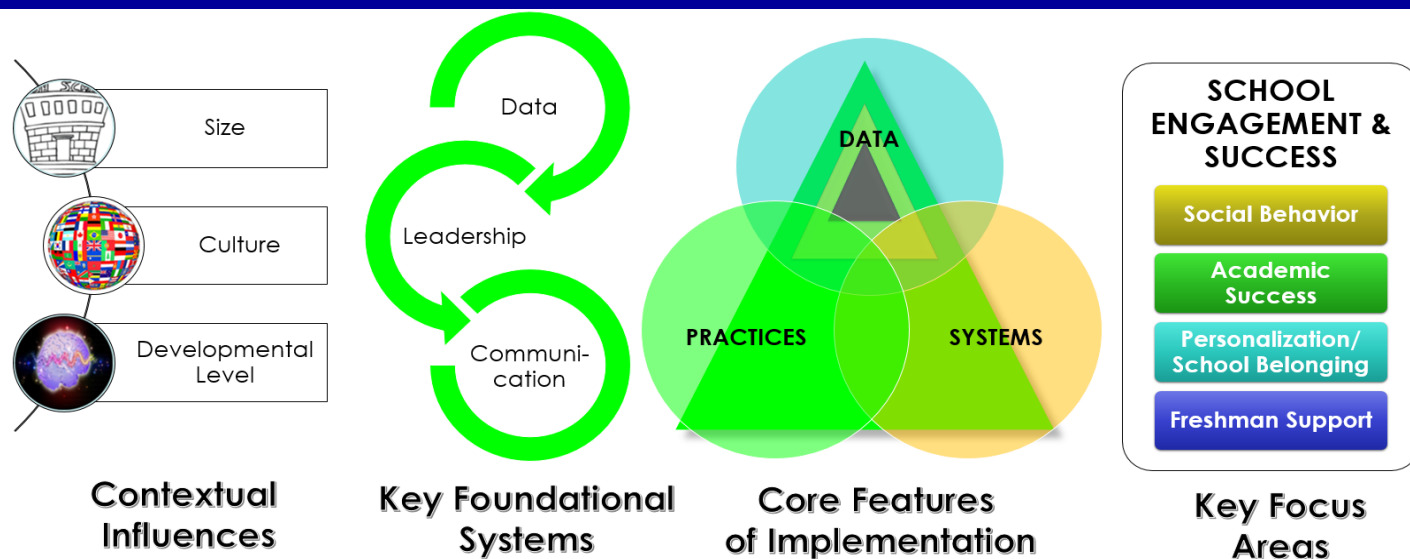


High School Positive Behavioral Interventions & Supports Community of Practice 2016-17



HSCoP #3 March 29, 2017 PBIS in the Secondary Classroom

AGENDA

- Δ Classroom-wide PBIS: PRACTICES
- Δ Supporting and Responding to Behavior Secondary Classroom Practices (*Foundation and Prevention*)
- Δ Center on Adolescent Research in Schools Classroom Management Manual (*Positive Student-Teacher Interactions and De-escalation Strategies*)
- Δ Classroom-wide PBIS: SYSTEMS

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Rolling Outcomes:

Given today's agenda...



- 1 I would like more clarification about.....
- 2 Something new I hope to learn.....
- 3 I would like to have a deeper understanding about.....
- 4 I would like to feel
- 5 I want to experience.....
- 6 I am hoping to leave today with.....

Today's essential question:

What are the considerations for high school implementation of PBIS in the classroom?

PBIS in the Classroom: PRACTICES

Adapted from:
Roundtable Practice Brief, Chicago Leadership Forum 2016.
Supporting and Responding to Behavior, TA Document, 2015.
CARS Classroom Manual, 2014.

Critical Elements

Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered framework for supporting student behavior to improve educational outcomes for all students (Horner & Sugai, 2015). The PBIS framework organizes evidence-based practices within a continuum of support, which is typically operationalized with three tiers. Tier 1 of the PBIS framework focuses on supporting all students with high quality implementation of evidence-based prevention and intervention practices (e.g., explicitly teaching a small number of positively stated expectations, recognizing students for meeting or exceeding expectations). In schools that effectively implement PBIS, 80% or more of students will respond to Tier 1 supports without additional intervention. Tier 2 of the PBIS framework focuses on targeted interventions for students whose behaviors are not responsive to Tier 1 supports. In schools that effectively implement PBIS, 10-15% of students may need Tier 2 level intervention in addition to Tier 1. For students whose behaviors do not respond to Tier 1 or Tier 2 targeted interventions, Tier 3 interventions are put in place. Tier 3 interventions are intensive and individualized. In schools that effectively implement PBIS, approximately 5% of students may require Tier 3 level of intervention.

SAY SOMETHING

The PBIS framework has significant implications for the classroom environment. PBIS in the classroom, or Positive Classroom Behavioral Supports (PCBS), refers to and proactive classroom management supports for all students. This includes effectively teaching an evidence-based core curriculum and establishing, teaching, and reinforcing positive behavioral expectations. To provide consistency for students across classrooms and contexts, PCBS is linked to the School-Wide framework (Simonsen & Freeman, 2015). When students do not respond to agreed upon classroom expectations, teachers respond to student behaviors in a way that maintains respect and a focus on instruction. In classrooms where PBIS is implemented effectively, the environment is predictable, consistent, and conducive to academic and behavioral success. The sections below describe critical elements of PBIS in the classroom including (1) core practices for implementation, (b) systems to support teachers with implementation, and (3) relevant outcomes.

