

## Providing Instructional Consultation to Reduce Behavior Problems

Ripley-Ohio-Dearborn  
Special Education Cooperative

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Presented by:

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[www.successfulschools.org](http://www.successfulschools.org)

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- **Effective Behavior Support Links classroom to school-wide behavior support**

- Do your colleagues agree on the school-wide expectations?
- Has the difference between teacher/staff v. administrator managed rule violations been clarified?

## What are your school-wide expectations?

- School-wide expectations are the behaviors that are expected from all students, staff, and administrators.
- Please identify your school-wide expectations.
  - Are they few in number, between 3 & 5?
  - Are they positively stated?
  - Are they easy to remember?
  - How are they taught/communicated to staff and students?
  - Have they been defined in observable, teachable, and acknowledgeable terms?

## Purpose

Review critical features of effective instructional practices and behavior management strategies in classroom settings.

## **Critical Instructional Practices for First Seven Minutes of a Period**

Greet students as they enter the classroom.

Respond to student's following directions

Connect lesson focus to previously taught skills

## **First Seven Minutes** Continued

Display some level of enthusiasm for content

Present clear directions including objective for day's lesson

Provide opportunity for All students to respond (*e.g. Choral Responding*)

## **First Seven Minutes** Continued

Know if all student's responded correctly

Provide proximal feedback for cooperation

Establish transition routine for student's who complete initial instructional task

## Essential Behavior Support & Instructional Practices

### *Classroom Management Self-Assessment*

1. **Classroom structure is organized** to support typical activities and smooth transitions with sufficient space to move around class and access all materials.
  - Teacher has easy access to all parts of the room.
  - Use of high frequency items like trash can, pencil sharpener, and materials used for class are away from entrance/exit of class.

2. **Classroom behavioral expectations are clear, positively stated & posted.**

- Expectations are consistent with school-wide expectations. School-wide expectations are defined by each classroom for their rooms.
- Students are acknowledged for meeting the expectations.

3. **Classroom routines are clear, taught to students & prompted by teacher.**

- Students are taught expectations for main routines. Use Tell, Show, Do method (see TRIP).
- Routine expectations are reviewed regularly and practiced when necessary.
- Clear prompt, verbal, gesture, auditory, etc.. exist for routine to commence

**4. Students are greeted by teacher prior to or as they enter the classroom.**

-When possible stand slightly outside the door and greeting the students serves as a prompt for appropriate behavior (Think Wal-Mart greeter)

**5. Use a high ratio of positive to negative teacher to student interactions**

- Positive event/interaction at least every 5 minutes
- Follow correction for rule violation with positive acknowledgement for rule following

**6. Class begins with a review of key points from previous lesson(s)**

-“get started” activities that all students can complete successfully.

Provide a “hook” that gets all students successfully engaged to start class.

**7. Teacher states objective(s) of lesson prior to beginning teaching.**

- Stating the objective(s) provides meaning to students. Meaning promotes active learning.
- Advance organizer
- Point of reference
- Agenda posted on blackboard
- Appears related to previous lessons.

## 8. Actively supervise at all times

- Move regularly
- Scan continuously & overtly
- Interact frequently & positively
- Positively acknowledge students who are following the class expectations
- Video Link

## 9. Manage minor (low intensity or frequency) problem behaviors positively & quickly

- Signal occurrence
- State correct response
- Ask student to restate/show
- Disengage quickly & early

## 10. Teacher uses **precorrection** to prevent predictable student problem behaviors.

- Pre-correction is also referred to as a prompt. If there teacher knows there is specific behavior of concern that may occur, they will prompt students to engage in the appropriate alternative behavior
- Pre-correction is part of the 3 “P’s” of behavior management, pre-correct, proximity, and praise.

## 11. Follow school procedures for major & chronic problem behaviors

- Be consistent & business-like
- Precorrect for next occurrence
- Knows difference between teacher managed and administrator managed problems.
- Has clear procedures for notifying parents regarding chronic problems.

## 12. Conduct smooth & efficient transitions between activities

- Taught routine
  - e.g. lining up, turning in materials, getting started activity, getting missed work when absent, etc..
- Engage students immediately

## 13. Prepared for activity

- Know and communicate desired outcome
- Have materials readily available
- Practice presentation fluency
- Prepare filler activities
- Students are reminded of objective

## 14. *Teacher ensures that all students can see and/or hear instruction and related materials.*

- Teachers moves through the room to ensure students can see overheads, blackboard,

## 15. Use most of allocated time for instruction (at least 80%)

- Fill day with instructional activities
- Maximize teacher led engagement

**16. Engage students in active responding**

- Write
- Verbalize
- Participate
- Choral responding

**17. Give each student multiple ways to actively respond**

- Individual v. choral responses
- Written v. gestures
- Peer-based

**18. Regularly check for student understanding**

- Questions
- Affirmative gesture
- Written action

**19. End activity with specific feedback**

- Know how many students meet lessons objective
- Feedback on academic and social expectations
- Individual v. group acknowledgment.
- Next steps, homework if any, etc..

20. Provide extra time/assistance for unsuccessful students

- More practice
- More instruction

### *How did you do?*

15-20 “yes” = *Proactive- Management designed to prevent problems from occurring*

9-12 “yes” = *Mixed*

<9 “yes” = *Reactive- Management tends to be focused on responding to challenging behaviors*

### Web Resources

Missouri Classroom Resources

<http://www.interventioncentral.org/behavioral-interventions>

Florida PBIS Classroom Resources

[http://flpbs.fmhi.usf.edu/resources\\_classroom.cfm](http://flpbs.fmhi.usf.edu/resources_classroom.cfm)

### Additional Resources

Clark, R. (2003) *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child*: Hyperion.

Colvin, G. & Lazar, M. (1997). *The effective elementary classroom: Managing for success*. Longmont, CO: Sopris West.

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## Additional Resources

Emmer, E.T., Evertson, C.M., Clements, B.S., & Worsham, M.E. (2012). *Classroom management for secondary teachers* (8th Ed.). Boston, MA: Allyn & Bacon.

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Sprick, R., Garrison, M., & Howard, L. (2008). *CHAMPs: A proactive and positive approach to classroom management*. Longmont, CO: Sopris West

## Additional Resources

Walker, H., Ramsey, E., & Gresham, F. (2007). *Antisocial behavior in schools: Evidence based practices*. Pacific Grove, CA: Brooks/Cole

Weinstein, C.S., & Mignano, Jr., A.J. (2002). *Elementary classroom management (3<sup>rd</sup> Ed.)* Boston, MA: McGraw-Hill.

Wong, K.K., & Wong, R.T. (1991). *The first days of school: How to be an effective teacher*. Sunnyvale, CA: Harry K Wong Publications.

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