

Keeping them on the Edge of Their Seats: Moving Beyond Classroom Management

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7th International Conference on Positive Behavior Support: St. Louis, MO

This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, in collaboration with Florida Mental Health Institute, funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Session Overview

- Review school-wide classroom components
- Moving beyond Classroom Management
 - Developing relationship with students
 - Curricular adaptations
 - Instruction adaptations
 - Ecological adaptations
- What to do now
 - Assessments
 - Problem solving individual students

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SWPBS in Classrooms

- Teach the school-wide expectations
- Establish effective classroom rules & procedures
- Teach classroom rules & procedures
- Acknowledge appropriate behavior
- Respond effectively to problem behavior

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Teach School-Wide Expectations

- School-Wide Expectations form the foundation for Classroom level PBS
- Taught through direct, on-going lesson plans
- **Also** embedded into academic lesson plans
- Differentiated based on need
 - Whole class
 - Smaller groups
 - Individual Students

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Establish Effective Classroom Rules

Teacher Name: Smith		Grade: 4
Classroom Rules <small>(3-5 Positively Stated, Observable Behaviors aligned with Expectations)</small>	SW Expectation(s) rule is aligned with:	
1.	BE RESPECTFUL	
2. Be in your seat at the assigned time.	BE RESPONSIBLE	
3. Raise your hand to get permission before leaving your area.	BE SAFE	
4.	There are only 3 SW Expectations	
5.	XXXXXXXXXXXXXXXXXXXX	
Procedures		
<small>Necessary classroom procedures should be proactively identified and clearly described to prepare for ongoing teaching.</small>		

Procedures Aligned w/Expectations

	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Be Safe	Walk to your seat			Push your chair up to your desk
Be Respectful		Raise your hand and wait for someone to help you	Talk only in whispers	
Be Responsible	Put your homework on your desk	Put completed assignments in teacher's basket	Work only on the assigned activity	

Teaching Rules & Procedures

- Teach in the **setting** the rule applies to
- Review school-wide **expectations**
- Review the **rationale** for the rule(s)
- Describe the **specific, observable skill(s)** and provide examples and non-examples
- **Engage** students in an activity that will allow them to practice the desired behavior
- **Reward** appropriate behavior

7




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Acknowledge Appropriate Behavior

- Attention/Verbal praise
- Gesture (high-fives, thumbs up, etc...)
- Points
- Rewards

• An effective acknowledgement system will use a combination of these methods

8




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Effective Responses to Problem Behavior

- Including effective interventions at the classroom level:
 - Humor
 - Prompt or cue expected behavior (verbal & non-verbal)
 - Re-direction
 - Provide choices
 - Let the student "save face"
 - Re-teach the expectations/rules
 - Peer mediation
 - Failure to earn a privilege
 - Reward alternate positive behavior

9



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Now What Do You Do?

Instructional Time-Time Spent on Dealing with Inappropriate Behavior=increased amount of time to teach

How are you going to spend this extra time you gained back?

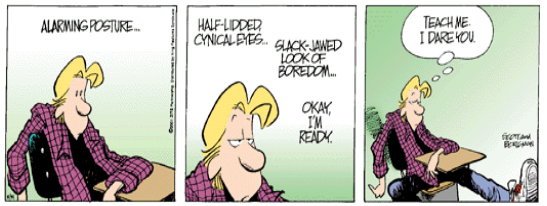
More time for curriculum & instruction

10




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Is There a Link Between Curriculum, Instruction and Behavior?



11




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An Educational Approach to Behavior Support

- Because behavior problems are often a reflection of skill deficits...
 - ...teaching is often the best intervention
- Because instructional and curricular variables have been found to influence student behavior...
 - ...adaptation of instruction and curriculum can result in improved behavior and increased opportunity for learning

12



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Learning & Challenging Behavior

- Learning and behavior problems result from **interaction** between individuals and their environment
- Instructional focus:
 - Identify individual and group **needs**
 - Identify environmental **supports and/or adaptations** required to meet needs



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13

Characteristics of a Well-Managed classroom

- Students are deeply involved in their work
- Students know what is expected of them and are generally successful
- There is relatively little wasted time, confusion, or disruption
- The climate of the classroom is work-oriented, but relaxed and pleasant



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14

Effective Instructional Practices

(Westling & Fox, 1995)

