


CLASSROOM PROCEDURES: The what, when, how, and why



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Today's Objectives

TFI 1.8 Classroom Procedures

- Re-cap- Preventative and Proactive Strategies
 - 6 Components of Classroom Practices
- Fidelity: Using data to drive decision making
 - School-wide discipline referral system
- Responding to challenging behavior
 - Teacher Toolkit
- Restorative Practices

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PBIS Public Behavior Involvement & Support
September 2019

SWPBIS Tiered Fidelity Inventory version 2.1



Classroom Procedures: Tier 1 features school-wide expectations, routines, acknowledgments, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	• Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data	0 = Classrooms are not implementing Tier 1. 1 = Classrooms are informally implementing Tier 1 but no formal system exists. 2 = Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations.
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Scoring Criteria: 0=Not implemented, 1=Partially implemented, 2=Fully implemented

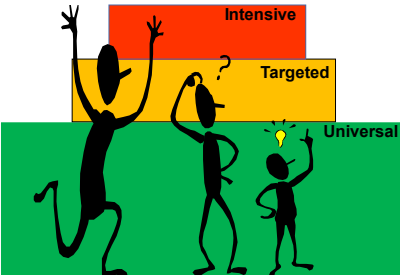
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Why Classroom Practices Are so Important


Effective Classroom Procedures	Well Managed Classrooms	Strong Classroom Procedures
<ul style="list-style-type: none"> Positive Classroom Climate Signals a Sense of Safety Promotes Connection Sense of Belonging 	<ul style="list-style-type: none"> Proactive/ Preventative Teaches Appropriate Behaviors Skills Building Positive Student Outcome 	<ul style="list-style-type: none"> Create Structure & Predictable Environments Provides Feedback Recognition Celebrate Success

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Who Are Our Students Today?



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Historical Perspective

Behavior Management has typically consisted of trying to “make” students behave.

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“You Can’t Make Me!”


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QUICK SOLUTION

An Increase in Emotional Intensity

- “Tough Students” will ALWAYS raise you one on the emotional scale!
- The trick is to NOT “join in” the escalation cycle with the student
- Instead....**DISENGAGE!**
 “First you deal with the moment...
 Then you deal with the behavior!”

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Build (or Revisit) Your Tier 1 Classroom System

What’s Missing?

What’s Not Working?

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Benefits of Having Effective Classroom Environments

Classroom layout

- Less clutter and smooth traffic flow
- Prevents or lessens challenging behaviors (the “bump factor”)

Organization of classroom materials

- Retrieve materials and quickly get back to designated area

Dedicated teacher space and student space

- Promotes safety and teaches respectful boundaries

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Benefits of Having Effective Classroom Environments

Wall Decor

- “Anchor Charts” for visual memory cues during transitions and routines
- Display **students’ progress**



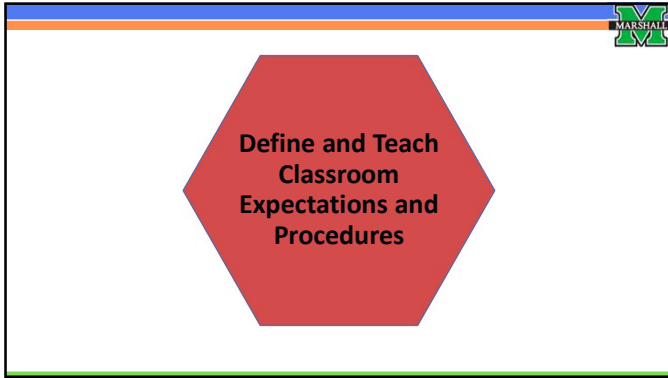
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Classroom Teaching Matrix

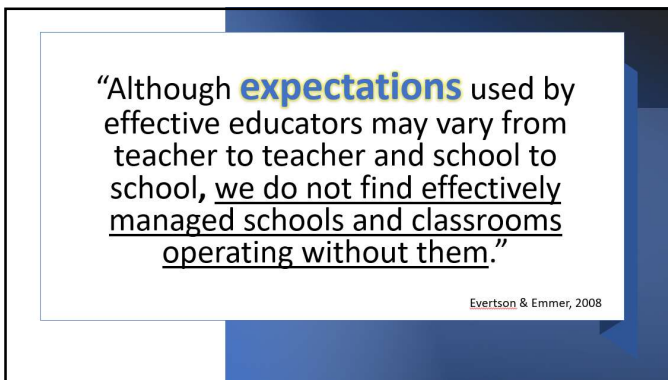
Font Size Large
Enough For
“All” Students
To See/Read

