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| **CLASSROOM****PREVENTION PRACTICES** |
| **Self-Assessment**Teachers should start with the first statement on the self-assessment. When unsure of an answer, teachers should go to the part of the interactive map indicated and read more about the practice. |  |
| * 1. **SUPERVISION**: *Use active supervision and proximity*
 |
| **DESCRIPTION AND CRITICAL FEATURES**“*What key strategies can I use to support behavior in my classroom?”* | **EXAMPLES***“How can I use this practice in my classroom?”* | **NONEXAMPLES***“What should I avoid when I’m implementing this practice?* | **EMPIRICAL SUPPORT and RESOURCES***What evidence supports this practice, and where can I find additional resources?”* |
| **Elementary** |
| A process for monitoring the classroom, or any school setting, that incorporates moving, scanning, and interacting frequently with students.Includes:SCANNING: visual sweep of entire spaceMOVING: continuous movement, proximityINTERACTING: verbal communication in a respectful manner, any pre-corrections, non-contingent attention, specific verbal feedback | While students are working independently in centers, scan and move around the classroom, checking-in with studentsWhile working with a small group of students, frequently look up and quickly scan the classroom to be sure other students are still on trackDuring transitions between activities, move among the students to provide proximity; scan continuously to prevent problems, and provide frequent feedback as students successfully complete the transition | Sitting or standing where you cannot see the entire room or space, such as with your back to the group or behind a desk.Walking the same, predictable route the entire period-of-time, such as walking the rows of desks in the same manner every period.Stopping and talking with a student or students for several minutes.Interacting with the same student or groups of students every day. | Combining prompts orpre-correction with activesupervision is effective acrossa variety of classroom andnon­-classroom settings (9)Module:<http://pbismissouri.org/archives/1304>Video<http://louisville.edu/education/abri/primarylevel/supervision/group> (8) DePry & Sugai, 2002(9)Colvin, Sugai, Good, & Lee, 1997;; DePry & Sugai, 2002;; |
| **Secondary** |
| A process for monitoring the classroom, or any school setting, that incorporates moving, scanning, and interacting frequently with students.Includes:SCANNING: visual sweep of entire spaceMOVING: continuous movement, proximityINTERACTING: verbal communication in a respectful manner, any pre-corrections, non-contingent attention, specific verbal feedback | While monitoring students, move around the area, interact with students, and observe behaviors of individuals and the group; scan the entire area as you move around all corners of the area.Briefly interact with students:\* Ask how they are doing, comment, or inquire about their interests;\* Show genuine interest in their responses | Sitting or standing where you cannot see the entire room or space, such as with your back to the group or behind a desk.Walking the same, predictable route the entire period of time, such as walking the rows of desks in the same manner every period.Stopping and talking with a student or students for several minutes.Interacting with the same student or groups of students every day. | • Combining prompts orpre-correction with activesupervision is effective acrossa variety of classroom andnon­-classroom settings (9)Module:http://pbismissouri.org/archives/1304IRIS Ed (secondary):7(8) DePry & Sugai, 2002(9)Colvin, Sugai, Good, & Lee, 1997;; DePry & Sugai, 2002; Lewis, Colvin, & Sugai, 2000 |
| * 1. **OPPORTUNITY** *Provides high rates and varied opportunities to respond*
 |
| **DESCRIPTION AND CRITICAL FEATURES**“*What key strategies can I use to support behavior in my classroom?”* | **EXAMPLES***“How can I use this practice in my classroom?”* | **NONEXAMPLES***“What should I avoid when I’m implementing this practice?* | **EMPIRICAL SUPPORT and RESOURCES***What evidence supports this practice, and where can I find additional resources?”* |
| **Elementary** |
| A teacher behavior that requests or solicits a student response.Opportunities to respond include:INDIVIDUAL OR SMALL-GROUP QUESTIONING:\*use a response pattern to make sure that all students are called onCHORAL RESPONDING\*All students in a class respond in unison to a teacher questionNONVERBAL RESPONSES\*Response cards, student response systems, guided notes | **Individual or small group questioning*** Student names can be on a seating chart, strips of paper, or popsicle sticks in a can or jar; as questions are posed, a student name is drawn

