The Language of Classroom Management:

Promoting Positive Teacher-Student Interactions and Relationships

Developed by: Technical Assistance Partnership for Behavior

Updated 3/1/2023
New York State Education Department Office of Special Education

Blueprint for Improved Results for Students with Disabilities

- **Self-Advocacy**
  Students engage in self-advocacy and are involved in determining their own educational goals and plan.

- **Family Partnership**
  Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

- **Specially-Designed Instruction**
  Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

- **Research-Based Instruction**
  Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

- **Multi-tiered Support**
  Schools provide multi-tiered systems of behavioral and academic support.

- **Inclusive Activities**
  Schools provide high-quality inclusive programs and activities.

- **Transition Support**
  Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.
Today’s Facilitators
Participant Introductions

• Name
• Role
• District
• School
• Population Served
## Training Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>BEHAVIOR</th>
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<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>✦ Take care of your personal needs</td>
</tr>
<tr>
<td></td>
<td>✦ Return on time and quietly</td>
</tr>
<tr>
<td></td>
<td>✦ Sign attendance sheets / complete eval. form</td>
</tr>
<tr>
<td></td>
<td>✦ Use electronic devices when necessary</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>✦ Put cell phones to “off” or “vibrate”</td>
</tr>
<tr>
<td></td>
<td>✦ Listen to others attentively</td>
</tr>
<tr>
<td></td>
<td>✦ Honor confidentiality when applicable</td>
</tr>
<tr>
<td></td>
<td>✦ Stay on topic</td>
</tr>
<tr>
<td>BE ENGAGED</td>
<td>✦ Be an active participant</td>
</tr>
<tr>
<td></td>
<td>✦ Participate with an open mind</td>
</tr>
<tr>
<td></td>
<td>✦ Take notes</td>
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<td>✦ Make plans to stay until training dismissal</td>
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# Virtual Training Expectations

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<td>✦ Complete evaluation form</td>
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<td>✦ Find a quiet place to participate</td>
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<td>BE RESPECTFUL</td>
<td>✦ Use “mute” to prevent background noise</td>
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Participants will:

• **Understand** the importance of building relationships with students to improve classroom management practices

• **Learn** foundational behavioral theory and practices to support effective classroom management

• **Explain** evidence-based classroom management practices and **Identify** when to use them

• **Develop** a classroom management action plan that applies the practices presented in this professional development opportunity
# The Language of Classroom Management

## Professional Learning Roadmap

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Handouts:

15. Behavior Specific Praise Statements
16. Skill Deficit Descriptions
17. Error Correction Response Activity
18. Scenario Examples
19. Group Contingencies
20. Classroom Management Self-Assessment Tool

From Day 1:

Organization of Modules

- Activity
- Handout
- Poll
- Discussion
- Reflection
- Action Plan
REFLECTIONS FROM DAY 1

REVIEW
School-Wide Systems for Student Success
A Multi-Tiered System of Supports (MTSS)

Tier 3/Tertiary Interventions 1-5%
- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%
- All students
- Preventive, proactive

Tier 3/Tertiary Interventions 1-5%
- Functional Behavioral Assessment (FBA) and Behavioral Intervention Plans (BIP)

Tier 2/Secondary Interventions 5-15%
- Check-In/Check-Out (CICO)
- Behavior Contracts
- Daily home/school notes
- Small group social skills training
- Some individualizing

Tier 1/Universal Interventions 80-90%
- Core Behavioral and Social/Emotional Learning (SEL) curriculum (School and Class-wide)
- Social Skills Teaching and Reinforcement Systems
- All Students/ All Environments

YOUR TURN

What do you remember from Day 1?
"The goal of Positive Behavior Support is not "perfect children." Rather the goal should be creating the perfect environment for enhancing their growth."

-Randy Sprick
BEHAVIOR SPECIFIC PRAISE

EVIDENCE-BASED PRACTICES OF CLASSROOM MANAGEMENT
# The Language of Classroom Management

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I wonder if his function of behavior is obtaining adult attention...?!
The quickest way to change behavior in anyone...point out what they are doing correctly.
Behavior Specific Praise

Definition

A behavior-specific praise statement is *verbal/written feedback* that is *descriptive, specific, and delivered contingent upon student demonstration of expected behavior.*

“Tammy thanks for throwing your trash away. That shows cooperation and respect for your school.”

“Thank you for being on time this morning, that’s very responsible.”

“Your eyes are on me and your mouth is quiet.”
Behavior Specific Praise

Rationale

• Creates a positive climate, interactions, rapport, and relationships with students by focusing the adults and students on positive social behaviors and actions

• It makes that behavior more likely to occur in the future and is one of the most powerful tools for shaping or changing behavior

• Spending time on acknowledgements focuses the attention on positive behaviors, minimizes attention to negative behaviors, and reinforces a growth mindset toward learning

• It increases instructional time and minimizes time students are out of the classroom

• Decreases inappropriate behavior and therefore, reduces the need for correction

• Enhances understanding of self, and helps build internal focus of control
Behavior Specific Praise

Research

• Teachers' behavior specific praise has been found to be associated with decreased student off-task behavior (Floress et al., 2018; Sabey et al., 2018)

• Higher proportions of praise to reprimands have been associated with lower levels of student noncompliance and higher levels of student enthusiasm and focus (Leff et al., 2011)

• Students experiencing high rates of behavior specific praise as compared to reprimands have improved in their prosocial behavior, while students experiencing low rates have tended to decrease in their emotional regulation and concentration and to exhibit more disruptive behaviors (Reinke, Herman, & Newcomer, 2016)

• When we focus our praise on positive actions, we support a sense of competence and autonomy that helps students develop real self-esteem (Davis, 2007)

• Teacher praise has been supported as among one of the most empirically sound teacher competencies (Maag, 2001)
Behavior Specific Praise
How to Deliver in 30 Seconds or Less

Step 1: Identify the student or group
Step 2: Include a term of praise
Step 3: Describe/Acknowledge specific behavior/rule being recognized
Step 4: (best practice): Link to school-wide/class-wide expectation
Step 5: (optional): Provide tangible reinforcement

"Diane, Awesome! You are demonstrating Listening to the speaker, that's being 'respectful.'"