The Winhall Way	Classroom Examples (Rules)	Winhall HS – Classroom 214 Routines				
		Welcome	Group Work	Online	When you feel upset...	How to Transition
Be Responsible	<ul style="list-style-type: none"> • Stay on task • Offer to help • Apologize for mistakes 	<ul style="list-style-type: none"> • Turn in homework • Put materials in desk • Begin work 	<ul style="list-style-type: none"> • Do your fair share • Manage time carefully 	<ul style="list-style-type: none"> • Double check sources before I post • Think before I forward 	<ul style="list-style-type: none"> • Stop and take a few deep breaths • Recognize what you're feeling "I feel..." 	<ul style="list-style-type: none"> • Clean up your area
Be Respectful	<ul style="list-style-type: none"> • Raise hand • Track the speaker • Follow directions 	<ul style="list-style-type: none"> • Say "good morning" to teacher and classmates • Talk in soft voices 	<ul style="list-style-type: none"> • Listen to your peers • Take turns speaking • Say "I like that idea, AND..." 	<ul style="list-style-type: none"> • Consider feelings of others before I post • Updaters speak for others 	<ul style="list-style-type: none"> • Ask for a break if you need a moment • Express your feelings appropriately 	<ul style="list-style-type: none"> • Stand and Push in your Chair • OR • Listen for direction to next activity
Be Safe	<ul style="list-style-type: none"> • Walk quietly • Keep hands and feet to self 	<ul style="list-style-type: none"> • Put personal belongings in designated areas • Take your seat 	<ul style="list-style-type: none"> • Clean up area when time is up 	<ul style="list-style-type: none"> • Turn on privacy controls 	<ul style="list-style-type: none"> • Talk to someone if you need help • Talk to someone if it will make you feel better 	<ul style="list-style-type: none"> • Eye's on me • Wait to be called
Teacher's Role/ Conditions for Learning	<ul style="list-style-type: none"> • Supervise all areas of classroom 	<ul style="list-style-type: none"> • Teach procedures • Practice procedures 	<ul style="list-style-type: none"> • Supervise all small group activities at all times 	<ul style="list-style-type: none"> • Teach/ Practice Online routine monthly 	<ul style="list-style-type: none"> • Use Active Supervision to predict triggers 	<ul style="list-style-type: none"> • Teach transitions • Practice transitions • Reinforce

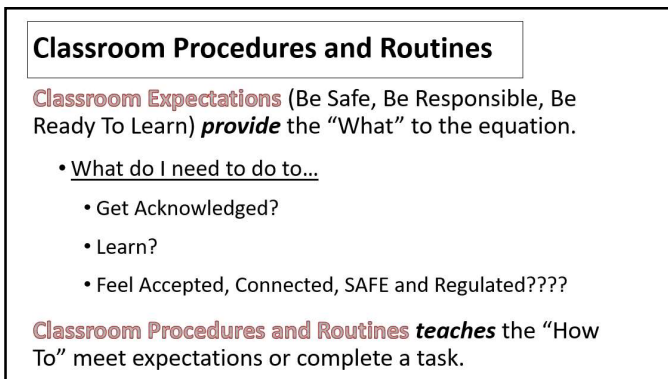
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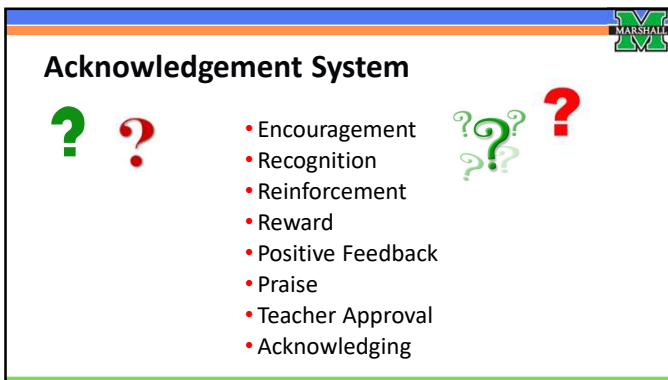
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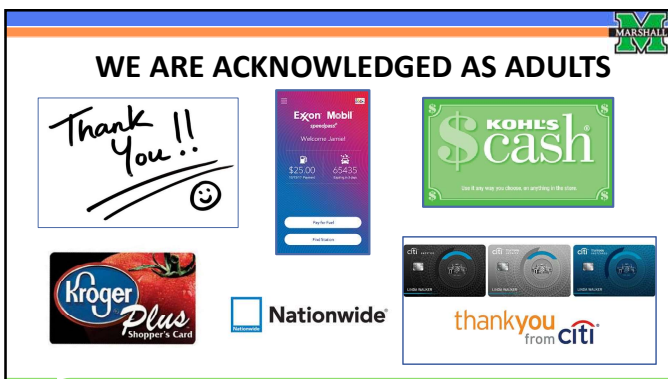
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5:1 Ratio