**Choral responding*** Students read a morning message out loud together
* Students recite letter sounds together

**Nonverbal responses**Thumbs up if you agree with the character’s choice in our story | A teacher states, “we haven’t talked about this at all, but you will summarize the entire chapter for homework. Work quietly for 45 minutes on this new content, and I will collect your papers at the end of class”. (This is not sufficiently prompted and does not promote frequent active engagement)A teacher provides a 2—minute lesson without asking any questions or prompting any student responses. | Increased rates ofopportunities to respondsupport student on-­taskbehavior and correctresponses while decreasingdisruptive behavior (10)Teacher-use of opportunitiesto respond also improvesreading performance (e.g.,increased percentage ofresponses and fluency) (11)and mathematicsperformance (e.g., rate ofcalculation, problemscompleted, correctresponses) (12)Module:http://pbismissouri.org/archives/1306Videos:http://louisville.edu/education/abri/primarylevel/otr/grouphttp://louisville.edu/education/ |
| **Secondary** |
| A teacher behavior that requests or solicits a student response.Opportunities to respond include:INDIVIDUAL OR SMALL-GROUP QUESTIONING:\*use a response pattern to make sure that all students are called onCHORAL RESPONDING\*All students in a class respond in unison to a teacher questionNONVERBAL RESPONSES\*Response cards, student response systems, guided notes | INDIVIDUAL OR SMALL-GROUP QUESTIONING:“I just showed you how to do #1; I am going to start #2 second row; get ready to help explain my steps.”CHORAL RESPONDING“Write a sentence to summarize the reading; then share with your peer partner before sharing with me.”NONVERBAL RESPONSES“Hand up if you got 25 for the answer.”“Get online and find two real-life examples for ‘saturation point’.” | A teacher states, “we haven’t talked about this at all, but you will summarize the entire chapter for homework. Work quietly for 45 minutes on this new content, and I will collect your papers at the end of class”.A teacher provides a 2—minute lesson without asking any questions or prompting any student responses. | • Increased rates ofopportunities to respondsupport student on-­taskbehavior and correctresponses while decreasingdisruptive behavior (10)• Teacher use of opportunitiesto respond also improvesreading performance (e.g.,increased percentage ofresponses and fluency) (11)and mathematicsperformance (e.g., rate ofcalculation, problemscompleted, correctresponses) (12)Module:http://pbismissouri.org/archives/1306Videos:http://louisville.edu/education/abri/primarylevel/otr/grouphttp://louisville.edu/education/(10) Carnine, 1976;; Heward, 2006;; Skinner, Pappas & Davis, 2005;; Sutherland, Alder, & Gunter, 2003;; Sutherland & Wehby, 2001;; West & Sloane, 1986(11 )Skinner, Belfior, Mace, Williams-­Wilson, & Johns, 1997(12) Carnine, 1976;; Logan & Skinner, 1998;; Skinner, Smith, & McLean, 1994 |