"This whole table group cleaned up their lab area when the period bell rang. Well done! Way to show 'responsibility.'"
## Behavior Specific Praise

### Examples/Non-Examples

<table>
<thead>
<tr>
<th>Examples of Behavior Specific Praise</th>
<th>Non-Examples of Behavior Specific Praise</th>
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<tbody>
<tr>
<td>Thank you for keeping your hands to yourself, Ana!</td>
<td>Don't touch him!</td>
</tr>
<tr>
<td>Great job being quiet, Joachim!</td>
<td>Good job!</td>
</tr>
<tr>
<td>Jamie, I like that you are sharing your materials with Mohammed.</td>
<td>Way to go!</td>
</tr>
<tr>
<td>Great job taking turns in group discussions, class!</td>
<td>Stop that!</td>
</tr>
<tr>
<td>Laura, excellent use of our new vocabulary word!</td>
<td>That's not nice! We don't behave that way in our classroom.</td>
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</table>
YOUR TURN
Let’s Practice Behavior Specific Praise statements

• Please take a behavior statement from the center of your table

• Read over the general praise statement and change the wording to reflect a Behavior Specific Praise statement

• Share your response with your shoulder partner
Behavior Specific Praise

Frequency

• Suggestions for optimal praise to reprimand ratios have varied from 3:1 (Shores, Gunter, & Jack, 1993), to 4:1 (Trussell, 2008), to 5:1 (Flora, 2000)

• A 3:1 ratio is often recommended for general education classrooms, but students with Emotional Behavioral Disorders may need higher ratios to improve their behavior (Rathel et al., 2014)

• Increasing the ratio of positive-to-negative interactions will reinforce desired behavior, improve relationships, and ultimately achieve better outcomes (Cunningham & Geller, 2008; Schultz, Milner, Handson, & Winter, 2011)
Behavior Specific Praise

Frequency

• **Acquisition Phase of Learning:**
  - Break behavioral skill down and explicitly teach
  - Provide high rates of behavior specific praise as feedback to help shape the learner and provide feedback on success
  - Potentially pair with artificial types of reinforcement

• **Maintenance Phase of Learning:**
  - Fade the artificial reinforcer
  - Decreases rate of behavior specific praise, use intermittently
  - The student's fluency with the skill becomes the natural reinforcer

Scott, 2017
Behavior Specific Praise

Frequency

Positive Interactions

Neutral/Negative Interactions

Scott, 2008
YOUR TURN

What is your school’s practice?

Does everyone at our school use the 4:1 rule?

If so, is it done **daily** and is it being **done well/with fidelity**?

If not, what can we **ALL** do as a school to ensure it is happening **ALL** the time? What is a **prompt** that staff can use to help them remember to use 4:1?
Classroom Snapshot & Self-Assessment

Behavior Specific Praise

Module 6: Classroom Snapshot & Self-Assessment

Behavior Specific Praise

Definition:
A behavior-specific praise statement is a verbal/verbal written feedback that is descriptive, specific, and delivered contingent upon student demonstration of expected behavior.

Examples:
- Contingent praise is associated with increases in a variety of behavioral and academic skills (Patterson, Robertson, Maag, Oliver, & Wynne, 2000).
- Behavior-specific praise has an impact in both special and general education settings (Peregrino & Holtz, 1992; Sutherland, Winters, & Griffee, 2000).
- Helps adults and students focus on positive social behaviors and actions.
- Most powerful change is to let teachers know who is being praised, (2) include a term of praise. (3) describe and acknowledge the specific behavior being recognized.
- Enhances self-esteem and helps build internal focus of control.
- Provides increased opportunities for building positive relationships with students.

Components:
- Identify the student.
- Describe and acknowledge the specific behavior being recognized.
- Link to school-wide expectations.
- A behavior-specific praise statement is contingent upon a student demonstrating behavior being reinforced and delivered in a manner appropriate for their individual accuracy and displayed desired behavior.
- Behavior-specific praise statements are delivered 4 times as often as error correction statements.
- Optimal: provide tangible reinforcement.

Tips for Implementation:
- Deliver behavior-specific praise statements at a high rate for a short period while teaching new behaviors or reinforcing previous behaviors.
- Name the behavior and use it to be in the classroom expectations.
- Bring “sustained” attention to certain behaviors or at scheduled intervals.
- Use BSPP to maintain a target behavior.
- Interact is a friendly, supportive manner at all times with students, parents, guests, and colleagues.
- Initiate positive interactions by:
  - Making eye contact
  - Using nodding, smiling, language
  - Offering a greeting
  - Asking for assistance
  - Providing positive feedback regarding appropriate student behavior.

References:

Assessment Tool: Provide Contingent and Specific Praise for Appropriate Behavior (BSPP)

School: Date: Time: Room: Grades: Subject: Teacher: Time

1. BSPP are used and first three components of BSPP are observed.
2. BSPP used linked to school-wide expectations 50% or more of the time.
3. BSPP is contingent on student demonstrating behavior being reinforced and delivered immediately upon student accurately displaying desired behavior.
4. Students maintain BSPP and general praise statements are delivered 2-3 times as often as error correction statements.

Behavior Specific Praise Statements are delivered 2-3 times as often as error correction statements.

If tangible reinforcements are used, teacher uses BSSP when students earn reinforcement.

Data Collection Tools: Behavior Specific Praise

Observation data: Time: Total Count:
- General praise for behavior
- Specific praise for behavior
- Correlation to inappropriate behavior
- Final Rate of Praise to Correct:

Handout

31
YOUR TURN

Action Planning

• **Review** your previous two activities/discussions (creating behavior specific praise statements and reflecting on staff use of behavior specific praise ratio)

• **Conduct** a Self-Assessment on the Classroom Management Observation Tool under behavior specific praise to focus in on areas to action plan around

• **Record** any other actions to complete on your action plan underneath the behavior specific praise section of the Self-Assessment
Pause and Think!

- What questions might you still have?