**5 Confirmations, Praise, Approvals
for every
1 Specific Error Corrections**

Acknowledging Positive Behavior | PBIS World

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**WE'RE NOT IN THE BUSINESS OF
"TRAIN AND HOPE"**

- What is the "target behavior" I want to see disappear?
- What behavior would I like instead?
- What behaviors do I need to "**teach**" to get from "point **A** to point **B**"?
- Then...wait for it and **reinforce, reinforce, reinforce** when you see the behavior that you are looking for.

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FLOODING, FADING, AND BOOSTERS

- **Flood extrinsic motivators** (the reward/ acknowledgement behavior that you are looking for reaches the level of mastery)
 - Example: Potty Training A Child....
- **Reteach** Until the behavior becomes "intrinsically motivated"
 - A student's **muscle memory gets weakened** during delays in teaching and feedback (rewards).
- **Fade Out:** When the student shows fluency in the skill
 - Slowly take away the frequent acknowledgment to allow for natural consequences or intrinsic motivation to take over.
- **Booster:** when data and behavior show us that they need reminded of the skill. **Reteach and then acknowledge.**

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BE CAREFUL

Reward contingencies can create **physiological pressure** (Reward as Punisher)

- Expectation is too high
- History of Trauma
- Skills Deficit

Build Skills Before You Push Motivation

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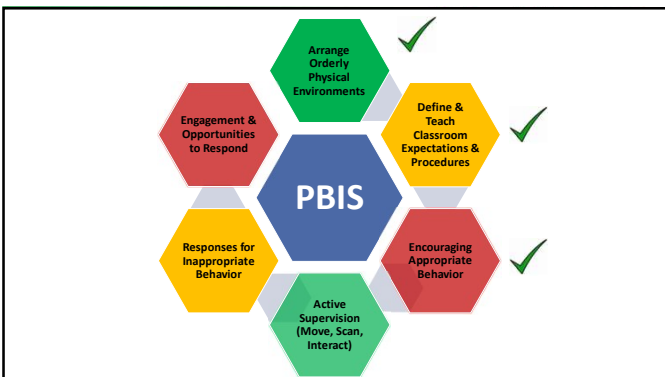


Turn and Talk

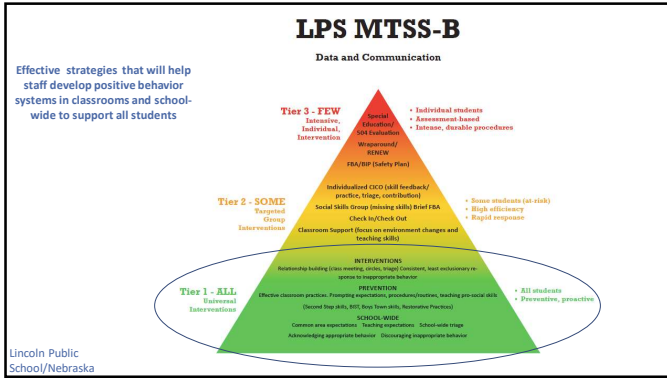
1 Minute

Assess with a neighbor what you believe to be missing or a struggle for you (or your teachers) in your classroom(s).