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| * 1. **ACKNOWLEDGEMENT**: *Use behavior specific praise*
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| **DESCRIPTION AND CRITICAL FEATURES**“*What key strategies can I use to support behavior in my classroom?”* | **EXAMPLES***“How can I use this practice in my classroom?”* | **NONEXAMPLES***“What should I avoid when I’m implementing this practice?* | **EMPIRICAL SUPPORT and RESOURCES***What evidence supports this practice, and where can I find additional resources?”* |
| **Elementary** |
| Verbal statement that names the behavior explicitly and includes a statement that shows approval.\*May be directed toward an individual or group\*Praise should be provided soon after behavior, understandable, meaningful, and sincere.\*Deliver approximately five praise statements for every one corrective statement\*Consider student characteristic when delivering behavior-specific praise and adjust accordingly (praise privately vs. publicly) | Following a transition where students quietly listened to instructions, “You did a great job sitting quietly and listening for what to do next.”During educator-directed instruction, a student raises her hand. The educator says, “thank-you for coming into the room quietly.”The educator walks over to a student and whispers, “Thank-you for coming into the room quietly.” |  “Great job! Super! Wow!”(These are general, notspecific, praise statements.)“Brandi, I like how youraised your hand.” (Twominutes later) “Brandi, thatwas a nice response.” (Thisis praising the same studentover-and-over again, whileignoring other students.)A teacher says “Nice handraise.” After yelling at 20students in a row for talkingout. (This is not maintainingfive praises to onecorrection ratio.)“Thank you for trying to actlike a human.” (This, at best,is sarcasm, not genuinepraise.) | Contingent praise isassociated with increases ina variety of behavioral andacademic skills (13)• Behavior-­specific praise hasan impact in both specialand general educationsettings (14)• Reinforcement shouldhappen frequently and at aminimal ratio of five praisestatements for everyonecorrection (15)Module:http://pbismissouri.org/archives/1300Video:http://louisville.edu/education/abri/primarylevel/praise/groupOther resources:http://www.interventioncentral.org/behavioral-­interventions/motivation/teacher-­praise-­efficient-­tool-­motivate-­students |
| **Secondary** |
| Verbal statement that names the behavior explicitly and includes a statement that shows approval.\*May be directed toward an individual or group\*Praise should be provided soon after behavior, understandable, meaningful, and sincere.\*Deliver approximately five praise statements for every one corrective statement\*Consider student characteristic when delivering behavior-specific praise and adjust accordingly (praise privately vs. publicly) | “Blue Group, I really like theway you all handed in yourprojects on time. It was acomplicated project.”“Tamara, thank you forbeing on time. That is thefourth day in a row,impressive.” After pulling a chair up nextto Steve, the teacher states,“I really appreciate how youfacilitated your groupdiscussion. There were a lotof opinions, and youmanaged them well.” After reviewing a student’sessay, the teacher writes,“Nice organization, you’reusing the strategies wediscussed in your writing!” |  “Great job! Super! Wow!”(These are general, notspecific, praise statements.)“Brandi, I like how youraised your hand.” (Twominutes later) “Brandi, thatwas a nice response.” (Thisis praising the same studentover-and-over again whileignoring other students.)A teacher says “Nice handraise.” After yelling at 20students in a row for talkingout. (This is not maintaininga five-praises to onecorrection ratio.)“Thank you for trying to actlike a human.” (This, at best,is sarcasm, not genuinepraise.) | Contingent praise isassociated with increases ina variety of behavioral andacademic skills (13)• Behavior-­specific praise hasan impact in both specialand general educationsettings (14)• Reinforcement shouldhappen frequently and at aminimal ratio of five praisestatements for every onecorrection (15)Module:http://pbismissouri.org/archives/1300Video:http://louisville.edu/education/abri/primarylevel/praise/groupOther resources:http://www.interventioncentral.org/behavioral-­interventions/motivation/teacher-­praise-­efficient-­tool-­motivate-­students(13) Partin, Robertson, Maggin, Oliver, & Wehby, 2010(14) Ferguson & Houghton, 1992;; Sutherland, Wehby, & Copeland, (15)Broden, Bruce, Mitchell, Carter, & Hall, 1970;; Craft, Alber, Heward, 1998;; Wilcox, Newman, & Pitchford, 1988 |
| * 1. **PROMPTS & PRECORRECTS**: *Make the problem behavior irrelevant with anticipation and reminders*
 |
| **DESCRIPTION AND CRITICAL FEATURES**“*What key strategies can I use to support behavior in my classroom?”* | **EXAMPLES***“How can I use this practice in my classroom?”* | **NONEXAMPLES***“What should I avoid when I’m implementing this practice?* | **EMPIRICAL SUPPORT and RESOURCES***What evidence supports this practice, and where can I find additional resources?”* |
| **Elementary** |
| Reminders that are providedbefore a behavior is expected that describes what is expected:• Preventative: take placebefore the behavior responseoccurs• Understandable: the prompt must be understood by the student• Observable: the studentmust distinguish when theprompt is present• Specific and explicit:describe the expectedbehavior (and link to theappropriate expectation)Teach and emphasize self­delivered (or self-managed) prompts | Before students begin seatwork provide a reminder about how to access help and materials, if neededBefore the class transitions, a teacher states, “remember to show respect during a transition by staying to the right and allowing personal space”Pointing to table as student enters room (to remind where to sit)A student looks at a picture sequence prompting effective hand washing and successfully washes hands prior to snack or lunch | • While teaching a lesson, astudent calls out, and theeducator states, “Instead ofcalling out, I would like youto raise your hand” (This isan error correction—it cameafter the behavior)• Prior to asking students tocomplete a task, theeducator states, “Do a goodjob,” or gives a thumb’s upsignal (This is not specificenough to prompt aparticular behavior)• Providing only the “nos”(e.g., No running, Notalking) instead of describingthe desired behavior orfailing to link to expectations | • Delivering prompts and pre-corrections for appropriatebehavior results in increasesin improved behavior (19)• Use prompts duringtransitions to new routinesand for routines that aredifficult for students tomaster (20)Videos:http://louisville.edu/education/abri/primarylevel/prompting/group<http://louisville.edu/education/abr>(19) Arceneaux & Murdock, 1997;; Faul, Stepensky, & Simonsen, 2012;; Flood, Wilder, Flood, & Masuda, 2002;; Wilder & Atwell, 2006(20) Alberto & Troutman, 2013 |
| **Secondary** |
| Reminders that are providedbefore a behavior is expected that describes what is expected:• Preventative: take placebefore the behavior responseoccurs• Understandable: the prompt must be understood by the student• Observable: the studentmust distinguish when theprompt is present• Specific and explicit:describe the expectedbehavior (and link to theappropriate expectation)Teach and emphasize self­delivered (or self-managed) prompts | \*Pointing to a sign on theboard to indicate expectationof a silent noise level prior tobeginning independent worktime• Review of group activityparticipation rubric prior tothe start of group work• Sign above the homeworkbasket with a checklist of “todos” for handing inhomework• A student checks herplanner, which includesvisual prompts to write downassigned work and bringrelevant materials home topromote homework | • While teaching a lesson, astudent calls out, and theeducator states, “Instead ofcalling out, I would like youto raise your hand” (This isan error correction—it cameafter the behavior)• Prior to asking students tocomplete a task, theeducator states, “Do a goodjob,” or gives a thumb’s upsignal (This is not specificenough to prompt aparticular behavior)• Providing only the “nos”(e.g., No running, Notalking) instead of describingthe desired behavior orfailing to link to expectations | • Delivering prompts and pre-corrections for appropriatebehavior results in increasesin improved behavior (19)• Use prompts duringtransitions to new routinesand for routines that aredifficult for students tomaster (20)Videos:http://louisville.edu/education/abri/primarylevel/prompting/group<http://louisville.edu/education/abr>(19) Arceneaux & Murdock, 1997; Faul, Stepensky, & Simonsen, 2012; Flood, Wilder, Flood, & Masuda, 2002; Wilder & Atwell, 2006(20) Alberto & Troutman, 2013 |