- Carefully plan instruction
- Manage behavior effectively
- Design instructional groups that meet learning needs
- Present instructional materials/directions clearly
- Maintain a steady pace of instruction
- Clearly communicate high (reasonable) expectations



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15

Effective Instructional Practices

(Westling & Fox, 1995)

- Establish smooth, efficient classroom routines
- Provide frequent feedback
- Monitor performance
- Review and reteach material as necessary
- Integrate skills needed for adulthood into instruction (e.g., problem-solving skills)
- Use homework primarily for fluency
- Interact in a positive, caring manner



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16

Developing Relationships with Students

Students who have a positive relationship with an adult at school:

- More resilient
- More likely to graduate and be actively engage in school activities

Teachers who have positive relationships with students experience less problem behaviors (Marzano, 2003)



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17

How Do I Do this?

Take a personal interest

- Find out student's hobbies & activities outside of school, like and dislike, then
- Talk to them about what you discover and see how you can put their interests into assignments

Show them you care

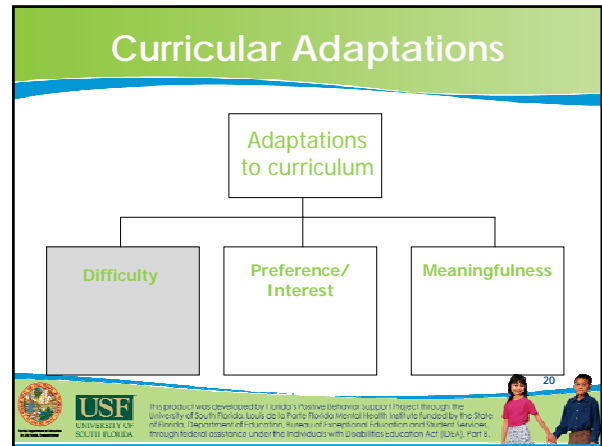
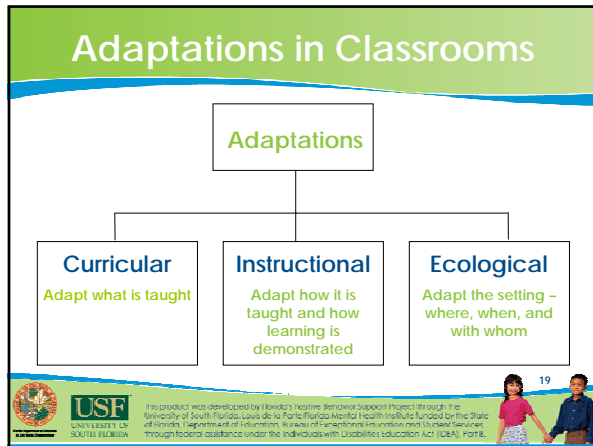
- Greet students daily as they enter the room & use their name, this
- Every day make it a point to stand next to every student's desk