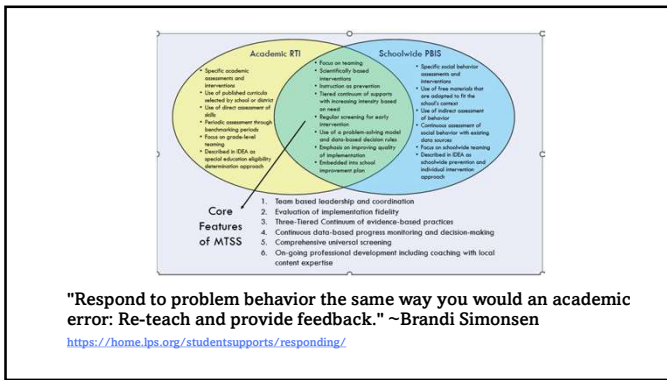
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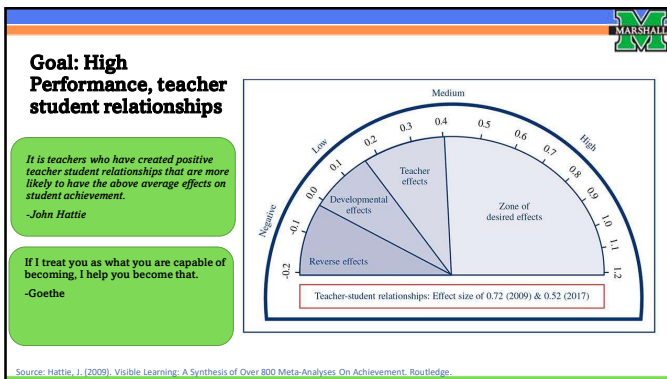
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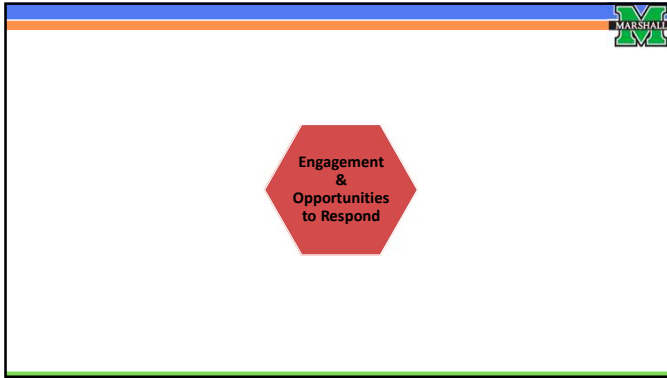
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Classroom Snapshot: Engagement & Opportunities to Respond

Classroom Practice #6
Engagement & Opportunities to Respond
DRAFT 1.3.18-19

Maximize the simultaneous involvement of all students through strategies and questions to solicit group responses.

What is it? Design lesson plans and instructional strategies so that multiple students are involved in thinking and problem-solving, rather than one-at-a-time.

What does it look like?

Examples
 Instead of asking the class for someone to state an answer, students share their answer with a shoulder partner first, discuss for one minute, and then report out.
 All students write their answer to a math problem on small white boards and hold them up for the teacher to see.
 PE Teacher uses small basketball skill stations so all students are engaged instead of standing in lines.

Why?

- Increase on-task behavior
- Increase practice to correction ratio
- Provides continual formative assessment
- Makes learning visible
- Increase academic/learning outcomes
- Allows for differentiated responses and varied types of engagement for students who do not want group attention

Facilitating frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened. (Craig, S.E., 2016)

Praxis Level 2

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Classroom Snapshot: Engagement & Opportunities to Respond

How? Aim to use group strategies for a majority of the opportunities to respond during instruction. Identify strategies that fit within the lesson plan such as: Use of response cards, dry-erase boards, smart boards, response clickers/apps, choral response, think-pair-share, etc.


Tips?

- Teacher talk should account for no more than 40-50% of instructional time.
- Use wait time of 5 seconds to allow for processing and encourage engagement
- Share strategies and practice group opportunities to respond skills in grade/department teams.

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Activity:

Write down a way that your class or teachers within your building provide opportunities to respond for students. How could you/they increase these opportunities throughout the day?



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Active Supervision (Move, Scan, Interact)

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Classroom Snapshot: Active Supervision

Classroom Practice #3
Active Supervision
GRADE 3-5: 19

What is it? Active supervision is a highly proactive practice of moving continuously, scanning all areas of the setting, and interacting positively with authenticity.

What does it look like? A teacher providing attention to a group in the corner of a room positions herself so she can also systematically look up and scan the rest of the room at the same time. During work time, the teacher moves throughout the space (while also scanning the full room), and gives feedback to individuals and groups on their progress.

Why? Active supervision...

- Creates frequent opportunities to monitor students for success, or for need of prompting.
- Facilitates relationship building in creating opportunities for interaction.
- Anticipate and prevent known triggers for students

Impact/Less? Active supervision provides a sense of safety for students as well as frequent opportunities for relationship development.

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Classroom Snapshot: Active Supervision cont.

Teachers demonstrate active supervision through these three components:

How?

