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

SWPBS Implementers Forum
May 18 & 19, 2011
Harrisburg, Pennsylvania

Tim Knoster
Bloomsburg University
tknoster@bloomu.edu
What are the Elements of Success in the Classroom with our Students?

- Academic Learning (Outcomes)
- Social and Emotional Learning (Outcomes)

* Both sets of learning outcomes are inter-related and require systems of intervention and support.
Designing School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Intervention**
  - Some students (At-Risk)
  - High efficiency
  - Rapid Response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individualized Interventions**
  - Individual Students
  - Assessment Based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (At-Risk)
  - High efficiency
  - Rapid Response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive

Horner & Sugai (1997)
What Causes Problem Behavior?

- Is it Nature (genetic predisposition)?

- Is it Nurture (environmental)?
How Can You Understand Student Behavior?

- The key to understanding or decoding student behavior lies, first and foremost, in understanding our own actions and the nature of our own behavior.
The first step is to understand the nature of the grand illusion of the idea that you 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 and 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 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 over flow your wheel barrow”...what are your “Pet Peeves” in this regard?
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 Student Inappropriate Behavior in the Classroom

- 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
Prevention of Problem 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 (intervening on) student inappropriate behavior.
Prevention of Problem Behavior

- Staying Close (Rapport)
- Establishing Clear Behavioral Expectations
- Positive Reinforcement
Observing the crescent...but seeing the whole of the moon.
Prevention of Problem Behavior

- Staying Close (Rapport)
- Establishing Clear Behavioral Expectations
- Positive Reinforcement
The Power of One

“ I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all occasions it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.”

Hiam Ginot
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.)
Rapport involves establishing a trusting relationship with each of your students. All kids will “let you in”…even the one’s that appear most resistant to letting you in…but they will only let you in on their time frame based on when they feel they can TRUST you.
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”:
  - 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
Establishing Clear Expectations

Tune into W I I F M

(What’s in it for me?)
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)

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Arrival at school</th>
<th>Individual work</th>
<th>Teacher talking</th>
<th>Group activities</th>
<th>Changing activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be ready</strong></td>
<td>• Go immediately to your classroom after arriving at school.</td>
<td>• Have your materials open and on top of your desk.</td>
<td>• Listen when Mrs. Lee speaks; one person speaks at a time.</td>
<td>• Be focused on the group work to be completed.</td>
<td>• Be aware of the daily schedule.</td>
</tr>
<tr>
<td></td>
<td>• Bring your homework with you to class.</td>
<td>• Follow directions the first time.</td>
<td>• Write important things in your notebook.</td>
<td>• Have your materials with you and opened to assigned page.</td>
<td>• Listen for directions from Mrs. Lee.</td>
</tr>
<tr>
<td></td>
<td>• Be in your seat when the morning bell rings.</td>
<td>• Get to work right away.</td>
<td>• Organize your group and get to work quickly (within 1 minute).</td>
<td>• Organize your group and get to work quickly (within 1 minute).</td>
<td>• Be flexible in case the schedule changes.</td>
</tr>
<tr>
<td><strong>Be responsible</strong></td>
<td>• Be on time to school and class.</td>
<td>• Follow directions on tests and assignments.</td>
<td>• Think about what Mrs. Lee says.</td>
<td>• Focus on your work.</td>
<td>• Stop and put things away when Mrs. Lee says to do so.</td>
</tr>
<tr>
<td></td>
<td>• Listen when Mrs. Lee speaks; one person speaks at a time.</td>
<td>• Organize and get to work promptly.</td>
<td>• Ask Mrs. Lee questions by raising your hand.</td>
<td>• One person speaks at a time using indoor voice.</td>
<td>• Know what materials you need for next class/activity.</td>
</tr>
<tr>
<td></td>
<td>• Complete your homework.</td>
<td>• Make a good effort on all work.</td>
<td>• Volunteer to answer questions by raising your hand.</td>
<td>• Ask for help as needed.</td>
<td>• Keep your hands and feet to yourself.</td>
</tr>
<tr>
<td></td>
<td>• Use indoor voices when speaking.</td>
<td>• Speak only at appropriate times.</td>
<td>• Make a good effort.</td>
<td>• Finish on time.</td>
<td>• Use indoor voices when speaking.</td>
</tr>
<tr>
<td><strong>Be respectful</strong></td>
<td>• Say “hi” to friends before homeroom starts.</td>
<td>• Get to work and work quietly.</td>
<td>• Listen and follow directions the first time.</td>
<td>• Share with others while keeping your hands and feet to yourself.</td>
<td>• Be thoughtful of others.</td>
</tr>
<tr>
<td></td>
<td>• Keep hands and feet to yourself.</td>
<td>• Use only your materials.</td>
<td>• Think about what Mrs. Lee is saying.</td>
<td>• Encourage others to work cooperatively.</td>
<td>• Keep hands and feet to yourself.</td>
</tr>
<tr>
<td></td>
<td>• Listen when Mrs. Lee speaks; one person speaks at a time.</td>
<td>• Ask for help by raising your hand.</td>
<td>• Ask questions by raising your hand.</td>
<td>• Keep hands and feet to yourself.</td>
<td>• Use indoor voices.</td>
</tr>
<tr>
<td></td>
<td>• Follow directions the first time.</td>
<td>• Make a good effort.</td>
<td>• Volunteer to answer questions by raising your hand.</td>
<td>• It is okay to disagree, but do it without being disagreeable.</td>
<td>• When moving in room and hallway, always walk on the right side.</td>
</tr>
</tbody>
</table>
## Establishing Expectations