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| Image result for blue flag**PREVENTION** **#1****CAROUSEL** |
| * *Write each prevention practice on a poster and place in each corner of the room. Briefly review the prevention practices for the participants*
* *Suggest a facilitator rise to the occasion and facilitate the group’s conversation*
* *Suggest a note taker to record the groups use of the prevention practice (see and hear)*
* *Rotate groups, instruct each new group to add to the list of how they use the prevention practice.*
* *Collect all responses , create a schoolwide document of your school’s use of evidence based classroom practices*

**How are you using this prevention practice in your classroom?** |
| **2.1 Supervision:***A process for monitoring the classroom or any school setting that incorporates, moving, scanning, and interacting frequently with students.* | *.* |
| **2.2 Opportunity to Respond:***A teacher behavior that requests or solicits a student response.* |  |
| **2.3 Acknowledgment:***Verbal statement that names the behavior explicitly and includes a statement that shows approval.* |  |
| **2.4 Prompt and Precorrect:***Reminders that are provided before a behavior is expected that describes what is expected* |  |

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| Image result for blue flag**ACTIVE SUPERVISION****#2****Schoolwide** |
| **Step 1: Praise-Redirect-Precorrect** <https://www.youtube.com/watch?v=QX60xFzL7tQ> |
| **Praise:**Acknowledge other students demonstrating appropriate behavior**Redirection:**Remind with simple calm directions**Pre-correct:**Tell students what you want them to do (prompting) | ***Proximity*** The closer you are the easier it is to praise, redirect or pre-correct.***Body Language*** Kids can be sensitive. Sometimes you can communicate to students without using words. Remember to keep your body language positive.***Tone*** How you say something can change the meaning of your words. When using a praise, redirect or pre-correct strategy, pay attention to your tone and volume. Using your voice or sarcasm is not as impactful to students as speaking in a firm and friendly voice. |

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| **Setting:** Playground | **Examples:** |
| **Praise:**Acknowledge others demonstrating appropriate playground behavior. |  “Wow you are demonstrating being safe today when you…...” |
| **Redirection:**Remind students who are not making not-so-good choices for playground expectations. Give simple calm directions. Even have them show you how to do it the right way. | “Hey there, can you show the best way to demonstrate safety when we cross the monkey bars?” |
| **Pre-correct:**Tell students what you want them to do. PROMPTING before transitioning to playground, or before/after a game. | “Before we go outside, who knows some safe games we can play?” and “how to play them?” |
| **Setting:**  | **Examples:** |
| **Praise:**Acknowledge other students demonstrating appropriate behavior |   |
| **Redirection:**Remind with simple calm directions |  |
| **Pre-correct:**Tell students what you want them to do (prompting) |  |

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| **STEP 2: Continuous-Scan-Interact** <https://www.youtube.com/watch?v=eyhqDV-uX4Y> |
| **Continuous**When supervising, your movement should be continuous; keep feet moving and cover all nooks and crannies.**Scan**Effectively scan with your eyes; keep your head up and eyes on the students. Be aware of what is going on in your supervision area.**Interact**While feet and eyes are moving, try to interact with as many students as possible. Take opportunities to use specific praise. Remember to praise as soon as you see appropriate behavior. | ***Proximity*** Continuous supervision only works if you are in good proximity of children and in places where problems commonly occur.***Body Language*** Playground supervision can be stressful, so keep body language friendly when interacting with students.***Tone*** When pre-correcting, keep tone of voice encouraging. Yelling directions across the playground almost never works, so remember to keep a close-proximity. |
| * **Four to One Ratio:** Find the good things and let students know! Have more positive interactions than corrections.
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| **Interact** using specific praise. Praise as soon as you see the behavior and let students know what they did right.Remember the “Four-to-One Ratio”. |
| **Setting:** Hallway | **Example:** “Thank you for being safe and using quiet hands and feet in the hallways.” |
| **Setting:** Playground | **Example:** “It is great to see you being respectful and sharing so nicely.” |
| **Scenario:** | **Non-Example:****Example:** |

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| **STEP 3: Calm/Business-like/Check-in**<https://www.youtube.com/watch?v=mlOVYxuUroU> |
| **Calm**Challenging behaviors can be stressful, so remain calm to handle a difficult situation appropriately.Avoid escalating a possible situation.Keep your body language calm and receptive.Keep your voice clear and audible without yelling.**Business-like**Follow a Discipline Flow chart for serious and unsafe behaviors.Be familiar with protocol and ask questions if something does not make sense.Know the “when” and “how” to document minor and major misbehaviors.**Check-in**After following protocol, remember to check-in with teacher, principal or other staff member at the end of the school day.Get to know, who should know about a serious incident. | ***Proximity***The closer you are the easier you are to praise, redirect or pre-correct.***Body Language*** Kids can be sensitive. Sometimes you can communicate to students without using words. Remember to keep your body language positive.***Tone***How you say something can change the meaning of your words. When using a praise, redirect or pre-correct strategy, pay attention to your tone and volume. Using your voice or sarcasm is not as impactful to students as speaking in a firm and friendly voice. |
| * **Shooting starChecking-In with Student:** Make sure to have a positive interaction with the student next time you see them. When you see the student making a good choice, LET THEM KNOW!