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18

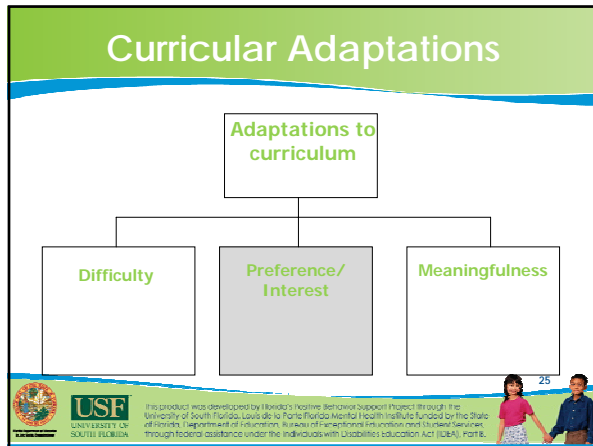


- ## Curricular Adaptations: Task Difficulty
- Alternate mastered skills/activities into novel
 - Adjust difficulty level (same story at a lower reading level)
 - Provide errorless learning opportunities
 - Shorten difficult assignments
 - Complete task steps at a lower difficulty (i.e. science projects)
 - Use homework only for practice of previously acquired skills
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- ## Task Difficulty – Group of Students
- ### Class Snapshot
- The class is doing a language arts unit based on a novel. The students will read the novel (some in groups and some independently) and will do a variety of activities to increase comprehension and build other skills (grammar, reflective writing, etc...). The book is at grade level, however, several students are below grade level in reading and a few students are significantly above grade level in reading.
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- ## Task Difficulty – Group of Students
- ### Curriculum adaptations
- Provide the reading selections on tape so that weaker readers can listen to the reading selection the night before.
 - Schedule additional time for weak readers to complete assigned reading. Allow stronger readers to use the extra time for enrichment activities.
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- ## Task Difficulty – Individual Student
- ### Student Snapshot
- **Sam** is a highly articulate 14 year old high school student with characteristics of pervasive developmental disorder. He has a wide range of academic skills. His vocabulary skills, reading comprehension, and general knowledge are his strengths, whereas he finds math and other skill areas that require complex decision-making more challenging.
 - **Hypothesis** – When Sam is presented with tasks that require higher order thinking skills, he engages in self-injurious behavior to avoid completing the assigned task.
 - **Curricular adaptations** - The content was simplified by eliminating technical, conceptually difficult or confusing material. Sam completed the new tasks appropriately.
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Curricular Adaptations: Preference/Interest

- Incorporate student's preferences in task
 - Jack prefers manipulative activities over fine-motor activities
 - Manipulative activity in counting lesson
 - Count specified number of milk cartons and sort them into groups rather than counting and color categorizing on a worksheet
- Alternate preferred with non-preferred tasks

26

Curricular Adaptations: Preference/Interest

- Incorporate student's interests in task
 - Handwriting copy on a topic of interest
 - Number concepts using items of interest as manipulative (i.e. cars, dolls, dogs, coins)
- Instructional objectives remain constant

27

Preference/Interest - Group

Class Snapshot:

Mr. Jones' class is preparing for FCAT writes. The students respond to prompts created by the teacher. The students whine and complain about having to write about things they don't know or care about.

28

Preference/Interest – Group

Curriculum adaptations – The class brainstormed and made a list of more interesting prompts. If the class works on the assigned writing prompt without complaint, they are able to choose from the interesting list on the subsequent day.

29

Preference/Interest - Individual

Student Snapshot

- Juan is a student of average intellectual ability in a classroom for children with severe emotional disturbance. He rarely completes the daily handwriting activity and often engages in disruptive behavior.
- Hypothesis – When presented with typical handwriting sheets to copy, Juan engages in off-task and disruptive behavior, to avoid completing the task.
- Curriculum adaptations - Juan's teacher noted his interest in Nintendo games. She created new handwriting copy sheets which detailed hints for playing his favorite Nintendo game. Juan completed the new handwriting assignments in a timely manner without disruptive behavior.

30

Typical Handwriting Copy

Modified Handwriting Copy

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Curricular Adaptations

Adaptations to curriculum

Difficulty

Preference/
Interest

Meaningfulness

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Curricular Adaptations: Task Meaningfulness

- Teach skills that help the student participate fully in individual community activities
- Traditional tasks made more purposeful by developing "functional" activity that meets overall objective
 - General community and/or vocational skills
 - Recreational
 - Creation of a "useful" product or outcome

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Meaningful/Functional – Group

Class Snapshot

Mr. Ruiz is doing a writing unit that involves writing and "publishing" a short story. Writing is a challenge for some of his students. Whining and complaining is common as he coaxes them through writing assignments.

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Meaningful/Functional - Group

Curricular adaptations

Mr. Ruiz contacted the Head Start program housed next door to their school and arranged for his class to visit and share their "homemade" story books with the children.

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Meaningful/Functional – Lower Functioning Individual

Student: Jerry
Objective: Complete a multi-step assembly activity

Traditional	Mastery	Functional	Mastery
• Six parts of a pen are presented in individual pieces • Student assembles the pen by placing parts of pen together & then placing completed object in bin	• Completion • Place completed task in designated area, indicate completion by checking off activity on board, continue with new activity	• Five-step task to make peanut butter and jelly sandwich • Pieces of task laid out sequentially; student required to complete steps & put finished sandwich on plate	• Student places plate of sandwiches aside to be given to class for snack later in day • Check off activity on board & continue with another activity

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Meaningful/Functional – Higher Functioning Individual

Student: Jill

Objective: Correctly form letters using manuscript

Traditional	Mastery	Functional	Mastery
Student copies words from handwriting book onto blank sheet of lined paper for duration of 15 minutes	Time limit Upon completion, student raises hand to inform teacher, turns in paper, and goes on to next activity	Student develops and writes captions related to photos taken earlier in week onto blank sheet of lined paper for duration of 15 minutes	Time limit After completion, student adds completed captions to photo album being created as product



Instructional Adaptations

Changes in how material is presented and/or the way the student practices or demonstrates learning.

