticket
Effective Engagement Planning

● Think about your objective
  o What do you want students to understand at the end of the lesson?

● Think about assessment
  o What is the best way to determine if students are meeting the objective?
  o How will you be able to see their thinking?

● Think about feedback
  o How can you provide the most effective, timely feedback to the most students?
Encourage Appropriate Behavior

Think (ink):
- What does **acknowledgement** look and sound like in your classroom?

Pair: Turn to your elbow partner

Share: 1’s then 2’s
- What is acknowledgement?
- How were your responses the same? different?
Terminology

- Acknowledgment
- Encouragement
- Recognition
- Reinforcement

- Reward
- Positive Feedback
- Praise
- Teacher Approval
Why Acknowledge?

• Stating and teaching classroom expectations alone are not sufficient
• Similar to encouraging academic behavior
• Increases fluency of new social/behavior skills

Why should we acknowledge students who are doing what they are supposed to be doing?
When acknowledging students, what adult behaviors are critical to ensure the acknowledgement will be most effective?
## Consequences

### Making Adult Attention Contingent on Performance of Desired Behaviors

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions or circumstances that alter the probability of a behavior occurring.</td>
<td>An observable act. What the student does. The actions or reactions to the antecedents.</td>
<td>The resulting event or outcome that occurs immediately following the behavior. Impacts future occurrence of the behavior.</td>
</tr>
</tbody>
</table>
Activity: Encouraging Behavior

Think and Share

• Take one minute and individually think of ways you and your school reinforce *academic behavior*

• Now, think of ways you and your school recognize *social behavior*
Ways to Acknowledge Behavior

- Adult Attention
- Specific Positive Feedback
- Tangible
- Menu of Class Reinforcers
**Adult Attention**

**Non-Contingent**
- Attention provided regardless of student performance
- Greetings, proximity, smiles, conversations, etc

**Contingent**
- Attention based upon student performance
- Specific positive feedback, reinforcement, tangible
Activity: Adult Attention & Preferred Behaviors

Think-Pair-Share

Think about:

1) how you give attention to students and what adult behaviors you utilize to increase the likelihood of appropriate behavior

2) what appropriate student behaviors you would like to increase

Share with your elbow partner.
4:1 Ratio

- Establishes a predictable, positive environment
- Appropriate behavior receives more attention than inappropriate behavior.

(Reavis, Jenson, Kukic & Morgan, 1993)
Specific Positive Feedback

• Recognizes successes or efforts at tasks that are difficult for the child
• Necessary to build and sustain desired behavior
• Students need specific feedback on classroom expectations and behaviors
Specific Positive Feedback:

**Considerations**

- **Contingently:** *Only when students demonstrate the desired behavior.*
- **Immediately:** *Best when it closely follows the behavior; allow for clear connection between the behavior and the feedback.*
- **Frequently** *when trying to build a new behavior.*
- **Unpredictably or Intermittently** *to maintain behavior--once the skill or behavior has been learned*
Specific Positive Feedback

1. Specifically describe the behavior:
   • Explicitly define what was done that you want to continue

2. Provide a rationale:
   • Explain the reason why the behavior is important
   • Teach the benefits of the behavior and the impact it has on them and others

3. Can include a tangible item or activity:
   • When using a tangible item or activity, always pair with specific positive feedback
Putting It All Together

“When I said it was time to begin, you cleared off your desk, got your materials out, and began working quickly. Getting started right away shows responsibility, and you will likely have less homework. Because you got started so quickly, you earned a You Got Caught Card. Great job being responsible!”
Activity: Personal Reflection

• Think of a challenging time in your day. Describe the specific activity and misbehavior you see and hear.

• Write the exact classroom expectation or procedure you want the students to follow.

• Write the specific positive feedback you will say when students follow the specific classroom expectation or procedure.

• Write the day and time you are going to give the specific positive feedback.
What does a student hear?

Positive

Corrective
Why Tangible Reinforcers?

• Help teachers remember to recognize student behavior and provide specific positive feedback
• Give a sign to students—both those receiving and those watching
• Build a sense of community through group and class goals
• Enhance staff-student relationships
Tangible Classroom Reinforcement System
Discussion: Tangible Reinforcement

1. How have you linked your classroom acknowledgement system to the school wide expectations?

2. How have you utilized the school wide acknowledgement system as part of your classroom acknowledgement system?
What is a Menu of Reinforcers?

- A variety of types of reinforcers (activities or privileges, social attention, tangible items)
- A variety of schedules for earning (frequent to long term)
Why a Menu of Reinforcement?

- Not all students are reinforced by the same things or in the same ways.
- Many students’ function of their behavior is to seek social attention.
- Others’ function is to avoid social attention.
- Include social attention, activities, and tangible items to appeal to all student needs.
- Students learning new behaviors need a continuous and frequent schedule of reinforcement.
- Students who have demonstrated mastery respond to longer term schedule of reinforcement.
Cautions: Acknowledgement System

• Make your classroom system easy yet effective
• Be careful with “all or nothing” criteria
• Avoid prolonged and extended periods of time
• Make sure it motivates at-risk students
• Change it up!
Discourage Inappropriate Behavior
I STARTED A FIRE IN THE LAB—ON PURPOSE! HOW ABOUT YOU?

I TAPPED MY PENCIL ON MY DESK DURING STUDY TIME.