SAY SOMETHING

Practices

The single best way to address challenging behaviors in the classroom is to take steps to make sure they never occur. While there is no panacea for preventing challenging behaviors, there are several research-validated practices. To effectively and efficiently implement PBIS in the classroom, there are commonly agreed upon foundational, prevention and response practices that need to be put in place. These practices focus on establishing a safe and predictable classroom structure and positive teacher-student interactions

Foundational Practices include: *Setting, Routines, Expectations*

Prevention Practices include: *Supervision, Opportunity, Acknowledgement, Prompts & Precorrections*

Response Practices include: *Error Correction, FAST Method, De-escalation Strategies*

SAY SOMETHING



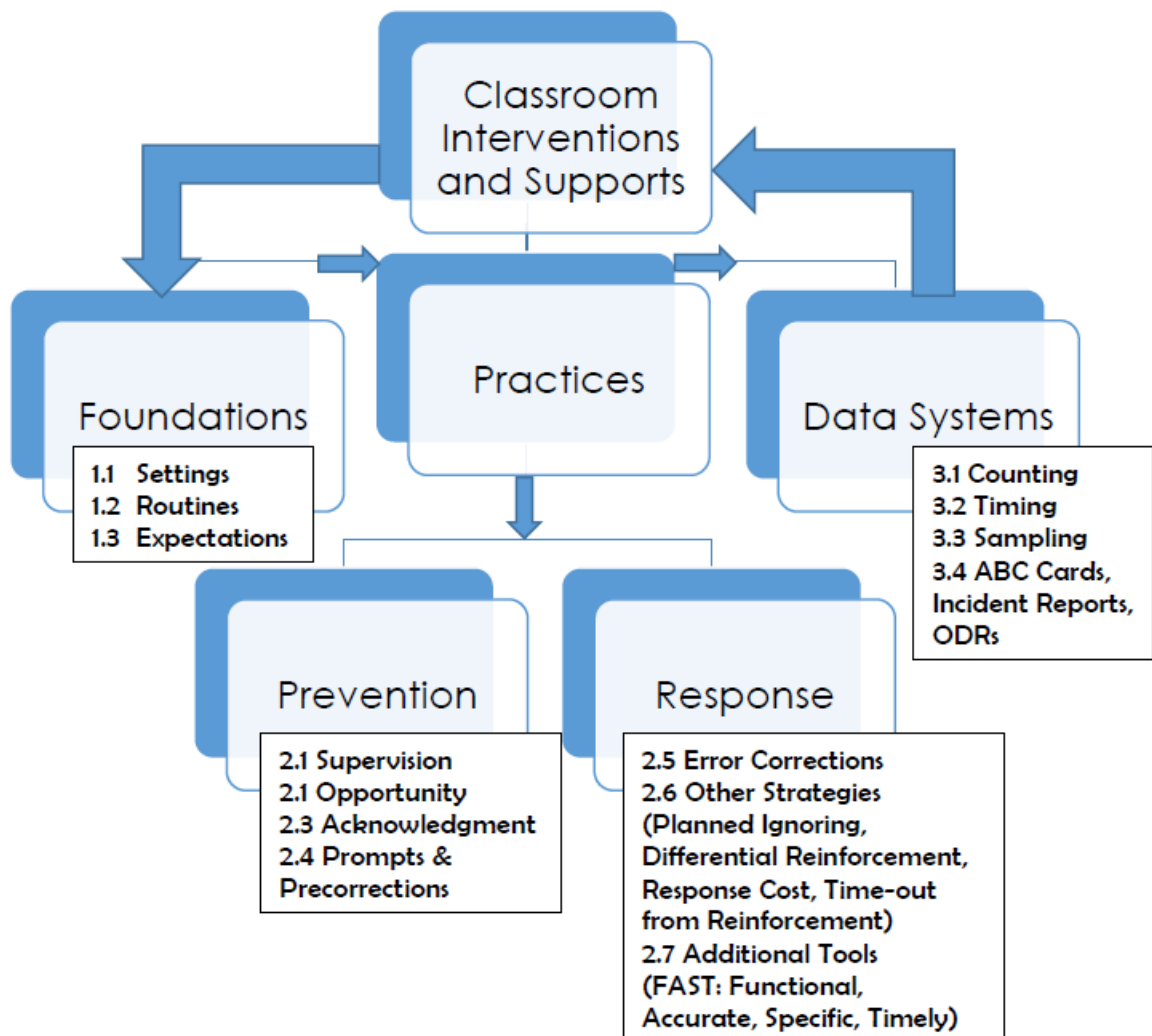
Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

IDEAS that Work
U.S. Office of Special Education Programs

This technical assistance document was adapted from the PBIS Technical Brief on Classroom PBIS Strategies written by: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George, and Bob Putman, 2015.
Additional assistance was provided to the Office of Special Education Programs by Brandi Simonsen and Jenifer Freeman. Special thanks to Allison Blakely, Ambra Green, and Jennifer Rink, OSEP interns who also contributed to the development of this document.

Interactive Map of Core Features



SECONDARY FOUNDATIONS

1.1 SETTINGS: *Effectively design the physical environment of the classroom*

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>What evidence supports this practice, and where can I find additional resources?"</i>
<p>Design classroom to facilitate the most typical instructional activities.</p> <p>Arrange furniture to allow for smooth teacher and student movement.</p> <p>Assure instructional materials are neat, orderly, and ready to use.</p> <p>Post materials that support critical content and learning strategies.</p>	<p>Design classroom layout according to the type of activity taking place: 1.circles for discussion 2.forward facing for group instruction</p> <p>Use assigned seats</p> <p>Be sure all students can be seen</p> <p>Consider options for storage of students' personal items</p>	<p>Equipment and materials are damaged, unsafe, and/or not in sufficient working condition or not accessible to all students.</p> <p>Disorderly, messy, unclean, and/or visually unappealing environment</p> <p>Some students or parts of the room not visible to teacher</p> <p>Congestion in high-traffic areas.</p>	<p>Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical environment. (1)</p> <p>Arranging classroom environment to deliver instruction in a way that promotes learning. (2)</p> <p>Video: http://louisville.edu/education/ab/r/primarylevel/structure/group</p> <p>Book: Structuring Your Classroom for Academic Success (3) 1 Wong & Wong, 2009 2 Archer & Hughes, 2011 3 Paine, Radicchi, Rosellini, Deutchman, & Darch, 1983</p>