Moving throughout the space: Using proximity by continuously moving throughout the learning environment to monitor, support, and be present.

Scanning: Visually sweep areas to monitor, prevent, and/or reinforce behavior.

Interacting: Providing feedback to students to reinforce, prevent, or teach academic and behavioral skills.

Tips?


- In a 20-minute period, make use of each of the three active supervision components 10 times.
- Active supervision is made easier in locations with an organized physical environment that allows for ease of movement.
- Ensure scanning is always possible even when teaching from alternate locations (e.g. can the teacher see all other students when working one-on-one or positioned in a small group area?)
- Set a routine for scanning and interacting with all students when engaged in another responsibility. (e.g.: offer three interactions in the group; offer grading 2 papers)

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Activity:

Write down a way that your class or teachers within your building show active supervision in the classroom?



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Responses for Inappropriate Behavior

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Activity:

Write down any current responses to inappropriate behavior you or your teachers currently use?

Consider new strategies you learned about today and how you could use them in your classroom.

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Restorative Questions can help us focus on the *relationship* and *connection* vs. assigning harm and ensuring a consequence.



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Restorative Practices
Preventative to Responsive

Percentage	Category	Formality	Practices
80%	PREVENTATIVE	INFORMAL	affective statements, affective questions, small impromptu conversations
20%	RESPONSIVE	FORMAL	group or circle, formal conference

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What are high quality affective statements? (Tier 1)

- Are **"I" statements** that express a feeling.
- **Make students aware** of either the positive or negative impact of their behavior.
- Provide a **precise description** of a student's behaviors and the specific impact of those behaviors.
- Do **not protect students from the consequences** of their behavior.
- Are strategically **delivered in a time frame**, place and manner most likely to maximize impact.
- Are delivered in a **personalized manner directly** to the student who impacted others.
- Focus on behavior, not on the intrinsic worth of the person (separate the deed from the doer).
- Are **respectful** in tone.
- **Encourage students to express feelings.**

My behavior matters!

iirp International Institute for Restorative Practices
www.iirp.org, www.saferersonschools.org

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Communication Stoppers vs. Restorative Language

<p>Judgment: What did you do? Why would you do that? You never listen, do you? You know what happens now, don't you?</p>	<p>Diagnosis: The problem with you is that you're disrespectful.</p>	<p>Empathetic listening: I hear you saying that you are still very upset about what happened. Although I am upset, too, I want to hear your side of things. Go ahead and tell me what's on your mind.</p>	<p>Restorative Questions: What happened? What were you thinking and feeling at the time? Who do you think has been affected? What do you think you need to do to make things right?</p>
<p>Demand: Don't you talk to me like that!</p>	<p>"Deserve" Thinking: He deserves to be punished.</p>	<p>"I" statements: When I heard you speaking to Kyle in the way you did, I felt frustrated because I value the respect that we've built in this classroom.</p>	

Chicago Public Schools Restorative Practices Toolkit - cps.edu/SEL

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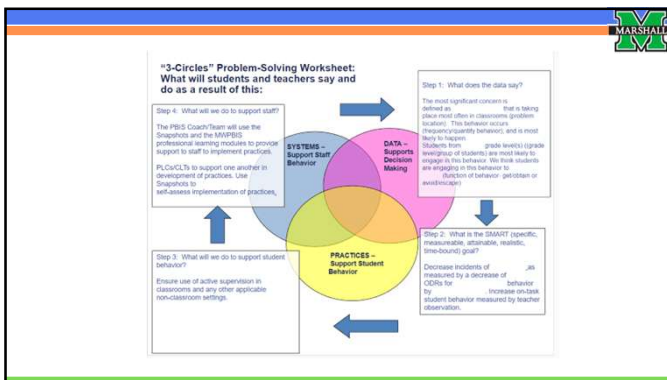
The need for data in Tier 1

Fidelity of Implementation within classroom practices

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Tier 1 Data Systems

Characteristics of Systems

- Regular data collection allows educators to monitor the progress of all students
- Data is used to guide instruction and lesson plans
- Data is used to evaluate effectiveness of Tier 1 instruction and supports (e.g., end of year TFI Score)
- Answer specific questions to guide effective problem solving
- Inform evidence-based instructional practices and progress towards meeting school-wide or districtwide standards

Using Data: Guiding Questions

- What do we expect our students to know, understand, and do as a result of instruction?
- Do at least 80% of our students meet or exceed these expected levels?
- If not, changes to Tier 1 are needed
- If yes, are there subgroups of students for whom the core is not sufficient?
- What barriers have prevented students from reaching the expected levels?
- How will fidelity of support be monitored over time?

