Classroom Management: Planning and Implementation

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Agenda

• Basic Principles of PBS
  – Understanding behavior
  – Variables affecting behavior

• Teaching Replacement Behaviors

• Classroom Management
  – Inventory and Action Planning
  – Proactive Strategies: environment, curriculum, scheduling/routines, expectations
  – Reactive Strategies: rewards/consequences
  – Data-based decision-making

• Next Steps and Conclusions
Basic Principles
A-B-C’s of Behavior

Antecedent  Behavior  Consequence
ABC’s: B is Behavior

A behavior is anything a person says or does

Consider:

• Can the behavior be observed and measured
• Does it result in changes in the environment, at least temporarily
Definitions of Behavior

Good examples:
• Strike with closed fist
• Scream “butthead”
• Ask “help me, please”

Non-examples:
• Defiant
• Disrespectful
• Cooperative
Are these observable?

- Scream
- Aggressive
- Happy
- Throw
- Touch hair
- Anxious
- On task
- Upset
- Walk to door
- Ask for help
What behaviors might you expect to occur in your classrooms this year?
Prioritizing Behaviors of Concern

- Dangerous
- Destructive
- Disruptive
- Disturbing
- Developmentally inappropriate
ABC’s: A is Antecedent

An antecedent is what happens immediately before behavior (i.e., fast triggers).

Consider:

• What is going on right before the behavior?
• What changes or interactions occur in the environment just prior to the behavior?
Examples of Antecedents

- Individual denied an item
- Individual asked to do a non-preferred task
- Individual asked to end a preferred task
- Individual told to wait for a food item
- Another individual is having a behavior
- Lack of attention given to individual
- Change in routine or schedule
- Negative peer interactions
Setting events are important too...

A **Setting Event** (i.e., slow trigger) is a circumstance or condition that

- happens long before the behavior occurs.
- “sets the stage” for the behavior to occur.

**Consider:**

- What was going on a while before the behavior happened?
- What conditions were present that could have influenced the likelihood of the behavior?
Clues to Setting Events

- Have there been changes in the student’s typical routines or activity patterns?
- Could health issues be affecting the student (e.g., changes in diet or sleep patterns, illness or discomfort)?
- Did something occur earlier in the day or in another setting (e.g., on the bus, at home)?
- Does the student’s behavior vary from day to day in the same circumstances?
ABC’s: C is Consequence

A consequence is what happens right after behavior.

Consider:

• What occurs right after the behavior in terms of results or reactions?
• How does the child benefit from the behavior? (i.e., What is the pay-off?)
Purposes (Functions) of Behavior

• To get something (positive reinforcement)
  – Attention/interaction
  – Favorite activity or object
  – Sensory feedback/stimulation

• To avoid, escape, or delay something (negative reinforcement)
  – Difficult or undesirable work
  – Painful or stressful condition
  – Awkward or confusing situation
Remember this as well…

- Sometimes the same behavior serves a different function under different circumstances.

- Sometimes different behaviors serve the same functions under similar conditions.
Examples

- http://www.youtube.com/watch?v=cNkp4QF3we8
- http://www.youtube.com/watch?v=wOrjpnHdCac
Replacement Behaviors
Replacement Behaviors

• Once we know the function of an inappropriate behavior…

• we can replace that unwanted behavior with…
  – an appropriate behavior that will serve the same function as the inappropriate behavior and/or
  – a desired behavior for which we provide “competitive” reinforcement
Types of Replacement Behaviors

- Requesting items or activities (e.g., “I want…”, “When may I have…”, raising hand)
- Requesting attention or interaction (e.g., “Can I tell you about…”, “Let’s play…”)
- Requesting assistance (e.g., “I need some help with …”, “Can I do this differently?”)
- Requesting termination or breaks (e.g., “Please stop”, “I need more time”)

These same skills may be communicated through gestures, e.g., pointing to an item or schedule, tapping shoulder, signing, using a “break” card)
Types of Desired Behaviors

- Tolerance and Self-Regulation (e.g., deep breathing, accepting “no”, waiting for desired activities)
- Social Skills (e.g., conversing with peers, using manners, taking turns, interrupting appropriately)
- Academic Behavior (e.g., completing tasks, following classroom routines and schedules)
Competing Behavior Model

Setting Events  Triggering Antecedents  Problem Behavior  Maintaining Consequences

