

CHAPTER 8: EFFECTIVE CLASSROOM PRACTICES

“When teachers know and use positive and preventative management strategies, many of the commonly reported minor classroom behaviors can be avoided.”

Brenda Scheuermann & Judy Hall, 2008

“Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy, or curriculum.”

Randy Sprick, Jim Knight, Wendy Reinke & Tricia McKale, 2006

“The same behaviors that reduce classroom disruptions are associated with increased student learning.”

Jere Brophy & Thomas Good, 1986

LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

- ▶ Explain to others the power of positive and proactive strategies in establishing an effective classroom learning environment.
- ▶ Clarify expectations and procedures for your classroom, as presented in Chapter 3.
- ▶ Teach and encourage appropriate classroom behavior, and discourage inappropriate classroom behavior, as presented in Chapters 4-6.
- ▶ Demonstrate active supervision of the classroom.
- ▶ Incorporate multiple opportunities to respond into your classroom teaching.
- ▶ Selectively use activity sequencing and choice as needed to maintain student engagement.
- ▶ Consider and adjust task difficulty to increase student success and diminish problem behavior.

SW-PBS & Increasing Academic Learning Time

Effective classroom managers are known not only by what they do when misbehavior occurs, but by what they do to set their classrooms up for academic success and to prevent problems from occurring. (Brophy, 1998; Evertson & Emmer, 1982; Kounin, 1970). Studies continue to tell us that in many classrooms, up to half of the school day is lost to discipline and other non-instructional activities (Reinke, Herman & Stormont, 2013; Walberg, 1988; Karweit, 1988). Academic learning time, or the amount of time that students are actively and productively engaged in learning, is a strong determinant of achievement (Fisher & Berliner, 1985; Denham & Lieberman, 1980; Brophy & Good, 1986; Lewis, Newcomer, Trussell & Richter, 2006). Therefore, it is essential that our SW-PBS efforts extend the positive, proactive, and instructional approaches developed and used schoolwide and in non-classroom settings into classroom practices.

MO SW-PBS Eight Effective Classroom Practices

- Classroom Expectations
- Classroom Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior
- Active Supervision
- Opportunities to Respond
- Activity Sequencing & Choice
- Task Difficulty

Figure 8.1

ACADEMIC LEARNING TIME

INSTRUCTIONAL TIME—the amount of the allocated time that actually results in teaching; diminished by unclear procedures, disruptive student behavior, disciplinary responses, lengthy transitions, etc.

ENGAGED TIME—the amount of instructional time where students are actively engaged in learning; diminished by inactive supervision, limited opportunities for students to respond, poor task selection, etc.

MO SW-PBS has identified eight classroom practices that have been shown to increase the likelihood of appropriate behavior and decrease problem behavior while increasing academic learning time. See Figure 8.1. The first four of these eight practices were presented in Chapters 3-6 and include: 1) clarifying expectations, 2) classroom procedures and routines, 3) strategies to encourage expected behavior, and 4) strategies to discourage inappropriate behavior. These practices impact instructional time—the proportion of time allocated for instruction that actually results in teaching. In many classrooms, the lack of clear procedures and routines (e.g., how to behave in small groups, participation during large group work, independent seatwork behavior, etc.), disruptive student behavior (e.g., out of seat, peer conflicts, etc.), and lengthy transitions, contribute to significantly diminished instructional time. An effective classroom manager will clarify the behaviors needed to be successful in each classroom setting or activity, teach and review those expected behaviors routinely, catch and positively acknowledge students being successful,, and provide immediate, objective correction when behavior does not meet expectations. These four practices will be briefly reviewed in this chapter.

Four additional practices will be introduced in this chapter: 1) active supervision, 2) opportunities to

respond, 3) sequencing and choice of activities, and 4) task difficulty. These practices positively impact engaged time, that proportion of instructional time where students are actively engaged in learning as evidenced by paying attention, responding frequently and accurately, completing work, and interacting appropriately with peers about assigned work.

Together, these eight practices impact academic learning time and ultimately student achievement while ensuring a positive learning environment. Implementing these evidence-based practices has been shown to maximize learning for all students while minimizing discipline problems. Many of the effective classroom practices we have discussed set the stage for, or increase the probability that, expected academic or social behavior will occur. Figure 8.2 illustrates how effective classroom practices fit into the A-B-Cs of behavior.

A - B - C

Antecedent → Behavior → Consequence

- Establish clear classroom expectations.
- Increase predictability through clear procedures and routines.
- Teach and review expected behaviors and routines.
- Use pre-corrects to prompt students about expectations
- Actively supervise—moving, scanning, and interacting.
- Provide a high number of opportunities to respond to academic material with high rates of success
- Use a brisk pace of instruction.
- Intersperse brief and easy tasks among difficult ones.
- Use behavioral momentum to increase compliance.
- Provide opportunities for choice.
- Provide additional time as needed.
- Present material that is appropriately matched to student instructional level.
- Create and teach a continuum of strategies to discourage inappropriate behavior

Increase student engagement with learning and task completion while displaying expected social behaviors.

- Provide high rates of specific positive feedback.
- Use a full continuum of positive consequences.

Figure 8.2

DISCUSSION



What do you currently do to ensure uninterrupted *instructional time*? Have all teachers clarified classroom expectations and procedures, taught them, and shared them with co-teachers, teacher assistants, and substitutes? Do teachers use high rates of encouragement for students displaying expected classroom behaviors, and effective responses when social behavioral errors occur?

What do you currently do to ensure *engaged time* (e.g., practices to ensure that students are on-task, responding frequently, and producing quality work matched to their ability)? Discuss some ways you can share what has been learned about evidence-based and effective instructional techniques with all staff and plan time for all to understand and practice them.

The **MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices** on the next page is a tool that has many uses. It defines staff expectations for each Effective Classroom Practice. It may be used by teachers to self-assess their implementation of each classroom practice. It also is a planning tool the SW-PBS Leadership Team can use to guide teachers as each Effective Classroom Practices is being introduced. It may also be used as part of an overall check of implementation fidelity when walk-through observations are done, which is discussed in more detail at the end of this chapter.

DISCUSSION



Review the **MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices** on the next page. Discuss how your team might use this tool with your staff.

MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices

TIER ONE – EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations	<input type="checkbox"/> I have attended Classroom Expectations in-service. <input type="checkbox"/> I have created and posted classroom rules aligned with schoolwide expectations. <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	<input type="checkbox"/> I have attended Classroom Procedures and Routines in-service. <input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior – Provide Specific Positive Feedback	<input type="checkbox"/> I have attended Classroom Strategies to Encourage Expected Behavior in-service. <input type="checkbox"/> I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). <input type="checkbox"/> What is my method for providing specific positive feedback at a ratio of 4: 1? _____ <input type="checkbox"/> Can my students tell how they receive acknowledgement for appropriate behavior? _____
4. Discouraging Inappropriate Behavior	<input type="checkbox"/> I have attended Discouraging Inappropriate Behavior in-service. <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice, and conference with students).

MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices Page 2

Effective Classroom Practices	Staff Expectations to Support Student Behavior
5. Active Supervision	<input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for Active Supervision . <input type="checkbox"/> I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically. <input type="checkbox"/> When designing a lesson, I consider student groupings, location, and activity level. <input type="checkbox"/> I provide positive contact, positive, and corrective feedback while moving around the room.
6. Opportunities to Respond	<input type="checkbox"/> I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, guided notes, response cards). <input type="checkbox"/> What strategy do I use to track students being called on? <hr/> <input type="checkbox"/> I regularly use wait-time to increase student opportunity for metacognition. <input type="checkbox"/> I regularly plan instructional questions and response methods prior to the lesson.
7. Activity Sequence and Choice	<input type="checkbox"/> I Sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks. <input type="checkbox"/> When designing a lesson I consider the pace, sequence, and level of task difficulty to promote each student's success. <input type="checkbox"/> I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task). <input type="checkbox"/> I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).
8. Task Difficulty	<input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instructional level)? _____ <input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? _____ <input type="checkbox"/> I use a variety of strategies to adjust Task Difficulty . <input type="checkbox"/> I scaffold tasks by modeling, providing guided practice, and chunking multi-step directions and activities.

Supporting Instructional Time through Expectations, Teaching, Encouraging and Correcting

“Effective teaching includes teaching functional procedures and routines to students at the beginning of the year and using these routines to efficiently move through the school day.”

Gaea Leinhardt, C. Weidman & K.M. Hammond, 1987

“A dependable system of rules and procedures provides structure for students and helps them be engaged with instructional tasks.”

Jere Brophy, 1998

“Teaching expectations to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement.”

Taya C. Johnson, Gary Stoner and Susan K. Greene, 1996

Your MO SW-PBS Team Workbook has provided four foundational practices for a positive, proactive, and instructional approach to discipline summarized in four key questions: 1) Do we have clear expectations? 2) Have we taught those expectations to our students? 3) Do we provide specific positive feedback when students display appropriate behavior? and 4) Do we intervene quickly and instructionally when inappropriate social behaviors occur? These practices should now be familiar to you. They apply in schoolwide and non-classroom settings as well as in every instructional space within in your building.

CLARIFYING CLASSROOM EXPECTATIONS AND PROCEDURES

In Chapter 3 we learned about clarifying expected behaviors as you first identified your three to five schoolwide expectations, then further defined those broad constructs by identifying specific behaviors for each expectation that apply to all settings as well as specific non-classroom settings (e.g., hallways, cafeteria, etc.). Some of you may have chosen to clarify specific behaviors, aligned to your schoolwide expectations, for all classrooms. Your schoolwide expectations and specific classroom behaviors/rules set teachers up to take the next step and clarify procedures for their individual classroom settings or activities. Having well thought out procedures is one of the most important ways to protect instructional time. All instructors need to consider what procedures might be needed in their classroom and how to specifically define those procedures for students using the OMPUA guidelines. Some typical examples are: procedures for how to enter the classroom, expected behavior during large group instruction small group activities, and independent seatwork time. Additional procedures to consider along with examples were provided in Chapter 3.

TEACHING CLASSROOM EXPECTATIONS AND PROCEDURES

Teaching of classroom expectations and procedures follows the guidelines outlined in Chapter 4 and parallels academic instruction. Using the tell, show, and practice format discussed there, teachers will want to introduce procedures just prior to using them for the first time, review and extend their teaching over time, and as data indicates. Teachers will also want to review frequently, and prompt or pre-correct students regularly, to set them up for success as activities change. Sample lesson plans for teaching expectations and procedures can also be found in Chapter 4. Effective teaching of classroom procedures, while more intense at the beginning of the year or when a new procedure is first introduced, should be

continuously supported through monitoring and the feedback strategies of encouraging and discouraging behavior.

ENCOURAGING CLASSROOM SOCIAL BEHAVIOR

The consistent delivery of teacher praise or specific positive feedback and the use of related reinforcement serve as an important first step to firmly establish predictable and positive classrooms. In Chapter 5 we learned how to deliver specific positive feedback, the ratio of positive to negative adult attention necessary to create an optimal learning environment, and how to develop a menu of meaningful reinforcers specific to the student and the setting. Examples were provided in Chapter 5 and an example of how a teacher developed a menu of positive consequences or reinforcers for one classroom procedure can be found on the next page. Research and common sense tell us when teachers increase their rates of specific positive feedback and reinforcement of desired classroom behavior, student behavior improves and teacher-student relationships are enhanced.