Types of instructional adaptations



Presentation - Activity Sequence

Intersperse activities

- Novel with familiar
- Preferred with non-preferred
- Teacher directed with independent
 - Jigsaw
- Lecture with interactive activities
 - Think-Pair-Share
 - Lecture Bingo

http://www.teach-nology.com/web_tools/materials/bingo/



Presentation - Modality

- Read text aloud to students
- Accompany oral information with overheads, graphic organizers, visual pictures, maps, or outlines
- Provide audio-or videotapes to accompany textbooks
- Provide models or demonstrations



Modality – Group Example

When starting a new unit, Ms. Lopez provided an outline to the students that illustrated the points to be covered, central concepts, and a time-line containing the events of this period. Students used the outline as a guide during her lecture and subsequent text readings.



Modality Examples

Demetrius Cooper, 10th

Two Column Notes – "Habit"

Definition of habit	1. Habit – system of acting, thinking, feeling, or responding that is automatic, 95% of our behavior is habitual
Why we have habits	2. Habit are Survival Techniques (ex. walk, yell, drive car) help us adapt to change create help – reduce stress, put act automatically or Habit – acting to feel good, not just for hunger
Some effects of habits	3. Habit in School Have practice (ex. doing math, habits in math) Habitual – can build up quickly if don't practice right or enough
Why habits hard to break	4. Habit in School Need to Unlearn – Brain Cells have to be programmed for new behavior Why they hard to overcome Ex. making something being made Focus – Neg (Habit ex. height, muscle – make)
Type of habit	
Habit are necessary for our survival, because we can do every thing at one time, without thinking, but bad habits are hard to get rid of.	

Presentation – Format/Materials

- Conduct demonstrations and role plays
- Highlight a content area textbook (yellow for vocabulary words, blue for definitions)
- Provide large-print materials
- Provide answer boxes or more room to write on test and worksheets
- Add pictures and/or symbols to text
- Cloze activities



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43

Presentation – Task Division

- Break up the task into smaller units
- Example: math worksheet
 - Cut worksheet rows into separate strips
 - Hand student one strip at a time
 - Provide feedback after each strip
 - Repeat



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44

Task Division – Group Example

- Initially, each student was to complete 7 problems,
- After the first group of 7 was completed, students could check their answers at the “checking station” at the front of the room.
- If all answers were correct, they would only be required to do the final set of 5 items.
- If 2 or more answers were not correct, Mr. Ide re-taught the concept to the student individually and the student was to complete the final set of 5 items.
- After completing the final set of 5 items, students once again checked their accuracy.
- Students who miss 2 or more on the final set of 5 items would be given remedial activities for homework.



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45

Presentation - Choice

- Choose tasks
- Choose response method
 - Response Cards
 - Clickers
 - Texting polls <http://www.polleverywhere.com/>
- Choose who to work with
- Choose where to complete task



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46

Instructional Adaptations

Types of instructional adaptations

Instructional Presentation
Activity Sequencing
Modality
Format/Materials
Task Division
Choices

Student Responses or Output
Modality
Format/Material



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47

Student Response - Modality

- Listen to someone else read a test aloud rather than reading it silently
- Give oral rather than written directions
- Use the computer to answer questions to a test verses paper/pencil task
- Communicate spelling words orally rather than writing them
- Dictate a story to someone or audio-record it



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48

Student Response – Format/material

- Solve functional math problems rather than practicing isolated skills (count money rather than using plastic counters)
- Complete a chart, map, or outline instead of writing an essay about a novel or story
- Computer rather than pencil/paper



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49

THINK-TAC-TOE

Book Report
http://www.k12accesscenter.org/training_resources/Presentations.asp#differentiation

Draw a picture of the main character	Perform a play that shows the conclusion of a story	Write a song about one of the main events
Write a poem about two main events in the story	Make a poster that shows the order of events in the story	Dress up as your favorite character and perform a speech telling who you are
Create a Venn diagram comparing and contrasting the introduction to the closing	Write two paragraphs about the main character	Write two paragraphs about the setting

