Cracking the Code: Differentiated Classroom Management

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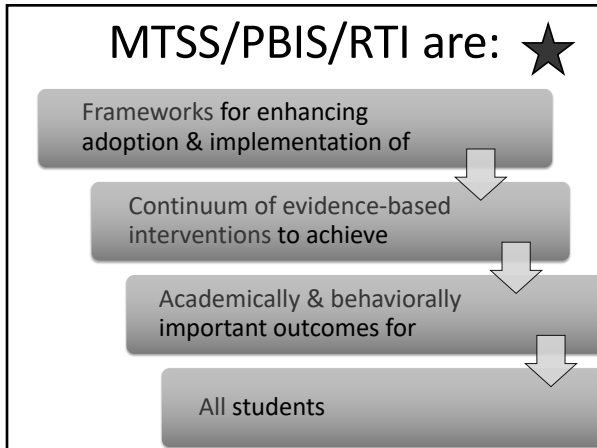
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What seems to be the problem?
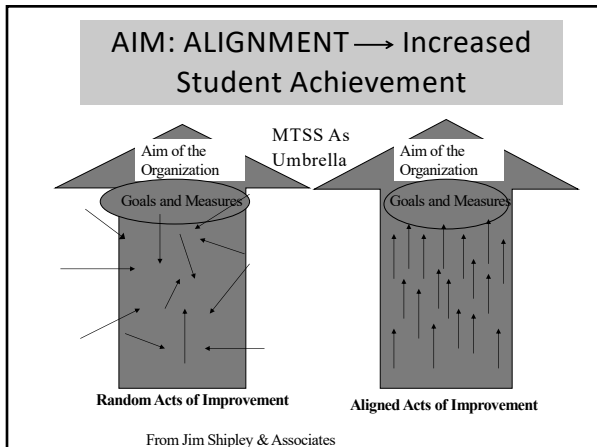
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What can we do?
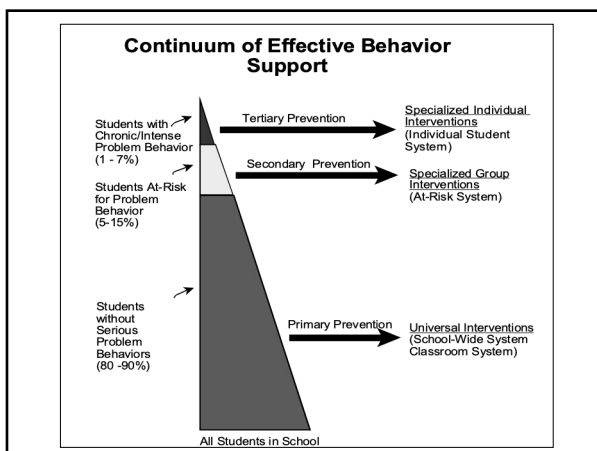
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MTSS/PBIS/RTI are: ★

Frameworks for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

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AIM: ALIGNMENT ⟶ Increased Student Achievement

MTSS As Umbrella

Aim of the Organization

Goals and Measures

Random Acts of Improvement

Aim of the Organization

Goals and Measures

Aligned Acts of Improvement

From Jim Shipley & Associates

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Continuum of Effective Behavior Support

Students with Chronic/Intense Problem Behavior (1 - 7%)

Tertiary Prevention → Specialized Individual Interventions (Individual Student System)

Students At-Risk for Problem Behavior (5-15%)

Secondary Prevention → Specialized Group Interventions (At-Risk System)

Students without Serious Problem Behaviors (80 -90%)

Primary Prevention → Universal Interventions (School-Wide System Classroom System)

All Students in School

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PBIS…

- IS NOT a gimmick to control kid behavior
  - Control is an illusion.
- IS NOT just Positive
  - Strong consequences for behavior is a non-negotiable component of PBIS as well

- **Is a framework for building better habits**

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We are creatures of habit

- Some kids come to us with sets of bad habits
- Whether good habits or bad, we are fiercely protective of those habits
- PBIS organizes best practices for developing "habit strength" for those behaviors we value.