- What is one new concept or idea you have learned from this section?

- Is there still something you need more information on?
CONTINUUM OF RESPONSE STRATEGIES FOR INAPPROPRIATE BEHAVIORS

EVIDENCE-BASED PRACTICES OF CLASSROOM MANAGEMENT
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Continuum of Response Strategies for Inappropriate Behaviors

Rationale

• Highly effective teachers have a **toolkit** of respectful strategies that diminish the frequency, intensity, and/or duration of inappropriate behaviors

• A continuum is necessary because **no single strategy is effective for all students or all behaviors**

• Strategies should recognize the **function of the behavior** and be applied with a growth mindset toward student development
One of the important foundational beliefs is that misbehaviors are viewed as social learning errors.

When misbehavior is viewed in this way, our solution/response is an instructional approach.
Continuum of Response Strategies for Inappropriate Behaviors

“Punishing students doesn’t teach them the right way to act.”
Continuum of Response Strategies for Inappropriate Behaviors

Punishment is NOT the Solution

- Punishing problem behavior without a positive, proactive, and instructional approach results in increased:
  - Aggression
  - Vandalism
  - Truancy
  - Dropouts

Mayer & Sulzer-Azaroff, 1990; Skiba, Peterson, & Williams, 1997
Continuum of Response Strategies for Inappropriate Behaviors

Effective or Ineffective Responses?

- “How many times do I have to tell you to work quietly?”
- “Why are you talking while I’m talking?”
- “Didn’t I just tell you to get started?”
- “Do you want me to send you to the office?”
- “What do you think you are doing?”
- “Stop being so antsy!”
- “If you don’t stop bothering others you will have to go sit out in the hallway / sit in the study carrel.”

Discussion
Continuum of Response Strategies for Inappropriate Behaviors

Reasons for Inappropriate Behavior

• **Skill Deficit**: a lack of skill levels or insufficient opportunity to learn and practice the expected behavior

• **Performance Deficit**: a lack of motivation to perform the preferred behavior

• Either problem—lack of skill or lack of motivation—requires more teaching and practice to resolve
Continuum of Response Strategies for Inappropriate Behaviors

Responding to Errors

• ACADEMIC:
  - Identify error
  - Re-teach correct response
  - Model/demonstrate
  - Provide guided practice & feedback
  - Provide independent practice
  - Monitor
  - Provide feedback

• SOCIAL/BEHAVIORAL:
  - Identify the error
  - Re-teach expected behavior
  - Model/demonstrate
  - Practice
  - Monitor
  - Provide encouragement
  - Correct and re-teach as needed
Continuum of Response Strategies for Inappropriate Behaviors

Prevention is Key

• When inappropriate behaviors occur, assess setting or antecedent events and ask:
  ▪ Do we have clear expectations?
  ▪ Have they been thoroughly taught?
  ▪ Are we consistently using strategies to encourage desired behaviors?

*The best defense is always a great offense.*
Something to Think About...

Remember: everyone in the classroom has a story that leads to misbehavior or defiance. Nine times out of 10, the story behind the misbehavior won’t make you angry. It will break your heart.

~Annette Breaux
Continuum of Response Strategies for Inappropriate Behaviors

- Planned Ignoring
- Physical Proximity
- Verbal Redirection
- Non-Verbal Redirection
- Praise the Appropriate Behavior in Others Using BSP
- Re-teach
- Differential Reinforcement
- Error Correction
- Provide Choice
- Conference with Student
## Definitions of Response Strategies

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<th>Strategy</th>
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<td>Systematically withholding attention from a student when he or she exhibits minor inappropriate behavior that is maintained (reinforced) by teacher/adult attention</td>
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<tr>
<td>Physical Proximity</td>
<td>Reducing the physical distance between a teacher/adult and a student to redirect student behavior</td>
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<tr>
<td>Verbal Redirection</td>
<td>Restate the desired behavior as described on the teaching matrix</td>
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<tr>
<td>Non-Verbal Redirection</td>
<td>Teacher gestures or cues used to interrupt or prompt student behavior</td>
</tr>
<tr>
<td>Praise the Appropriate Behavior in Others Using Behavior Specific Praise</td>
<td>A verbal behavior specific praise statement used to identify the correct behavior of a student/group of students to prompt a change in behavior of other students engaging in inappropriate behavior(s)</td>
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Planned Ignoring

• Systematically withholding attention from a student when he or she exhibits minor inappropriate behavior that is maintained (reinforced) by adult attention

  - **Elementary Example:** During a whole group activity, James continuously calls out the teacher's name to get her attention. The teacher ignores the call-outs and continues with the activity

  - **Secondary Example:** During a lecture, Jen interrupts the teacher and loudly asks her question; the teacher ignores Jen until she quietly raises her hand

Simonsen; 2015
Proximity

• Reducing the physical distance between a teacher/adult and a student to redirect student behavior

  - **Elementary Example**: During morning read-aloud, the teacher moves toward and sits next to Jonah because he is fidgeting with the books on the bookshelf.

  - **Secondary Example**: During math class, Amani and Liv are off-task and are discussing their plans for this weekend. Instead of stopping instruction to redirect Amani and Liv, the teacher may move to stand near them to redirect attention.
Verbal Redirection

• Brief, direct, verbal reminders by a teacher/adult used to interrupt or prompt student behavior

- **Elementary Example**: When Sarah begins to talk to her friend, the teacher pauses her instruction, looks at Sarah, and states "being respectful means we are listening to the teacher when she is talking"

- **Secondary Example**: During English Language Arts (ELA), Gabe often shuffles his papers and looks out the window. His teacher states "we are focused on reading the passage, you should be on page five"
YOUR TURN
Verbal Redirection

• Read the examples of student behaviors and craft an effective redirection statement. Try to tie in school/classroom expectations and rules into your language and provide the student immediate recognition/specific, positive feedback when they comply and display the desired behavior.
  - Josie runs to the door when you announce it is time to line up for lunch
  - Matt blurts out an answer during whole class review of a homework assignment
  - Ramona is digging around in her desk during an independent assignment
  - Kelsey talks out when Lori is speaking to the entire class
  - Terrance does not let Heather use the markers during a group assignment
Non-Verbal Redirection

- Teacher gestures or cues used to interrupt or prompt student behavior
  
  - **Elementary Example**: When Sarah begins to talk to her friend, the teacher pauses her instruction, looks at Sarah, and taps on the posted classroom expectations sign until she is quiet and attentive.
  
