

Effective Classroom Practices

1. Classroom Expectations

- ⇒ Align with school expectations
- ⇒ Student negotiated
- ⇒ Clearly posted
- ⇒ Explicitly taught
- ⇒ Monitored
- ⇒ Specifically reinforced

They should be

- Observable
- Measurable
- Positively stated
- Understandable
- Always applicable

2. Classroom Procedures and Routines

Procedures are the process for how things are done. When taught to fluency they help students to form routines to efficiently and smoothly accomplish tasks.

- ⇒ Classroom attention signal
- ⇒ Entering/exiting the classroom
- ⇒ Transitions
- ⇒ Lining up
- ⇒ Getting teacher assistance
- ⇒ Handing out/collecting materials
- ⇒ Greeting visitors

	TELL	SHOW	PRACTISE	MONITOR
TEACH	<ul style="list-style-type: none"> ⇒ Expectation ⇒ Specific skill ⇒ Context ⇒ Rationale 	<ul style="list-style-type: none"> χ Non-examples √ Examples 	<ul style="list-style-type: none"> ⇒ Guided ⇒ Independent 	<ul style="list-style-type: none"> ⇒ Remind ⇒ Supervise ⇒ Feedback

3. Encouraging Expected Behaviour

To effectively recognise and encourage students when they display expected behaviours and to create a positive school environment where learning flourishes

1) Non-contingent attention

2) Specific positive feedback

- ⇒ Contingent
- ⇒ Immediate
- ⇒ Frequently to build behaviour
- ⇒ Intermittently to maintain behaviour
- ⇒ Ratio of at least 4:1 positive to corrective feedback

3) Tangible reinforcement system to build:

- ⇒ Relatedness
- ⇒ Competence
- ⇒ Autonomy

4) A continuum of reinforcers

- ⇒ Frequent
- ⇒ Intermittent
- ⇒ Occasional

4. Discouraging Inappropriate Behaviour

A teaching opportunity to clarify and re-teach expectations. All responses should be:

- ⇒ Consistent
- ⇒ Least Intrusive strategy
- ⇒ Specific, yet brief
- ⇒ Quiet and respectful

Indirect- unobtrusive and carried out quickly to minimise disruption to instruction

- ⇒ Non/minimal -verbal cue
- ⇒ Proximity
- ⇒ Ignore

If these do not change behaviour utilise:

Direct- instructional approaches

- Re-direct: A brief, clear, private verbal reminder of the expected behaviour. Use classroom/school matrix language
- Re-teach: Builds on the re-direct by specifically instructing exactly what should be done
- Provide choice: statement of two alternatives
- Student conference: re-teaching or problem solving

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5. Active Supervision

- ⇒ Moving
- ⇒ Scanning
- ⇒ Interacting

6. Opportunities to Respond

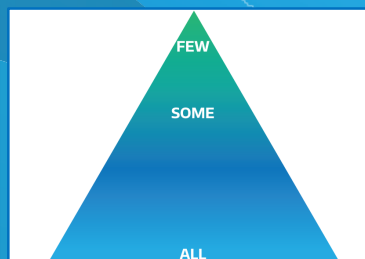
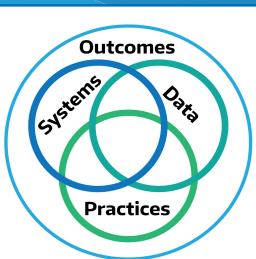
An instructional question, statement, or gesture made by the teacher seeking an active response from students.

- 1) Verbal responses
- 2) Non-verbal responses
- 3) Student response systems
- 4) Guided notes
- 5) Wait time

Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute.

7. Activity Sequence and Choice

- 1) **Task interspersal** – use a 1:3 ratio of easier tasks to more difficult tasks
- 2) **Behavioural momentum**-begin with easier tasks to build momentum for more challenging activities
- 3) **Academic Choice** - activities, materials, who to work with, where they will work and what to do when finished



8. Task Difficulty

- 1) **Assignment length or time** – offering periodic breaks
- 2) **Response mode** – providing an alternative
- 3) **Increased instruction or practise** – provide more teaching, guided practice,

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Team Workbook
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Missouri
Schoolwide
Positive
Behavior
Support