DISCOURAGING INAPPROPRIATE CLASSROOM BEHAVIOR

In Chapter 6, strategies for responding to minor behaviors as well as more serious behaviors were provided. These strategies allow teachers to select and use the least intrusive response to social behavior errors, ensuring a full continuum of responses from minor to more chronic or intense behaviors. All staff must be equipped with this range of strategies to assure consistency of responses across all settings that reflect the expectations all have agreed are valued and important. The effective use of additional instructionally-based consequences can also be found in Chapter 6.

Together, these four core practices help to set up successful classrooms, support instructional time, and help to increase student learning and achievement. They form the foundation of effective classroom discipline.

EXAMPLE

Classroom Procedure Plan Responsibility in Our Classroom: Transition Time

GOAL: Our transition time is quick, orderly, and quiet so our classroom is a pleasant place for all to learn.

Definition or Clarification: Transition time is the time it takes to change what students are doing or the time it takes to change from one activity to another:

- Students remain at their seats and change from one subject to another.
- Students move from their seats to an activity in another part of the classroom.
- Students move from somewhere else in the classroom back to their seats.
- Students leave the classroom to go outside or to another part of the school building.
- Students come back into the classroom from outside or another part of the building.

Specific Behaviors/Rules:

1. When teacher signals, begin transition in 3-5 seconds.
2. Put materials away quickly and get what is needed for next activity.
3. Move quietly. (e.g., opening desk, walk in room, carry chairs, etc.)
4. Keep hands and feet to self.
5. When prepared (new materials, new location, in seat), give teacher your full attention.

Encouragement or Menu of Positive Consequences:

- Group praise or specific positive feedback
- Individual positive feedback
- Time class with stopwatch; report lengths of time taken; chart and try to beat record
- Special activity (e.g., play instructional game at end of lesson)
- Privilege (e.g., go outside, early dismissal, first in line, etc.)
- Work with partner(s)
- Reduced homework
- Recognition from principal, substitutes and guests, etc.

Discouragement Strategies or Menu of Negative Consequences:

- Go back to seat and do again until reach criterion
- Re-teach procedure with class; practice several times
- Delayed start to activity and related outcomes (less time for work in class (homework); delay in getting out to recess, lunch, etc.
- Individual re-teaching or conference
- Individual role-play/practice at selected time
- Group or individual instruction just prior to next transition
- Behavior plan or mediation essay
- Reflection checklist
- Self-monitoring

DISCUSSION



If you have not already assisted your staff to define and routinely teach, encourage, and correct classroom behaviors/rules and procedures, how will you do that?

Active Supervision

Active Supervision is essential to implementing SW-PBS and creating effective learning environments. Once you have clarified and taught expectations, it is crucial to monitor students closely by way of active supervision, providing feedback, both positive and corrective, on how student behavior aligns with your expectations. As such, active supervision is closely related to, or integrated with, the first four classroom practices. It supports instructional time, but also increases student engaged time.

THE VALUE OF SUPERVISION

Supervision allows you to monitor learning and to identify students who may have questions or need your assistance.

Active supervision can increase student task engagement.

We know that when adults are present and actively supervising, student behavior is more likely to be appropriate (Simonsen, et al., 2008). Your physical presence itself tends to reduce the occurrence of student misbehavior. It is human nature. We have all experienced how we are more likely to honor traffic regulations when a police officer is visible. So it is with students.

Monitoring students closely is the way you are most likely to know if students are meeting your expectations. Just as importantly, active supervision provides an opportunity to establish positive relationships. As we discussed in Chapter 4, adult attention is one of the most powerful ways to increase the likelihood of student success, increase compliance, and meet student needs for attention. Finally, all of the above help to improve the quality of instructional time.

HOW TO ACTIVELY SUPERVISE

Active supervision is the process of monitoring the classroom or any school setting that incorporates three practices: 1) moving, 2) scanning, and 3) interacting (DePry & Sugai, 2002).

MOVING. While instructing the class may mean gaining attention and pausing or standing in the front of the room, supervision of work or activities includes moving or circulating among students with whom you are working. Continuous movement and proximity with all students makes your presence known and heightens their attention to tasks and the expected behaviors.

This movement should be random or unpredictable so students are unsure of when you will be in proximity. It should also include moving close to noncompliant students as needed and more frequent contacts with possible targeted problem areas (Lampi, Fenty, & Beaunae, 2005). Circulating allows you to be near students to demonstrate your interest in them, assist with learning tasks by answering questions,

Active Supervision

- Allows for immediate learning assistance
- Increases student engagement
- Reduces inappropriate behavior; increases appropriate behavior
- Provides knowledge of students' use of expectations
- Allows for encouragement of those using expectations or appropriate behavior
- Allows for timely correction of social behavioral errors

build relationships, and provide feedback—both positive and corrective.

Movement can be a challenge when working with a small group or an individual student and also needing to supervise other students. You can still build in ways to periodically and unpredictably supervise the entire group. For example, during small group writing instruction, you can give students a brief task to complete while you get up and move among the large group of students briefly, then resume working with the small group.

SCANNING. Whether you are moving around the room, working with a small group or individual, or leading the group from the front of the room, you should frequently and intentionally look around at the students. If you are moving and circulating, visually sweep all areas of the room as well as looking at the students nearest you. If you are working with an individual student, position yourself so you can scan the entire room simultaneously, or stand up occasionally and look around the room, then return to the student. When working with a group, look up and scan the room as you also, alternately, focus on the group. This visual scanning allows you to watch for instances of appropriate or inappropriate behavior that you will want to respond to immediately or as soon as possible. It will also help you to identify students who may need your assistance.

INTERACTING. Just as moving and scanning work together, you should also frequently interact with students. The preferred adult behaviors discussed in Chapter 5 create a positive climate and increase the likelihood that students will accept feedback when needed. These behaviors do not change when teaching, encouraging, or addressing problem behavior. Proximity, signals, and non-verbal cues, as discussed in Chapter 6, are also used during active supervision.

Frequent interactions can also include the use of pre-correction. After interacting or assisting a student, taking the time to remind them of the behavior immediately expected increases the likelihood of student compliance. Periodic prompts for the behaviors expected of the entire group will also help keep students on track (Lampi, Fenti, & Beaunae, 2005).

Your frequent interactions should also include both contingent and non-contingent attention. Non-contingent attention includes greetings, smiles, and conversations that provide time and attention that is not tied into performance. High rates of general praise and specific positive feedback should also be provided contingent upon students displaying desired behaviors. Chapter 4 guided you to learn how to provide specific positive feedback that describes the behavior, provides a rationale, and can include a positive consequence.

While moving and scanning, you will also want to address any inappropriate behavior quickly and calmly, using the continuum of strategies including: 1) ignore/ attend/ praise, 2) re-directs, 3) re-teaching, 4) providing choice, or 5) a student conference.

Active supervision verbally and non-verbally communicates to students the certainty that you do inspect what you expect.

“The goal of effective classroom management is not creating ‘perfect’ children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior.”

Sprick, et al., 2006, p. 11

DISCUSSION



Reflect on the activities or settings where you supervise students (e.g., large group instruction, independent seatwork, small group activities, etc.). How could you use active supervision (moving, scanning and interacting) during these activities? What are you currently doing that you will want to continue? Are there things that you need to eliminate?

ACTIVITY



Read the following scene from a classroom that includes the active supervision practices previously discussed. Underline each active supervision practice and note whether it is an example of moving (M), scanning (S), or inter-acting (I).

The teacher, Ms. Hailey, directed the class to finish writing a paragraph by themselves. She then moved slowly down the aisles looking from side to side quietly acknowledging the students for starting quickly. She stood beside Enrico for a moment, as he usually does not do well with independent work, and praised him for getting started. Ms. Hailey then stopped, turned around, and watched the front half of the class. She continued to loop around the class, stopping to check students' work, and making compliments here and there. (Colvin, 2009, p. 46)

ACTIVITY



Now read the classroom scene below. Again, note the practices indicative of active supervision by underlining and noting "M," "S," or "I." Then identify strategies for encouraging appropriate behavior or discouraging inappropriate behavior that could be used to effectively manage this classroom transition.

Pre-correction • Positive Feedback • Re-direct • Re-teach • Provide Choice • Conference

Computer time was ending and Ms. Smith instructs the class to put away their computers and prepare for History class. She then begins moving around the room to recognize students doing as asked and offer assistance if needed. Lily does not like to quit using the computer and has had difficulty in the past following directions. As the teacher approaches her, she ends her session, puts her computer away, and gets out her History materials. Ms. Smith pauses to speak with Lily, and then notices that Billy, on the other hand, has continued to work on his computer.

ASSESSING ACTIVE SUPERVISION

Peer observation can be an effective way to support teachers to develop and routinely use the practices of active supervision. Below is a structured assessment tool that can be used by peers to objectively note practices observed and review with their partner. Such a tool can be a fun way to work with your peers and support each other's learning.

Classroom Active Supervision Assessment

1. Positively interacts with most students using non-contingent and contingent attention.	YES NO
2. Routinely uses preferred adult behaviors (proximity, listening, eye contact, smiles, pleasant voice tone, and use of students' names) when teaching, encouraging or correcting.	YES NO
3. Has/knows classroom expectations and procedures and uses them to pre-correct, setting students up for success.	YES NO
4. Continuously moves throughout the area (proximity to all students, random, close supervision of non-compliant students, targets problem areas).	YES NO
5. Frequently scans (head up, eye contact with many students).	YES NO
6. Minor, or staff-managed behaviors, are handled privately, quickly and efficiently, and followed with a positive contact.	YES NO
7. Major, or office-managed behaviors, are handled calmly, following the school's procedures.	YES NO
Overall Active Supervision:	
6-7 "YES" = Proactive-Supportive of positive student behavior.	# YES _____
3-5 "YES" = Mixed-Somewhat supportive of positive student behavior.	
<3 "YES" = Reactive-At risk for high frequency of challenging student behavior.	

Adapted from Breen & March, 2005.

DISCUSSION



How will you provide professional learning for your staff and ensure that active supervision is an integral part of all classrooms?

Opportunities to Respond

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, and so on.

(Colvin, 2009, p. 48)

Most teachers schedule sufficient time for learning, but sometimes fail to actually ensure that their students are actively responding during that instructional time. One assurance for learning is engaged time—that part of instruction where students are actively involved in learning. The above classroom scene demonstrates the practice of providing numerous opportunities to respond and engage all students. Use of opportunities to respond (OTR) includes strategies for presenting materials, asking questions, and correcting students’ answers as appropriate. It is an instructional question, statement, or gesture made by the teacher seeking an active response from students. It addresses the number of times the teacher provides requests that require students to actively respond (Miller, 2009). Simonsen, Myers, & DeLuca (2010) define OTR as a teacher behavior that prompts or solicits a student response (verbal, written, or gesture).