  - **Secondary Example**: During ELA, Gabe often shuffles his papers and looks out the window. His teacher walks by and taps twice on his desk to refocus him on classroom instruction.
Praise the Appropriate Behavior in Others using Behavior Specific Praise

• A verbal behavior specific praise statement used to identify the correct behavior of a student/group of students to prompt a change in behavior of other students engaging in inappropriate behavior(s)

- **Elementary Example**: On their way to music class, the students are expected to be walking quietly in the hallway with their hands to their sides. Ginny is running back and forth across the hallway. The teacher states "Andrew, Elijah, and Calvin, I love the way that you are walking quietly with your hands at your side. Great way to be safe in the hallways!"

- **Secondary Example**: During Science Lab, the students are expected to be sitting at their lab tables conducting an experiment. Sean is sitting at his lab table on his phone. The teacher states "Lee, Kyle, and Malachi, thank you for following directions and starting your lab assignment. Great way to be responsible!"
YOUR TURN

Discussion on Strategies

• Share an example of when you used one of these strategies from slide 46

  ▪ Effective/Non-Effective?

  ▪ What might you have done differently?

  ▪ For which types of behaviors do you see this strategy working best?
## Definitions of Response Strategies - Continued

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<td>To teach, practice, and model the behavior/rule/expectation again when students are repeatedly displaying an inappropriate behavior</td>
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<td><strong>Differential Reinforcement</strong></td>
<td>Reinforcing one behavior and not another. For example, reinforce the positive behavior while ignoring the student’s inappropriate behavior</td>
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<td><strong>Specific and Contingent Error Correction</strong></td>
<td>Specific directions given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what they should do in the future</td>
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<td><strong>Provide Choice</strong></td>
<td>Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome</td>
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<tr>
<td><strong>Conference with Student</strong></td>
<td>Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice and provide feedback</td>
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Re-Teach

• To teach, practice, and model the behavior/rule/expectation again when students are repeatedly displaying an inappropriate behavior
  - Builds on the re-direct by specifically instructing the student on exactly what should be done
  - Review the expected rule or procedure
  - Tell, show and give student an immediate opportunity to practice
  - Recognize the student for following the classroom rules and procedures
Re-Teach

• **Elementary Example**: Jason has repeatedly had difficulty staying focused on writing assignments. You re-teach by saying: “Jason, you need to be responsible by being on-task. Showing you are on-task looks like: your eyes are on your paper, your pencil is in your hand, and you are writing in your journal. Can you repeat to me what it means to be on-task?” (Pause for his reply) “Now, can you show how it looks to be on-task?” (Jason gets out his journal and starts work). “I like how you started writing in your journal! Nice job being responsible. It looks like you are ready to be on-task!”

• **Secondary Example**: Andrea has repeatedly shown up to class late, enters the classroom loudly and stops to chat with all her friends on the way to her seat. You reteach by saying "Andrea, you need to be respectful by entering the classroom quietly, going to your desk immediately, and getting out your materials. Can you tell me what it looks like to enter the classroom respectfully?” (Pause for her reply) "Now, can you show me what it looks like to be respectful when you're entering the classroom" (Andrea exits the classroom and re-enters quietly, going directly to her desk, and taking out her materials). "I like the way you entered the classroom quietly and ready to start working. You did a great job of entering the classroom respectfully."
Differential Reinforcement

• Reinforcing one behavior and not another
  - Types of Differential Reinforcement:
    • Lower Rates of Problem Behavior (DRL)
    • Other Behaviors (DRO)
    • Alternative Appropriate Behaviors (DRA)
    • Physically Incompatible Behavior (DRI)

Simonsen, 2015
Differential Reinforcement

**Elementary Examples:**
- **(DRA):** During a whole-group activity, James shouts the teacher’s name to get her attention. The teacher ignores the callouts, models a previously taught attention-getting skill (e.g., hand raise), and immediately gives attention (calls on and praises) to James when he raises his hand: “That’s how we show respect! Nice hand raise.”

- **(DRI):** When providing instructions prior to a transition, the teacher asks students to hold a “bubble” in their mouths (i.e., fill cheeks with air), which is physically incompatible with talking.

**Secondary Examples:**
- **(DRL):** The teacher privately conferences with a student and says, “I really value your contributions, but we need your peers to also have a chance to participate in the group. If you can reduce your contributions to five or fewer, I’d love to meet with you over lunch to talk about the rest of your ideas.”

- **(DRO):** If we can make it through this discussion without inappropriate language, you can listen to music during your independent work time at the end of class.

Simonsen, 2015
Specific and Contingent Error Correction

• Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior

• It is contingent (occurs immediately after the undesired behavior); specific (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and brief (after redirecting back to appropriate behavior, move on)
Tips for Delivering Error Correction

• Error correction is delivered in a calm, consistent, brief, immediate and respectful manner
• Teacher ensures error correction is followed by behavior specific praise as soon as student displays appropriate behavior
• Use error correction as a teaching opportunity to clarify and reteach expectations
• Use the same calm instructional approaches used to correct academic errors
• Error Correction is a part of a teacher’s continuum of strategies to respond to inappropriate behavior
Continuum of Response Strategies for Inappropriate Behaviors

Steps for Specific and Contingent Error Correction

1. Respectfully address student
2. Describe inappropriate behavior
3. Describe expected behavior/rule
4. Link to expectation on Matrix (Best Practice)
5. Redirect back to appropriate behavior by ending with encouragement

Example: “Joe [privately and with sincere voice tone], I saw that you were talking to your neighbor during independent work time. Remember that Doing your Best means to focus on your own work. Start on your work again, and I’ll stop by to catch you focusing on your own work.”