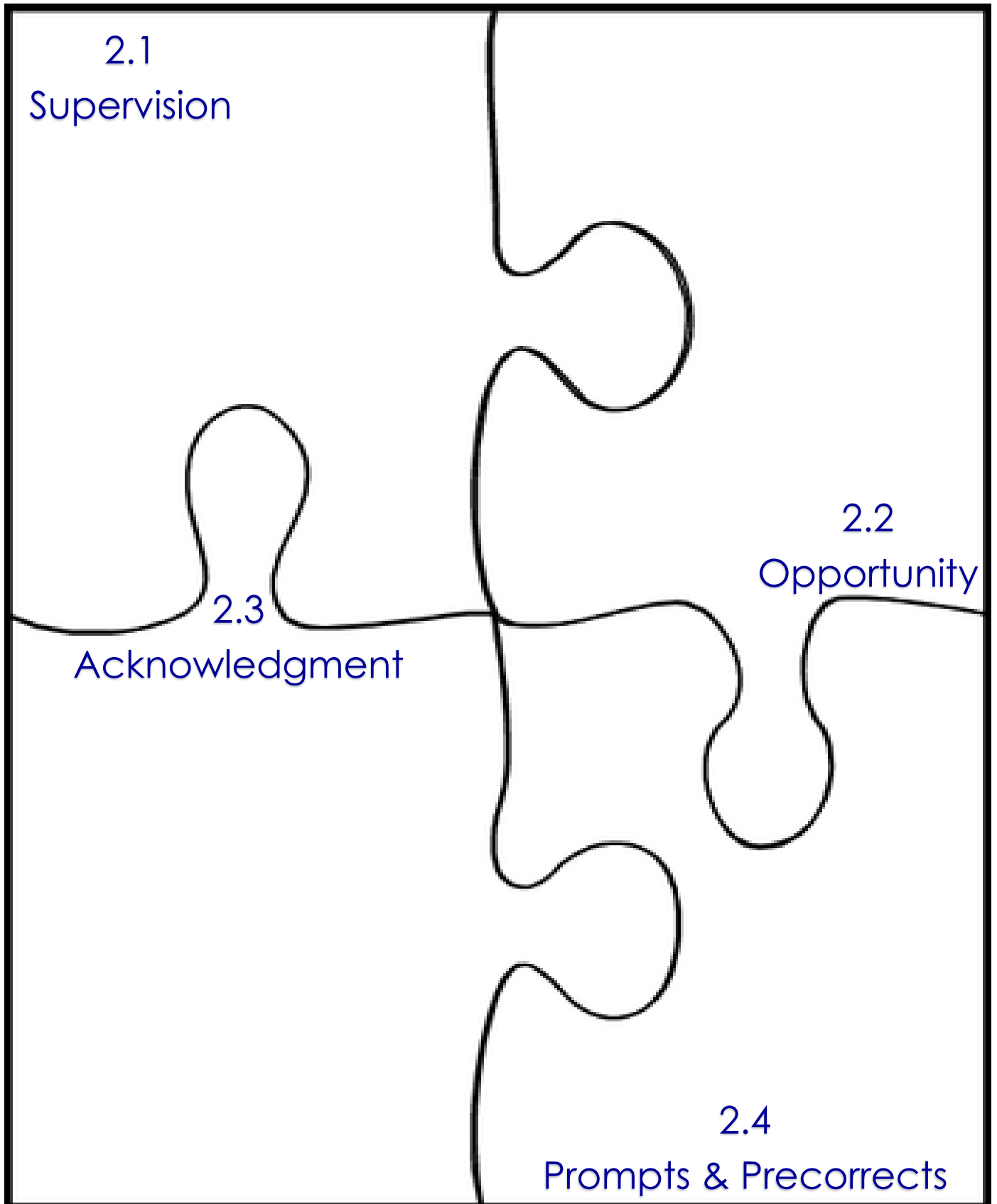
1.2 ROUTINES: *Develop and teach predictable classroom routines*

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>What evidence supports this practice, and where can I find additional resources?"</i>
<p>Establish predictable patterns and activities.</p> <p>Promote smooth operation of classroom.</p> <p>Outline the steps for completing specific activities.</p> <p>Teach routines and procedures directly.</p> <p>Practice regularly.</p> <p>Recognize students when they successfully follow classroom routines and procedures.</p> <p>Create routines and procedures for the most problematic areas or times.</p> <p>Promote self-managed or student-guided schedules and routines.</p>	<p>Consider routines and procedures for: 1.turning in work * handing out materials * making up missed work * what to do after work is completed</p> <p>Examples of class period routines: * warm-up activity for students * review of previous content * instruction of new materials * guided or independent practice opportunities * wrap-up activities</p>	<p>Assuming students will automatically know your routines and procedures without instruction and feedback.</p> <p>Omitting tasks that students are regularly expected to complete.</p> <p>Missing opportunities to provide: * visual and/or auditory reminders to students about your routines and procedures * feedback about student performance</p>	<p>Establishing classroom routines and procedures early in the school year increases structure and predictability for students; when clear routines are in place and consistently used, students are more likely to be engaged with school and learning and less likely to demonstrate problem behavior. (4)</p> <p>Student learning enhanced by teachers' developing basic classroom structure. (5)</p> <p>Podcast: http://pbissmissouri.org/archives/1252</p> <p>Video: https://www.teachingchannel.org/videos/create-a-safe-classroom</p> <p>(4) Kern & Clemens, 2007 (5) Soar & Soar, 1979</p>

1.3 EXPECTATIONS: *Post, define, and teach three to five positive classroom expectations*

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>What evidence supports this practice, and where can I find additional resources?"</i>
<p>If in a school implementing a multi-tiered behavioral framework, such as school-wide PBIS, adopt the three to five positive school-wide expectations as classroom expectations.</p> <p>Expectations should be observable, measureable, positively stated, understandable, and always applicable.</p> <p>Teach expectations using examples and non-examples and with opportunities to practice and receive feedback.</p> <p>Involve students in defining expectations within classroom routines.</p> <p>Obtain student commitment to support expectations</p>	<p>POST: * prominently in the classroom * Example – Be Respectful, Be Responsible, Be a Good Citizen, Be Ready To Learn</p> <p>DEFINE for each classroom setting or routine: * being respectful means using inclusive language * being responsible means having all materials ready at the start of class</p> <p>TEACH: * develop engaging lessons to teach the expectations * regularly refer to expectations when interacting with students</p>	<p>Assuming students will already know your expectations.</p> <p>Having more than five expectations.</p> <p>Listing only behaviors you do not want from students (no cell phones, no talking, no gum chewing, no hitting).</p> <p>Creating expectations you are not willing to consistently enforce.</p> <p>Selecting expectations that are inappropriate for developmental or age level.</p> <p>Choosing expectations that do not sufficiently cover all situations.</p> <p>Ignoring school-wide expectations.</p>	<ul style="list-style-type: none"> • A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks (6) • Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (7) <p>Case Study: http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/07/ICS-003.pdf</p> <p>Podcast: http://pbissmissouri.org/archives/t243</p> <p>(6) Brophy, 2004 (7) Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996</p>

