CRITICAL ELEMENT
CLASSROOM SYSTEMS
OBJECTIVES

• Identify the basic principles of behavior.
• Describe the components of the behavior cycle.
• List behavior management techniques.
• List and describe the six components of effective Positive Behavior Interventions and Supports implementation in the classroom.
Your Class Ever Feel Like This?
Behavior is...

• Anything we SAY or DO

• It is HOW WE REACT to our environment

• Behaviors are often LEARNED and continue because they serve a PURPOSE or FUNCTION

• We engage in behaviors because we have learned that a DESIRED OUTCOME occurs
**Principles of Learning**

**Antecedents**
- Trigger
  - Internal
  - or
  - External

**Behavior**
- What is the function?

**Consequences**
- Positive Reinforcement
  - or
  - Negative Reinforcement
Antecedents

• Time of Day
• Physical Setting
• People
• Activity
• Request to move from one activity to another (desirable to undesirable)
Functions of Behavior

To obtain something desirable and to avoid or escape something undesirable

GET

ATTENTION

TANGIBLE
(objects & activities)

SENsory

GET AWAY
Consequence Principles

Reinforcement

• Behavior is *strengthened or maintained* by reinforcement
  
  • Behaviors maintained by *obtaining* desirable things is *positive reinforcement*
  
  • Behaviors maintained by *escaping or avoiding* undesirable things are examples of *negative reinforcement*
Consequence Principles
Punishment (Extinction)

- Behavior is *weakened* by withholding consequences (usually social) that have maintained it.

  - Example: Rylee constantly fidgets and taps her pencil to get the teacher’s attention. Instead of scolding her, the teacher gives positive attention to another student sitting quietly.
Consequences Principles

• Avoid long delays between the notification of misbehavior and the implementation of the consequence.

  • *Example:* Detention scheduled one week later.

• Consequences must consistently and immediately follow the behaviors they are meant to control.

  • *Example:* Jacob holds up his break card while sitting at his desk. Within 5 seconds, Jacob’s teacher gives him permission to take a break.

• Notify staff, students, and family members that administrators may extend disciplinary actions beyond the minimum if the behavior is excessive.

• Avoid revoking previously earned rewards.
Some Problems Related to Traditional Consequences:

- Inconsistent administration of consequences.
- Exclusionary practices that encourage further misbehavior through escape.
- Disproportionate amounts of staff time and attention to inappropriate behaviors.
- Miscommunication among staff, administration, students, and parents.
- Over reliance on punishment of problem behaviors.
Consequences

• Generate a hypothesis regarding the function of the behavior then respond with appropriate consequence to strengthen or weaken behavior.

• Consequences need to be:
  • Scaffolded
  • Predictive
  • Effective and research-based
Continuum of Consequences

- To align the consequences for addressing rule violation in a hierarchy from least to most severe...

- Re-teach rule/expectation
- Individualize instruction
- Loss of privilege
- Parent contact
- Time in office
- Time out/detention

- Saturday School
- In-school suspension
- Out-of-school suspension
- Expulsion
Developing a Communication System

• Develop a system for notifying:
  • staff
  • family
  • students
Responses to Student Behavior

- *Behavior Management Techniques* - are used to interfere with the inappropriate behavior prior to interventions and consequences.
- *Intervention* - used to replace an undesirable behavior.
- *Consequence* - a structured and consistent response that provides objectivity towards the undesirable behavior.
Behavior Cycle

- Trigger
- Student
- Feelings
- Behavior
- Response

Therapeutic Crisis Intervention (TCI)
Behavior Management Techniques

These techniques are listed from the least intrusive to the most intrusive:

- Managing the Environment
- Prompting
- Caring Gesture (Hypodermic Affection)
- Hurdle Help
- Redirection
- Proximity
- Planned Ignoring and Positive Attention
- Directive Statements
- Time Away
Behavior Management Techniques
Listed from the least intrusive to the most intrusive

- **Managing the Environment** – focuses on the environment to determine how it can help prevent classroom behaviors for each individual child.

- **Prompting** – is signaling to the student to either begin a desired behavior or to stop an inappropriate action. Prompts may be verbal or nonverbal.

- **Caring Gesture or Hypodermic Affection** – consists of expressing warms feelings of liking and caring for a young person, such as, “I care about what happens to you.”