Diner Menu – Photosynthesis

http://www.k12accesscenter.org/training_resources/Presentations.asp#differentiation

Appetizer (Everyone Shares)

- Write the chemical equation for photosynthesis

Entrée (Select One)

- Draw a picture that shows what happens during photosynthesis
- Write two paragraphs about what happens during photosynthesis
- Create a rap that explains what happens during photosynthesis

Side Dishes (Select at Least Two)

- Define respiration, in writing
- Compare photosynthesis to respiration using a Venn Diagram
- Write a journal entry from the point of view of a green plant
- With a partner, create and perform a skit that shows the differences between photosynthesis and respiration

Dessert (Optional)

- Create a test to assess the teacher's knowledge of photosynthesis

Student Response – Format/Material

- Red Rubber Ball
- Pick Your Post
- Carousel Brainstorming
- Dominoes

(Johns, Crowley, Guetzloe, 2008)



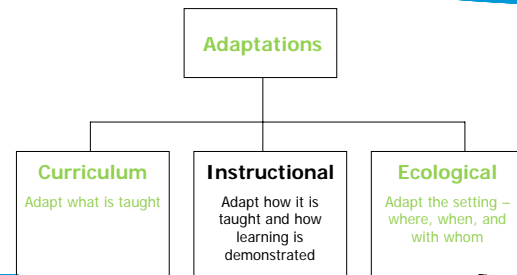
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51

Three types of Adaptations



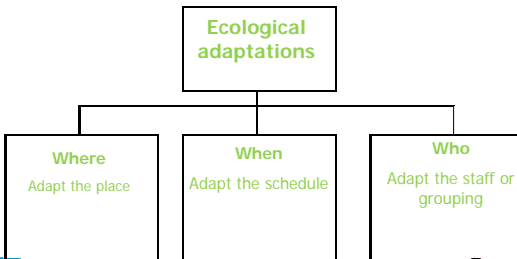
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52

Ecological Adaptations



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53

Overview: Where

- Change the place
 - Provide access to privacy for a student has difficulty concentrating or staying on task (study carrel, trip to another teacher's room)
 - Minimize congestion and clear traffic lanes
 - Groups/stations positioned to minimize distractions
 - Clear lines of vision to the students
 - Students see all instructional displays
 - Behavioral expectations clearly posted
 - Create a background sense of well-being and safety within classroom



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54

Overview: When

Change the schedule

- Opportunities for choice and reasonable control
- Adapt daily schedule to provide additional breaks (e.g., rest and break options, neutralize routines)
- Daily class schedule posted
- Individual student schedules are developed if needed
- Visuals are used if necessary
- Procedures for transition times and non-transition times are posted
- Label, label, label
- Predictable routines and signals
- Anticipation cues
- Color code information



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55

Who: Strategies

- Peer Buddy Arrangements
 - One student assisting another student for behavioral, academic and/or social purposes
- Cooperative Learning Activities

(Sapon-Shevin, Ayers & Duncan, 1994)

 - Provides social and academic benefits – everyone is good at something and can help others
- Classwide Peer Tutoring

(Greenwood, Delquadri & Carta, 1998)

 - All students receive and provide tutoring

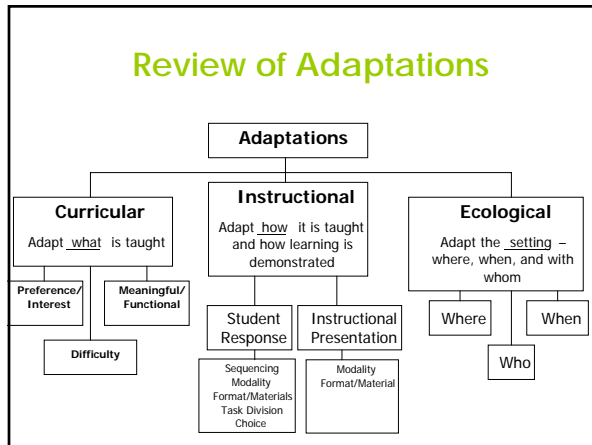


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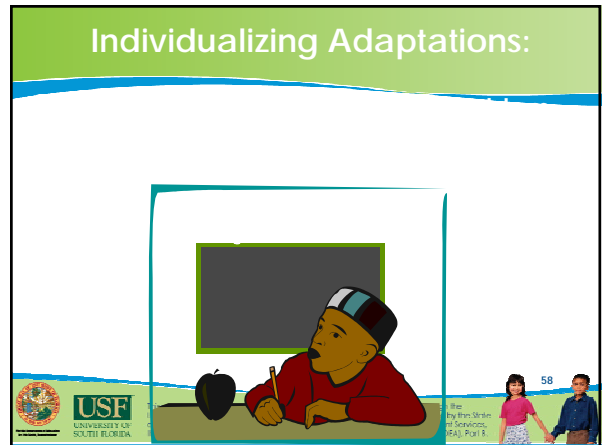