…. even if it is something little… REMEMBER the power of PRAISE. |

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| Image result for blue flag**ACTIVE SUPERVISION** **#3****Classroom** |
| Active supervision promotes the development of a positive classroom climate by proactively encouraging and maintaining student on-task behaviors. Active supervision of students is characterized by patterns of teacher movement and high rates of positive interactions with students, including praise statements and error correction. |
| **Circulating** Circulation in the classroom provides teachers increased opportunities to praise students for on-task behavior, error correction, and encouragement. Teachers should use proximity to check in with students during independent and group work. |
| **Scanning** Frequent visual scanning of the classroom environment is a good way for teachers to observe student behavior related to expectations and routines. General statements of praise or error correction can be made:*“I really like how everyone is on task right now. Great work!” “I see students working well in groups together. Excellent!”**“I’d like all students to stop. Please remember the homework routine. Homework goes in the blue bin.”* |
| **Encouraging** Similar to praise statements, words of encouragement are important messages for students who have emotional and behavioral difficulties. Provide encouragement when students are struggling or have completed a task. Also encourage students to encourage each other! Then be sure to provide students with the appropriate supports (e.g., accommodations) to increase success. |
| **Choices** Providing choices can help redirect undesired behavior and create an opportunity for praise and/or encouragement. When students make a choice to follow expectations, remember to reinforce the appropriate behavior to increase the likelihood that students will repeat the desired behavior.*“I see you have not started your math work. Would you like to use scrap paper or graph paper to help you figure the problems?”*(Student makes choice and starts to work).*“I’m glad to see you on-task now. Raise your hand if you get stuck, and I will be right over to help you.”* |
| **BE ACTIVE*****by being active, you become an engaged, involved supervisor.******Students recognize and appreciate this involvement. In turn, they also become more engaged and cooperative.*** |
| **Moving** around constantly so you can see where students are and what they are doing.* *Move constantly*
* *Move in unpredictable, random patterns; don’t use the same route every day, and do have a plan to get to all areas*
* *Target known problem areas and students needing more support regularly*
 | **Scanning** with your eyes and ears so you notice positive behaviors and potential problems right away, keeps you more involved with students, encouraging expected behaviors, prevent problem behaviors from getting worse.* Look for cues in students’ behavior and in their voices
* Watch and listen for appropriate and inappropriate behavior
* Use the data you gather to increase opportunities for positive contact with students
 |
| **BE POSITIVE*****Creating a friendly atmosphere by being friendly and open yourself; making an effort to connect with individual students and with students in groups; reinforcing students when their behavior is appropriate by acknowledging it and letting students know you*** ***appreciate it.*** |