Desired Behavior

Typical Consequence

O’Neill, Horner, Albin, et al., 1997
Example: Steven

Setting Events
Steven didn’t sleep well the night before

Triggering Antecedents
Another student teases Steven and calls him names

Problem Behavior
Steven screams at the student and strikes him

Desired Behavior
Steven ignores or tolerates teasing

Replacement Behavior
Steven asks the student to stop, leaves area, or gets help

Maintaining Consequences
Student stops teasing and Steven escapes the situation while in timeout

Typical Consequence
Praise for using coping skills; classroom rewards

O’Neill, Horner, Albin, et al., 1997
Example: Lisa

Setting Events
Lisa has no friends and limited opportunity for social interaction

Triggering Antecedents
Teacher withdraws from Lisa to attend to other students

Problem Behavior
Lisa makes noises and fiddles with materials

Maintaining Consequences
Teacher scolds Lisa for disrupting the classroom and moves her seat closer

Replacement Behavior

O’Neill, Horner, Albin, et al., 1997
What needs to be taught?

Setting Events
Frequent changes and interruptions disrupt the routine in the classroom

Triggering Antecedents
Teacher gives Andy a paper to complete; it contains many, difficult items

Problem Behavior
Andy rips up his paper and throws it on the floor

Maintaining Consequences
Teacher reduces the work required and asks a peer to help Andy

Desired Behavior

Replacement Behavior

O’Neill, Horner, Albin, et al., 1997
What needs to be taught?

• [http://www.youtube.com/watch?v=xgpxYoYLjiY](http://www.youtube.com/watch?v=xgpxYoYLjiY)
Classroom Management
# Classroom Management

## Proactive Strategies
- Environmental Arrangement
- Curricular Structure/Accommodations
- Scheduling and Routines
- Expectations and Rules

## Reactive Strategies
- Reward Systems
- Disciplinary Practices (vs. crisis management)

*Teaching Replacement/Desired Behaviors*
Classroom Management Inventory

- Complete the classroom management inventory as a planning process for your classroom.
- Consider what you currently have in place (or are planning to use) and areas you might want to adapt.
Proactive Strategies

Avoid/change circumstances contributing to problem behavior

Add structure and supports to encourage positive behavior
Environmental Arrangement

- Comfort of surroundings
- Storage and access to materials
- Minimization of distractions
- Consideration of traffic patterns
- Supervision, safety, and seating
- Functional room arrangement
Classroom Arrangement

http://www.theschoolsupplyaddict.com/room-setup.html
Curriculum & Instruction

- Engagement
- Pacing
- Variation
- Difficulty
- Feedback
- Accountability
- Interest level
- Adaptations
Scheduling Considerations

• Accessibility
• “Premacking”
• Variability
• Activity Length
# Classroom Schedule

## W's Room 120 Schedule 2010-2011

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-9:10 Math &amp; Morning Meeting</td>
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<tr>
<td>9:10-10:15 Math</td>
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</tr>
<tr>
<td>10:15-10:45 Science</td>
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<tr>
<td>10:45-11:15 Social Studies</td>
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<tr>
<td>9:10-10:15 Math</td>
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<td>10:15-11:15 Writing</td>
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<tr>
<td>9:10-10 Math</td>
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<td>10:10-10:30 Music</td>
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<tr>
<td>10:30-11 Phy. Ed.</td>
<td></td>
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<tr>
<td>11-11:15 Math</td>
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<tr>
<td>9:10-10:15 Math</td>
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</tr>
<tr>
<td>10:15-11:15 Science</td>
<td></td>
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</tbody>
</table>

| 11:15-11:55 Recess/Lunch |
| 12-12:45 Quiet Choice/Preteaching |
| 12:45-1:30 Library |
| 1:30-2:30 Reading |
| 2:30-2:45 Recess |
| 2:45-3:30 Writing |
| 3:40 Dismissal |
| 12-12:30 Quiet Choice/Preteaching |
| 12:30-1: Music |
| 1:1-1:30 Phy Ed. |
| 1:30-2:30 Reading |
| 2:30-2:45 Recess |
| 2:45-3:30 Writing |
| 3:40 Dismissal |
| 12-1 Science |
| 1-2 Social Studies |
| 2:2-3:30 Reading |
| 2:30-2:45 Recess |
| 2:45-3:30 Writing |
| 3:05 Dismissal |
| 12-12:30 Quiet Choice/Preteaching |
| 12:30-1:40 Reading |
| 1:40-1:55 Recess |
| 2:2-2:45 Keyboarding |
| 2:45-3:30 ART |
| 3:40 Dismissal |
| 12-12:15 Quiet Choice |
| 12:15-1:15 Social Studies |
| 1:15-1:30 Recess |
| 1:30-2:30 Reading |
| 2:30-3 Music |
| 3:30 Phy. Ed. |