Prevention Practice Jigsaw
High School Examples/Non Examples



SECONDARY PREVENTION PRACTICES

2.1 SUPERVISION: *Use active supervision and proximity*

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>"What evidence supports this practice, and where can I find additional resources?"</i>
<p>A process for monitoring the classroom, or any school setting, that incorporates moving, scanning, and interacting frequently with students.</p> <p>Includes:</p> <p>SCANNING: visual sweep of entire space</p> <p>MOVING: continuous movement, proximity</p> <p>INTERACTING: verbal communication in a respectful manner, any pre-corrections, non-contingent attention, specific verbal feedback</p>	<p>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.</p> <p>Briefly interact with students:</p> <ul style="list-style-type: none"> * Ask how they are doing, comment, or inquire about their interests; * Show genuine interest in their responses 	<p>Sitting or standing where you cannot see the entire room or space, such as with your back to the group or behind a desk.</p> <p>Walking the same, predictable route the entire period of time, such as walking the rows of desks in the same manner every period.</p> <p>Stopping and talking with a student or students for several minutes.</p> <p>Interacting with the same student or groups of students every day.</p>	<ul style="list-style-type: none"> Combining prompts or pre-correction with active supervision is effective across a variety of classroom and non--classroom settings(9) <p>Module: http://pbismissouri.org/archives/t304</p> <p>IRIS Ed (secondary): https://www.youtube.com/watch?v=rCqIzeU--OhQ</p> <p>(8) DePry & Sugai, 2002 (9) Colvin, Sugai, Good, & Lee, 1997; DePry & Sugai, 2002; Lewis, Colvin, & Sugai, 2000</p>

2.2 OPPORTUNITY: *Provides high rates and varied opportunities to respond*

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>"What evidence supports this practice, and where can I find additional resources?"</i>
<p>A teacher behavior that requests or solicits a student response.</p> <p>Opportunities to respond include:</p> <p>INDIVIDUAL OR SMALL-GROUP QUESTIONING: *use a response pattern to make sure that all students are called on</p> <p>CHORAL RESPONDING *All students in a class respond in unison to a teacher question</p> <p>NONVERBAL RESPONSES *Response cards, student response systems, guided notes</p>	<p>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."</p> <p>CHORAL RESPONDING "Write a sentence to summarize the reading; then share with your peer partner before sharing with me."</p> <p>NONVERBAL RESPONSES "Hand up if you got 25 for the answer." "Get online and find two real-life examples for 'saturation point'."</p>	<p>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".</p> <p>A teacher provides a 2-minute lesson without asking any questions or prompting any student responses.</p>	<ul style="list-style-type: none"> Increased rates of opportunities to respond support student on-task behavior and correct responses while decreasing disruptive behavior (10) Teacher use of opportunities to respond also improves reading performance (e.g., increased percentage of responses and fluency) (11) and mathematics performance (e.g., rate of calculation, problems completed, correct responses) (12) <p>Module: http://pbismissouri.org/archives/t306</p> <p>Videos: http://louisville.edu/education/ab/r/primarylevel/otr/group http://louisville.edu/education/</p> <p>(10) Comline, 1976; Howard, 2006; Skinner, Pappas & Davis, 2005; Sutherland, Alder, & Cunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986 (11) Skinner, Belfor, Mace, Williams--Wilson, & Johns, 1997 (12) Comline, 1976; Logan & Skinner, 1998; Skinner, Smith, & McLean, 1994</p>