56

Review of Adaptations



Individualizing Adaptations:



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58

Steps for Individualizing Adaptations

1. Identify problem behavior(s)
2. Gather information about the student/Gather information about the task and/or setting
3. Develop a hypothesis about the behavior
4. Develop adaptations
5. Monitor and evaluate adaptations



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Step 1: Identify Problems

- Identify problem behaviors that occur during learning activities/tasks
- Investigate the curriculum, instruction, and ecological elements of the task during which problem behaviors occur



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60

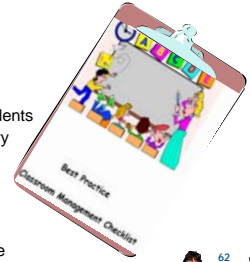
Step 2: Gather Information about the Student

- Social and academic skill & performance levels
- Response styles
- Learning styles
- Preferences/interests



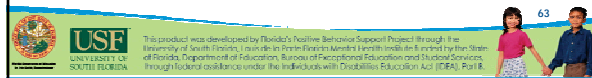
Step 2: Gather Information about Task/Setting

- Curricular Factors
 - Scope & sequence objectives
 - Presentation methods
 - Content
- Instructional Factors
 - Teaching methods
 - Response opportunities for students
 - Activities for acquisition, mastery
 - Teacher responses
- Ecological Factors
 - Physical arrangement
 - Predictability of environment
 - Equipment & materials available



Step 3: Develop Hypotheses

- Consider how the task or setting may be involved in the "function" of the problem behavior
- Develop a hypothesis about the function of the problem behavior in the given task/setting
- Clearly establish the link between instructional and curricular elements and student behavior



Hypothesis Statement Framework

- When this occurs (describe the context/tasks or setting)
- The student will (describe behavior)
- In order to (identify function of behavior)
- **Example:**
When Sara is given a non-preferred task or non-functional task, **disruptive behaviors** (run around the room, throw her books, shout at the teacher) will increase in frequency, in order to **escape the task**.



Step 4: Develop Adaptations

- Use:
 - Hypotheses about the function of the problem behavior
 - Student functioning, preferences, etc...
- To create adaptations to:
 - Curriculum,
 - Instruction, and/or
 - Ecology



Step 5: Monitor/Evaluate

- Monitor student problem behavior and academic participation
- Determine if adaptations are having a positive effect
- Make additional/different adaptations if behaviors are not positively impacted
- Continue to monitor over time



What to do Now?

Assess your classroom to identify which of the area(s) you need to address.

Two available tools:

1. Classroom Assessment Tool
http://flpbs.fmhi.usf.edu/resources_classroom.asp
2. 7R Classroom Management Self-Assessment
http://flpbs.fmhi.usf.edu/resources_classroom.asp



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67

Classroom Assessment Tool

- [Teacher's Classroom Management](#)
 - [Preventing Behavior Problems During Transitions and "Challenging Times" of the School Day](#)
 - [Classroom Routines](#)
 - [Curriculum and Instruction](#)
 - [Introduction](#)
 - [Strategies](#)
 - [Classroom Interventions/Adaptations](#)
 - [Mathematics Adaptations](#)
 - [Comprehension Strategies](#)
 - [Writing Samples](#)
 - [Suggestions for Designing more in-class Activities & Increasing the Amount of Time Students Spend on Task](#)
 - [Sample Intervention Plan](#)
- ❖ **Step 3: Implement the Plan**
- ❖ **Step 4: Evaluate the Plan**
- [Evaluating the Plan](#)
 - [Sample Classroom Intervention Implementation Checklist](#)
- ❖ **Blank Forms**
- [Classroom Assessment Tool \(CAT\)](#)
 - [Direct Observation Forms](#)

Questions



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69

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70