Classroom Routines

• Entering and exiting classroom
• Distributing and returning materials
• Requesting assistance from teacher/peer
• Completing classroom responsibilities
• Asking permission to change activity
• Transitions between activities/settings
• Using restroom/getting a drink
• Visitors entering classroom
Classroom Expectations

- Pertain to everyone in classroom
- Reflect replacement/desired behaviors
- Positively stated (do’s, not don’ts)
- Reasonable in number and clear
- Opportunities for practice and feedback
- Posted for everyone to see

*Vision and Goals for the Classroom*
Classroom Expectations

Classroom Rules

1. Listen carefully.
2. Follow directions.
3. Work quietly. Do not disturb others who are working.
4. Respect others. Be kind with your words and actions.
5. Respect school and personal property.

www.teachersparadise.com
We need “rules” as well

- Situation-specific expectations
- Related to consequences
  “if, then” statements

- Examples:
  - What can we do when our work is done?
  - If we push in line, what will happen?
Classroom Management Inventory

• What strategies are you planning to employ for:
  – Environmental arrangement
  – Curricular structure/modifications
  – Scheduling and routines
  – Expectations and rules (related to replacement and desired behavior)
Reactive Strategies

Maximize rewards for positive behavior

Minimize rewards for problem behavior

Manage crises safely and sensibly
Types of Rewards

- Tangible
- Social
- Activity
- Token
Reinforcement Survey

Name: ___________________________ Date: ___________________________

1. If I had 10 minutes free time I would most like to ___________________________.

2. My favorite activity that I wish we would do more often in this class is ___________________________.

3. In this class, I feel proudest of myself when ___________________________.

4. The nicest thing that has ever happened to me in this class for doing good work is ___________________________.

5. My favorite adult is ___________________________.

6. I feel great when ___________________________.

7. Something I really want is ___________________________.

8. The best thing that my parents can do for me is ___________________________.

9. The very best reward in this class that the teacher could give me for good work is ___________________________.

10. What are your favorite hobbies or activities? ___________________________.

11. The best thing my teacher can say to me is ___________________________.

Sample Reinforcer Survey
Reward Systems

• Directly related to expectations and rules
• Age-appropriate and preferred by students
• Relevant to behavior and varied periodically
• Access controlled – provided only when earned
• Delivered at a 4:1 (positive: negative) ratio
Example of Behavior Chart

<table>
<thead>
<tr>
<th>Classroom Rules</th>
<th>Name ________________________________</th>
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<tbody>
<tr>
<td>Week ___________ thru __________</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
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<td><img src="image23" alt="Smiley Faces" /></td>
<td><img src="image24" alt="Sad Faces" /></td>
</tr>
</tbody>
</table>

Free Printable Behavior Charts.com
Disciplinary Practices

• Directly related to violations of classroom rules
• Functional: do not inadvertently reinforce behavior
• Preplanned, clear, and defined procedurally (e.g., hierarchy of consequences)
• Implemented consistently and immediately
• Aligned with school-wide systems
Examples of Disciplinary Practices

- Verbal correction/reprimands
- Redirection to desired activities
- Withdrawing/withholding privileges
- Contacting parents with concerns
- Referrals for administrative intervention
- In-school/out-of-school suspension (including sending home early)
A Note about Crisis Management

Planned Programmatic Interventions

- Address typical classroom misbehavior and rule breaking

≠

Crisis Management Procedures

- Manage major incidents (e.g., fights, elopement) safely, resulting in rapid de-escalation
Consider the Function!

Potential reinforcement of response

Immediate Cessation of Behavior
Classroom Management Inventory

- What strategies are you planning to employ for:
  - Reward systems
  - Disciplinary practices (considering how to reduce and/or diffuse crises quickly)
Data-Based Decision Making

- Are behaviors of concern diminishing?
- Are replacement and desired behaviors increasing?
- Are the students completing academic assignments and demonstrating progress?
- Is the classroom running smoothly and an enjoyable place to learn and work?
Data-Based Decision Making

Planning → Implementation

Assessment ← Evaluation
Next Steps and Conclusions

- Finalize classroom management plan
- Site visits, fidelity checks, and support
- Evaluation of training program
The End