THE VALUE OF PROVIDING NUMEROUS OPPORTUNITIES TO RESPOND

The more time students spend involved in learning activities, the more they learn. Additionally, increased rates of responding and the subsequent improved learning tend to increase the amount of content that can be covered. When teachers increase their rates of opportunities to respond, student on-task behavior and correct responses increase while disruptive behavior decreases (Carnine, 1976; Heward, 2006; Skinner, Pappas & Davis, 2005; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986). Teacher use of opportunities to respond has also shown to improve reading performance (e.g., increased percentage of responses and fluency) (Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997) and math performance (e.g., rate of calculation, problems completed, correct responses) (Carnine, 1976; Logan & Skinner, 1998; Skinner, Smith, & McLean, 1994). In addition, obtaining frequent responses from students provides continual feedback for the teacher on student learning and the effectiveness of their instructional activities.

GUIDELINES FOR RESPONSE RATES

What is a high rate of opportunities to respond? A common suggestion is that teacher talk should be no more than 40-50% of the instructional time, with the remaining time and activities fully engaging students. The Council for Exceptional Children (1987) initially provided guidelines for optimal response rates for students that have continued to be utilized (Reinke, Herman & Stormont, 2013). When learning new material, teachers should strive to obtain a minimum of 4 to 6 responses per minute with 80% accuracy. If activities involve the review of previously learned material, teachers should strive for 8 to 12 responses per minute with 90% accuracy.

OPPORTUNITIES TO RESPOND STRATEGIES

Varied and creative strategies to provide students with frequent opportunities to respond exist (MacSuga & Simonsen, 2011). Typically they are either verbal strategies, where students are responding orally to teacher prompts or questions, or non-verbal strategies, where students use a signal, card, writing, or movement to respond (Scott, Anderson, & Alter, 2012). Some examples of both effective verbal and non-verbal response strategies follow.

VERBAL RESPONSES. These are familiar teacher strategies that focus on students orally answering a question, sharing their ideas, reviewing or summarizing prior learning, or simply repeating a new concept after the teacher. Two common strategies are individual questioning and choral responding:

Individual Questioning. One simple strategy is to use a response pattern to make sure that all students are called on. Many teachers default to calling on eager volunteers, which results in interacting with a few students while others may disengage. Calling on students unpredictably heightens student attention:

- ▶ Teachers can use the seating chart and call on students randomly, tallying on that chart to monitor the rate of questions presented to each student.
- ▶ Student names can be on strips of paper or popsicle sticks in a can or jar. As questions are posed, a student name is drawn.
- ▶ Using one of the above random call strategies, ask a student to repeat or summarize what the student who just answered said.

It is important to remember to ask the question first, and then pause before calling on the student to respond. This allows an opportunity for all students to think and be prepared to respond (see “Wait Time”).

Choral Responding. Choral responding is a verbal response strategy used frequently in early schools that has resurged in use since the 1970’s. Choral responding occurs when all students in a class respond in unison to a teacher question. Choral responding has been demonstrated at all levels—elementary, middle and secondary grades for students with and without disabilities (Cavanaugh, Heward, & Donelson, 1996; Godfrey, Grisham-Brown, Hemmeter, & Schuster, 2003; Heward, 2006).

To use choral responding you: 1) develop questions with only one right answer that can be answered with short, one to three-word answers, 2) provide a thinking pause or wait time for three seconds or more between asking the question and prompting students to respond, 3) use a clear signal or predictable phrase to cue students when to respond in unison, 4) use a brisk pace, and 5) provide immediate feedback on the group response. Questions for choral responding should be prepared in advance and can be visually presented via PowerPoint® slides or other visual cues.

Choral responding is best used with individual questions interspersed. This mixed responding strategy has an element of surprise and cues students to heighten their attention. It also allows you to assess individual student learning. Additionally, successful use of choral responding hinges on thorough teaching and pre-correction regarding listening, the response signal, appropriate voice tone, etc.

NON-VERBAL RESPONSES. A non-verbal response system has all of the benefits of choral responding in that every student is actively answering or responding to each question or problem posed by the teacher. Most common non-verbal low-tech response systems involve white boards and written responses by

students or prepared response cards. And more recently, schools are using technology to increase student response rates with “clickers” or other electronic student response systems.

White boards. Students have personal white boards to write answers to teacher’s question with an erasable pen (Heward, 2006). Students can write letters, words, numbers, draw symbols or solve problems, and then, when cued, hold up their boards to display their answers. Students use an eraser, sponge, or cloth to erase their answer and await the next question.

Response Cards. Another non-verbal format is response cards. These are pre-printed cards, often on cardstock and laminated, that have choice words on each side such as *Yes/No*, *True/False*, *Odd/Even*. They might also include a set of a few options such as *noun*, *pronoun*, *verb*, and *adverb*. If using multiple responses, be sure that they are few enough to avoid confusion and can be identified quickly for response. Just as with choral responding, students must be taught the expected behaviors when using white boards or response cards (Heward & Gardner, 1996). Teachers should:

- ▶ Prepare questions to carefully match your response options; if students are writing on white boards, minimal writing is best.
- ▶ Provide clear instructions for use of cards or white board including when to select their card or write their response, when to share, and when to clean boards or reposition cards for next question. (e.g., “Write your answer now,” or “Look and select your answer,” then, “Show your answer now,” “Cards down, eyes up here, ready for the next question.”)
- ▶ Assess student responses and provide clear, specific feedback. (“That’s right! The answer is 86!”)
- ▶ Provide the correct answer and a brief explanation if a significant number of students did not respond accurately, and then present the question again.

The time and initial costs to prepare white boards or response cards is far outweighed by the benefits of high response rates. Card sets can be used again and again across the school year as different topics are being addressed.

Student Response Systems. Technology is a big part of our lives, and many schools are finding the value of using it to engage and motivate learners. When using student response systems which are commonly called “clickers”, the process has three steps: 1) during class discussion, the teacher displays or asks a questions, 2) all students key in their answers using their wireless hand-held keypad or other web-based device, and 3) responses are received and displayed on the teacher’s computer monitor as well as on an overhead projector screen. Each device is also numbered so that individual responses can be downloaded for recordkeeping or further analysis after the session has ended. Student engagement and motivation or student satisfaction seems to be enhanced as the devices allow for all to respond anonymously, using a familiar game approach (Reiser & Dempsey, 2007). An additional benefit of clickers is the ability for teachers to see immediately how students answer, and adjust their teaching to either forge ahead with new content or continue teaching and review. Other electronically-based resources are being developed and should also be investigated. Teachers may find the ability to automate data collection the most obvious benefit over other non-verbal response approaches.

In addition to these non-verbal response strategies, other signaling or movement activities might be used (e.g., thumbs up, thumbs down; stand up, sit down; move to four corners; or other creative signals).

Guided Notes. Another non-verbal strategy for increasing student engagement is guided notes. Guided notes are teacher prepared handouts that lead students through a presentation or lecture with visual cues or prepared blank spaces to fill in key facts or concepts. Guided notes not only help to increase student

attention and engagement, but also provide them with a standard set of notes and helps with outlining skills.

When developing guided notes: 1) examine your current lecture outlines, 2) identify key facts, concepts or relationships that could be left blank and filled in by students, 3) consider inserting concept maps or a chart, diagram or graph to help with understanding, and 4) provide the students with formatting clues such as blank lines, numbers, bullets, etc. Be careful not to require too much writing. The content of the guided notes can be adjusted to match the specific needs of students (e.g., motor deficits—more information and less writing; developmental delays—simplified terms, etc.)

OTHER PRACTICES THAT INCREASE OPPORTUNITIES TO RESPOND (OTR)

Other commercial programs have evidence of their impact on learning through numerous opportunities to respond. Computer assisted instruction provides frequent responses and immediate feedback on results to enhance motivation and learning. Class-wide Peer Tutoring provides a systematic approach to reciprocal peer tutoring that promotes high levels of on-task behavior by simultaneously engaging all students. Direct Instruction is a teaching model that is the foundation of several commercially available reading and math programs that emphasizes carefully controlled instruction and an emphasis on high response rates and pace in a scripted interactive format. More information is available at <http://www.nifdi.org> or <http://directinstrucion.org>.

GUIDELINES FOR WAIT TIME

Strategies to increase opportunities for students to respond gain some of their effectiveness from “wait time.” This is the time lapse between delivering a question and calling on a student or cueing a group response. When wait time is used students are more engaged in thinking, typically participate more often, demonstrate an increase in the quality of their responses, and have more positive student-to-student interactions. Using wait time usually results in fewer re-directs of students and fewer discipline problems (Rowe, 1974; Rowe, 1987).

Wait time is pausing after asking a question and counting for three seconds or more. This can be done by inaudible counting, looking at a stopwatch, or following the second hand on the clock.



ACTIVITY

Review the practices for ensuring numerous opportunities to respond. Summarize what you have learned in the chart on the next page by listing the strategies and then noting any suggestions or thoughts for using that strategy effectively. Plan to use your summary to teach someone the value of, and strategies for, increasing opportunities to respond.

Review of Opportunity to Respond Strategies

	Strategy	Suggestions/Notes on Use
Verbal Responses	1. 2. 3.	
Non-Verbal Responses	1. 2. 3.	



ACTIVITY

List the subjects or content areas that you teach below. Identify the verbal and non-verbal opportunity to respond strategies that could be used to improve your student learning outcomes in those subjects or content. Which one will you make a commitment to develop first?

Subject/Content Area

Strategies to Increase OTR

DISCUSSION



How will you expand your staff's understanding of the value and role of OTR and develop staff skills for using these strategies?

Activity Sequencing and Choice

The practices discussed so far in Chapter 8 have addressed increasing instructional time and student engaged time. However, the element of personal motivation or, “I just don’t want to do the task,” may not be sufficiently addressed through the earlier engagement strategies and can be an issue for some students. For those students who *can* do the assigned academic work (See section on Task Difficulty), but *do not* choose to do it, activity sequencing and choice strategies may be helpful. Researchers have found that students are more likely to engage with tasks and be less likely to misbehave when they perceive the assignments as doable and they are provided choices regarding their assignments (Kern & Clemens, 2007; Stormont, Reinke, Herman & Lembke, 2012). *Activity Sequencing and Choice* are promising tools to increase student engagement and personal motivation.

Activity Sequencing & Offering Choices

- Increases student engagement with learning and task completion.
- Decreases disruptive behavior.
- Improves student perceptions of assignments previously considered too difficult.
- Helps build positive adult-student relationships

ACTIVITY SEQUENCING

Effective educators know that it is important to consider how the daily activities are sequenced. Teachers often choose what subjects occur at certain times in the day to ensure student attentiveness. Research shows that even within subject matter, there are a variety of ways to sequence content to promote learning and appropriate behavior (Kern & Clemens, 2007; Cates & Skinner, 2000). Interspersing easier tasks among more difficult tasks, and using simple instructions to precede more difficult instructions, or “behavioral momentum,” are two strategies that have demonstrated increased student willingness to do the task or task engagement (Skinner, Hurst, Teeple, & Meadows, 2002).