### Middle School

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Start of class</th>
<th>Individual work</th>
<th>Teacher lecture</th>
<th>Group work</th>
<th>End of class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be on time and prepared.</strong></td>
<td>• Arrive on time to class.</td>
<td>• Be focused on your work and ignore distractions.</td>
<td>• Be focused on the current unit of instruction.</td>
<td>• Be focused on the task to be completed (on task).</td>
<td>• Adequately prepare materials to leave the classroom (e.g., place only your materials in your binder).</td>
</tr>
<tr>
<td></td>
<td>• Bring your notebook and writing materials.</td>
<td>• Remember to follow procedures for all individual assignments.</td>
<td>• Use your notebook for taking notes.</td>
<td>• Have your notebook open to the proper section being covered.</td>
<td>• Leave the classroom promptly when dismissed by Mrs. Jones.</td>
</tr>
<tr>
<td></td>
<td>• Listen when Mrs. Jones starts class (only one person speaks at a time).</td>
<td>• Organize your work and get to work quickly after directed by Mrs. Jones.</td>
<td>• Please listen and follow along when Mrs. Jones is speaking (only one person speaks at a time).</td>
<td>• Organize as a team quickly, and start work promptly (within 1 minute).</td>
<td>• Leave the classroom promptly when dismissed by Mrs. Jones.</td>
</tr>
<tr>
<td><strong>Be responsible for your actions.</strong></td>
<td>• Arrive on time to class.</td>
<td>• Remember to follow procedures for individual work.</td>
<td>• Listen and think about points raised in Mrs. Jones’ comments.</td>
<td>• Pay attention to your work and only your work.</td>
<td>• Be sure you have written down all assignments to be completed prior to next class.</td>
</tr>
<tr>
<td></td>
<td>• Listen when Mrs. Jones starts class (only one person speaks at a time).</td>
<td>• Organize and do the best work that you can, even on a bad day.</td>
<td>• Ask questions of Mrs. Jones and respond to questions.</td>
<td>• One person speaks at a time.</td>
<td>• Leave classroom in the same condition you found it when you arrived.</td>
</tr>
<tr>
<td></td>
<td>• Come prepared by completing all assignments and readings.</td>
<td>• Control your actions and make your productive.</td>
<td>• Gain attention by raising your hand; be patient.</td>
<td>• Ask for help as needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow all directions provided by Mrs. Jones as you enter the room.</td>
<td></td>
<td></td>
<td>• Successfully complete task within allotted time frame.</td>
<td></td>
</tr>
<tr>
<td><strong>Be respectful toward others.</strong></td>
<td>• Say “hello” to others using appropriate voice and language before class starts.</td>
<td>• Get to work quickly on individual work.</td>
<td>• Please follow along when Mrs. Jones is speaking (only one person speaks at a time).</td>
<td>• Share roles on the team (e.g., recorder/time keeper).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Listen when Mrs. Jones starts class (only one person speaks at a time).</td>
<td>• Be on task and work quietly.</td>
<td>• Think about what Mrs. Jones is saying.</td>
<td>• Strive for consensus whenever possible.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Help others if asked for help.</td>
<td>• Raise hand to get Mrs. Jones’ attention.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Adequately prepare materials to leave the classroom (e.g., place only your materials in your binder).
- Leave the classroom promptly when dismissed by Mrs. Jones.
- Leave the classroom promptly when dismissed by Mrs. Jones.
- Be patient and wait your turn if you need to speak with Mrs. Jones after class.
- Leave the room in an orderly manner.
# Establishing Expectations