Simonsen, 2015
Error Correction Examples

Error Correction Examples/Non-Examples

• **EXAMPLES:**
  - After a student calls out in class the teacher responds, “Please raise your hand before calling out your answer, that is showing respect”
  - After students are talking too loudly during group work, the teacher responds, “Kristen and Nadia, you’re talking loudly. Remember to show respect by using a quieter whisper voice while working with your partner”
  - A student is out of her seat when she should be working at her desk. The teacher responds, “Ayo, instead of walking around the room return to your seat. This demonstrates Respecting Yourself by finishing all work”

• **NON-EXAMPLES:**
  - How many times do I have to tell you to work quietly?, Why are you talking when I’m talking?, Do you want me to send you to the office?
  - Shouting "NO!"
  - A five-minute conversation about what the student was thinking
  - Student denies engaging in the behavior and the teacher repeats the correction. This goes back and forth between the student and teacher escalating into a power struggle

Simonsen, 2015
## YOUR TURN

Error Correction Response Activity

<table>
<thead>
<tr>
<th>Non-examples</th>
<th>Error Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn’t I just tell you to get your work done?</td>
<td></td>
</tr>
<tr>
<td>What do you think you are doing?</td>
<td></td>
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<tr>
<td>Don’t you think you should be using your time better?</td>
<td></td>
</tr>
<tr>
<td>What’s going to happen if I call your mother?</td>
<td></td>
</tr>
</tbody>
</table>
YOUR TURN

Error Correction Activity

**Step 1**
Choose one of the 6 different scenarios.

**Step 2**
Find someone with the same scenario and share the correct way to give an error correction.

**Step 3**
Share out at end of the activity as a whole group.
Providing Choice

• Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.

• Steps for Effective Implementation:
  
  1. Identify student who refuses or is reluctant to engage in an activity
  
  2. Plan Choice Options:
     • Choices must be equal in effort and time requirements
     • Choices must be appropriate and beneficial to the student
     • Find times and conditions when a choice is appropriate for the teacher
Providing Choice

Steps for Effective Implementation, continued:

3. Provide students with two preferred options:
   - Make clear that the choice belongs to the student
   - Teach how to make a choice by sequencing paired options
   - Present choice opportunities in a consistent manner as part of task directions
   - Reinforce choice making

4. Monitor to assess success:
   - Assess whether student is making choice
   - Assess whether student misbehaviors decrease as a result

5. Fade choice opportunities by building on success
Conference with Student

• A lengthier re-teaching or problem-solving opportunity

• The behavior of concern is discussed

• Desired behavior is taught directly and explicitly

• Student practices

• A plan to use the desired behavior in the future is made
Video Segment

Continuum of Response Strategies

Discouraging Inappropriate Behavior in the Classroom

Training video on Classroom Discouraging Inappropriate Behavior that includes classroom implementation examples and interviews with teachers.
Guiding Questions around Systems

• Does your school have a consistent system to respond to behavior?
  - Operationally defined problem behaviors
  - Clear process for what/how/when to manage behaviors in the classroom
  - Clear process for what/how/when behaviors should be managed by the principal
  - Articulated continuum of responses for identified behaviors
Responses for Managing Behaviors in the Classroom: Reframing Ineffective Responses

“How many times do I have to tell you to work quietly?”

“Why are you talking while I’m talking?”

“Didn’t I just tell you to get started?”

“Do you want me to send you to the office?”

“What do you think you are doing?”

“Stop being so antsy!”

“If you don’t stop bothering others you will have to go sit out in the hallway / sit in the study carrell.”
Module 7 | Snapshot Tool: Continuum of Strategies to Respond to Inappropriate Behavior

## Continental of Strategies to Respond to Inappropriate Behavior

### Definitions of Response Strategies

**Planned Ignoring**
Systematically withholding attention from a student when he or she exhibits minor inappropriate behavior that is maintained (reinforced) by teacher/adult attention.

**Physical Proximity**
Reducing the physical distance between a teacher/adult and a student to redirect student behavior.

**Verbal Rejection**
Reread the desired behavior as described on the teaching matrix.

**Non-Verbal Rejection**
Teacher gestures or cues used to interrupt or prompt student behavior.

**Fame the Appropriate Behavior in Others Using DSP**
A verbal behavior specific praise statement used to identify the correct behavior of a group of students to prompt a change in behavior of other students engaging in inappropriate behavior.

**Reteach**
To teach, practice, and model the behavior (desire/expectation) again when students are repeatedly displaying an inappropriate behavior.

**Differential Reinforcement**
Positive behavior while ignoring the student’s inappropriate behavior.

**Specific and Contingent Error**
Specific directions given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what they should do in the future.

**Provide Choice**
Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.

**Conference with Student**
Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice and provide feedback.

### Reference

### Assessment Tool: Continuum of Strategies to Respond to Inappropriate Behaviors

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Initial</th>
<th>Strategies Used</th>
<th>No.</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate behavior is addressed in a calm, consistent, brief, immediate, and respectful manner.</td>
<td>3 or 4 out of the 5 steps observed during error correction.</td>
<td>No strategies used, or strategies used were not recommended and/or supported (e.g., shaming, response cost, etc.)</td>
<td>No behavior management correction occurred.</td>
<td></td>
</tr>
</tbody>
</table>
YOUR TURN

Action Planning

• **Review** your previous discussions and activities throughout this module

• **Conduct** a Self-Assessment on the Continuum of Strategies to Respond to Inappropriate Behavior Snapshot Tool. Use data from the tool to determine action planning needs

• **Record** any other actions to complete on your action plan underneath the Continuum of Strategies to Respond to Inappropriate Behavior section of the Self-Assessment
Pause and Think!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
CLASS-WIDE GROUP CONTINGENCIES

EVIDENCE-BASED PRACTICES OF CLASSROOM MANAGEMENT
## The Language of Classroom Management

### Professional Learning Roadmap

<table>
<thead>
<tr>
<th>Module</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Building a Foundation</strong></td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>7</td>
<td>Continuum of Response Strategies for Inappropriate Behaviors</td>
</tr>
<tr>
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<td>Class-Wide Group Contingencies</td>
</tr>
<tr>
<td>9</td>
<td>Multiple Opportunities to Respond</td>
</tr>
</tbody>
</table>
Group Contingencies

Definition

• A group contingency acknowledges students for performing a desired behavior, saves time and resources by designing a program for an entire classroom rather than individual students, and encourages positive social interactions between peers.

