

The Nuts and Bolts of Preventative Classroom Management: PBS in the Classroom

Universal Prevention

APBS Conference
2010

Tim Knoster
Bloomsburg University
tknoster@bloomu.edu

What Causes Problem Behavior?

- Is it Nature (genetic predisposition)?
- Is it Nurture (environmental)?

Understanding Classroom Management

- ⌘ The first step is to understand the nature of the grand illusion of the idea that you or I are going to “manage” or “control” how someone else acts.
- ⌘ However, what we do (how we act) in the classroom does directly influence how our students act.
- ⌘ A more accurate description of what effective classroom management requires is “teacher self-management of instructional practice in group settings”.

What are your “Pet Peeves” in terms of unacceptable student behavior...the little stuff that can wear you down in the classroom an lead to even bigger problems?

Each of us has varied experiences (as well as stories to tell) concerning student behavior. Along these same lines, there are likely examples of mild levels of inappropriate behavior that have proven particularly bothersome to you based on your experiences....regardless of your years of experience. Given this reality, please take a few moments to identify in your mind’s eye what some of those particularly bothersome behaviors are that can wear you down over time. In other words, what behaviors serve as the proverbial “straws that can break the Camels back”...or “bricks that can tip your wheel barrow”...what are your “Pet Peeves” in this regard?

Addressing your “Pet Peeves”

Most “Pet Peeves” can be sufficiently addressed through preventative classroom management approaches... not so much any one preventative approach alone, but rather the interactive effect of particular preventative procedures.

Prevention and Early Intervention Concerning Inappropriate Student Behavior

- ⌘ Prevention (no less than 80%)
 - * Rapport Building: Staying Close
 - * Establishing Clear Expectations
 - * Positive Reinforcement

- ⌘ Intervention (no more than 20%)
 - * Pivoting/Planned Ignoring with Proximity
 - * Stop-redirect Procedures
 - * Behavior Contracting

Prevention of Inappropriate Behavior

⌘ Think about the amount of time you invest each day in your classroom managing student behavior. Minimally, you want eighty percent of this time invested in prevention and no more than 20% of your invested time in responding to (reactively intervening on) student inappropriate behavior.



Observing the crescent...but seeing the whole of the moon.

Common Setting Events for Kids Who “Act Out”

Feelings.....Setting Events

Effective Approaches to Classroom Management Minimize these Feelings:

- Lonely
- Disengaged
- Disconnected
- Disrespected
- Afraid
- Uncertain
- Devalued
- Powerless
- Unsupported
- Angry
- Unloved
- Incompetent

Effective classroom management places greatest emphasis on practices that positively influence how students feel (e.g. engaging the kids in establishing classroom rules/a code of conduct or social contract, helping each child acquire a sense of connection/belonging, and affirming each child's capability by reinforcing students for performance of the identified expectations.)

Prevention of Problem Behavior

- ⌘ Staying Close (Rapport)
- ⌘ Establishing Clear Behavioral Expectations
- ⌘ Positive Reinforcement

How to Stay Close?

- Be physically close,
- Use Appropriate touch,
- Show appropriate facial expression,
- Use appropriate tone of voice,
- Show appropriate body language,
- Listen while the student speaks,
- Show empathy,
- Ask open ended questions, and
- Ignore “junk” behavior.

When to Stay Close

- ❖ When you spend time with your students/clients and “just talk” or “shoot the breeze”...mostly during non-instructional time:
 - students/clients will increasingly care about what you have to say,
 - students/clients will be concerned about your approval and disapproval, and
 - students/clients will increasingly learn good communication skills and how to stay close (you serve as a role model).
- ❖ When you may be discussing a “hot topic.”