- "Motivation is what gets you going…
     Habit is what keeps you going."

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Managing for Compliance
DOES NOT Build Habits

- When compliance is the goal, adults heavily rely on punishment.
- Students "behave" when watched.
  - Misbehavior become more covert (sneaky)
  - Students behave only to avoid punishment
  - Side-effects: damage to relationships (fear, resentment, or forms of "retaliation")

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Managing for Habits Builds Strong, Independent Skills

- Habits, once set, are self-sustaining.
- Students "behave" without needing to be watched.
  - Misbehavior produces internal discomfort (self punishment)
  - Student behavior is self-managed rather than adult managed
  - No side-effects… **BUT** building new habits takes time.

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Think Prevention, and Take an Instructional Approach to Student Success

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A Learning Trial = Opportunity to Respond (OTR)

- Teaching makes invisible stuff in students' heads visible.

1. We pitch the ball.
2. Student takes a swing.
3. Feedback occurs (hit or miss).
4. Feedback loop effects next OTR.
5. Practice… Refine… Practice… Refine… HOMERUN!

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The Learning Environment Matters

- We control the pitch, the feedback, and the practice.
- Student controls the swing.
- Good teaching is the skillful arrangement of the parts of the learning environment we control.

- TRUE BOTH FOR ACADEMIC AND SOCIAL BEHAVIORS.

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What Do We Know?

- Repetition (with feedback) builds fluency.
- Fluency develops at an 80:20 ratio
  - 80-90% correct responding
  - 4 to 1 Positive to Corrective Feedback
- Good teaching creates high OTR and adjusts the learning environment to match this fluency "sweet spot."

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PBIS is an Instructional Approach to Management

Always Ask the Question…

What do I want this student to do instead?

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Level 1

School-wide Discipline

GREEN ZONE

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School-wide Discipline

1. **Identify a common purpose and approach to discipline**
2. Define a clear set of positive expectations and behaviors
3. Implement procedures for teaching expected behavior
4. Differentiate supports from a continuum of procedures for encouraging expected behavior
5. Differentiate supports from a continuum of procedures for discouraging inappropriate behavior
6. **Implement procedures for on-going monitoring and evaluation**

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What does PBIS mean in the classroom?

GREEN ZONE

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Evidence Based Practices in Classroom Management

1. **Maximize structure in your classroom.**
2. **Define, teach, review, monitor a small number of positively stated expectations.**
3. **Establish a continuum of strategies to acknowledge appropriate behavior.**
4. **Establish a continuum of strategies to respond to inappropriate behavior.**
5. **Actively engage students in observable ways.**

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, accepted)

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Start With the End Goal in Mind

Define success before you begin!

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How do you know your behavior management (discipline) has worked?

- A successful discipline strategy is one you need to use with a student <u>less</u> often in the future.

Why?

- You need to use less often because problem behavior is happening less often.

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Green is a **REQUIRED** prerequisite to **Yellow** and **Red**

...let's detour into Red for a moment

The Secret About Problem Behavior…

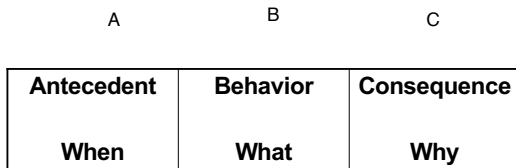Problem behavior is not a problem for students!

Think about "Problem Behavior" as Communication

- What are you trying to tell me?
- "What do you want?"

- How can I teach you new "language" that others can recognize and understand?