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Importance of Continuous Progress Monitoring within the classroom

- Not all students require the same level of supports to stay on a positive trajectory towards academic and behavioral success.
- Continuous progress monitoring for ALL students in Tier 1 will help find students who:
 - Not successfully responding to Tier 1 supports/interventions
 - If not responding, they will require additional support and possibly higher-level supports depending on when we identified them and their current level of intensity. (*Proactive versus Reactionary to discipline concerns*)

Thought: Same as academics (MTSS)

Scott, T. (2015). *Managing the Cycle of Acting Out Behavior in the Classroom* (2nd ed.). Corwin.

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Data Based Decision Making: How will we know if what we are doing is achieving the intended outcomes we are looking for?

- Know what sources you're going to use to pull data from to make those effective decisions
→ *should be tied to your school-wide data system/referral system/discipline hierarchy*
- Are we looking at disproportionality data? (SPED)

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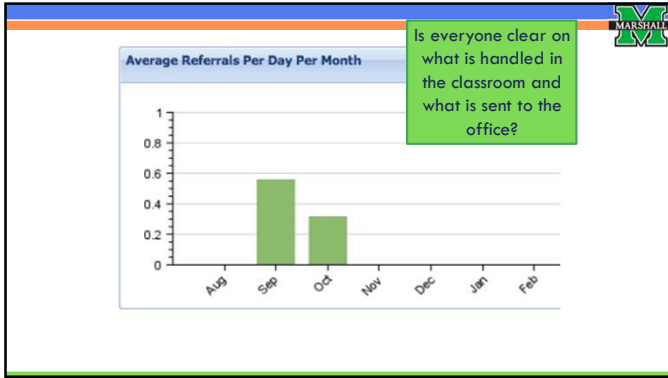
What we need

A system designed to help schools/facility personnel use office referral data to monitor progress of school-wide and individual student interventions.

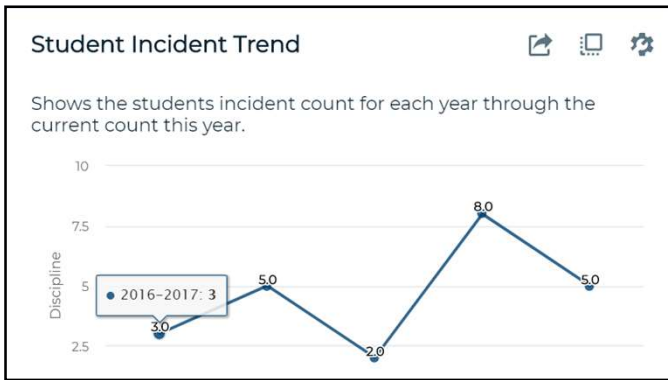
The # of incidents occurring throughout the day by incident type

Time of Day	Aggressive Conduct	Disrespectful/Inappropriate Conduct	Failure to Obey Rules/Authority	Illegal Drugs/Substances	Legal Concerns	Weapons
6 - 8 AM	17	10	10	0	0	0
8 - 10 AM	22	10	10	10	0	0
10 AM - 12 PM	10	10	10	10	0	0
12 - 2 PM	10	10	10	10	0	0
2 - 4 PM	10	10	10	10	0	0
4 - 6 PM	0	0	0	0	0	0
6 PM - 8 AM	0	0	0	0	0	0

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Classroom Walkthrough Tool For Administrators

Purpose:
This form is used as part of completing the SWPBIS 6 essential classroom procedures walkthrough to assess the teacher's level of implementation of classroom practices.

Importance:

- Tracks teacher implementation
- Serves as an onset to behavior problems with students
- Helps administrator know what teachers need PD in specific areas
- Assists with two-way communication between teacher and administrator

Schoolwide PBIS Classroom Walkthrough Tool Interview and Observation Form

School: _____ Date: _____
 Teacher: _____ Grade: _____
 Classroom: _____ Data collector: _____

1. Defines Expectations/Rules/Routines
2. Encouraging Appropriate Behavior
3. Arranges Clearly Physical Environment
4. Active Supervision
5. Engagement & Opportunities to Respond
6. Procedures for Inappropriate Behavior
7. Provided Feedback and Acknowledgments