TASK INTERSPERSAL. Students, as is true with human nature in general, are more likely to engage in an assignment if it does not require significant effort. Students can become frustrated when faced with work that is perceived as difficult or requires a slow pace, more thought, and more effort. This is particularly true of new learning, or learning that is in the acquisition stage where error rates are often high. A simple strategy of interspersing tasks that have already been mastered within the assignment can promote greater confidence and motivation to both begin and finish the activity. While the original research was in the content area of math, the success with broader use is well known. Based upon the well-documented principles of reinforcement, completed problems are reinforcing. Easier tasks or items that are interspersed and completed readily are reinforcing for students and encourage sustained work and task completion. Task interspersing also positively impacts the overall perception of the assignment. In one study where easier problems were interspersed with new learning, students rated the assignment as taking less time to complete, requiring less effort, and being less difficult even when the assignment actually had more problems due to interspersing (Cates & Skinner, 2000).

Logan and Skinner (1998) identify some considerations for using task interspersal:

- An item must truly be at mastery level before it can be used for interspersing; that is, the easier items must indeed be easier as demonstrated by previous mastery.
- Students prefer assignments with a mix of already mastered tasks with current skill tasks.

- ▶ Students prefer academic assignments when up to 30% of items are new.
- ▶ Intersperse already mastered items in a 1:3 ratio with more challenging or new items.
- ▶ Gradually increase the number of newly learned items (e.g., to 1:8).
- ▶ Eventually eliminate the already mastered items.

Task interspersal can be used when preparing materials for all students as well as an individual intervention. It allows for review of previously learned content while heading off frustration. It is well worth the time and effort to incorporate this strategy into material development.

An example of activity sequencing using *task interspersal* follows.

Emily is an average math student, but when given more difficult problems she works for a while, then quits and refuses teacher help. She has already mastered multiplication with one and two-digit numbers. To help Emily, the teacher arranges her work to include a mix of three-digit, two-digit, and one-digit problems. The assignment includes more two and one-digit problems than three-digit. When she finishes a series of problems, Emily is asked to raise her hand. The teacher praises Emily for effort and work completion. This series is repeated and the teacher increases the number of harder problems, checking to see that Emily is successful each time. Eventually, Emily is able to complete a full series of the three-digit problems with accuracy. (Colvin, 2009, p. 53.)

DISCUSSION



Think of the subjects or content that you teach. How can you incorporate the practice of task interspersal into your lessons? How could it be helpful for individual challenging students or for increasing motivation and engagement with all students?

BEHAVIORAL MOMENTUM. A similar strategy that relates to sequencing is using the momentum of easier tasks or requests to build energy or motion to comply with the following request or activity of greater difficulty. In essence, it is a behavioral strategy that entails making requests that are easy for the child before making requests that are more challenging or difficult (Scott, Anderson, & Alter, 2012). The same principles explained above impact the likelihood that the more difficult task will be completed. Behavioral momentum can be used with individual students or with an entire class. Using behavioral momentum starts by identifying the behaviors that have a higher probability of completion. Then precede to your more difficult request by giving three or more of these requests that the student can readily do. After successfully completing each request, reinforce the student. This builds the momentum and increases the likelihood that the more difficult task, yet to be presented, will be attempted and completed. Then present the task that is known to have a lower probability of being completed, reinforce the student for doing as asked. Gradually reduce the number of easier requests.

For example, the teacher asks John, who resists doing his math, “*Could you help me hand out the papers, please?*” “*Thanks, John for your help; you did that quickly and quietly. Would you please go back to your seat?*” “*Thanks again for your help; now, would you do problems 1-3 on your worksheet and raise your hand when you are done?*”

Behavioral momentum can be planned into classroom schedules as well. Many teachers begin with a review of the previous day’s work or a simple task. Another example of behavioral momentum follows:

Miguel does not like to read, and in the past when asked to read he hangs his head and closes his eyes. Today, his teacher begins the small group reading assignment by reading to him briefly. Then she asks him to follow along and read with her. When he does she praises him then asks him to read every other sentence on his own. She praises him again and now asks him to continue reading by himself.
(Colvin, 2009, p. 46)

DISCUSSION



What do you already do in your classroom to sequence activities or requests to produce behavioral momentum? What students or tasks could benefit from this strategy? Share how you will incorporate this into your daily practices.

CHOICE

Because we want to increase the likelihood that students will engage in learning and complete tasks, we should become skillful at selectively using student choice of activities, materials used to complete a task, or order in which tasks are completed. Students can also be given choices for with whom they work, where they will work, and what they can do once their task is complete. Choice appears to help both with compliance and affect (Kern, Vorndran, Hilt, Ringdahl, Adelman, & Dunlap, 1998). While all lessons or activities do not need to incorporate choices, using choice when it does not negatively impact the outcomes or learning will have broad impact and therefore, make it opportune in many situations.

As with the other practices and strategies introduced in this chapter, choice can be used class-wide or with individual students. For example choice may be offered to a class, group or an individual student that has multiple unfinished tasks. In these situations, offering choice on which task to do first increases the likelihood the work will be completed.

Below is an example of how one teacher incorporated choice into a class-wide project:

Mr. Franklin knows that his students enjoy project-based activities that relate to their everyday lives. He also knows of students who love using technology rather than paper and pencil tasks. He considers his resources (e.g., available computers, physical space, staff, and time) and develops his plan carefully.

When presenting the new unit on recycling, Mr. Franklin offers students a choice of two activities: 1) plan a recycling program, or 2) develop a recycling survey. He has students vote on what activity they want to pursue that day. Students then divide into two groups according to their choice.

Mr. Franklin further gives his students choice by allowing group one to develop a recycling plan for either their classroom or neighborhood; group two can develop their own survey questions or browse the internet to search for other surveys to use as an example. He further allows students to select whether they prefer to work in their group, pairs, or individually. After these decisions are made, Mr. Franklin guides them to choose the materials they will need. For example, students can handwrite or use the computer.

When the work is completed and shared, Mr. Franklin asks students to write on a piece of paper what parts of the lesson they enjoyed most and why. He plans to use the feedback for future lesson planning. (Adapted from Kern & State, 2009)

DISCUSSION



Do you use choice in your classroom? Are there ways that you could increase the opportunities for student choice without compromising learning outcomes?



ACTIVITY

List the subjects or content areas that you teach below. Identify the ways that you might be able to include student choice for each. Choice might include: 1) type of activity or mode of the task (written, oral, project, etc.), 2) the order or sequence of tasks to be done, 3) the kinds of materials to be used, 4) how the work will be done or who to work with (e.g., group, pairs, individual), 5) the location of the work, or 6) what will be done when work is completed.

Subject/Content Area	Choice

Task Difficulty

For students, the school day is all about academic demands and those tasks can sometimes give rise to problem behavior. Another antecedent or environmental adjustment that can be made to set students up for academic engagement and greater success is *task difficulty*. When problem behaviors occur primarily in the face of academic demands, it is important to consider what aspect of the task might be contributing to the problem. Work assignments that are too difficult for students or require them to use skill sets that are challenging for them commonly result in problem behavior (Scott, Anderson, & Alter, 2012).

Selecting instructional materials or tasks that are at the correct level of difficulty involves considering aspects of the student, the materials and the task. Generally adjustments can be made in three ways: 1) to the length of assignments or the time frame allotted, 2) the mode of task completion, or 3) the extent of instruction or practice provided.

ASSIGNMENT LENGTH OR TIME

In some cases, the academics are accurately matched to the student's ability, but the length of the assignment exceeds the student's motivation or endurance. Research has demonstrated that decreasing the overall task length and offering periodic breaks to do something else can aide in decreasing problem behavior (Dunlap, Kern-Dunlap, Clarke, & Robbins, 1991). If evidence suggests this might be the case, the question to ask is, "*Will the student be able to complete the assignment if time or assignment length adjustments are made?*" If the answer is, "yes," then some possible strategies include:

- ▶ Shorten the assignment, allowing the student to demonstrate mastery with fewer items.
- ▶ Highlight, in color, those problems for the student to complete.
- ▶ Break the assignment up into shorter tasks; put fewer problems on the page.
- ▶ Have shorter work periods with other assignments in between.
- ▶ When multiple tasks are required, help the student prioritize and then work on one task at a time.
- ▶ Provide physical breaks between difficult tasks.
- ▶ Provide alternative times for the student to complete their work.

The decision of which strategy might be best is based on knowledge of the student and consideration of what fits with the task. When learning goals can be achieved with a modified length of work or the time frame, much misbehavior may be eliminated.

RESPONSE MODE

Another contributor to problem behavior can be the mode that is required to complete a particular task. Reading or fine motor deficits often make tasks requiring reading or written responses appear overwhelming. Studies have shown that providing an alternative mode for completing assignments, perhaps a computer or tape recorder, paired student reading, etc. may reduce problem behavior (Kern, et al., 1998). The question to ask is, "*Could the student do the work if the mode of responding was altered? Does the student have difficulty responding in a written format, orally, or when reading is involved?*"

If the student has difficulty responding in writing, you might:

- ▶ Provide a choice between written or oral answers.

- ▶ Allow the student to dictate answers to the teacher, assistant, or peer.
- ▶ Create guided notes that minimize writing.
- ▶ Allow the student to tape record answers to tests or assignments.
- ▶ Allow the student to use other creative modes for demonstrating understanding (building, drawing, drama, etc.)

If the student has difficulty with the level of reading involved, you might:

- ▶ Include illustrations on worksheets that depict how to complete tasks.
- ▶ Highlight or underline important words in instructions and texts.
- ▶ Create guided notes that limit reading and highlight key points.
- ▶ Provide text on tape for the student to listen to as they read.
- ▶ Assign a partner to share the reading requirements and assist the student with unfamiliar words.

Again, the strategy selection is based upon the unique students' needs and ensuring task integrity.

INCREASED INSTRUCTION OR PRACTICE

Using instructional strategies that are appropriate to the student's stage of learning is essential. Studies have demonstrated an increase in behavior problems with various populations and ages when a mismatch is present (Kern & Clemens, 2007). Some students may not be at the same stage of learning as other students (e.g., acquisition level, fluency building, mastery, or generalization). For example, using teaching, modeling, and demonstration at the acquisition stage is essential, and drill and practice when the learning stage is fluency building. For some students, they can learn and do the work if there is more teaching, guided practice, or fluency-building activities. The question to ask is, "*Will the student be able to complete the tasks if (s)he has more instruction, guided, or individual practice?*" If the student needs more or different instruction, you might:

- ▶ Arrange for additional brief instructional sessions by teacher, assistant, or older student tutor using the modeling-guided practice-independent practice model (acquisition stage).
- ▶ Arrange for a peer tutor to assist or guide practice opportunities; ensure 90% accuracy before moving to independent practice (fluency building stage).
- ▶ Use partner work to increase fluency with flash cards (fluency building stage).
- ▶ Use meaningful real life examples for practice and application (mastery or generalization stages).

Ensuring that sufficient instruction has occurred at each stage of learning and modifying tasks to accommodate students that need more instruction or practice can increase student engagement and time on task.



ACTIVITY

Read each of the scenarios below. Determine how the teacher might adjust the task difficulty to help the student meet success.

Dalton sits quietly, but does not complete his work during writing activities. His reading skills are at grade level. He is able to accurately retell what he has read and can orally answer all comprehension questions. When he is directed to answer comprehension questions on his worksheet, he begins slowly, then stops writing and puts his head down on his desk.