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| **Connect** with students:* Be friendly, open and helpful
* Direct general, positive comments toward students-individual students, and particularly to groups of students. (How’s it going? You look like you’re enjoying yourselves. Hey, great game last night)
* Have frequent, positive interactions with groups of students
* Tie positive comments and interactions to general behavior
 | **Positive Reinforcement*** Tie reinforcement to specific behavior
* Acknowledge or express appreciation for specific helpful, appropriate, or constructive behavior
* Give the reinforcement as soon as possible after the behavior
* Get all staff involved so students get consistent messages
 |
| **4 to 1 rule** At least four positive interactions with students for every one corrective or negative interaction.Way to go! Well done! Beautiful work! Dynamite! You brighten my day. Super Job!Fantastic job! Looking good! Terrific! Now you’ve got it! Awesome! Outstanding! I appreciate that! |
| **RESPONDING TO PROBLEMS****Deal *with difficult situations by responding quickly, speaking with students privately using respectful verbal and non-verbal language while focusing on the current behavior and using a consistent previously agreed upon approach.*** |
| * What kinds of problem behavior so you have to deal with most often in your school common areas?
* When there is a problem with a student, do you find yourself getting engaged in ways that do not resolve the situation (power struggles, arguing, talking about side issues etc.)? Do you escalate the situation by your behavior?
* Does your school have a plan for how and where to refer an uncooperative student? If so, what is it?
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| Image result for blue flag**SPECIFIC POSITIVE ACKNOWLEDGEMENT****#4****Practice Scenarios** |
| Adapted from the Missouri PBIS Tier I Module 5, page 169.General praise or commonly used phrases such as “good job,” though important for a pleasant classroom, are inadequate for building and sustaining desired behavior. Students need clear, specific feedback on their use of the schoolwide expectations and any other behaviors such as acts of kindness, compassion, helpfulness, and general positive citizenship that are extended reflections of your expectations. It is also important specific positive feedback be given sincerely and appropriately for student’s age. This is especially important when working with older students. Staff need to find their own style to communicate sincere care and concern for the student. Using of a variety of phrases shows spontaneity and therefore credibility. |
| **Specifically Describes the Behavior**S*tudents need to know explicitly what behavior they did earning the acknowledgement of the teacher. Teachers readily do this when giving feedback about academic work. Reference only the current behavior when providing positive acknowledgment. Simply describe exactly what you saw you want the student to continue doing in the future. Additionally, be cautious in adding “I’m proud of you.” We want students doing the appropriate behavior because of the benefits to them rather than simply to please the teacher.* **Provides Reasons or Rationales***Explain the reason why the behavior is important. Rationales or reasons teach students the benefits of their behavior and the impact it has on them and others. This often includes stating the overarching schoolwide expectation (e.g., respect, caring, cooperation, etc.) and pointing out what the student might expect could happen if they use the appropriate behavior. “Getting started right away shows cooperation and will help you avoid having homework.”* | **Includes a Positive Acknowledgement***For many students, the specific positive feedback alone is sufficiently reinforcing to strengthen the behavior. However, for some students, and when a behavior requires a great deal of effort, pairing the verbal feedback with tangible or activity reinforcement may be helpful. When using a tangible item or preferred activity it is imperative you also use the complete verbal praise, so students are aware of exactly what they did resulting in the acknowledgement.**It is not the acknowledgement changing the behavior so much as the awareness of what is being reinforced; the acknowledgement merely provides additional incentive. You will want to say something like, “Because you walked so quietly in the hallway, you have earned a Cardinal Card.” Note adults do not “give,” instead students “earn” the recognition.* *Careful use of these terms helps students to take ownership for their behaviors and teaches the link between appropriate behavior and positive outcomes.* |
| **What would you say when….****Elementary School**: During transition from reading groups to recess, students begin to put away their books into the cubbies, return to their desks, and fold their hands on their desks to show they are ready for recess. Some kids are playing with the computers in the room.**Middle School:** During transition from whole group instruction to individual work, students begin to take out workbooks and turn to the homework page beginning the work and get any questions answered before leaving the class for their next period. Some kids are off-task, talking to friends and not getting their books out.**High School:** During transition from 20-minute lecture to independent follow up work students are getting their books out and quietly reviewing their reading assignment and notes in preparation for a quiz. Some kids are talking to others and sharing notes, others talking about going out to lunch. |

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| Image result for blue flag**Positive** **#5****Teacher-Student Interactions** |
| Positive interactions between teachers and their students play an important role in determiningstudent success. Research shows that increasing positive interactions (e.g., praise statements) and decreasing negative interactions improves the classroom climate as well as student academic and behavioral outcomes. In general, a positive relationship with teachers boosts student motivation and cooperation. Interacting with students in a positive way teaches students valuable interpersonal skills as well. Increasing **praise** **statements** to acknowledge appropriate behaviors, using **error correction** procedures to address misbehavior, and practicing **active supervision** (e.g., circulating, scanning, encouraging) are strategies teachers can employ to improve student-teacher interactions. **Providing choices** can also help to improve relationships with students as it gives students a sense of control and may stop challenging behaviors. In addition, giving students choices provides teachers with a chance to make a praise statement about the change in behavior.Teachers may initially report that increasing praise statements feels unnatural or contrived. Help teachers set personal goals to increase praise statements throughout the class period. Improving interactions with students will take time and practice! Increasing positivity will improve student behavior and may improve teacher outlook as well. |
| **THREE TYPES OF FEEDBACK**  |
| **Praise Statements** |
| Some students may not hear very many praise statements at home, at school, or in other settings. Praise statements should be specific and genuine. It is helpful to tie praise statements to behavioral expectations to increase the likelihood students will repeat the desired behavior. By focusing on what the students do correctly, students feel competent and confident about their ability to do what is expected. Using the student‘s name when making praise statements personalizes the message: *“You did a great job participating in class today, Alex. Keep up the great work!”*Some students may feel uncomfortable receiving public praise. Be sensitive to student wishes. Consider delivering praise privately in a quiet tone or non-verbal praise such as smiles, nods, high-fives or other gestures. Furthermore, positive notes can be written on homework, tests, or on scrap paper and delivered privately. Pithy statements such as ―Good work are not sufficient. In addition, avoid ―back-handed praise‖ such as ―*You didn‘t mess up as badly as you did yesterday.* Such comments may lessen desired outcomes. |
| **Negative Statements** |
| Negative interactions with students can be extremely detrimental to student esteem and contribute to disengagement with school. |
| When students engage in inappropriate behaviors to gain attention or escape a task, teachers may respond with negative feedback | *“You’re late”, “You’re not listening again”* A direction to stop a behavior -- *“I said stop that!”, “Quiet!”*A derogatory comment-- *“Only stupid people do that”* |
| In addition, teachers may provoke students with sarcasm during times when no misbehavior is occurring. These negative interactions can escalate student behavior and create a coercive cycle. |
| It is important for teachers to treat students with emotional and behavioral difficulties with dignity and respect at all times, even when student behavior is particularly challenging. |