2.3 ACKNOWLEDGEMENT: <i>Use behavior specific praise</i>			
DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>"What evidence supports this practice, and where can I find additional resources?"</i>
<p>Verbal statement that names the behavior explicitly and includes a statement that shows approval.</p> <p>*May be directed toward an individual or group</p> <p>*Praise should be provided soon after behavior, understandable, meaningful, and sincere.</p> <p>*Deliver approximately five praise statements for every one corrective statement</p> <p>*Consider student characteristic when delivering behavior-specific praise and adjust accordingly (praise privately vs. publically)</p>	<p>"Blue Group, I really like the way you all handed in your projects on time. It was a complicated project."</p> <p>"Tamara, thank you for being on time. That is the fourth day in a row, impressive."</p> <p>After pulling a chair up next to Steve, the teacher states, "I really appreciate how you facilitated your group discussion. There were a lot of opinions, and you managed them well."</p> <p>After reviewing a student's essay, the teacher writes, "Nice organization. You're using the strategies we discussed in your writing!"</p>	<p>"Great job! Super! Wow!" (These are general, not specific, praise statements.)</p> <p>"Brandi, I like how you raised your hand." (Two minutes later) "Brandi, that was a nice response." (This is praising the same student over and over again while ignoring other students.)</p> <p>A teacher says "Nice hand raise." After yelling at 20 students in a row for talking out. (This is not maintaining a five praises to one correction ratio.)</p> <p>"Thank you for trying to act like a human." (This, at best, is sarcasm, not genuine praise.)</p>	<p>Contingent praise is associated with increases in a variety of behavioral and academic skills (13)</p> <p>• Behavior--specific praise has an impact in both special and general education settings (14)</p> <p>• Reinforcement should happen frequently and at a minimal ratio of five praise statements for every one correction (15)</p> <p>Module: http://pbismissouri.org/archives/1300</p> <p>Video: http://louisville.edu/education/abr/primarylevel/praise/group</p> <p>Other resources: http://www.interventioncentral.org/behavioral--interventions/motivation/teacher--praise--efficient--tool--motivate--students</p> <p>(13) Partin, Robertson, Maggin, Oliver, & Wehby, 2010 (14) Ferguson & Houghton, 1992; Sutherland, Wehby, & Capeland, (15) Broden, Bruce, Mitchell, Carter, & Hall, 1970; Craft, Alber, Heward, 1998; Wilcox, Neuman, & Pritchard, 1988</p>
2.3 ACKNOWLEDGEMENT (continued): <i>Use other strategies to acknowledge behavior</i>			
DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>"What evidence supports this practice, and where can I find additional resources?"</i>
<p>Behavior Contracts: Documenting an agreement between a teacher and student(s) about: (a) expected behavior, (b) available supports to encourage expected behavior, (c) rewards earned contingent on expected behavior, and (d) consequences if expected behavior does not occur (or if undesired behavior does occur)</p> <p>Group Contingencies: All students have the opportunity to meet the same expectation and earn the same reward; the award may be delivered: (a) to all students when one or a few students meet the criterion (dependent), to all students if all students meet the criterion (interdependent), or to each student if the student meets the criterion (independent)</p> <p>Token Economies: Delivering a token (e.g., pretend coin, poker chip, points, tally mark, stamp) contingent on appropriate behavior that is exchangeable for a back-up item or activity</p>	<p>Behavior Contracts: At the beginning of each semester, Dr. Gale has his students sign an integrity pledge. It states that students will complete their work independently (expected behavior), with teacher help when needed (supports), to have the potential of earning full points on assignments (rewards). If students do not maintain integrity, they will lose points on that assignment and in the course.</p> <p>Group Contingencies: As a class, we will generate five questions that are examples of "Synthesis." If we can meet this goal by 2:15, I will allow you to sit where you would like (keeping class expectations in mind) for the last 20 minutes of the class period.</p> <p>Token Economies: Alyiah, you were very respectful when your peer came in and asked for space. You've earned 10 bonus points toward your behavior goal. Well done!</p>	<p>Behavior Contracts: At Smith Middle School, students sign a contract stating that engaging in a "zero tolerance offense" results in losing all school--based privileges and may result in being suspended or expelled. They are not reminded of this contract unless a violation occurs, in which case they are typically expelled--even if the violation was not severe. (This is not focused on desired behavior and does rewards or supports.)</p> <p>Group Contingencies: Making the goal unattainable (e.g., all students will display perfect behavior all year), using a reward you cannot deliver (e.g., day off on Friday), or pointing out to the entire group when a student is detracting from group. Using rewards to encourage students to engage in behaviors that are not in their best interest</p> <p>Token Economies: Providing points or tokens without specific praise or to the same students or groups of students or providing tokens or points without demonstrated behaviors</p>	<p>When implemented appropriately, behavior contracts, (16) group contingencies, (17) and token economies (18) result in increases in desired behavior</p> <p>Modules: http://iris.peabody.vanderbilt.edu/module/beh/#content http://iris.peabody.vanderbilt.edu/module/beh2/ http://pbismissouri.org/archives/1300</p> <p>Case studies: http://iris.peabody.vanderbilt.edu/wp--content/uploads/2013/07/ICS--005.pdf</p> <p>Other resources: http://www.interventioncentral.org/behavioral--interventions/rewards/jackpot--</p> <p>(16) Dabman, Spitznirk, & O'Leary, 1973; Kelley & Stokes, 1984; White--Blackburn, Semb, & Semb, 1977; Williams & Anderson, (17) Barnish, Saunders, & Wolf, 1969; Hansen & Lignugaris-Kraft, 2006; Varborough, Skinner, Lee, & Lemmons, 2004 (18) Jones & Kazdin, 1975; Main & Munro, 1977;; McCullagh & Vasil, 1975</p>

2.4 PROMPTS AND PRECORRECTIONS:

Make the problem behavior irrelevant with anticipation and reminders

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<p>Reminders that are provided before a behavior is expected that describes what is expected:</p> <ul style="list-style-type: none"> • Preventative: take place before the behavior response occurs • Understandable: the prompt must be understood by the student • Observable: the student must distinguish when the prompt is present • Specific and explicit: describe the expected behavior (and link to the appropriate expectation) Teach and emphasize self-delivered (or self-managed) prompts 	<ul style="list-style-type: none"> • Pointing to a sign on the board to indicate expectation of a silent noise level prior to beginning independent work time • Review of group activity participation rubric prior to the start of group work • Sign above the homework basket with a checklist of "to dos" for handing in homework • A student checks her planner, which includes visual prompts to write down assigned work and bring relevant materials home to promote homework 	<ul style="list-style-type: none"> • While teaching a lesson, a student calls out, and the educator states, "Instead of calling out, I would like you to raise your hand" (This is an error correction—it came after the behavior) • Prior to asking students to complete a task, the educator states, "Do a good job," or gives a thumb's up signal (This is not specific enough to prompt a particular behavior) • Providing only the "nos" (e.g., No running, No talking) instead of describing the desired behavior or failing to link to expectations 	<ul style="list-style-type: none"> • Delivering prompts and pre-corrections for appropriate behavior results in increases in improved behavior (19) • Use prompts during transitions to new routines and for routines that are difficult for students to master (20) <p>Videos: http://louisville.edu/education/abr/i/primarylevel/prompting/group http://louisville.edu/education/abr</p> <p>(19) Arceneaux & Murdock, 1997; Faul, Stepensky, & Simonsen, 2012; Flood, Wilder, Flood, & Masuda, 2002; Wilder & Atwell, 2006 (20) Alberto & Troutman, 2013</p>

Positive Student-Teacher Interaction

Positive interactions between teachers and their students play an important role in determining student 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. The ratio of positive to negative teacher statements to students should be 4:1.

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.

Following are examples of the three types of feedback that can be given to students:

Praise Statements

Students with emotional and behavioral difficulties 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!"*

High school students with emotional and behavioral difficulties 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.