Prevention of Problem Behavior

- ⌘ Staying Close (Rapport)
- ⌘ Establishing Clear Behavioral Expectations
- ⌘ Positive Reinforcement

Guidelines for Establishing Expectations

1. Select 3-5 positively stated (broad) behavioral expectations
2. Identify your highest priority contexts (settings/routines) within which you anticipate the greatest number of student behavioral errors
3. Operationally define each of your expectations across each context...what would the students look-like and sound-like when they meet your expectations?
4. Post your expectations prominently in your classroom.
5. Provide direct instruction in your expectations including simulations.
6. Reinforce your students for performing expectations
7. Have clear, consistent and reasonable consequences for problem behavior.

Establishing Expectations

The Three Bees (Elementary School)

Expectation	Arrival at school	Individual work	Teacher talking	Group activities	Changing activities
Be ready	<ul style="list-style-type: none"> •Go immediately to your classroom after arriving at school. •Bring your homework with you to class. •Be in your seat when the morning bell rings. 	<ul style="list-style-type: none"> •Have your materials open and on top of your desk. •Follow directions the first time. •Get to work right away. 	<ul style="list-style-type: none"> •Listen when Mrs. Lee speaks; one person speaks at a time. •Write important things in your notebook. 	<ul style="list-style-type: none"> •Be focused on the group work to be completed. •Have your materials with you and opened to assigned pages. •Organize your group and get to work quickly (within 1 minute). 	<ul style="list-style-type: none"> •Be aware of the daily schedule. •Listen for directions from Mrs. Lee. •Be flexible in case the schedule changes.
Be responsible	<ul style="list-style-type: none"> •Be on time to school and class. •Listen when Mrs. Lee speaks; one person speaks at a time. •Complete your homework. •Use indoor voices when speaking. 	<ul style="list-style-type: none"> •Follow directions on tests and assignments. •Organize and get to work promptly. •Make a good effort on all work. •Speak only at appropriate times. 	<ul style="list-style-type: none"> •Think about what Mrs. Lee says. •Ask Mrs. Lee questions by raising your hand. •Volunteer to answer questions by raising your hand. 	<ul style="list-style-type: none"> •Focus on your work. •One person speaks at a time using indoor voice; so. •Ask for help as needed. •Finish on time. •Share with others while keeping your hands and feet to yourself. 	<ul style="list-style-type: none"> •Stop and put things away when Mrs. Lee says to do so. •Know what materials you need for next class/activity. •Keep your hands and feet to yourself. •Use indoor voices when speaking.
Be respectful	<ul style="list-style-type: none"> •Say "hi" to friends before homeroom starts. •Keep hands and feet to yourself. •Listen when Mrs. Lee speaks; one person speaks at a time. •Follow directions the first time. 	<ul style="list-style-type: none"> •Get to work and work quietly. •Use only your materials. •Ask for help by raising your hand. •Make a good effort. 	<ul style="list-style-type: none"> •Listen and follow directions the first time. •Think about what Mrs. Lee is saying. •Ask questions by raising your hand. •Volunteer to answer questions by raising your hand. 	<ul style="list-style-type: none"> •Encourage others to work cooperatively. •Keep hands and feet to yourself. •Use indoor voices. •It is okay to disagree, but do it without being disagreeable. 	<ul style="list-style-type: none"> •Be thoughtful of others. •Keep hands and feet to yourself. •Use indoor voices. •When moving in room and hallway, always walk on the right side.

Prevention of Problem Behavior

- ⌘ Staying Close (Rapport)
- ⌘ Establishing Clear Behavioral Expectations
- ⌘ Positive Reinforcement

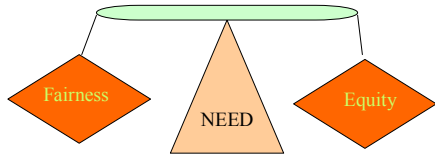
Providing Positive Reinforcement

- ⌘ Tell the student what he or she did that was correct.
- ⌘ Stay close when acknowledging appropriate behavior.
- ⌘ Provide positive acknowledgement that fits the situation.
- ⌘ Provide the positive consequence within 3-5 seconds of recognizing the appropriate behavior.

4 to 1

Strive to achieve a four to one ratio of positive reinforcement for appropriate behavior for each instance where you provide corrective feedback for problem behavior.