Tracy listens attentively to instruction and participates in class discussion. She has demonstrated that she understands the math concepts of carrying in multi-digit addition. However, when doing her seatwork, she works very slowly and eventually gives up, talks with neighbors, gets up repeatedly to sharpen her pencil, or obtain things in the classroom. When she returns to her desk she often asks for assistance to complete the next problem.

Jennifer uses language fluently, reads at grade level, and understands the concepts being taught in English class. She is an overall good student, but struggles during written essay time, finding it difficult to formulate her thoughts and organize them in the time frame given.

On the first day of a new unit, the teacher gives the students a brief overview and guides students through the textbook, looking at pictures and topics headings to help them see where they are going with their learning. Students are excited about the new unit, but when directed to take notes with the reading, two students can't seem to follow along and soon are talking and out of their seats. The teacher assesses the students' writing and finds they have difficulty with written language.

MO SW-PBS Effective Classroom Practices Teacher Tools

MO SW-PBS has developed a Teacher Tool for each of the eight effective classroom practices. These Teacher Tools are intended to support the development and implementation of the eight effective classroom practices. Each Teacher Tool provides the following:

- ▶ Research supporting the development and use of the classroom practice
- ▶ Definition of the classroom practice
- ▶ Examples of the classroom practice
- ▶ Guidelines for developing and utilizing the classroom practice
- ▶ Teacher Self-Assessment and Observation Tool
- ▶ List of MO Teacher Leader Standards addressed by the classroom practice
- ▶ List of complete references found on the back of the Teacher Tool

MO SW-PBS TEACHER TOOL

CLASSROOM EXPECTATIONS AND RULES

PRACTICE: Classroom rules/expectations are aligned with school-wide expectations, posted, and referred to regularly.

RESEARCH STATES:

- ▶ A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks (Brophy, 1998).
- ▶ Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996).
- ▶ Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000).

What are they?

- ▶ Expectations are valued behaviors and attitude for success.
- ▶ Rules are specific criteria for achieving expectations.
- ▶ Rules meet these 5 guidelines.

Guidelines for Developing Rules

Guideline:	This Means:	Example:	Non-example:
Observable	I can see it.	Raise hand and wait to be called on.	Be your best.
Measurable	I can count it.	Bring materials.	Be ready to learn.
Positively Stated	I tell students what TO do.	Hands and feet to self.	No fighting.
Understandable	The vocabulary is appropriate for age/grade level.	Hands and feet to self.	Maintain personal space. (K-1 rule) <i>*Children this age do not have a concept of "personal space."</i>
Always Applicable	I am able to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave.

Implementation

- ▶ Involve students in developing rules.
- ▶ Have students commit to rules.
- ▶ Teach classroom rules by demonstrating examples and nonexamples.
- ▶ Monitor and give frequent feedback when students follow rules.
- ▶ Share rules with families and others.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. My classroom rules are aligned with schoolwide expectations (i.e. Safe, Respectful, Responsible, Ready)			
2. My classroom rules are observable, measureable, positively stated, understandable and always apply.			
3. I have 5 or fewer rules for each schoolwide expectation.			
4. My classroom rules are prominently posted.			
5. I have developed lessons to teach classroom rules.			
6. I refer to rules regularly when interacting with students.			
7. A teaching schedule that includes classroom rule lessons is developed and on file in the office.			
8. 80% of my students can tell the classroom expectations and rules.			



MO SW-PBS Effective Classroom Practice

May, 2014

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

References

- Brophy, J. (1998). *Motivating students to learn*. Boston: McGraw Hill.
- Good, T. J., & Brophy, J. (2000). *Looking into classrooms* (8th Ed.) New York, NY: Longman Press.
- Everston, C. M., & Emmer, E. T. (1982). *Preventive classroom management*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, T. C., Stoner, G. & Green, S. K. (1996). Demonstrating the experimenting society model with classwide behavior management interventions. *School Psychology Review*, 25(2), 199-214.
- Jones, V. F., & Jones, L. S. (1998). *Comprehensive classroom management* (2nd. Ed.). Boston, MA: Allyn and Bacon.

For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: <http://pbissmissouri.org/>



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

May, 2014

MO SW-PBS TEACHER TOOL

CLASSROOM PROCEDURES AND ROUTINES

PRACTICE: Classroom procedures are defined, posted, taught, and referred to regularly.

RESEARCH STATES:

- ▶ When students can predict the events throughout their school day, they are more likely to be engaged and less likely to display problem behavior. One way to increase predictability in a classroom is to establish routines, particularly early in the school year (Kern & Clemens, 2007, p. 67).
- ▶ Student learning is enhanced by teachers' developing basic classroom structure (e.g. procedures) (Soar and Soar, 1979).

What are they?

- ▶ Procedures are a method or process for how things are done within the classroom.
- ▶ Procedures are patterns for accomplishing classroom tasks.
- ▶ They create a vision of a successful student.
- ▶ When procedures are taught and reinforced over time routines are established that help students meet classroom expectations.

Elementary Example	Secondary Example
Learning Position	Class Discussion
<ul style="list-style-type: none"> • Sit with your bottom on your chair • Sit with your legs under your desk • Keep both feet on the floor • Look at the teacher when he or she talks to the class • Keep your materials on top of your desk 	<ul style="list-style-type: none"> • Prepare for discussion by reading the required assignment in advance • Wait until the other person is finished speaking before you talk • Stay on topic • Respect other's opinions and contributions • Use appropriate expressions of disagreement

Implementation

- ▶ Steps to Creating Procedures:
 - Make a list of procedures that would help create predictability and structure in your classroom (Consider problem areas or problem times)
 - Determine the desired outcome
 - Write the steps students need to do to complete the task
 - Write procedures so they are **Observable, Measurable, Positively stated, Understandable, Always applicable**
- ▶ Create posters that are in student friendly language to provide staff and students with a visual reminder.
- ▶ Teach directly, practice regularly throughout the year and recognize students when they follow the procedures.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. Essential classroom procedures have been identified and all meet OMPUA.			
2. My classroom procedures are prominently posted.			
3. Classroom procedures are directly taught.			
4. Classroom procedures are reviewed and practiced regularly throughout the school year.			
5. Students receive high rates of specific positive feedback when they follow classroom procedures.			
6. 80% of my students can tell and demonstrate the classroom procedures.			



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)
This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

May, 2014

References

- Kern, L., & Clemens, N.H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1), 65-75.
- Soar, R., & Soar, R. (1979). Emotional climate and management. In P.L. Peterson & H. J. Walberg (Eds.), *Research on teaching*. Berkeley, CA: McCutchan.

For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: <http://pbissmissouri.org/>



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

May, 2014

MO SW-PBS TEACHER TOOL

ENCOURAGING EXPECTED BEHAVIOR IN THE CLASSROOM

PRACTICE: A continuum or menu of strategies to encourage appropriate behavior has been developed.
Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.

RESEARCH STATES:

- ▶ Teacher praise has been supported as among one of the most empirically sound teacher competencies (Maag, 2001).
- ▶ Contingent attention increases academic performance (Good, Eller, Spangler & Stone, 1981) and on-task behavior (Sutherland, Wehby, & Copeland, 2000).
- ▶ When we focus our praise on positive actions, we support a sense of competence and autonomy that helps students develop real self-esteem (Davis, 2007).

What are they?

- ▶ Encouraging includes a variety or menu of ways to recognize students for following the classroom rules and procedures.
- ▶ Non-contingent attention is attention provided regardless of performance (smiles, greetings, conversations)
- ▶ Contingent attention is given right after the desired behavior takes place (specific positive feedback after following teacher directions)
- ▶ Tangible reinforcers (typically a ticket or coupon exchanged for individual, group or classwide item or activity)

A Menu of Classroom Reinforcers - Example

Free & Frequent	Intermittent	Strong & Long-Term
<ul style="list-style-type: none"> • High rates of specific positive verbal feedback • Stickers • Thumbs up • Notes home • Schoolwide ticket • Smiles • High fives 	<ul style="list-style-type: none"> • Positive phone calls home • Extra computer time • Read in a favorite spot • Leave class early • Extra recess time • Post card home • Time to talk with classmates • Choose your partner during work time 	<ul style="list-style-type: none"> • Recognition by the principal • Special parking spot • "No tardy" class party • Student of the week • Class field trip • Gift certificates • Class snack • Eat lunch with teacher

Teacher Self-Assessment Tool

Implementation

- ▶ Develop a menu of reinforcers that include social attention, activities and tangible items that appeal to all student needs including:
 - Free and frequent
 - Intermittent
 - Strong and long term
- ▶ Develop an easy system to monitor your rate of response to student behavior:
 - Move pennies or paperclips from one pocket to another
 - Tear an index card
 - Make tally marks on a piece of tape on your arm or post-it on a clipboard
 - Move popsicle sticks into cans

Self-Assessment Features	Yes	No	In Progress
1. I provide a variety of free and frequent social attention, activities and tangible reinforcers.			
2. I give specific positive feedback that specifically describes the behavior and provides a rationale.			
3. I regularly monitor my rate of response to positive student behavior, working toward the goal of 4:1.			
4. I provide a variety of social attention, activities and tangible intermittent reinforcers.			
5. I provide a variety of social attention, activities and tangible long term reinforcers.			
6. My students can tell why they receive acknowledgement for expected behavior.			
7. All my students state they have received social attention, activities or tangible acknowledgement for following the classroom expectations, rules and procedures.			



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

May, 2014

References

- Davis, S. (2007). *Schools where everyone belongs: Practical strategies for reducing bullying*. Champaign, IL: Research Press.
- Good, C.E., Eller, B.F., Spangler, R.S., & Stone, J.E. (1981). The effect of an operant intervention program on attending and other academic behavior with emotionally disturbed children. *Journal of Instructional Psychology*, 9(1), 25-33.
- Maag, J.W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children*, 67(2), 173-186.
- Sutherland, K.S., Wehby, J.H. & Copeland, S.R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavior Disorders*, 8, 2-8.

For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: <http://pbissmissouri.org/>



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

May, 2014

MO SW-PBS TEACHER TOOL

DISCOURAGING INAPPROPRIATE BEHAVIOR IN THE CLASSROOM

PRACTICE: A continuum or menu of strategies to discourage inappropriate behavior has been developed.

RESEARCH STATES:

- ▶ Exclusion and punishment are ineffective at producing long-term reduction in problem behavior (Costenbader & Markson, 1998).
- ▶ Punishing problem behavior without a positive, proactive, educative approach has been shown to actually increase aggressions, vandalism, truancy, and dropouts (Mayer & Sulzer-Azaroff, 1990; Skiba, Peterson, & Williams, 1997).

What are they?

- ▶ A continuum or menu of strategies that use instructional responses to manage minor classroom misbehavior.

Implementation

- ▶ Be consistent and respond to misbehaviors each time they occur.
- ▶ Increase active supervision
- ▶ Increase pre-corrects
- ▶ Respond using a calm and professional tone and demeanor
- ▶ Respond privately
- ▶ Be specific and brief in what you want student to do instead—refer to your posted classroom rules and procedures.
- ▶ Refocus the class if needed.