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.	<i>"Please stop. Calling out in class is not acceptable."</i> <i>"Hold on for one moment. That voice volume is too loud."</i>
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.	<i>"Please remember to raise your hand to share your answer."</i> <i>"Please use a quiet voice like mine so I can understand better what it is that you need."</i>
3. Immediately reinforce the student for demonstrating the correct behavior. This is very important!	<i>"Thank you for your quiet raised hand! What would you like to share with the class?"</i> <i>"Thank you for using a quieter tone. Now I can hear what you have to say."</i>

Negative Statements

Negative interactions with students can be extremely detrimental to student esteem and contribute to disengagement with school.

1.

When students engage in inappropriate behaviors to gain attention or escape a task, teachers may respond with negative feedback	<i>"You're late", "You're not listening again"</i> A direction to stop a behavior -- <i>"I said stop that!", "Quiet!"</i> A derogatory comment-- <i>"Only stupid people do that"</i>
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.	

Ways to Enhance Positive Student-Teacher Interactions

Active Supervision

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."

Positive Student-Teacher Interactions Worksheet

Use the following questions to guide your discussion with the teacher. Leave a copy with the teacher.

A. Think about the students in your class who display challenging behaviors. Complete the chart to help you reframe negatives into positives.

Student Initials	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?



DE-ESCALATION STRATEGIES

De-escalation strategies help teachers to:

- identify the stages of behavior escalation for both internalizing and externalizing student behaviors, and
- implement techniques to reduce negative interactions with students who exhibit a variety of challenging behaviors

Externalizing or Internalizing?

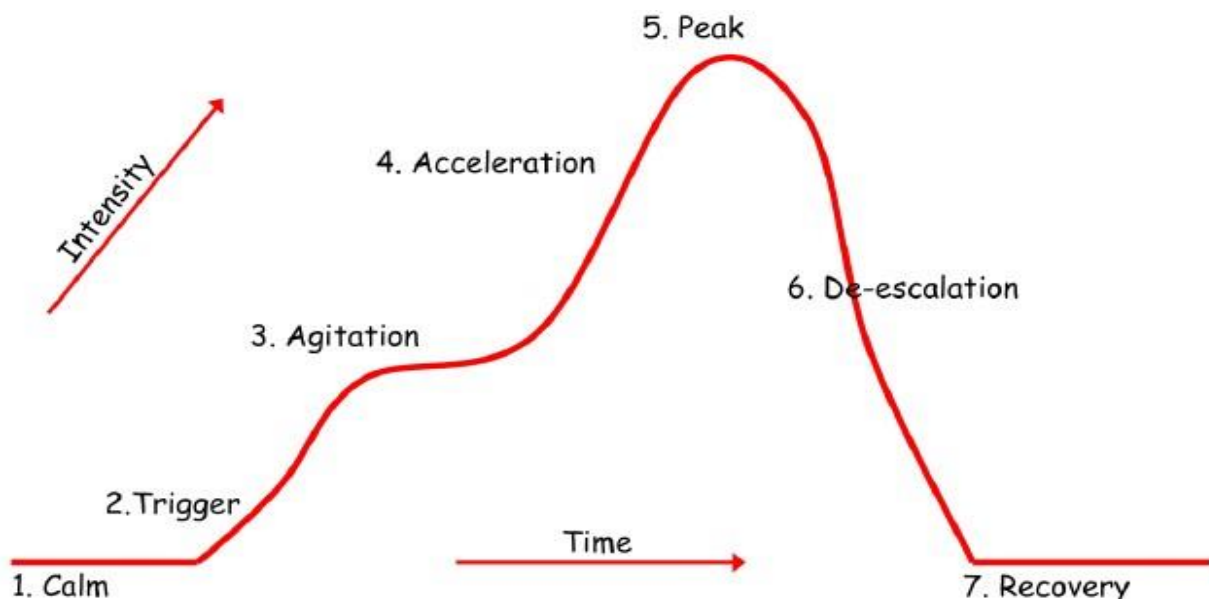
Emotional and behavioral problems may be manifested as **externalizing** or **internalizing**.

Externalizing behaviors, generally easily identified by teachers, are problematic student behaviors that are externally directed. Internalizing behaviors may be more difficult to recognize in students. As the name suggests, internalizing behaviors are inward patterns of negative thinking and behavior which may stem from depression and anxiety.

INTERNALIZING	EXTERNALIZING
Withdrawn behavior Avoidance of peers and adults Refusal to speak Separation anxiety —Shutting down and/or crying Hiding face, head	Anti-social behavior Verbal aggression Physical aggression Arguing and non-compliance
ACROSS TYPES Substance misuse or abuse, anxiety disorders and depression, suicidal thoughts or attempts, dropout of school, poor post-school	

Student behaviors can also be characterized as distracting (e.g., calling out, tapping pencils, side-talking with peers) and disruptive (e.g., arguing, non-compliance, cursing) to the instructional environment.

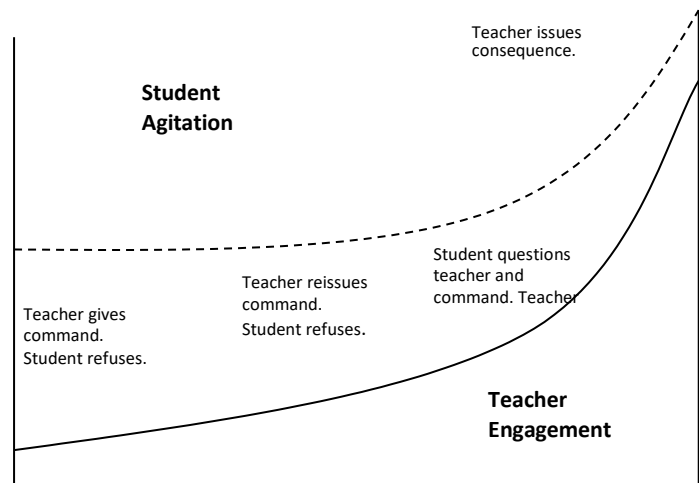
Problem behavior often follows a fairly predictable pattern called the **Acting Out Cycle**. The teacher's response to student behavior at each stage of the Acting Out Cycle can prevent problem behaviors from occurring or reduce the intensity of the student's behavior.



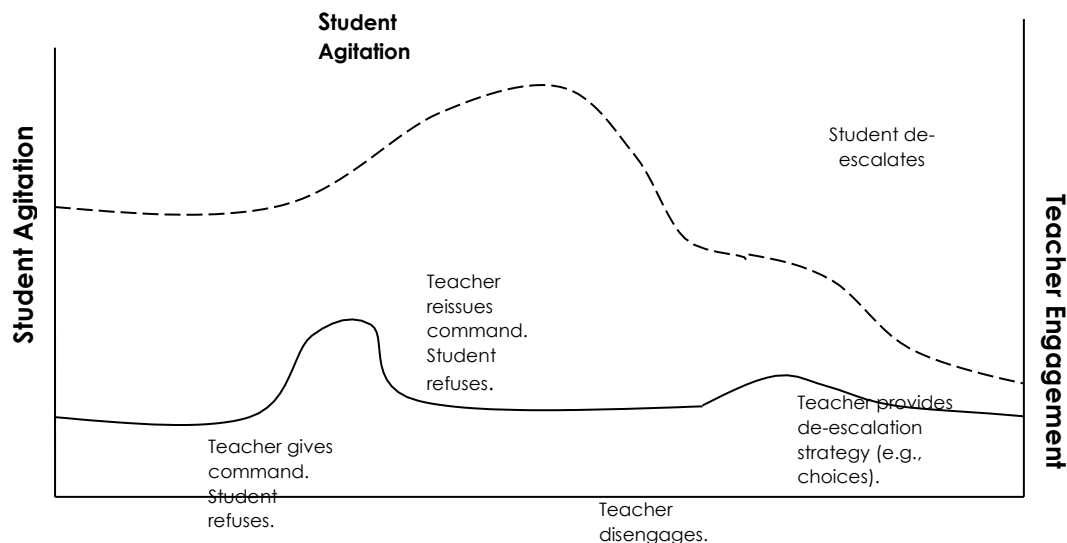
Teacher Responses to Escalated Student Behavior. The figures below illustrate the relationship of student agitation to teacher engagement (Walker & Walker, 1991).

Ineffective Teacher Response

The teacher responds to student disruption by engaging with the student (i.e., issuing command). When the student refuses to comply, the teacher continues to engage (e.g., reissuing a command, asking questions, arguing with the student) which may be perceived by the student as nagging. Both student agitation and teacher engagement accelerate until the student behavior peaks and/or the teacher issues a consequence for the refusal to comply (e.g., directs student to leave). Patterns of interaction such as these interrupt instruction and may leave both teacher and student feeling frustrated and angry, damaging student-teacher relationships.



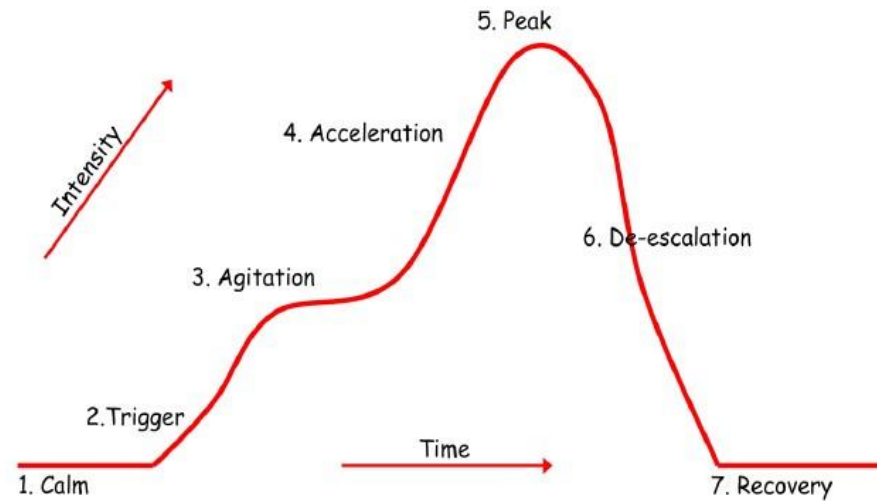
Effective Teacher Response



When the student refuses to comply with the teacher's initial and reissued commands to the disruptive behavior, the teacher disengages temporarily. The strategic re-engagement by the teacher to offer a de-escalation strategy (e.g., choice, use of a calming strategy) results in decreased student agitation. This interaction pattern minimizes interruption and preserves valuable student-teacher rapport. Furthermore, teacher frustration may be reduced.

The Acting Out Cycle

Problem behavior often follows a fairly predictable pattern called the **Acting Out Cycle**. The teacher's response to student behavior at each stage of the Acting Out Cycle can prevent problem behaviors from occurring or reduce the intensity of the student's behavior.



Step	Phase	Characteristics of Student Behavior		Teacher
		INTERNALIZING	EXTERNALIZING	
1	Calm	Cooperative, follows directions, able to receive corrections		<ul style="list-style-type: none"> Positively reinforce for following expectations and routines (e.g., praise) Plan engaging instruction with multiple opportunities to respond
2	Trigger	Student experiences an unresolved internal or external conflict: School-based triggers: Conflicts with teachers or peers, changes in routine, transitions, provocation from peers, academic pressure, continued errors, ineffective problem-solving, teacher corrections.		NOTE: Student trigger(s) may not always be observable. The trigger(s) may have occurred in another class or outside of school. If you observe a trigger, then:
		<i>Other triggers: Conflicts at home, health problems, irregular sleeping patterns, substance use, gang activity.</i>		<ul style="list-style-type: none"> Problem-solve privately with student Engage student in lesson or activity

3	Agitation	Withdraws emotionally and physically; stares off; makes limited eye contact; short responses; complains of stomach ache or headache; mopes	Easily distracted; taps/drums hands or feet; hums, talks to peers	Engage student in lesson or activity Maintain calmness, respect, and detachment Remind student of expectations; then disengage temporarily to allow student time to comply Provide de-escalation strategy: Offer choice of activity, seating Prompt a short break Suggest relaxation activity (e.g., deep breaths) Provide positive reinforcement (e.g., praise) when student is back on task
4	Acceleration	Avoids eye contact; puts head down; does not respond to teacher prompts or questions or prompts	Argues, questions; uses verbal abuse to intimidate; attempts to escape; may rip or throw objects	Maintain calmness, respect, and detachment Provide short, clear direction; then disengage temporarily to allow student time to comply Provide positive reinforcement (e.g., praise) when student is back on task OR Follow hierarchy of response if student does not comply
5	Peak	Shutting down; crying; curling up on the floor or in a corner; Does not respond to directions	Out of control behavior; Physical abuse toward objects or people; Does not respond to directions	Maintain safety of other students (e.g., room clear) Follow school procedures Call counselor or school mental health professional
6	De-escalation	Will respond to concrete directions; Attempts to reconcile; withdraws; Denies serious behaviors; Blames others; Attempts to justify behavior; Complaints of body pain		Complete paperwork required by school Allow student time to cool down
7	Recovery	Engages in non-interactive activities, Reluctance to address the peak behaviors		Prompt student to restore environment providing support if necessary De-brief incident with student and plan alternative student responses Return to original activity or next class Use high rates of reinforcement for appropriate behavior

DE-ESCALATION WORKSHEET: EXAMPLE

Directions:

Think about the behavior of the target student at each phase of the Acting Out Cycle.

Fill in the behavior on the left side of the chart. Then write in the teacher strategies that could be used during de-escalation.

Student Behavior	Teacher Strategies
<u>Calm</u> Likes to pass out lab books Eager to work with a partner Enjoys collecting materials at end of class	<u>Calm</u> Praise; Ask him to be part of the –Lab Assistant Teamll with rotating responsibilities among class; Pair him with peer; Teach him classroom expectations and how to ask for help
<u>Triggers</u> Making errors on lab worksheets Running late from previous class (gym) Days when there is no lab When homework is assigned	<u>Triggers</u> For errors, pull him aside, show him items that need correction and give him chance to fix for half credit; Running late from gym class- have an Entering Class and Agenda routine so he knows where his materials are and what we are doing; No lab days/homework- Post a calendar of lab days & homework; Allow him to get a head start on homework in class in case he has questions.
<u>Agitation</u> Taps fingers, eyes dart around room; Heavy breathing; provokes peers	<u>Agitation</u> Prompt him to ask for help if he needs it; Remind him of task expectations
<u>Acceleration</u> Argues, refuses to follow directions, complains about assignments, rips up materials,	<u>Acceleration</u> Provide choice to work independently at round table or to work with paraprofessional; Privately prompt him to problem solve outside the room
<u>Peak</u> Kicks garbage can, storms out of classroom Uses obscenities toward teacher and peers. Pushes materials off desk with his arm	<u>Peak</u> Establish room clear procedures and teach the class; Inform all students the negative consequences to breaking materials;
<u>De-escalation</u> Refuses to accept responsibility for his actions	<u>De-escalation</u> Use problem-solving sheet to de-brief; focus on using self-management strategies before exploding
<u>Recovery</u> Eager to move on to business-as-usual Friendly, tries to do favors for teacher	<u>Recovery</u> Help him get back into routine by having him work on an easy task by himself for 15 minutes; remind him that he can make positive progress if he learns to communicate his feelings before exploding.

Adapted from Walker, Colvin, & Ramsey, 1995.

PBIS in the Classroom – SYSTEMS

Adapted from Roundtable Practice Brief, Chicago Leadership Forum 2016 and Supporting and Systems to Support Teacher Implementation of Classroom PBIS, National PBIS TAC Brief, 2017.

What practices do you want to implement?

Where are the practices implemented?

Who are your implementation supporters?

How will you support implementation?

Systems to support teacher implementation

Support for teachers' implementing PBIS in the classroom is typically provided in collaboration with a PBIS coach or another staff member with expertise in PBIS implementation. Processes for supporting teachers' implementation of PBIS in the classroom often include:

- (1) assessment of current practices and routines,
- (2) feedback and consultation,
- (3) professional development/training in implementation of new strategies or adjustment to existing practices,
- (4) action planning,
- (5) and measurement of the fidelity and outcomes of PCBS implementation.

Explicit professional development

To develop systems to support implementation of PCBS, schools and districts must ensure PCBS is a priority, provide dedicated district and school resources, and consider alignment and integration of PCBS with other district-wide priorities and initiatives. To start, professional development must include explicit instruction (e.g., model, lead, and test) of practices. To support professional development, teachers need application and practice opportunities, with consistent support that is readily available upon request.

Coaching and performance feedback

Coaching and performance feedback that prompt teachers to use targeted strategies and provide data-based feedback are essential to support teacher implementation of PCBS. A building or behavior coach, mentor, or peer can provide support (e.g., coaching and performance feedback) for implementation of PCBS. A systematic coaching approach applies the three-tiered logic for capacity building of PCBS. The PCBS coaching approach ranges from Tier One supports, such as common professional development, self-assessments etc., to Tier Two supports such as professional learning communities, to individualized Tier Three supports such as coaching with performance feedback. Additionally, teachers, coaches, or "data collection buddies" will use self-assessments, classroom observations, or both to evaluate current teacher performance, and to identify teachers in needs of further support and evaluate teacher progress.

Guiding Questions for Systems to Support PCBS Implementation

1. Are foundational school-wide systems in place for all staff to enable successful implementation of PCBS?

PCBS implementation is a clear school and district priority



School and district resources are available to support PCBS implementation



School and district teams have considered **alignment and integration** of PCBS with other district priorities and initiatives

If **yes**, proceed to question 2. If **no**, review content in [Table 1](#) related arranging the school environment for success.

2. Do all staff know what they are implementing and if they are doing it accurately?

Clear **expectations** and explicit **training** about practices that should be implemented by all staff.



Coaching and/or regularly available **performance feedback** on the use of PCBS practices?

If **yes**, proceed to question 3. If **no**, review content in [Table 2](#) related to effective professional development, coaching, and performance feedback before proceeding to question 3. If **unsure**, collect data on implementation (see [Table 3](#) for examples of data collection tools and uses).

3. Do data indicate that staff members are implementing PCBS effectively?

See upcoming Classroom Data Brief for more information on using data to guide decision making.