**I Will Always Be Fair,
Therefore I Won't Always Treat
People The Same**



**Early Intervention with Student Inappropriate
Behavior**

- ⌘ Planned Ignoring (Pivoting)
- ⌘ Stop-Redirect-Reinforce Appropriate Behavior
- ⌘ Behavior Contracting

**Ignoring “Junk” Behavior and
Pivoting with Other Students**

- 1) Provide a positive consequence to another student in close proximity who is acting appropriately.
- 2) Provide the positive consequence within 3-5 seconds of recognizing the positive behavior of the other student.
- 3) Provide a positive consequence for the appropriate behavior of the student who had been displaying junk behavior within 3-5 seconds after the appropriate behavior begins.
- 4) Avoid responding verbally to the junk behavior of the student. Examples: “STOP THAT NOW”... “QUIT THAT.”
- 5) Avoid responding non-verbally to the junk behavior of the student. Examples: rolling your eyes, stomping around the room, crossing your arms and staring.

Early Intervention with Student Inappropriate Behavior

- ⌘ Planned Ignoring (Pivoting)
- ⌘ Stop-Redirect-Reinforce Appropriate Behavior
- ⌘ Behavior Contracting

Redirecting Problem Behavior

- This involves:
- ⌘ stopping the student's problem behavior,
 - ⌘ re-directing him/her to a different, logically related behavior that is appropriate, and
 - ⌘ acknowledging the student when he or she does the alternative behavior that is appropriate.

Redirecting Problem Behavior

- ⌘ Say "Stop "X".
- ⌘ Say "I want you to do "Y".
- ⌘ Provide reinforcement for compliance with the re-direction (the performance of "Y").
- ⌘ Use minimal, additional prompts as necessary (in a least to most intrusive manner).

Remember the Ratio of 4 to 1

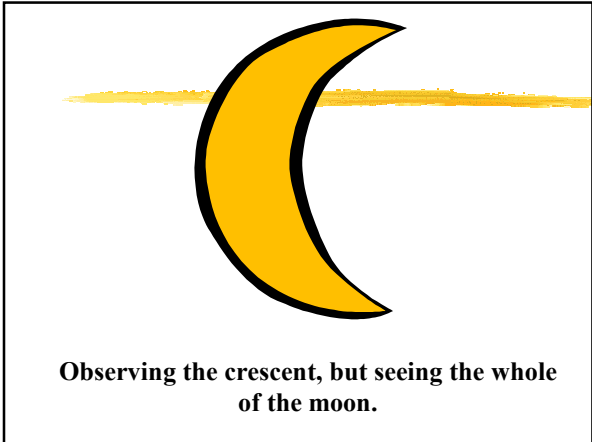
Strive to achieve a four to one ratio of positive reinforcement for appropriate behavior for each instance where you provide corrective feedback for problem behavior.

Early Intervention with Student Inappropriate Behavior

- ⌘ Planned Ignoring (Pivoting)
- ⌘ Stop-Redirect-Reinforce Appropriate Behavior
- ⌘ Behavior Contracting

Behavior Contracting

- ⌘ The focus of an effective contract is to increase appropriate behavior, reduction of problem behavior becomes a byproduct of the process.
- ⌘ The best way to build appropriate behavior is through acknowledging appropriate behavior...therefore emphasis in an effective contract is placed on:
 - * Clearly defining expectations
 - * Establishing reinforcement procedures
 - * Fading the contract over time based on progress.



Points to Remember about Effective Classroom Management

- ⌘ The first step is to understand the nature of the grand illusion of the idea that you or I are going to “manage” or “control” how someone else acts.
- ⌘ However, what we do (how we act) in the classroom does directly influence how our students act.
- ⌘ A more accurate description of what effective classroom management requires is “teacher self-management of instructional practice in group settings”.

GOOD LUCK!

Tim Knoster Ed.D.
Bloomsburg University
tknoster@bloomu.edu
570-389-4081