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| **Corrective Statements** |
| The primary purpose of error correction is to assist the student in performing the correct response when a behavior is incorrect or unacceptable. Error correction is not punishment.For high school students, it is important to provide corrective feedback privately and quietly to avoid embarrassing the student or triggering an escalated behavior to ―save face.‖ |
| 1. Using a neutral tone of voice and facial expression, inform the student his or her response was incorrect. | *“Please stop. Calling out in class is not acceptable.”**“Hold on for one moment. That voice volume is too loud.”* |
| 2. Tell the student what you want him or her to DO. If the error was an inappropriate behavior, is helpful to tie your feedback to a classroom expectation or routine. | *“Please remember to raise your hand to share your answer.”**“Please use a quiet voice like mine so I can understand better what it is that you need.”* |
| 3. Immediately reinforce the student for demonstrating the correct behavior. This is very important! | *“Thank you for your quiet raised hand! What would you like to share with the class?”**“Thank you for using a quieter tone. Now I can hear what you have to say.”* |
| POSITIVE INTERACTIONSWORKSHEET

|  |
| --- |
|  |
| A. Think about the students in your class who display challenging behaviors. Complete the chart to help you reframe negatives into positives. |
| Student  | Behavior | Strategy | Statement Examples |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| C. What is your goal for increased positive statements to students? |
| D. What strategy will you use to help you remember to increase positive statements to students? |
| E. What date will you begin implementation of increased positive student-teacher interactions? |

 |

|  |
| --- |
| Image result for blue flag**Prevention Strategies** **#6****Based on Function of Behavior** |

|  |  |  |
| --- | --- | --- |
| **Function** | **Prevention Strategies** | **Examples** |
| **Get/****Obtain Attention** | * Schedule Adult Attention
* Schedule Peer Attention
* Increase Proximity to Student
* Provide Preferred Activities
* Increase OTR
* Acknowledge appropriate response or behavior to maintain appropriate behavior
 | * Have adults work with students
* Have adults provide periodic attention
* Lunch meeting with teacher
* Positive Behavior Plan
* Pair student with peer
* Use peer tutoring or mentoring
* Move seating arrangement
* Active Supervision
* When adult is occupied assign preferred activity
 |
| **Avoid/****Escape** | * Adjust Demand Difficulties
* Offer Choices
* Increase Student Preference
* Interest in Activity
* Assure Activity Has Functional or Meaningful Outcomes
* Alter Length of Task Completion
* Use Behavioral Momentum
* Task Dispersal
* Increase Predictability
* Modify Instructional Delivery
* Use prompts and pre-corrects before introduction to a difficult task
* Acknowledge steps to completion when building compliance
 | * Provide easier work
* Allow student to choose:
	+ Task to complete
	+ Sequence tasks to be completed
	+ Materials to use
	+ Where to complete task
	+ When to compete task
	+ With whom to complete task
* Incorporate student hobbies/interest into activity
* Provide activities with valued outcomes
* Write and read social stories
* Shorten activity
* Provide frequent breaks
* Change medium/materials
* Replace pencil and paper with computers
* Present easy requests prior to difficult requests
* Provide cues for upcoming or change in activity (instructional, visual, auditory)
* Use pleasant tone of voice
 |



**#7**

**SHAPING OUR UNDERSTANDING**

**Prevention Practice**

(Supervision, Opportunity, Acknowledgement, Precorrections/Prompts)

**Activity Title:**



**Cultural Shifts Checklist:**

(Check box if activity meets a Cultural Shift)

|  |  |  |
| --- | --- | --- |
| Negative to | Positive |  |
| Exclusion to | Inclusion |  |
| Reactionary to | Prevention |  |
| Punitive to | Disciplinary |  |
| What we do to them to | What we do with them |  |
| Changing the student to | Changing the environment |  |

# Image result for blue flag

**#8**

**WELCOMING STUDENTS WITH A SMILE**

# By [Youki Terada](https://www.edutopia.org/profile/youki-terada)

# EDUTOPIA September 11, 2018

*Greeting each student at the door with a positive message brings benefits for both students and teacher, according to a study.*

A widely cited [**2007 study**](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1885415/) claimed that teachers greeting students at the classroom door led to a 27 percentage point increase in academic engagement. The problem? It included just three students.

Now [**a new, much larger and more credible study**](http://journals.sagepub.com/doi/abs/10.1177/1098300717753831)—comprising 203 students in 10 classrooms—validates that claim: *Greeting students at the door sets a positive tone and can increase engagement and reduce disruptive behavior*. Spending a few moments welcoming students promotes a sense of belonging, giving them social and emotional support that helps them feel invested in their learning.

The first few minutes of class are often the most chaotic, as students transition from busy areas such as the hallway or playground. Left unchecked, disruptions can become difficult to manage, but a proactive approach to classroom management can help students get focused and ready to learn. Rather than address disruptive behavior as it happens, proactive techniques—like greeting students at the door and modeling good behavior—reduce the occurrence of such behavior as teachers and students build a positive classroom culture together.

