PBIS in the Classroom: Effective Instructional and Behavioral Management to Facilitate Student Success

Gaps Identify Students in Need of Tiers 2 and 3 Interventions

The intensity of needs at Tiers 2 and 3 highlights the necessity of more time, more effort, more engagement, more feedback, and more success

The MTSS Model
Begin with Practices that provide the highest probability of success across all and individualize more as data identify non-responders

More intensity of the same interventions among those who have not responded to the normal dose & assessment to consider alternative interventions

Things that provide the best probability for success:
simple and logical

More intensity of the same interventions but in a more individualized manner & with assessment to consider alternative interventions

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BIG IDEA #1
DEVELOP EXPECTATIONS CONNECTED TO LARGER CONCEPTS AND LEVERAGE PRIOR KNOWLEDGE

Direct Instruction
Direct Instruction involves: (1) teacher consideration of what is necessary to facilitate success with learning of the skills being taught, (2) teacher responsibility for delivery and control of lesson to maximize success, (3) high levels of engagement and feedback with the student getting multiple opportunities to practice success

Develop Expectations
Characteristics of Effective Rules/Expectations

- Rules (Expected behaviors) are explicit – no guessing and no assumptions
- Rules are connected to Anchors
- Rules are taught and modeled by the teacher
- Rules are stated positively (Dead man’s test) – (if a dead man can do it – not a good expectation)
- Rules are succinct and 3-5 in number (by location)
- Rules are made PUBLIC…easy to see

Inquiry vs. Problem-Solving
Instruction wherein the students solve without teacher instruction to lead do not have effects as strong as teacher instruction of problem solving process

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Teaching Rules
Keys to Teachable Rules

1. Anchor all rules to 3-5 big ideas – School-Wide
2. All rules are taught as examples of the big ideas
3. Organize by location
   • Try for max 5 rules per location
4. Teach to students directly and explicitly
5. Revisit instruction throughout the year – acknowledge compliance

EXAMPLE

Respect Yourself
- in the classroom (do your best)
- on the playground (follow safety rules)

Respect Others
- in the classroom (raise hand to speak)
- in the stairway (single file line)

Respect Property
- in the classroom (ask before borrowing)
- in the lunchroom (pick up your mess)

Teaching Rules

Chesterbrook Three It’s

<table>
<thead>
<tr>
<th>Location</th>
<th>Examples of Respect</th>
<th>Examples of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallways</td>
<td>Stock supplies in the hallway</td>
<td>Room-quietly enter the hallway</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Bring lunch in a bag and put it full before</td>
<td>Maintain good manners following rules</td>
</tr>
<tr>
<td>Playground</td>
<td>Have a plan</td>
<td>Follow directional rules</td>
</tr>
<tr>
<td>Lunchroom</td>
<td>Leave your lunch</td>
<td>Make your own learning choices</td>
</tr>
</tbody>
</table>

BIG IDEA #2

CREATE AN ENVIRONMENT TO MAXIMIZE THE PROBABILITY OF STUDENT SUCCESS

Here are the three R’s of our Fifth Grade classroom:

Rule: Behavior:
I am respectful.
- Raise my hand
- Stay in my personal space
I am responsible.
- Follow directions
- Complete my assignments
- Clean up after myself
I am ready to learn.
- Be prepared for class
- Always do my best
- Learn from my mistakes

Schedule

- Consistency!!
- Expectations for arrival times
- Sequencing and length of activities
- Planned clean-up/transitional routine
- Explaining changes

Advance Organizers

- Public display
- Consistency
- Prompts

9:00 - 9:30 spelling - page 23
9:30 - 9:40 restroom break
9:40 - 10:30 math - workbook p. 19
10:30 - 11:15 music - walk quietly
11:15 - 11:25 wash hands
11:25 walk to lunch
11:30 - 12:30 lunch and recess
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Physical Arrangement

- Seating
  - Teacher’s desk
  - Students’ desks
- Sight lines
  - Teacher positions
- Traffic Flow
  - Associated activities
  - (e.g., pencil sharpening, getting water, using the bathroom, beginning and end of day)

Proximity

- Proactive Proximity
  - Movement about the room
  - 1-second rule
  - Assigned seating
- Reactive Proximity
  - Start with eye contact
  - Approach and eye contact
  - Hover and eye contact
  - Hover and question
  - What should we be doing?

BIG IDEA #3

TEACH: BE DIRECT AND EXPLICIT WHEN PRESENTING INSTRUCTION – DON’T ASSUME

Tier 1: Effective Instruction

- Long-term memory is like the hard drive and working memory is the CPU
- Guided instruction with repetition and varied examples enhances storage in long-term memory
- Unstructured learning places a heavy load on working memory -- Information not stored in long-term memory is lost in 30 seconds
- Students with deficits can actually lose ground when instruction is not direct and structured

Exposure & Discovery

Just exposing students to print materials in school does not produce strong effects in predicting reading success

Inquiry vs. Problem-Solving

Instruction wherein the students solve without teacher instruction to lead do not have effects as strong as teacher instruction of problem solving process

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**Be Physically and Verbally Explicit**
- Tell the student exactly what the rule is
- Show them while talking about it
- Engage students
- Ask questions

**BIG IDEA #4**
BE PREPARED FOR THE WORST – CONSIDER RESTRAINT OR SECLUSION TO BE A PERSONAL FAILURE

**Keys to Addressing Disruptive Behavior**
- Recognize and respond quickly to student agitation
- Redirect
  - Clearly state the expected task
- Communicate concern
  - Present options
  - Allow space – do not hover
  - Assist student to begin work
- Attend to other students and prepare for worst
- Acknowledge compliance or institute standard consequence in neutral manner

**Keys to Addressing Provocative Behavior**
(profanity, vulgarity, inappropriate actions/attire)
- Teach what is and is not acceptable
- Have a standard consequence and teach it
- Provide warning and correction first
- Speak privately to student
- Identify as a problem for the student
- Ask the student to take care of the problem
- Present options and ask the student to select one
- Acknowledge cooperation
- Follow through with bottom line consequence

**Keys to Addressing Non-Compliance and Defiance**
- Teach what student is to do and be clear about what student is to do
  - Provide reminders – especially at times where non-compliance is predictable
- Have a standard consequence and teach it
- Acknowledge the students who are on task/complying
- Speak to student quietly rather than in front of group
- Provide a single specific direction
  - Stay with the direction – broken record
- Acknowledge cooperation or implement consequence
- Continue to acknowledge other on-task students

**Keys to Addressing Fighting and Aggressive Behavior**
- Recognize conditions under which fights are likely and attempt to avoid
  - Assign seats & use teacher proximity
  - Space, options, preferred activities, Independent activities
- If altercation becomes verbal intervene verbally
  - Provide specific basic direction -get attention off altercation
  - Separate as much as possible without placing hands on
- If altercation becomes physical initiate crisis procedure
  - Call office or send runner
  - Provide clear, loud, and concrete directions to both students
  - Clear other students away – Wait for assistance!
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Keys to Addressing Disrespectful Behavior

- Acknowledge on-task students
- Indicate follow-up to the disrespectful student
  - Do not overreact
  - Do not get angry or frustrated
  - Do not allow disrespect to distract from lesson
- Continue with instruction
- If it continues assign class a task and talk to student individually
  - Do not allow student to get peer attention by confronting in front of class

Resources

- Promoting Positive Behavior in Schools I and II: [Link](http://www.pbslearningmedia.org/search/?q=positive+behavior&selected_facets)
- ABRI Video: [Link](http://louisville.edu/education/abri/training.html)

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