• Group reinforcement contingencies are employed when a common expectation is set for a group of learners and a common positive outcome is earned by engaging in the expected behavior.

Murphy et. al, 2007
Group Contingencies

Rationale

• Creates a sense of community (we are all in this together)
• Can be used to focus on the positive use of the skill/rule/expectation, rather than the deficit
• Increases teachers use of Specific Praise for Behavior
• Harnesses social relationships to encourage positive behavior
• Allows the teacher to be efficient by rewarding everyone for a few examples of the behavior, instead of rewarding every student individually
Group Contingencies

Guidelines

• There are six guidelines for implementing a group contingency:
  - choose a powerful reinforcer
  - determine the behavior to change and collateral behaviors that might be affected
  - set appropriate performance criteria
  - combine with other procedures
  - select the most appropriate group contingency
  - monitor individual and group performance

Cooper, Heron, & Heward, 2007
Group Contingencies

Types

• **All for one**: If the entire class completes the goal, they all get a reward
  - Everyone completes work on time and whole class earns extra time for recess.

• **One for all**: Students are divided into groups. Groups earn points and the group with most points chooses reward for whole class.
  - The Blue team earned the most points today and they have chosen five extra minutes of novel reading by the teacher.
Ideas for intangible rewards:

• Some ideas to get you started...
  - Drop an assignment or a low grade
  - Take a virtual field trip
  - Watch a video or listen to a song
  - Choose a book for read-aloud
  - Select a class-wide theme day, a funny dress day, or a dress-down day

• What other ideas do you have? What have you used in the past?
YOUR TURN

Group Contingency Scenarios

• **Scenario 1:** Mrs. M. noticed that students in her classroom continue to shout out responses instead of raising their hands and being called on. How could she design a group contingency to encourage students to raise their hands?

• **Scenario 2:** Mr. G. noticed that students in his classroom are unprepared and not bringing their materials to class. How could he create a group contingency to encourage students to come to class prepared?
Positive Behavior Game

A Group Contingency Strategy

• **Definition**: The Positive Behavior Game is a classroom-based game adapted from the Good Behavior Game. It is a format to explicitly teach, remind, and reward positive student behavior and has been shown to increase student social and academic success without detracting from instruction.

• **Rationale**: The Positive Behavior Game is an “implementation driver.” It supports the use of classroom strategies by clarifying expectations and creating more opportunities for teachers and students to use the classroom strategies. The game format makes it more appealing to students and focuses teacher attention on the positive behaviors students display.
Positive Behavior Game

Teaching Expected Behavior

• To play the game, the teacher needs to determine the Positive Behavior Game goal based on the class-wide discipline data and teach the appropriate behavior to the students. The teacher should interject when the appropriate behavior is exhibited, and the group will earn another point.

• To teach the desired behavior to the class, they should create a behavior lesson, model the expected behavior, and allow time for the class to practice.

• Once those steps are in place it is time to play the game with the class.
Positive Behavior Game

Suggested Parameters

• Play for 10-20 minutes, or for the duration of an activity (such as lining up for recess), making sure to continually use behavior specific praise when students have earned points. Reinforcement does increase the likelihood that the behavior will continue in the future.

• Play 2-3 times throughout the day (or as needed), or during the most challenging times (transitions/difficult material) of the day.

• If a student does not respond to a class correction, be sure to try prompting the student, or using proximity by standing close to him/her. Also deliver immediate, specific praise and a class point once the student demonstrates the desired behavior.
Supporting ALL Students

• Set students up for success by:
  ▪ Pre-correcting, and re-teaching the desired behavior
  ▪ Providing multiple verbal reminders BEFORE you anticipate the problem behavior
  ▪ Consider a non-verbal cue to signal using the desired behavior
    • Example: Sign, thumbs up, wink, point to the tally marks on the board
  ▪ Make students needing extra support “special earners” to earn additional points for the class when they demonstrate the desired behaviors
Classroom Snapshot & Self-Assessment

Class-Wide Group Contingencies

Module 8
Snapshot Tool: Class-Wide Group Contingency: Positive Behavior Game
Definition:
A group contingency acknowledges students for performing a desired behavior, saves time and resources by designing a program for an entire classroom rather than individual students, and encourages positive social interactions between peers (Murphy et al., 2007). The Positive Behavior Game is a classroom-based game, adapted from the Gold Behavior Game. It is a format to explicitly teach, remind, and reward positive student behavior and has been shown to increase student social and academic success without detracting from instruction.

Handout
The Positive Behavior Game (PBG) is an “implementation driver.” It supports the use of classroom strategies by clarifying expectations and creating more opportunities for teachers and students to use the classroom strategies. The game format makes it more appealing to students and focuses teacher attention on the positive behavior students’ display.

- We all learn from reinforcements so if we want students to get fluency with the behavior taught—both academic and social behaviors—we need to provide contingent reinforcement when those behaviors occur, which will increase the likelihood that they occur again in the future.
- The PBG can be an efficient and practical way to increase the likelihood of appropriate behavior that can be adapted to fit the needs of the students/school.

Components
- The teacher identifies and teaches the specific behavior, procedure, routine, and links it to schoolwide expectations.
- The class plays as an entire team and engages in the appropriate behavior.
- All students are included in the class. If a class plays as an entire class, or if played by tables, then winning team picks award for all students participating.
- Teacher effectively provides pre-correction (discreet, especially before challenging transitions or routines) and feedback (positive and negative). Points are earned as a frequent rate (e.g., one point per minute for 10 minutes). Teacher uses PBG each time a point is earned.
- The points and target rate/behavior are prominently displayed on the board and easy to see from anywhere in the classroom.
- If inappropriate behavior occurs, the teacher uses strategy from continuum of strategies to respond to inappropriate behavior (e.g., ignored, ignored, or ignored, and the game continues.