Classroom Procedure	Procedure Observed	Did the CP include students in need?	Example of practice observed
1	Y	N	
2	Y	N	
3	Y	N	
4	Y	N	
5	Y	N	
6	Y	N	
7	Y	N	

Administrator Recommendations: *Ways of Options to Increase Effective Classroom Management Strategies*

(Check all that apply)

- Identify classroom expectations and rules, refer back to school-wide expectations and develop a lesson plan for students. Teach the expectations monthly.
- Identify classroom routines and procedures, refer back to lesson plan for teaching (think, predict, practice, perform). Teach the expectations monthly.
- Provide feedback and acknowledgment to student across frequency.
- Provide specific area correction and reengage praise for appropriate behavior.
- Use more consistent, effectively responses to related supports / behavior.
- Utilize the school-wide behavior hierarchy to assist in responding to support behavior.
- Increase opportunities to respond to increase student engagement during activities.
- Develop a plan for increasing active engagement during instructional activities.
- Develop physical arrangements that support classroom instructional activities (seating and behavior).

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Classroom Observation Data Collection Tool

Staff Name: _____ Date: _____ Time: _____
 Observer: _____ Location: _____ Subject: _____ CT: _____
 TEACHER POP GOAL: _____

Classroom Context Observations: (5 min)		Obs. Y/N	Evidence Statements/Tally		
1. Student Engagement 1.2 Cognitive Engagement	Student opportunities to respond (out of _____ total students)				
2. Classroom Expectations 2.2 Classroom Management	Positively stated classroom rules , aligned with school-wide expectations are available to students (posted in classroom and teacher's canvas page, etc.) Expectations and/or rules are regularly referred to by the teacher to pre-correct expectations, encourage and correct behavior.				
3. Classroom Procedures and Routines 3.2 Classroom Management	Clear procedures were observed for managing transitions Consistent rudiments of instruction are evident (posted, agenda, outline, canvas, module format, etc.) Clear and consistent procedures were observed for getting teacher's attention and responding to teacher questions . Teacher used an attention signal .				
4. Encouraging Expected Behavior 4.1 Classroom Culture	Teacher uses a reinforcement system to acknowledge appropriate student behaviors (PERS) Communication: personal connections, (calling students by name, calls home, etc.)				
5. Active Supervision 5.1 Classroom Culture	Teacher uses frequent scanning & interacting Teacher uses strategies for refocus				

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What does the research say about students with disabilities within our classroom?

- Students with disabilities are more likely to experience exclusionary and reactive discipline practices than students without disabilities.
 - For example, according to the Office of Civil Rights (OCR), students with disabilities comprise 12% of the school enrollment; however, they experience 26% of out of school suspensions, 24% of expulsions, 28% of referrals to law enforcement or arrests, 71% of restraints, and 66% of seclusions (Office of Civil Rights [OCR], 2018).
- Students with disabilities are overrepresented in other school disciplinary consequences (e.g., office discipline referrals, in school suspensions) as well

Center on PBIS/(Fabelo et al., 2011; Skiba & Rausch, 2006; Vincent et al., 2011).

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Classroom practices and students with disabilities considerations:

- Invest in prevention
- Integrate high leverage classroom practices for ALL (Tier 1): What does that mean?
- Effective educators design, implement, and **differentiate** Tier 1 practices to meet the needs of the majority (>80%) of their learners. (Center on PBIS)
- When learners have more intensive needs, educators intensify their Tier 1 practices
- Using Tier 1 classroom practices to guide the teaching within the BIP
 → using tier 1 level supports/language along with targeting their goals around their function of behavior? (goal is to fade away support of FBA/BIP and filter them back into Tier 1. Tier 1 MUST exist first.)

Center on PBIS

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Integration Strategies for ALL

- Directly connect behavioral and academic expectations. For example, describe that being responsible means engaging in class instruction.
- Directly teach expectations in the context of all academic (and other classroom) routines. For example, explicitly teach (i.e., show, practice, and monitor) students how to attend and actively engage within all types of instructional routines (large group teacher-directed instruction, small collaborative group instruction, independent work).
- Provide effective academic instruction to increase successful responding and reduce behavior problems.
- Incorporate proactive and positive behavior supports into academic programming (e.g., planned prompts and specific praise statements for students for attending, participating and completing academic tasks).