Strategies to Manage Minor Classroom Behavior

Strategy:	Explanation:	Example:
Proximity	The strategic placement/movement by the teacher in order to encourage positive behavior.	Stand next to a struggling student and give her positive specific feedback when she follows rules.
Signal, Nonverbal Cue	Signals the teacher is aware of the behavior and prepared to intervene if it continues.	Sustained eye contact, hand gestures, a handclap, finger snap, or clearing your throat
Ignore, Attend, Praise	Praise an appropriately behaving student in the proximity of a student who is not following expectations while not giving eye contact.	Student is off task, ignore him and tell the student next to him how well he is being on task. When student gets on task, give him praise.
Re-direct	Brief, clear, private verbal reminder of the expected behavior from the classroom rules.	"Please follow the directions and put your book away." Then later, praise her for following directions.
Re-teach	Specifically instruct the student on exactly what should be done to follow the classroom rule.	Model "on task" behavior (have only book, pencil and paper out, start reading or writing right away and raise hand if you need help). Have students practice.
Provide Choice	Stating two alternatives, the desired behavior and a less preferred choice (away from peers, work later during fun activity, etc.)	"You can be respectful and work quietly at your seat or you can move to the private student office. Which do you prefer?" Later, praise student for working quietly.
Student Conference	An individual re-teaching or problem solving opportunity	Reteach the classroom rule(s). Tell why following the rule is better. Have student practice. Provide feedback. Develop a plan to use the rule in the future.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I respond to social errors in a respectful way that reduces the probability of escalating behavior.			
2. I use a menu of strategies that focus on learning appropriate replacement behaviors.			
3. I use appropriate strategies to de-escalate or diffuse intense behavior.			



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

May, 2014

References

- Costenbader, V., & Markson, S. (1998). School suspension: A study with secondary school students. *Journal of School Psychology, 36*, 59–82.
- Mayer, G.R., & Sulzer-Azaroff, B. (1990). Interventions for vandalism. In G. Stoner, M.R. Shinn, & H.M. Walker (Eds.), *Interventions for achievement and behavior problems* (monograph). Washington, DC: National Association of School Psychologists.
- Skiba, R.J., Peterson, R.L., & Williams, T. (1997). Office referrals and suspension: Disciplinary intervention in middle schools. *Education & Treatment of Children, 20*(3), pp 295-316.

For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: <http://pbissmissouri.org/>



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

May, 2014

MO SW-PBS TEACHER TOOL

ACTIVE SUPERVISION

PRACTICE: The process of monitoring learning and performance on classroom expectations and rules that incorporates moving, scanning and interacting with students.

RESEARCH STATES:

- ▶ Has a positive impact on student behavior in a variety of settings- including classroom
- ▶ May reduce incidents of minor problem behavior while increasing appropriate behavior
- ▶ May lead to increases in student engagement
- ▶ Allows for encouragement of students using expectations or appropriate behavior

There is a relationship between the number of supervisor - to - student interactions and the instances of problem behavior (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008).

What is it?

Active supervision is a monitoring procedure that uses 3 components (DePry & Sugai, 2002)

1. Moving Effectively
2. Scanning Effectively
3. Interacting Frequently

Active supervision, verbally and non-verbally, communicates to students the certainty that you do inspect what you expect.

Active Supervision monitoring practices

Practice	What it looks like
Moving Effectively	When supervising work or activities, circulate among students.
Scanning Effectively	Frequently and intentionally look around at students
Interacting Frequently	While moving and scanning you should also frequently interact with students

Implementation

- ▶ Continuous movement.
- ▶ Proximity with students.
- ▶ Random or unpredictable.
- ▶ Include moving close to noncompliant students and possible targeted areas.
- ▶ Demonstrate interest in students, assist with learning tasks, provide feedback.

SCANNING

- ▶ Visually sweep all areas of the room to observe all on a regular basis.
- ▶ Make brief eye contact with students in more distant locations of the room.
- ▶ Look and listen for signs of a problem.

INTERACTING

- ▶ Positive contact: Friendly, helpful, proactive, non-contingent, frequent delivery rate.
- ▶ Positive reinforcement: Immediate and contingent on behavior, frequent delivery rate.
- ▶ Corrective response: non-critical, specific to behavior.
- ▶ Deliver consequences: Neutral demeanor, consistent across students displaying inappropriate behavior.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I have designed the classroom floor plan to allow for ease of movement for Active Supervision.			
2. I continually monitor all areas of the room by moving and interacting frequently and strategically.			
3. I continually monitor all areas of the room by scanning and interacting frequently and strategically.			
4. When designing a lesson, I consider student groupings, location and activity level.			
5. I provide positive contact, positive and corrective feedback while moving around the room.			
6. 80% of my students can tell the classroom expectations and rules.			



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

May, 2014

References

- De Pry, R.L. & Sugai, G. (2002). The effect of active supervision and precorrection on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education*, 11(4), 255-267.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D. & Sugai, G. (2008). Evidence-based practices in classroom management: Consideration for research to practice. *Education and Treatment of Children*, 31(3), pp. 351-380.

For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: <http://pbismissouri.org/>



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

May, 2014

MO SW-PBS TEACHER TOOL

MULTIPLE OPPORTUNITIES TO RESPOND

PRACTICE: Multiple Opportunities to Respond (OTR)

RESEARCH STATES:

The research supports the use of providing multiple opportunities to respond to:

- ▶ Decrease in disruptive behavior
- ▶ Increase in on-task behavior
- ▶ Increase in academic engagement with instruction
- ▶ Increase in rates of positive, specific feedback (Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986)
- ▶ Improved Reading Performance:
 - Increased percentage of reading responses,
 - Mastery of reading words,
 - Rates of words read correctly and decreased rates of words read incorrectly (Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997).
- ▶ Increase in number of correct responses
- ▶ Limit student time for engaging in inappropriate behavior
- ▶ Increase efficiency in use of instructional time
- ▶ Improved Math Performance:
 - Percentage of problems calculated correctly per minutes,
 - Number of problems completed and correct responses. (Carnine, 1976; Skinner, Smith & McLean, 1994)

What is it?

- ▶ An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale 2006)

What are the guidelines?

- ▶ Teacher talk should be no more than 40-50% of instructional time.
- ▶ New material—minimum of 4-6 responses per minute with 80% accuracy.
- ▶ Review of learned material—8-12 responses per minute with 90% accuracy.
- ▶ Wait time equals 5 seconds.

Practice

- ▶ Identify opportunities within your lesson plans to increase opportunities for students to respond. Identify opportunities to replace single student responding through hand-raising with multiple student responding through strategies such as: use of response cards, dry erase boards, Smart Boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, classwide peer tutoring and direct instruction

Examples of Opportunities to Respond

Antecedent	Behavior	Consequence
<i>Teacher provides:</i> Verbal Questions, Prompts, Cues	<i>Student Responses:</i> Written, Choral Verbal, Motor	<i>Teacher Provides:</i> Specific, Positive Feedback
Teacher says, "When I give the signal everyone answer this question: What is 5 times 6?" Teacher waits a few seconds and gives signal.	Students chorally respond, "30" Repeat 3 times.	Teacher says, "Yes! The correct answer is 30." Teacher ignores error responses, gives correct response. Asks same question again.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. Strategy: Providing Multiple Opportunities to Respond			
2. I use a variety of strategies to increase student opportunities to respond.			
3. I have a strategy to track students being called on.			
4. I use wait time to increase student opportunity for metacognition.			
5. I plan instructional questions and response methods prior to the lesson.			
Measureable goal to increase opportunities to respond:			



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

This Effective Classroom Practice addresses MO Teacher Standards 2:2, 3:1, 3:2, 5:1, 5:2, 8:1

May, 2014

References

- Carnine, D. W. (1976). Effects of two teacher-presentation rates on off-task behavior, answering correctly, and participation. *Journal of Applied Behavior Analysis*, 9, 199-206.
- Heward, W. L. (1994). Three low-tech strategies for increasing the frequency of active student response during group instruction. In R. Garner, III, D. M. Sainato, J. O., Cooper, T. E., Heron W. L., Heward, J., Eshleman, & T.A. Grossi (Eds.), *Behavior analysis in education: Focus on measurably superior instruction*. Pacific Grove, CA: Brooks/Cole.
- Skinner, C.H., Belfior, P.J., Mace, H.W., Williams-Wilson, S., & Johns, G.A. (1997). *Altering response topography to increase response efficiency and learning rates*. *School Psychology Quarterly*, 12, 54-64.
- Skinner, C. H., Smith, E. S., & McLean, J. E. (1994). The effects on intertribal interval duration on sight-word learning rates of children with behavioral disorders. *Behavioral Disorders*, 19, 98-107.
- Sutherland, K. S., Adler, N., & Gunter P. L. (2003). The effect of varying rates of opportunities to respond on academic request on the classroom behavior of students with EBD. *Journal of Emotional and Behavioral Disorders* (11), 239-248.
- Sutherland, K. S., & Wehby, J. H. (2001). Exploring the relationship between increased opportunities to respond to academic requests and the academic and behavioral outcomes of student with EBD: A review. *Remedial and Special Education*, (22), 113-121.
- West, R. P., & Sloane, H. N. (1986). Teacher presentation rate and point delivery rate: Effect on classroom disruption, performance, accuracy, and response rate. *Behavior Modification*, 10, 267-286.

For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: <http://pbismissouri.org/>



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

May, 2014

MO SW-PBS TEACHER TOOL

ACTIVITY SEQUENCING AND CHOICE

PRACTICE: **Activity sequencing** is thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior.

Offering choice is providing options to engage in or complete activities (e.g. type of activity, order, materials, location, etc.)

RESEARCH STATES:

- ▶ Varying the sequence of tasks....can be very important for students who are at-risk for learning or behavior concerns (Darch & Kameenui, 2004).
- ▶ "Providing opportunities for students to make choices has been demonstrated to be an effective intervention in preventing problem behavior and increasing engagement." (Kern and Clemens, 2007, p. 70)
- ▶ Offering choice and activity sequencing are preventive (antecedent interventions) because they are implemented before problem behaviors occur (Kern & State, 2009).

What is it?

- ▶ Sequencing through task interspersal (mixing easy/brief problems with more complex/ longer ones).
- ▶ Sequencing through behavior momentum (begin with simpler and move to more difficult).
- ▶ Including choice through options the instructor and/or students select ahead of implementation.
- ▶ Selecting choices that are matched to what is appropriate for the specific lesson(s).

Activity Sequencing	Examples	Choice (Students choose)	Examples
Task Interspersal	Plan 1 easy/ previously learned task, then new tasks, then easy/ previously learned task within the same assignment	Type of Activity/ Task	Menu of assignment options (e.g. draw a diagram vs. write a descriptive paragraph)
		Order of Tasks	3 tasks are assigned, student selects which to complete first
		Kinds of Materials	Keyboarding vs. pencil/ paper; Purple ink vs. pencil
Behavioral Momentum	Plan 2 very easy tasks, then 2 tasks that are a little more difficult, then 2 newly learned/ most difficult tasks within the same assignment	Work Group	Choose to complete a task with a partner, within a group or individually
		Location	Complete a task at student desk or study center

Implementation:

Activity Sequencing

- ▶ Precede more difficult tasks with easier ones
- ▶ Intersperse at 1:3 ratio of one mastered to 3 new items
- ▶ Slowly fade the mastered items as fluency builds with new ones
- ▶ After successful completion, reinforce the student

Implementation:

Providing Choice

- ▶ Create a menu of choices that are practical and doable
- ▶ Solicit student feedback and input
- ▶ Teach choices
- ▶ Decide which choices are appropriate to include in what types of lessons or activities
- ▶ Provide choices as planned

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I plan lessons incorporating student choices in a variety of way (order, materials, partners, location, type of task).			
2. When I plan lessons I consider the pace and sequencing that are appropriate, practical and doable to promote each student's success.			
3. I sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks.			