Tips for Implementation
There are 6 guidelines for implementing a group contingency:
- Choose a powerful reinforcer
- Determine the behavior to change and collateral behaviors that might be affected
- Set appropriate performance criteria
- Combine with other procedures
- Select the most appropriate group contingency
- Monitor individuals and group performance
- Set all students up for success.

Assessment Tool: Class-Wide Group Contingency: Positive Behavior Game

Observe and monitor the PBG during a 30-minute period or during predictable problematic times.

Assessment Type:
Yes

Someday

No

Teacher identifies and teaches the rules (specific behavior) or routine. Teacher identifies and teaches the rules (specific behavior) or routine. Teacher identifies and teaches the rules (specific behavior) or routine but does not link to schoolwide expectation.

All students involved if class wins (e.g., class plays as entire team, or if played by tables, then winning team picks award but all students participate).

If class plays as an entire group, only the winning group earns the reward.

Teacher provides a simple and effective prompt to pre-correct for the rule or expectation.

Teacher provides a simple and effective prompt to pre-correct for the rule or expectation.

Teach the specific expectation and routine.

No evidence of pre-correction, or pre-correction was ineffective.

Class earns points for engaging in the identified behavior. Points earned at a frequent rate (e.g., one point per minute for 10 minutes). The monitoring system and target rate/behavior are prominently displayed.

Class earns points at a slower rate (one point every 5-10 minutes). The monitoring system is displayed, but target rate/behavior is not indicated.

A monitoring system is displayed, but target rate/behavior is not indicated.

The monitoring system is not displayed or is not easy to see.

If inappropriate behavior occurs, the teacher uses strategy from continuum of strategies to respond to inappropriate behavior (e.g., ignored, ignored, or ignored, and the game continues.

Teacher uses strategies from continuum of strategies to respond to inappropriate behaviors, but they are ineffective and prevent the game from continuing.

If inappropriate behavior occurs, the teacher uses strategy from continuum of strategies to respond to inappropriate behavior (e.g., ignored, ignored, ignored, and the game continues.

Teacher does not respond to inappropriate behavior, or strategies used were not recommended and/or supported (e.g., ignoring, response cost, etc.).
YOUR TURN

Action Planning

• **Review** your previous discussions and activities throughout this module

• **Conduct** a Self-Assessment on Class-Wide Group Contingencies. Use data from the tool to determine action planning needs

• **Record** any other actions to complete on your action plan underneath the Class-Wide Group Contingences section of the Self-Assessment
Pause and Think!

• What questions might you still have?
• What is one new concept or idea you have learned from this section?
• Is there still something you need more information on?
MULTIPLE OPPORTUNITIES TO RESPOND

EVIDENCE-BASED PRACTICES OF CLASSROOM MANAGEMENT
The Language of Classroom Management

Professional Learning Roadmap

<table>
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</tr>
<tr>
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Opportunities to Respond

Definition

• An opportunity to respond is...
  - An instructional question, statement, or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale, 2006).
  - A teacher behavior that prompts or solicits a student response (Simonsen et al., 2008).
    • Reading aloud
    • Writing answers to a problem
    • Verbally answering a question
    • Responding to a teacher’s cue (action)
Active Student Participation vs On-Task

**Active Participation**

- Occurs each time students make detectable responses to ongoing instruction
- Directly related to curriculum sequence
- **CAN** be tallied or counted
- **Is NOT** the same as "on-task."

**On-Task**

- Engagement with the task or activity
- Does not require a detectable response to ongoing instruction
- **CANNOT** be tallied or counted
- **Is NOT** the same as "Active Participation"
YOUR TURN
Active Participation vs. On-Task

• What do you think...
  - Hold up 1 finger if you think it is *active participation*
  - Hold up 2 fingers if you think it is *on-task*

The class listened to a story about race cars
Ms. Jones has the class write the answer to a math problem on a white board and hold up their responses when prompted
The students in physical education class watched as Mr. Smith demonstrated the appropriate form for shooting a foul shot
Mrs. White praises the class for being quiet during silent reading during science class
The students in Mr. Andrew’s class chorally respond to review questions
Opportunities to Respond

Rationale

• Increases active engagement with instruction and improves learning outcomes

• Allows for high rates of positive, specific, and continuous feedback

• Increases on-task behavior and reduces off-task and disruptive behaviors

• Is an efficient use of instructional time

• Provides a form of formative assessment (checks for understanding)

Heward, 1994
The Value of Providing Opportunities to Respond

• The more time students are involved, the more that is learned
• Increased rates of responding and subsequent improved learning tend to increase the amount that can be covered
• On-task behavior and correct responses increase while disruptions decrease
• Has been shown to improve reading and math performance
• Provides continuous feedback to the teacher on student learning and the effectiveness of teaching strategies
Guidelines for Response Rates

- Teacher talk should be no more than **40-50%** of instructional time
  - New material: a minimum of **4-6 responses per minute with 80% accuracy**
  - Review of previously learned material: **8-12 responses per minute with 90% accuracy**

Council for Exceptional Children, 1987; Reinke, Herman & Stormont, 2013
When to Use Opportunities to Respond & Checks for Understanding

• When activating prior knowledge...
  ▪ Gives teachers formative data on students’ initial background

• When presenting the learning objective...
  ▪ Make it clear, make sure that the students are clear

• When teaching content...
  ▪ During direct instruction, guided practice, and independent practice

• At the end of a lesson...
  ▪ Provide more data about students’ understanding of the content
## Opportunities to Respond

### Key Components

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Response</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Provides:</td>
<td>Student Responds:</td>
<td>Teacher Provides:</td>
</tr>
<tr>
<td>Prompts &amp; Wait Time</td>
<td>Read Write Verbal Answers Motor/Gesture</td>
<td>Specific Feedback</td>
</tr>
</tbody>
</table>

- Teacher Provides: Prompts & Wait Time
- Student Responds: Read Write Verbal Answers Motor/Gesture
- Teacher Provides: Specific Feedback


Example: Opportunities to Respond

<table>
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</thead>
<tbody>
<tr>
<td><strong>Teacher says:</strong></td>
<td><strong>Students respond:</strong></td>
<td><strong>Teacher says:</strong></td>
</tr>
<tr>
<td>“When I give the signal, I want everyone to answer this question: What is the square root of 49?”</td>
<td>- Chorally “7” or - Written on whiteboard and displayed “7”</td>
<td>“Yes! The correct answer is 7.”</td>
</tr>
<tr>
<td>Teacher waits 3-5 seconds and gives signal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Importance of Wait Time/Think Time

• The time lapsed when delivering a question before calling on a student or cueing a group response
  
  - It is important because...