## High School

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Start of class</th>
<th>During individual tests</th>
<th>During lecture in class</th>
<th>During other team activities</th>
<th>Outside of class time preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be here/Be ready</strong></td>
<td>• Arrive on time to class.</td>
<td>• Be focused on the current unit tests.</td>
<td>• Be focused on the current unit of instruction.</td>
<td>• Be focused on the task to be completed (on task).</td>
<td>• Review prior class notes before next class.</td>
</tr>
<tr>
<td>• On time</td>
<td>• Bring your notebook and writing materials.</td>
<td>• Remember to follow procedures for individual tests.</td>
<td>• Use your notebook for taking notes.</td>
<td>• Have your materials open to the proper section being covered.</td>
<td>• Adequately prepare by doing readings and assignments.</td>
</tr>
<tr>
<td>• Prepared</td>
<td>• Listen when Mr. Smith starts class (only one person speaks at a time).</td>
<td>• Organize and get to work promptly.</td>
<td>• Please listen and follow along when Mr. Smith is speaking (only one person speaks at a time).</td>
<td>• Organize as a team quickly, and start work promptly (within 1 minute).</td>
<td>• Keep your materials organized.</td>
</tr>
<tr>
<td><strong>Be responsible</strong></td>
<td>• Arrive on time to class.</td>
<td>• Remember to follow procedures for individual tests.</td>
<td>• Listen and think about points raised in the lecture.</td>
<td>• Be on task.</td>
<td>• Review prior class notes before next class.</td>
</tr>
<tr>
<td>• Quality work</td>
<td>• Listen when Mr. Smith starts class (only one person speaks at a time).</td>
<td>• Organize and get to work promptly; make a good effort on each question.</td>
<td>• Ask questions and respond to questions.</td>
<td>• One person speaks at a time.</td>
<td>• Adequately prepare by doing readings and assignments.</td>
</tr>
<tr>
<td>• Collaborate</td>
<td>• Come prepared by completing all assignments and readings.</td>
<td>• Be on task and ask for clarification as needed from Mr. Smith.</td>
<td>• Share your perspective on relevant issues to the topic at hand.</td>
<td>• Ask for help as needed.</td>
<td>• Keep your materials organized.</td>
</tr>
<tr>
<td><strong>Be respectful</strong></td>
<td>• Politely greet classmates and teacher when arriving to class.</td>
<td>• Get to work quickly on individual tests.</td>
<td>• Please follow along when Mr. Smith is speaking (only one person speaks at a time).</td>
<td>• Successfully complete task within allotted time frame.</td>
<td>• Review prior class notes before next class.</td>
</tr>
<tr>
<td>• Encourage others</td>
<td>• Ask others how things are going.</td>
<td>• Be on task, and work quietly.</td>
<td>• Think about the concepts and practices being described; get the most you can out of class.</td>
<td>• Share roles on the team (e.g., recorder/time keeper).</td>
<td>• Adequately prepare by doing readings and assignments.</td>
</tr>
<tr>
<td>• Recognize others</td>
<td>• Listen when Mr. Smith starts talking (only one person speaks at a time).</td>
<td></td>
<td></td>
<td></td>
<td>• Keep your materials organized.</td>
</tr>
<tr>
<td></td>
<td>• Provide guidance to classmates who may have been absent from last class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Process for Involving Students/Clients in Operationally Defining Expectations (Rules)

TEACHER/STAFF DEFINES THE GENERAL PARAMETERS (3-5 Broad Expectations Plus Identification of Important Contexts).

- STUDENTS/CLIENTS DEFINE EXPECTATIONS ACROSS SETTINGS/ROUTINES (DEVELOP RULES) WITH EACH OTHER AND TEACHER/STAFF.

- STUDENTS/CLIENTS VOTE ON NEGOTIABLE RULES.
Prevention of Problem Behavior

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

• Catch Them Being Good!
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.
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
Point to Ponder

Remember...through the course of a day...and even a given smaller period of time (like a class period)...all students/clients will likely do something that is worth giving positive attention towards. The key is to be looking for it!
Early Intervention with Student Inappropriate Behavior in the Classroom

- Planned Ignoring (Pivoting)

- Stop-Redirect-Reinforce Appropriate Behavior
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.
When can you **NOT** ignore behavior?

- When the behavior is harmful to the student/client, others, or will likely result in property damage.

- When the student/client does not know a better way to get help or attention – ignoring does not teach the student socially acceptable ways to get help or attention.

- In both instances above the behavior of concern should be viewed (and treated) as problem behavior.
Early Intervention with Student Inappropriate Behavior in the Classroom

- Planned Ignoring (Pivoting)

- Stop-Redirect-Reinforce Appropriate Behavior
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.
Specific Steps in 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.
Points to Remember about Effective Classroom Management

- The first step is to understand the nature of the grand illusion of the idea that you 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