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

May, 2014

References

- Darch, C. B. & Kame'enui, E. J. (2004). *Instructional classroom management: A proactive approach to behavior management*. Upper Saddle River, NJ: Pearson.
- Kern, L. & Clemens, N.H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1), 65-75.
- Kern, L., & State, T. M. (2009). Incorporating choice and preferred activities into classwide instruction. *Beyond Behavior*, 18(2), 3-11.

For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: <http://pbissmissouri.org/>



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

May, 2014

MO SW-PBS TEACHER TOOL

TASK DIFFICULTY

PRACTICE: Task difficulty relates to work assignments that exceed the student's skill level. It is important to determine which aspects of the task/assignment do not match the student's skills, and then how they can be appropriately adjusted to decrease associated problem behaviors and increase opportunities for academic success.

RESEARCH STATES:

- Work assignments that are too difficult for students or require them to use skill sets that are challenging for them, commonly result in problem behavior (Scott, Anderson, & Alter, 2012).
- Providing tasks at the correct level of difficulty increases & promotes on-task behavior, task completion, task comprehension and appropriate class-wide behavior (Kern & Clemens, 2007).
- Decreasing the overall task length and offering periodic breaks to do something else can aide in decreasing problem behavior. (Dunlap, Kern-Dunlap, Clarke & Robbins, 1991).

What is it?

- Identifying specific parts of a task or assignment where the breakdown in learning occurs.
- Asking specific questions to select supportive teaching strategies.
- Determining if inappropriate behavior is or is not associated with task difficulty.
- Selecting strategies that are matched to what is appropriate for the specific lesson(s).

Practice: Addressing task difficulty

- ☐ Identify core subjects/skills for which strategies are needed.
- ☐ Create a menu of strategies that are practical and doable for each.
- ☐ Identify students who could benefit from implementation of strategies.
- ☐ Select specific strategies and implement.
- ☐ Choose the amount of time the strategies will be used.
- ☐ Take data to see if the strategies are effective.
- ☐ Gradually decrease use of the strategies as students are able to make sufficient progress without them.

Strategy	Examples
Time adjustments	<ul style="list-style-type: none"> • Have shorter work periods with other assignments in between • Provide physical breaks between difficult tasks • Provide alternative times for students to complete their work
Length adjustments	<ul style="list-style-type: none"> • Highlight, in a color, the problems for the student to complete • Have the student cover all tasks except the one she is working on at the time • Break up the assignments into chunks
Adjust Input Mode	<ul style="list-style-type: none"> • Include illustrations on worksheets describing how to complete tasks • Highlight and/or underline important words in instructions and texts • Create Guided Notes that highlight key points
Response Mode	<ul style="list-style-type: none"> • Provide choice of written or oral answers • Permit students to use outlining software to facilitate planning • Allow students to video or take pictures to produce journals or compose essays
Increased Instruction or Practice	<ul style="list-style-type: none"> • Different instructional strategies than were presented during initial instruction – incorporate multiple representations • Arrange for additional brief instruction using modeling, then guided practice, then independent practice if student is in the acquisition stage. • If students understands the content but needs more practice, arrange a peer tutor. Ensure 90% accuracy before moving to independent practice. • Use flash cards to increase fluency to 90%. • To assist with mastery or generalization, use meaningful real life examples for practice and application.

Is the student's inappropriate behavior associated with a task or skill? If so, under what specific circumstances?

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I plan lessons to include strategies to address task difficulty and align with student(s) ability and needs: <ul style="list-style-type: none"> • Time expectations or assignment length • Mode of responding • Increased instruction, guided practice, independent practice 			
2. I implement task difficulty strategies as appropriate for lesson(s) content and student(s) ability and needs.			



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

May, 2014

References

- Dunlap, G., Kern-Dunlap, L., Clarke, S., & Robbins, G. R. (1991). Functional assessment, curricular revision, and severe behavior problems. *Journal of Applied Behavior Analysis*, 24, 387-397.
- Kern, L. and Clemens, N.H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1), 65-75.
- Scott, T. M. Anderson, C. M., & Alter, P. (2012). *Managing classroom behavior using positive behavior supports*. Upper Saddle River, NJ: Pearson Education, Inc.

For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: <http://pbismissouri.org/>



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

May, 2014

Whole-Class “Games” for Implementation of Effective Classroom Practices

This chapter has focused on effective classroom practices teachers can implement to increase instructional time and the time students are engaged in that instruction. These Effective Classroom Practices seem easy enough to implement. Yet it may be challenging for teachers to make a habit of implementing these practices given the multiple responsibilities teachers juggle throughout the day.

Therefore, in addition to the Effective Classroom Practices, MO SW-PBS is introducing three whole-class strategies that can provide structure some teachers may need to ensure they are delivering the Effective Classroom Practices. In addition, these whole-class strategies can benefit all students, especially those who need additional support. Finally, more and more school teams are checking implementation of Tier 1 and Effective Classroom Practices **before** students are referred for targeted, Tier 2 interventions. Whole-class strategies can assist with this process.

Three whole-class strategies are introduced here:

- ▶ Positive Peer Reporting (Skinner, Neddienriep, Robinson, Ervin, & Jones, 2002)
- ▶ Tootling (Skinner, Neddienriep, Robinson, Ervin, & Jones, 2002)
- ▶ Class-Wide Function-related Intervention Teams (CW-FIT) (Wills, Kamps, Hansen, Conklin, Bellinger, Neaderhiser, & Nsubuga, 2010)

These research-based whole-class practices are appropriate for all grade levels, though teachers should modify delivery as needed to meet the needs of their students.

POSITIVE PEER REPORTING

Positive Peer Reporting (PPR) has been shown to increase positive interactions among peers in in kindergarten classes (Grieger, Kaufman, & Grieger, 1976) and in middle school and residential treatment settings (Bowers, McGinnis, Ervin, & Friman, 1999; Bowers, Woods, Carlyon, & Friman, 2000; Erving, Miller & Friman, 1996; Jones, Young & Friman, 2000; & Robinson, 1998). Positive Peer Reporting (Skinner et al., 2002) engages all students in a classroom in recognizing positive behaviors and actions of a selected peer. The teacher selects a target student (students who typically use expected behaviors and students who need additional support should be selected in turn). Peers are encouraged to notice something positive the target student does during the day, and then report it out during a designated sharing time. Students earn points for the class by making sincere, positive comments to the target student at the designated sharing time. Points earned by the class can be used for rewards such as extra recess or an in-class game or activity. The next page includes a basic outline of Positive Peer Reporting.

Procedure for Positive Peer Reporting

1. Introduce and define positive peer reporting (PPR).
 - PPR is the opposite of tattling.
 - Students will be given the chance to earn reinforcement (e.g., points, activities) for reporting positive behaviors of peers.
2. Explain the procedure.
 - A drawing will be conducted and a child's name will be selected as the first target child (e.g., "Star of the Week").
 - Peers will be instructed to pay special attention to the target child's positive behaviors during the course of the day and to report the observed incidences of positive behaviors during the specified time of day.
 - Positive comments include behaviors like sharing, helping a friend, volunteering, showing good anger control, being honest, trying hard in school, giving others praise, encouragement or compliments, or any behavior that is a specific skill the child needs to improve (e.g., asking for help instead of acting out).
 - The teacher determines that the report of positive behavior is specific and genuine, and the child reporting the behavior receives the identified reinforcement.
 - A child will be the target child for 1 week and then there will be a new drawing for the next "Star of the Week."
3. Determine the type and amount of reinforcement that will be given for reports of positive behavior (e.g., special activity, points, tokens for previously established token economy system).
4. Determine the time of day and amount of time allotted for the procedure (e.g., during the last 10 minutes of homeroom peers will be given the opportunity to report any instances of positive behaviors they witnessed the target child exhibit that day).
5. Monitor the effects of the intervention on the quality of peer interactions by coding interactions (e.g., positive, negative or neutral). Monitor the effects of the intervention on social status using peer ratings and nominations.

Skinner, C. H., Nedderniep, C. E., Robinson, S. L., Ervin, R., & Jones, K. (2002), pg 196.

TOOTLING

Tootling encourages students to notice pro-social behaviors displayed by their classmates throughout the day, and report them on a written note (Skinner, Cashwell, and Skinner, 2000). Unlike Positive Peer Reporting where one student is the focus, in Tootling any student may write a positive comment for any classmate. In Tootling, the teacher teaches students to write observations of peers actively helping another peer on index cards. Specifically, they write a) who, b) helped who, c) by (here they write the positive behavior). For example: Nathan helped Sarah by opening her locker when it was stuck. Tootling cards are collected at the end of the day and the teacher sorts positive statements from non-examples. Teachers then report the number of tootles written and reports progress toward the class goal. The Tootling cards may be shared with the peer receiving the compliments; not with the entire class. All Tootling cards count toward the class earning a group reward. Due to the writing involved, this support may be most appropriate for 2nd grade and up.

Procedure for Tootling

1. Introduce and define tootling.
 - Tootling is like tattling in that you report classmates' behavior. However, when tootling you only report when classmates help you or another classmate.
 - Provide examples of classmates helping classmates and use group recitation to have students provide examples.
 - Provide corrective feedback and reinforcement for responses.
 - Teach students to write observations of peers helping peers on index cards taped to their desks. Specifically, they write a) who, b) helped who, c) by (here they write the prosocial behavior).
2. Explain the procedure.
 - Each morning you will tape a blank index card to your desk. During the day, you should record any instance you observe of peers helping peers.
 - At the end of the school day, students turn in their index cards. If any student fills a card during the day they may turn it in and get another card.
 - The teacher counts the number of tootles. Again, only instances of peers helping peers are counted. Furthermore, if more than one student records the same instance, all count.
 - The next morning the teacher announces how many tootles were recorded the previous day. The teacher adds the previous tootles and uses a group feedback chart to indicate cumulative tootles. Additionally, the teacher may read some examples of students helping students and praise the students. When the entire class reaches the cumulative tootle goal, the class earns a reinforcement (typically an activity).
3. After the group meets a goal the procedure is repeated with several possible alterations including:
 - Change in the criteria to earn reinforcement as students become more skilled at tootling with practice.
 - Change in the reinforcer. It may help for teachers to solicit reinforcers from students throughout the procedure.

Additionally, using randomly selected group reinforcers is encouraged as some consequences may not be reinforcing for all students.

Skinner, C. H., Nedderniep, C. E., Robinson, S. L., Ervin, R., & Jones, K. (2002), pg 198.