To be effective, the intervention strategy needs to fit the misbehavior.
# Majors and Minors

<table>
<thead>
<tr>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Intensity</strong>…</td>
<td><strong>High Intensity</strong>…</td>
</tr>
<tr>
<td>- Disruptions</td>
<td>- Disruptions</td>
</tr>
<tr>
<td>- Noncompliance</td>
<td>- Noncompliance</td>
</tr>
<tr>
<td>- Physical contact</td>
<td>- Physical contact</td>
</tr>
<tr>
<td>- Verbal or nonverbal harassment</td>
<td>- Verbal or nonverbal harassment</td>
</tr>
<tr>
<td>- Misuse of technology or school materials</td>
<td>- Misuse of technology or school materials</td>
</tr>
<tr>
<td>- Dishonesty</td>
<td>- Dishonesty</td>
</tr>
<tr>
<td>- Theft</td>
<td>- Theft</td>
</tr>
<tr>
<td>- Weapons</td>
<td>- Weapons</td>
</tr>
<tr>
<td>- Illegal activities</td>
<td>- Illegal activities</td>
</tr>
<tr>
<td>- Drugs or Alcohol</td>
<td>- Drugs or Alcohol</td>
</tr>
</tbody>
</table>
Prevention is Key

When inappropriate behaviors occur, assess setting or antecedent events and ask:

• Do we have clear expectations?
• Have they been thoroughly taught?
• Are we consistently using strategies to encourage desired behaviors?
Reflection

Think~Ink~Pair~Share

Thinking about this entire class so far, what is your elevator speech on preventing problem behavior?
Reasons for Inappropriate Behavior:

1. **Skill Deficit**—lack of skill levels or insufficient opportunity to learn and practice the expected behavior

2. **Performance Deficit**—a lack of motivation to perform the preferred behavior

Either problem—*lack of skill or lack of motivation*—requires more teaching and practice to resolve.
Teaching Academics and Behavior

- How do staff teach as a result of academic errors?
- How do staff teach as a result of social/behavior errors?
Vulnerable Decision Point
Responding to Inappropriate Behavior

Things to Remember:
• Consistency
• Active supervision
• Pre-Corrects
• Calm response
• Specific, yet brief then disengage
• Private, quiet, respectful interaction with student
• Refocus class, if needed
Responding to Inappropriate Behavior

Non-Examples:

- “How many times do I have to tell you to work quietly?”
- “Didn’t I just tell you to get started?”
- “Why are you talking while I’m talking?”
- “Do you want me to send you to the office?”
- “What do you think you are doing?”
- “Quit it right now…stop being so antsy!”
- “If you don’t stop bothering others you will have to go to the Safe Seat.”
Continuum of Strategies to Respond to Inappropriate Behavior

- Praise Other Students
- “Ignore”, Effective Praise, Attend
- Reteach
- Private Conference
- Proximity
- Non-verbal Cue
- Private Redirect
- Provide Choice
Proximity

• Strategic placement and movement
• Encourages positive behavior
• Discourages inappropriate behavior
Signal Nonverbal Cue

- Non-verbal techniques (non-aversive) such as sustained eye contact, hand gestures, hold one second

- Teacher is aware of the behavior and prepared to intervene

- Praise the student when he/she is following the classroom rules or procedure
“Ignore”, Praise, Attend

- Delay response/correction
- Praising other students serves as a prompt
- Allows student to correct themselves
- Desired behavior=Attention and praise
Zig Zag Approach

1. Zig zag to off-task student (at each zig zag, stop to praise a student working).
2. Stand next to student and praise others (student not working, then ask “How are you doing?”)
3. If there is a problem, then assist (offer a pencil to get started).
4. If student refuses help, go help another student (leave and then return and praise student for working or offer help).
5. Student still refuses-calmly work with the student to develop a non-punitive plan.
Re-Engaging an Off-Task Student

The Problem:
A student James is supposed to be working independently on a task, but he is playing with his pencil or other stuff and is not working on his assignment.
Private Redirect

• Brief, clear, private verbal reminder of the expected behavior
• Re-state expectation
Activity: Practicing Effective Redirects

• Using Effective Redirects Worksheet (handout)
• For each minor behavior error, write a redirect that is brief, clear and re-states the classroom rule or procedure the student should follow.
• Be prepared to share with the group.
Re-Teach

• Re-teach the student the expectation
• Tell, show and give student an immediate opportunity to practice
• Recognize the student for following the classroom rules and procedures
Provide Choice

- Provide students two alternatives
- Adult is ok with both choices
- One choice is more preferred by the student
- Non-punitive
Non-Examples of Choice

• “You can get to work or go to the safe seat”.
• “You can keep your hands to yourself or go to the office”.
• “You can put your cell phone away or you can get a detention”.

Choice or Threat???
Private Conference

• Lengthier re-teaching
• Behavior of concern is discussed
• Desired behavior is explicitly taught
• Student practices desired behavior
• Plan for desired behavior in the future
Praise Other Students

Specific is key

“Nancy great job being responsible. Your pencil is on your paper and you’re getting to work. You are more likely to have time to talk with your friends later.”

Tom corrects himself and starts to work. Tom gets specific praise too.
Activity: Practice Selecting Techniques

Gallery Walk and Talk:

• Rotation 1-2: Which technique or strategy is the best response for each scenario? Why?

• Rotation 3: Write a private redirect for this scenario.

• Rotations 4, 5, 6: Read the scenario, strategies and rationales selected

• Share Out: