

Classwide Positive Behavioral Interventions and Supports: *Application*
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Objectives:

By the end of this session, you will be able to (a) articulate the key features of CWPBIS and (b) implement and evaluate those practices in the classroom.

Evidence-based practices in classroom management:

1. Maximize structure
2. Identify, define, and teach expectations
3. Increase academic engagement
4. Establish a continuum of supports to encourage appropriate behavior
5. Establish a continuum of supports to discourage inappropriate behavior

1. Maximizing structure

- Consider the physical arrangement of the classroom.
- Consider the décor in your classroom.
- Establish predictable routines.

2. Establishing and teaching expectations

- Once a teacher has chosen expectations for his or her classroom, these expectations need to be defined within the context of the classroom routines.
- One way to do this is in a matrix format.
- Once teachers have defined their expectations in the context of routines, they have to have a plan for teaching those expectations.
- Behavioral skills should be taught with the same level of depth and feedback as academic skills.
- Teachers must determine (a) what expectations will be taught, (b) how they will teach those expectations, and (c) when they will teach those expectations.

3. Actively engaging students

- Actively engaging students is the best way to manage the classroom.
- Provide high rates of opportunities to respond.
 - Vary individual vs. group responding
 - Increase participatory instruction
- Consider various observable ways to engage students.
- Which aspects of instruction influence behavior?
 - Pacing
 - Difficulty
 - Mismatch between task and ability
 - Variation (or lack thereof)
 - Teacher enthusiasm
- Always investigate academic connections to behavior problems.

4. Establishing a continuum of supports to encourage appropriate behavior

- Need to make connection between reinforcement and appropriate behavior.
- Then, we can shift toward *natural reinforcement*.
- Right now, the natural reinforcers aren't enough to maintain the behaviors we want!

- Teachers should use a continuum of strategies to reinforce appropriate behavior, including:
 - Specific and contingent praise
 - Behavior contracts
 - Group contingencies
 - Token economies
- Praise is the most widely used reinforcer in the classroom.
- The most effective praise is specific and contingent.
- At a minimum, all teachers should be using specific and contingent praise in the classroom.

5. Establishing a continuum of supports to discourage inappropriate behavior

- Options include:
 - Specific and contingent error correction
 - Overcorrection
 - Differential reinforcement
 - Response cost
 - Planned ignoring
 - Time-out from reinforcement
- Determine which behaviors are classroom-managed versus office-managed.
- First response to minor behavior error should be specific and contingent error correction.
 - Identify problem behavior.
 - Reinforce as soon as appropriate behavior is displayed.
 - Identify expected behavior.
 - Reteach if necessary.
 - Provide feedback.
- Spend the most time preventing problem behavior from occurring.
- Always think about how to decrease the likelihood of inappropriate behaviors.
- Be predictable and consistent.
- Look for opportunities for reinforcement.
- Always consider the **function** of the problem behavior.

Other considerations: Culture and building relationships

- Our culture comes from how, where, when, and by whom we were raised.
- Culture affects how individuals view the world and how they live; our students' culture impacts their experience with school.
- Culture is both formed and transmitted through communication, verbal and non-verbal.

How does culture relate to CWPBIS?

- All PBIS practices and systems are designed to be effective in any culture.
- We can improve student outcomes by making those practices and systems more reflective of norms, expectations, and students' learning histories.
- All of us have had some formative experiences that impacted our culture.

Building relationships

What does "building a relationship" with students actually mean?

- Listening
- Showing interest in them and their lives
- Frequent, positive interactions

How can teachers build relationships with students?

- Know students' names and use them frequently.
- Engage in nonacademic conversations with students.
- Practice active listening with students.
- Correct errors in a positive, constructive manner.
- Smile and be enthusiastic about the content being taught.

CWPBIS element	How do we know?	How do we support?
Materials and décor are reflective of my classroom culture		
Décor is student-centered and does not pose a distraction		
Aisles/common spaces are clear and clutter-free		
Desk arrangement is conducive to instructional activity		
Matrix is posted and lists positively-stated behaviors for each setting		
Routines are executed automatically with minimal teacher direction		
I refer to expectations explicitly during instruction		
Students are engaged in expected behaviors		
I can articulate a plan for teaching expectations		
I prompt for expected behaviors throughout instruction		
I give students frequent opportunities to respond		
Students are on-task and engaged		
Interactions between my students and me are almost all positive		
My body language conveys enthusiasm and awareness		
I use specific and contingent praise statements		
I have an observable reinforcement system in place		
My error corrections are as discreet as possible, use expectation-based language, and offer opportunity for reinforcement		
My behavior during error corrections is respectful, calm, and informative		

What can you do if the item is not in place?

- Develop evidence-based solutions.
- Provide baseline data and indicate a goal.

Classwide PBIS Walkthrough Checklist: Teacher Version

CWPBIS element	Evident	Unclear/ Partial	Not evident
Materials and décor are reflective of my classroom culture			
Décor is student-centered and does not pose a distraction			
Aisles/common spaces are clear and clutter-free			
Desk arrangement is conducive to instructional activity			
Matrix is posted and lists positively-stated behaviors for each setting			
Routines are executed automatically with minimal teacher direction			
I refer to expectations explicitly during instruction			
Students are engaged in expected behaviors			
I can articulate a plan for teaching expectations			
I prompt for expected behaviors throughout instruction			
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For any items marked “Not evident,” provide more information or potential solutions.