- **Hurdle Help** – is used to give the student a little help through the first few steps of a task or over a stumbling block. This technique is best used when the student’s frustration comes from a problem solving block and not from some other serious problem.
• **Redirection** – is a method of diverting and redirecting a young person or an entire group’s energy and attention to a substitute activity

• **Proximity** – is the use of nearness. Often the mere fact of having an adult close by will be calming to a young person

• **Planned Ignoring and Positive Attention** – are two specific techniques that work very well in addressing the needs of attention seeking behaviors

• **Directive Statements** – tell the young person in specific terms what is expected of them

• **Time Away** – requiring a student to go to a quiet area to calm down is often a good strategy when the young person is upset and being stimulated by others
Therapeutic Crisis Intervention (TCI)

Behavior Cycle

- **Trigger**: Frustration, anger, sadness, resignation, rejection.
- **Feelings**
- **Behavior**
- **Student**
- **Response**
Behaviors

Feelings

Needs
Behavior Cycle

- Trigger
- Student
- Feelings
- Response

Non-compliance, refusal, physical aggression, verbal aggression, shutting down.

Therapeutic Crisis Intervention (TCI)
Behavior Cycle

- Trigger
- Student
- Feelings
- Response

Therapeutic Crisis Intervention (TCI)
Response

• Confrontational stance, aggressive voice, etc.

• “You are going to do it...”
  • because I told you to!”
  • “because I said so!”
  • “You need to...”
Ways your Message is Conveyed

Source: Ten3 Global Internet polls
Response

Questions to ask yourself before you respond...

1. What am I feeling right now?
2. What does the person need, feel or want?
3. How is the environment affecting the person?
4. How do I best respond?
Six 
Essential PBIS Best Practices 
Classroom Management 

1. Teach and review positive behavior expectations 
2. Teach and review classroom routines & cues 
3. Implement informal and formal systems of positive reinforcement 
4. Active supervision in all settings 
5. Continuum of appropriate consequences enforced consistently & fairly 
6. Provide high rates of opportunities to respond
1st Teach and Review Positive Behavior Expectations

Provide brief (5-15 minutes) lessons from the behavior expectations matrix.

Actively involve students in lessons and provide opportunities to practice. Check for understanding.

Schedule lessons every day at the beginning of the school year, review targeted locations (where needed) at least once per week.

Provide pre-corrections or reminders throughout the day, everyday, immediately before problems tend to arise.

Use a variety of methods appropriate to the grade level: discussion, role-play, power point, video, writing, art, etc.
Gators are...

Respectful  Responsible  Ready

PBIS
## Teaching Matrix

<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>All Settings</th>
<th>Hallway</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
</table>

1. **SOCIAL SKILL**
2. **NATURAL CONTEXT**
3. **BEHAVIOR EXAMPLES**

Eber & sugai, 2009
Classroom Rules
<table>
<thead>
<tr>
<th>Location: Arrival</th>
<th>Time Needed: 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Peaceful</strong></td>
<td><strong>Be Accountable</strong></td>
</tr>
</tbody>
</table>
| • Be a good friend to others  
  • Use level 1-2 voice in hall  
  • Use your manners  | • Always stay on the right side of the sidewalk or hallway  
  • Stay on the sidewalks when outside  
  • Go directly to breakfast or to your classroom  
  • Late students go directly to the office  |
| **Be Well-Behaved** | **Be Safe** |
| • Keep hands, feet, and objects to yourself  
  • Follow all adult directions  | • Always walk  
  • Sit flat with legs crossed and back against the wall  
  • Book bags should be zipped and on your back properly  
  • Enter classroom only when teacher tells you  |

<table>
<thead>
<tr>
<th>Role Play - What to Do</th>
<th>Role Play - What NOT to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Peaceful</strong></td>
<td><strong>Be Peaceful</strong></td>
</tr>
</tbody>
</table>
| • Be a good friend to others  
  • Use level "1-2" voice in hall  
  • Use your manners  | • Yell to someone across the hall  
  • Cut in line  
  • Tease someone or name calling  |
| **Be Accountable** | **Be Accountable** |
| • Always stay on the right side of the sidewalk or hallway  
  • Stay on the sidewalks when outside  
  • Go directly to breakfast or the classroom  
  • Late students go directly to the office  | • Walk on the left or in the middle of the hall  
  • Walk through the grass/rocks  
  • Play in the hallway  
  • Walk around the school or sneaking into class  |
| **Be Well-Behaved** | **Be Well-Behaved** |
| • Keep hands, feet, and objects to yourself  
  • Follow all adult directions  | • Poke, push, or hit someone  
  • Ignore an adult to whisper or to go to class  |
| **Be Safe** | **Be Safe** |
| • Always walk  
  • Sit flat with legs crossed and back against the wall  
  • Book bags should be zipped and on back properly  
  • Enter the classroom only when the teacher tells you  | • Run  
  • Stand, lay, or sit on your knees  
  • Swing a book bag with stuff falling out  
  • Go into the classroom when there is no teacher  |
2nd Teach and Review Classroom Procedures and Cues