- Prompt and recognize what the student should be doing (academic engagement) rather than not doing (problem behavior).
- Make connections from concepts previously learned in one area (e.g., reading) and draw on this for background knowledge for another area (e.g., behavior). For example, connect behavior expectations to related reading stories that deal with social interactions or values.
- Link instruction in behavioral and academic expectations to additional contexts to highlight the importance of these skills and promote generalization (e.g., college and career readiness skills, team skills, friendship skills, general problem solving).
- Monitor student performance within the instructional setting to identify potential academic and behavioral needs, and

Center on PBIS: Classroom Integrated Academics and Behavior Brief

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Using Function Based Thinking in Tier 1

A Multi-Tiered System of Support for Behavior

Adapted from Scott, 2004
Wagonaround

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Common Functions of Problem Behavior in School Settings


Obtain/ Access :

- Peer attention
- Adult attention
- Desired activity
- Desired object/ items
- Sensory

Avoid/ Escape:

- Difficult Task
- Boring Task
- Easy Task
- Physical demands
- Non-preferred activity
- Peer or Adult attention
- Sensory

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Teacher TIPS for Managing Challenging Behavior

STOP and check for teacher fidelity of implementation of 6 Classroom Practices

- Environment, Expectations, Action Supervision, Encouraging Appropriate Behavior, Engagement and OTR, Responses for Inappropriate Behavior) *Will your data support the use of this? (Admin walkthrough tool/CR practices tool?)*


CAUTION/DO NOT PASS GO:

- Turn around and go back to 6 classroom practices

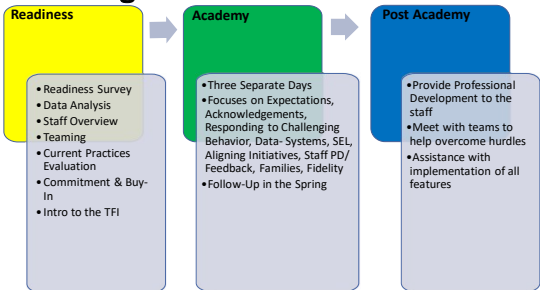
IF YOU PASS GO:

- Next Steps: Use **data** to drive next steps into Tier 2 Supports
- Before we intensify support, we must be able to demonstrate our level of implementation of Tier 1 classroom supports or we will flood our Tier 2 and Tier 3 with students who possibly don't belong there.

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PBIS Training Format




```

    graph LR
      Readiness[Readiness] --> Academy[Academy]
      Academy --> PostAcademy[Post Academy]
  
```

Readiness	Academy	Post Academy
<ul style="list-style-type: none"> Readiness Survey Data Analysis Staff Overview Teaming Current Practices Evaluation Commitment & Buy-In Intro to the TFI 	<ul style="list-style-type: none"> Three Separate Days Focuses on Expectations, Acknowledgements, Responding to Challenging Behavior, Data-Systems, SEL, Aligning Initiatives, Staff PD/Feedback, Families, Fidelity Follow-Up in the Spring 	<ul style="list-style-type: none"> Provide Professional Development to the staff Meet with teams to help overcome hurdles Assistance with implementation of all features


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What strategy/ area do support you in within your classroom?

- Defining Classroom Expectations, Rules, Routines
- Arranging Physical Environments
- Encoring Appropriate Behavior
- Active Supervision
- Engagements and Opportunities to Respond
- Responses to Inappropriate Behavior
- Restorative Practices
- Function of Behavior in Tier 1

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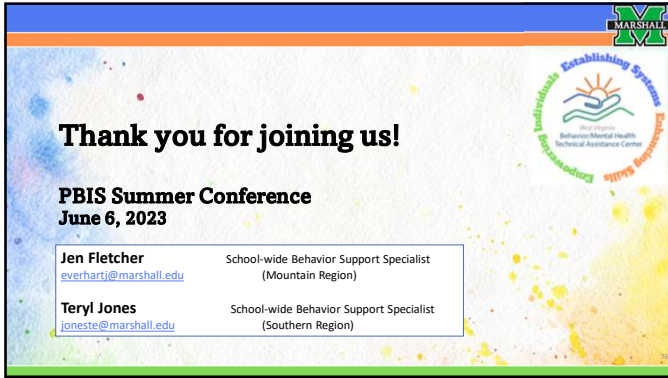



74




QR Code for Jens Eval

75



Thank you for joining us!

PBIS Summer Conference
June 6, 2023

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The graphic features a blue and orange header, a Marshall University logo, and a circular logo with the text "Establishing Systems" and "Behavioral Health Technical Assistance Center". The background is a light, textured surface with yellow and blue splatters.