Behavior and the Environment

	A	B	C
	Antecedent	**Behavior**	**Consequence**
	When	What	Why

Passage of Time ⟶

Triggering Antecedents

- What happens right before the behavior occurs
  - Given a verbal direction to do work
  - Handed an worksheet
  - Pencil removed
  - Another student asked a question out of turn
  - Walked out the door to recess
  - Won a game/lost a game
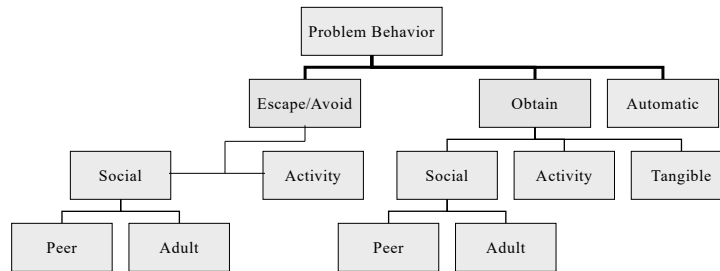 - Was verbally praised
  - Was asked to wait

Maintaining Consequence

- What predictably happens immediately after the target behavior occurs
  - Removal of work
  - Ignored
  - Sent out of class
  - Isolation
  - Physical restraint
  - Conference
  - Access to a specific item or activity
  - Adult or kid attention

Functions of Behavior

```
                        ┌──────────────────┐
                        │ Problem Behavior │
                        └──────────────────┘
              ┌──────────────┬───────────────┐
       ┌─────────────┐  ┌──────────┐   ┌───────────┐
       │ Escape/Avoid│  │  Obtain  │   │ Automatic │
       └─────────────┘  └──────────┘   └───────────┘
        ┌──────┬──────┐  ┌────────┬──────────┬──────────┐
    ┌────────┐ ┌──────────┐ ┌────────┐ ┌──────────┐ ┌──────────┐
    │ Social │ │ Activity │ │ Social │ │ Activity │ │ Tangible │
    └────────┘ └──────────┘ └────────┘ └──────────┘ └──────────┘
    ┌──────┬──────┐           ┌──────┬──────┐
  ┌──────┐ ┌───────┐        ┌──────┐ ┌───────┐
  │ Peer │ │ Adult │        │ Peer │ │ Adult │
  └──────┘ └───────┘        └──────┘ └───────┘
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Functions of Behavior

1. "I want…"

   OR

2. "I don't want…"

If that's true... what should we do?

Think Functionally
and Make a Plan

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Teach and Reinforce Better Habits

- Pick replacement behavior
- Teach
- Provide reinforcement for functionally equivalent alternative behavior
- Student **gets** (consequence) what he/she wants for **doing** (behavior) what you want.

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Make a Plan

Write down what the adult will do when students:

(a) behave appropriately
(b) engage in minor problem behaviors
(c) engage in major problem behaviors

*Only use strategies proven to be effective!

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Example: Attention Seeking

1. Appropriate Behavior:
   – High quality adult attention
2. Minor Behavior:
   – Redirect (but in "brief and boring" way)
3. Major Behavior:
   – Minimize attention while keeping people safe

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Example: Escape/Avoid

• Consider why the "Trigger" is so unpleasant to the student.
• How can you alter the triggering situation to make it less unpleasant?
• Teach the student better ways to escape when that is still needed.
• Note: Long-term planning may involve teaching students to tolerate necessary but unpleasant experiences… sometimes we have to do things we don't like.

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Example: Escape/Avoid

1. Appropriate Behavior:
   – Honor appropriate communication
2. Minor Behavior:
   – Redirect (remind student how to get their needs met)
3. Major Behavior:
   – Minimize attention while keeping people safe

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Your Turn…

Questions?
Comments?
Observations?
Concerns?

Deciding on Interventions

- Beyond the basics, build a menu:
  - www.pbis.org/topics/classroom-pbis
  - www.interventioncentral.org
  - www.safeandcivilschools.com
    - CHAMPs: A proactive and positive approach to classroom management
    - Teacher's encyclopedia of behavior management
    - Managing the cycle of acting-out behaviors

More Interventions…

https://intensiveintervention.org
https://highleveragepractices.org
http://ceedar.education.ufl.edu

Big Ideas

- Start with universal strategies (all students)
- When those strategies don't work, get curious…
  - Think functionally about problem behavior.
  - What is the student's behavior communicating?
  - What can I teach and support that could make it better?
- NEVER GIVE UP!

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