Identify and directly teach clear, simple classroom procedures for all transitions and routine tasks.

https://www.teachingchannel.org/videos/managing-transitions

Make sure the physical environment is arranged to enhance effective procedures and instruction.

- Prevent congestion
- Allow easy traffic flow
- Minimize distraction

Identify an auditory and/or visual signal for gaining the attention of all students. (If possible, this signal should be universal in the school.)

https://www.teachingchannel.org/videos/student-attention-getting-tip

Making Connections, 2007
Tim Lewis, Ph.D.
Examples of Activities

- Lining up
- Turning in assignments
- Class discussions
- Sharpening pencils
- Getting a drink
- Entering the classroom
- Leaving the classroom
- Managing classroom equipment
- Going to the restroom
- Upkeep of student desks
- Cooperative group work
- Centers work
3rd Informal and Formal Systems of Positive Reinforcement

4 to 1 quick, easy positive acknowledgments
(thumbs up, specific praise, “thanks,” “nice,” etc.)

• Be conscious of the ratio with the entire class and individual students.

Incorporate at least one reward system in daily instructional routine.

• Group rewards
• Lottery/raffle system
• Point system

Making Connections, 2007
Tim Lewis, Ph.D.
Social Reinforcement

- Social reinforcement comes from the instructor and other students.
  - Offering a smile or simple encouragement such as "Good job" are both examples of social reinforcement.
  - Social reinforcement is most effective when the action being praised is clearly communicated.

For example, when a student cleans up after himself without being asked, a teacher might say "Good job. Thank you for cleaning up."
Token Reinforcement

• Token reinforcement is a form of positive reinforcement that awards a student with points, or tokens, in exchange for good behavior.

• Tokens can take the form of gold stars or extra points on a grade.

An example might be a gold star given to a student who listened well to instructions on a task, or extra points to a student who has shown great improvement.
REINFORCEMENT

Tangible Reinforcement

• Tangibles are gifts given to students as incentives for good behavior.

• The most effective tangible reinforcements are award certificates and letters brought home commending a student's progress.

• Tangibles also take the form of treats and toys.
Activity Reinforcers

• Activity reinforcers are special activities awarded to a student who exhibits exceptional behavior.

• Activities can take many forms to suit the dynamic of your classroom environment.

• These reinforcers are also referred to as natural reinforcers because the activities are tasks that are enjoyable and come naturally to a student, not an assignment.

An example of activity reinforcement is extra time in a play area, or special time set aside for a computer game.
4th Active Supervision

http://www.edutopia.org/classroom-management-video

- Move around classroom and non-classroom settings
- Scan with eyes and ears
- Use frequent positive contacts/greetings
- Acknowledge groups and individuals for following expectations
- Correct behavior calmly & firmly
- Predetermined consequences are used if necessary
5th Continuum of appropriate consequences enforced consistently & fairly

- **Redirection:** emphasize what you want the student to do.
- **Refer to the expectations:** “We respect each other in this room and that means not using put downs.”
- **Positive practice:** “Try it again, the right way. (student practices the replacement behavior) Thanks.”
- **Praise in public, correct in private, if possible.**

Making Connections, 2007
Tim Lewis, Ph.D.
Consequences

- Ignore minor (non-disruptive) attention-seeking behaviors.
- Provide increased assistance for escape motivated behaviors related to academics.
- Teach a simple problem-solving strategy for conflicts.
- Teach and enforce formal classroom consequence system firmly and fairly.
6th Instructional Strategy
Provide High Rates of Opportunities to Respond for the Student

• Benefits
  • Encourages everyone to become involved in learning.
  • Increases attainment of materials presented.
  • Allows reluctant learners a secure environment to practice.
  • Decreases inappropriate or off task behavior.
Between Teacher and Child

I have come to a frightening conclusion.

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.

Haim Ginott
• In the Overview Resource Section complete Benchmarks of Quality (42-47) and Action Plan form