In the study, when teachers started class by welcoming students at the door, academic engagement increased by 20 percentage points and disruptive behavior decreased by 9 percentage points—potentially adding “an additional hour of engagement over the course of a five-hour instructional day,” according to the researchers.

Ten middle school teachers were randomly assigned by the researchers to one of two groups. The first group started class by greeting their students at the door, saying each student’s name while using a nonverbal greeting such as a handshake or nod. The teachers also used [**precorrective statements**](https://eric.ed.gov/?id=EJ869687)—reminders of what to do at the start of class like, “Spend the next few minutes reviewing what we covered yesterday.” If a student had struggled with their behavior the previous day, the teachers often gave a positive message to encourage them to improve.

Teachers in the second group attended classroom management training sessions offered by their schools, but they weren’t given any specific instructions on how to start class.

Researchers observed classrooms in the fall and spring, looking at academic engagement—how attentive students were to their teacher or classwork—and disruptive behavior, including speaking out of turn, leaving one’s seat, and distracting classmates. Both measures improved in classrooms where teachers greeted their students, confirming what many teachers already know: Meeting students’ emotional needs is just as important as meeting their academic needs.

“The results from this study suggest that teachers who spend time on the front end to implement strategies such as the PGD [positive greetings at the door] will eventually save more time on the back end by spending less time reacting to problem behavior and more time on instruction,” the study authors write.

# BUILDING COMMUNITY

Why do positive greetings work? When teachers use strategies like this, they help “establish a positive classroom climate in which students feel a sense of connection and belonging,” the study authors write. “This is particularly important considering the research demonstrating that achievement motivation is often a by-product of social belonging.” In other words, when students feel welcome in the classroom, they’re more willing to put time and effort into learning.

Nonverbal interpersonal interactions, such as a friendly handshake or a thumbs-up, can help make greetings feel authentic and [**build trust**](https://www.npr.org/templates/story/story.php?storyId=128795325)—as long as students feel comfortable with physical contact.

When greeting students at your door:

* Say the student’s name
* Make eye contact
* Use a friendly nonverbal greeting, such as a handshake, high five, or thumbs- up
* Give a few words of encouragement
* Ask how their day is going

# ADDRESSING UNDERLYING CAUSES OF MISBEHAVIOR

Disruptive behavior is contagious—if one student misbehaves, it can quickly spread to other students. And while most teachers try to respond immediately, punishment often backfires. [**Research**](https://eric.ed.gov/?id=EJ1020605) shows that trying to fix student misbehavior may be futile because doing so can spur resistance and more misbehavior instead of compliance. “Despite overwhelming evidence that such strategies are ineffective, many teachers rely on reactive methods for classroom behavior management,” explain the study authors.

So instead of asking, “How can I fix misbehavior?” teachers could ask, “How can I create a classroom environment that discourages misbehavior in the first place?” In many cases, low-level disruptions and disengagement have less to do with the student and more to do with factors that the teacher can control, such as teaching style and use of stimulating activities. For example, [a study](http://journals.sagepub.com/doi/abs/10.3102/0013189X09357618) found that when teachers encouraged students to participate in classroom activities rather than lecturing to them, students were more likely to stay on task.

Nonverbal interpersonal interactions, such as a friendly handshake or a thumbs-up, can help make greetings feel authentic and [**build trust**](https://www.npr.org/templates/story/story.php?storyId=128795325)—as long as students feel comfortable with physical contact.

Another [**recent study**](https://www.ncbi.nlm.nih.gov/pubmed/30017006) provides additional insights: When teachers focused their attention on students’ positive conduct and avoided rushing to correct minor disruptions, students had better behavior, and their mental health and ability to concentrate also improved.

# BENEFITS FOR TEACHERS, TOO

A welcoming classroom environment doesn’t benefit students alone—it can improve the teacher’s mental health as well. Slightly more than half of teachers—[**53 percent**](http://www.bass.edu.au/files/6913/5966/8146/Sullivan_BaSS_Punish_Them_or_Engage_Them_Report_Overview__visual.pdf)—feel stressed by student disengagement or disruptions. The consequences can be serious: A [**2014 study**](http://ro.ecu.edu.au/ajte/vol39/iss6/4/) found that “teachers report classroom management to be one of the greatest concerns in their teaching, often leading to burnout, job dissatisfaction, and early exit from the profession.”

All too often, teachers spend time and energy responding to misbehavior with corrective discipline, such as telling students to stop talking or giving them a time-out. These may work in the short term, but they can damage teacher-student relationships while doing little to prevent future misbehavior. Research shows that it can be beneficial for student and teacher well-being to instead focus on creating a positive classroom environment.

**The takeaway:** Starting class by greeting your students at the door helps set a positive tone for the rest of the day, promoting their sense of belonging, boosting their academic engagement, and reducing disruptive behavior.