CLASS-WIDE FUNCTION-RELATED INTERVENTION TEAM (CW-FIT)

CW-FIT or Class-Wide Function-related Intervention Team is a group contingency program that broadly targets common functions that maintain problem behavior in a classroom. CW-FIT is designed to teach appropriate skills and reinforce their use through a game format. CW-FIT is designed to:

- Help students who need more than universal supports
- Be implemented at the class-wide level
- Incorporate individualized components
- Address attention – a common function of problem behavior
- Be implemented during “problem” times during the day (University of Kansas Center for Research, Inc., 2017)

It is designed to be implemented during the course of normal instruction (e.g., math, reading, science), and focuses on students working together and supporting each other to make their team, and their class, successful (Wills, et al., 2010). CW-FIT has been shown to improve class-wide student behavior at a variety of ages (Iwaszuk, W. M., Lupo, J., & Wills, H., under review; Kamps et al., 2011; Wills, et al., 2010). It also provides structure to increase teacher praise and decrease reprimands for misbehavior.

The components of the CW-FIT game described below are:

- teaching,
- self/peer monitoring,
- extinction, and
- reward.

Teaching

The teacher provides a lesson on a particular expected behavior designed in the following structure:

1. Defining appropriate behavior.
2. Rationale, giving students the opportunity to address the importance of appropriate behavior.
3. Role Play, giving students a chance to practice the skill.
4. Reviewing the steps together, and reminding students to use the behavior throughout the day.

Self/Peer Monitoring

The teacher displays a point grid in a prominent location in the classroom. During the game, players monitor their own and their group's behavior to try to earn points for their team.

Extinction

During the game, the teacher provides frequent recognition and awards points for individuals and teams using the expected behavior at the designated times. The teacher ignores or gives minimal attention to students not displaying the desired behavior.

Reward

When the game ends, groups and individuals who have met the established point goal receive a reward. The reward should occur immediately whenever possible, and should be something the students can enjoy together (free reading time, drawing time, play a game, time to talk with friends, use of personal electronics for 5 minutes, etc.).

Additional information about CW-FIT are available at cwfit.ku.edu. Research, resources, testimonials, examples in middle school and more is available if you become a member on the website.

Additional support for designing and implementing Positive Peer Reporting, Tootling, and CW-FIT in your school can be obtained through your MO SW-PBS consultants.

MO SW-PBS Classroom Observation Tools

MO SW-PBS has developed tools that are based on the eight effective classroom practices found in this chapter. These tools serve as a guide for administrators and educators as they conduct observations within instructional environments. A primary purpose of the *Classroom Walk-through Observation* is to provide a set of sequential observation tools. Another purpose of these tools is to support school personnel to improve their awareness of and fluency in using the eight practices. The tools are not intended as a means to formally evaluate school personnel. Effective walk-throughs are associated with shared reflection and identification of desired areas of improvement and professional growth.

The tools may be used as a package or individually, and include the following components: 1) *Artifacts and Materials Walk-through*, 2) *Walk-through Brief Observation*, and 3) *In-depth Observation*.

The *Artifacts and Materials Walk-through* may be completed during non-instructional or instructional time. The eight classroom practices are related to documents and artifacts, which can be collected and reviewed at any time.

The *Walk-through Brief Observation* requires direct observation during instructional times. It provides the observer with an opportunity to record what is observed during approximately 5–10 minutes of direct observation.

Finally, the *In-depth Observation Form* provides a process to document the use of a specific practice by both *frequency* or a specific practice by *time*. These observations would be conducted once a specific practice has been selected for further observation (e.g., specific positive feedback, opportunities to respond or use of consistent procedures and routines).

Schools have supported teachers in a variety of ways as they improve their implementation of the effective classroom practices. For example, classroom teachers can self-select the skills they desire to improve and have observed. Another approach is to use of peer mentor or peer coach conducted observations. The following pages include the Classroom Observation Walk-through forms. They can also be accessed on the MO-PBS website at <http://pbissmissouri.org/>.

As mentioned in Chapter 2, *Leadership*, organizing and providing professional learning will be a critical step in supporting the instructional changes that will be required to implement SW-PBS with fidelity. Recent studies demonstrate implementation of effective instructional practices increased with a coaching combination of professional development and performance feedback and/or self-monitoring (Briere, Simonsen, Sugai, & Myers, 2015; Haydon, & Musti-Rao, 2011; Simonsen, MacSuga, Fallon, & Sugai, 2012). The combination of professional development and performance feedback can be considered an evidence-based practice, as assessed by What Works Clearinghouse (WWC) criteria, to span the research to practice gap (Fallon, Collier-Meek, Maggin, Sanetti, & Johnson, 2015). To learn more about how to develop an efficient and effective schoolwide professional learning plan see Chapter 9, *Professional Learning*.

Artifacts and/or Materials

School: _____ Teacher Observed: _____

Observer: _____

Date: ____/____/____ Time In: _____ Time Out: _____

Rules Provide Clear Meaning of Expectations in Classroom

	Yes	No	N/A
Align with Schoolwide Expectations (i.e. Be Safe, Be Respectful, Be Responsible)			
Rules are observable, measurable, and positively stated			
Prominently Posted in Classroom/Instructional Space			
5 or Fewer for each Schoolwide Expectation			
Lessons to teach Classroom Rules have been developed (Elementary, 6th and 9th grade orientation/academy) OR			
Classroom Rules Review plan developed (upper elementary, middle and high school levels)			
Teaching or Review Schedule of Classroom Rules Lessons is developed			

Procedures/ Routines to Teach and Reinforce Expectations

	Yes	No	N/A
Align with Rules			
Prominently Posted in Appropriate Classroom Area(s)			
Stated in Observable, Measurable, Positively Stated Language			
Classroom Schedule Posted			

*Note: Words in **bold** are defined in “Key Term Descriptors”*

Comments:

Walk Through or Brief Observation

Procedures/ Routines to Teach and Reinforce Expectations

1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/ Procedure
Posted Classroom Schedule is Followed					
Procedures/ Routines Directly Observed:					
<ul style="list-style-type: none"> • Entering • Exiting • Lining up • Whole group • Small group • Instructor Used Attention Signal • Transitions 					
Physical Space Facilitates Ease of Movement and Traffic Flow					
Materials Organized and Accessible					
Students were participating in the assigned task or activity					

*Note: Words in **bold** are defined in “Key Term Descriptors”*

Comments:

Walk Through or Brief Observation

Strategies to Enhance Academic and/or Social/Behavior Instruction

1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/Procedure
Precorrect: Reminder of Classroom Procedure/Routine					
Precorrect: Reminder of Classroom Rule					
Class begins Promptly					
Students Actively Engaged / Minimal Down Time					
Classroom Procedures/Routines/Rules Actively Taught					
Active Supervision (move, scan, interact)					
Positive, Specific Feedback					
Respectful Redirect / Error Correction <ul style="list-style-type: none"> • Prompt (identify error) • Reteach (skill, rule, routine, procedure) • Reinforce (state when error corrected) 					
Provide Choices (where, when, how work is done)					
Multiple Opportunities to Respond (i.e. group choral response, students volunteer, written)					
Task Difficulty aligns with Student(s) Ability					
Activity/Task Sequence Clearly Stated and Demonstrated					
Specific Positive Feedback (Adult Attention) Ratio 4:1					
A Continuum of Corrective Feedback is Clearly Defined and Utilized					

*Note: Words in **bold** are defined in “Key Term Descriptors”*

Comments:

In-Depth Classroom Observation By Frequency

School: _____ Teacher Observed: _____

Observer: _____

Date: ____/____/____ Time In: _____ Time Out: _____

INSTRUCTIONS: Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

Strategy	Frequency	Comments

Other Comments:

EXAMPLE

In-Depth Classroom Observation By Frequency

School: Best School Teacher Observed: Mr. Work Hard

Observer: Ms. Work Hard Too

Date: 10 / 11 / 2009 Time In: 9:30 Time Out: 9:50

INSTRUCTIONS: Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

Strategy	Frequency	Comments
Positive Feedback Ratio	Frequency	
Specific, Positive Feedback	= 10	
Negative Feedback	= 14	Positive : Negative Ratio = 10/14

Other Comments:

The recommended Positive Feedback Ratio is a minimum of 4:1. It is suggested that the instructor practice increasing the number of times he uses specific, positive feedback and recording it himself. Ms. Work Hard Too will be glad to talk with Mr. Work Hard to come up with some quick and easy ways to do this.

It is recommended that this observation be repeated at an agreed upon time between the observed and the observer.

In-Depth Classroom Observation By Time

School: _____ Teacher Observed: _____

Observer: _____

Date: ____/____/____ Time In: _____ Time Out: _____

INSTRUCTIONS: Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a count to record the number of times within the 10-20 minutes that the identified strategy is observed. Circle or underline each minute of the observation period that the Strategy is occurring.

Strategy	Recorded by minutes circled or underlined		Comments
	1	11	
	2	12	
	3	13	
	4	14	
	5	15	
	6	16	
	7	17	
	8	18	
	9	19	
	10	20	

Other Comments:

EXAMPLE

In-Depth Classroom Observation By Time

School: Best School Teacher Observed: Mr. Work Hard

Observer: Ms. Work Hard Too

Date: 10 / 11 / 2009 Time In: 9:30 Time Out: 9:50

INSTRUCTIONS: Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

Strategy	Recorded by minutes circled or underlined		Comments
Students actively engaged - little down time	<u>1</u>	<u>11</u>	
	<u>2</u>	<u>12</u>	
Amount of time students were engaged	<u>3</u>	13	
	<u>4</u>	<u>14</u>	
	<u>5</u>	<u>15</u>	
	<u>6</u>	<u>16</u>	
	7	17	
	8	18	
	9	19	
	10	<u>20</u>	

Other Comments:

Most of the students were engaged (on task or listening to instructions) 12 minutes. Most of the students were not engaged (off task) 8 minutes. During the 8 minutes students were observed to be out of their seats, talking to a neighbor, and/or doing something other than the assigned task. The teacher was either actively instructing or actively supervising (move, scan, interact) during the 12 minutes the students were on task.

DISCUSSION



How widely are the practices to increase instructional time and student engagement presented in this chapter used in your school? How will you provide professional learning for your staff on these strategies? How can you monitor their use? Can these strategies be incorporated into “walk-throughs” or formative evaluation?

Next Steps

Your tasks for creating classrooms where effective practices to ensure high rates of instructional and engaged time are listed below. Some activities require team planning; others require professional learning and engagement of all staff. It is recommended that these tasks be completed prior to your next MO SW-PBS training session. Please bring completed action plans and products with you to share and discuss.



1. Create a plan for and conduct professional learning to teach the eight effective classroom practices to all staff:

- Clarifying expectations and procedures
- Teach and encourage appropriate classroom behavior; use strategies to discourage inappropriate behavior
- Active supervision
- Frequent opportunities to respond
- Sequencing and choice
- Task difficulty and academic success



2. Assist staff to incorporate these practices into their daily classroom planning and activities:

- Schedule practice or role-play opportunities
- Modeling, peer coaching; peer observations and feedback
- Sharing of successes
- Staff expectations in writing; included in staff handbook



3. Incorporate the eight effective classroom practices into Walk-throughs and formative evaluations:

- Utilize MO SW-PBS Observation Tools
- Consult with your RPDC MO SW-PBS Consultant