  • Engages students in thinking

  • Increases participation

  • Increases quality of responses

  • Results in fewer redirects of students and fewer discipline problems

Rowe, 1987
YOUR TURN
Wait Time/Think Time

• Prompt your partner with a question and offer wait time at 5, 10, and 15 second increments

  - How did it feel to provide this amount of wait time?

  - Do you think that you pause for at least a full 5 seconds to give students time to think?

  - Do all students need the same amount of wait time? (Think about General Education Students, English Language Learners/Multilingual Learners, or Students with Disabilities.)

  - How might you increase your wait time or ensure that you are allowing sufficient wait time?
Response Strategies

• There are a variety of creative response strategies that teachers may choose to implement

• There are verbal and non-verbal strategies:
  - **Verbal**: Students respond orally to teacher prompts or questions
  - **Non-Verbal**: Students respond using a symbol, tool or gesture (e.g., a signal, card, writing, or movement to respond)
Response Strategy Examples

• **Individual or Small Group Questioning**: Use a response pattern to make sure that all students are called on (tally on seating chart/popsicle sticks etc...)

• **Choral Response**: All students in a class respond in unison to a teacher question. Suitable for review, to teach new skills, as a drill, or as a lesson summary. Use wait/think time by pausing after asking a question for five seconds
  - Count inaudibly, use a stopwatch or follow second hand on a clock or use peer coaching/video-taping which helps develop awareness
Non-Verbal Response Strategies

• **White Boards**: students have personal white board to write answers to teacher’s questions with an erasable pen
  - Letters, words, numbers, draw symbols, or solve problems and when cued, hold up board to display answers

• **Response Cards**: pre-printed cards that have choice words on each side
  - Yes/No or True/False or Odd/Even

• **Signaling or Movement Activities**:
  - Thumbs up/thumbs down
  - Stand up/sit down
  - Move to four corners, etc.
## Frequent Responses

<table>
<thead>
<tr>
<th>Oral Responses</th>
<th>Unison Responses</th>
<th>Team Responses</th>
<th>Written Responses</th>
<th>Action Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choral response</td>
<td>Choral response</td>
<td>Numbered heads together</td>
<td>Response cards</td>
<td>Touching or pointing</td>
</tr>
<tr>
<td>Think-pair-share</td>
<td>Whiteboard responses</td>
<td>Jigsaw</td>
<td>Whiteboard responses</td>
<td>Gesturing</td>
</tr>
<tr>
<td>Partner response</td>
<td>Response cards</td>
<td></td>
<td>Jot-pair-share</td>
<td>Acting out</td>
</tr>
</tbody>
</table>

*Which type of response strategy do you use most frequently?*
YOUR TURN

Opportunities to Respond

How many opportunities to respond can you identify in this scenario:

Shortly after science class started, the teacher announced, “We have a small block of ice and the same size block of butter. Tell your neighbor which one would melt first.” A few seconds later the teacher said, “Please write down in one sentence an explanation for your answer.” A few minutes later, the teacher told the students to share with their neighbor what they had written. Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked students to give a thumb up if the agreed, or a thumb down if they disagreed.

Colvin, 2009
Shortly after science class started, the teacher announced, “We have a small block of ice and the same size block of butter. Tell your neighbor which one would melt first.” A few seconds later the teacher said, “Please write down in one sentence an explanation for your answer.” A few minutes later, the teacher told the students to share with their neighbor what they had written. Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked students to give a thumb up if they agreed, or a thumb down if they disagreed.
Technology makes many things easier, and schools can benefit from its use. You can use computers, tablets, and other devices for educational purposes.

Many applications, programs, and websites can help teachers diversify ways to engage students in their lessons. This helps meet the needs of the teacher (to motivate students, keep students engaged, continually assess and give feedback) and of the students (for staying engaged, learning concepts and completing work).

Remember to always pre-correct expectations for using the apps, as well as the equipment.

Link:
Video: Anita Archer

Which types of Opportunities to Respond strategies did Anita use with these students?
Developing Guided Notes

• Teacher prepared handouts leading students through a presentation or lecture with visual cues or prepared blank spaces to fill in key facts or concepts
  - Increases attention and engagement
  - Provides a standard set of notes (lessons need to follow the guided notes) and helps with outlining skills
  - Identify key facts, concepts, or relationships that could be left blank for students to fill in
  - Consider inserting concept maps or a chart, diagram, or graph to help with understanding. Provide students with formatting clues such as blank lines, numbers, bullets, etc.
Classroom Snapshot & Self-Assessment

Multiple Opportunities to Respond

Module 9

Snapshot Tool: Provide Multiple Opportunities to Respond and Academic Engagement

Definition:
Multiple Opportunities to Respond is an instructional question, statement or gesture made by the teacher seeking an academic response from students (Griggs, Hiebert, & McKeel, 2006). It is a behavior that prompts or solicits a student response, which is verbal, written or a gesture (e.g., raising a hand, posing a question (Silverman, Mayer, & Delius, 2003).

Rationale:
Providing opportunities for students to make choices has been demonstrated to be an effective intervention in preventing problem behavior and increasing engagement (Rinn & Denny, 2007, p. 70).

The research supports the use of providing multiple opportunities to respond to:
- Decrease in disruptive behavior
- Increase in number of correct responses
- Increase in on-task behavior
- Increase in academic engagement with instruction
- Increase in rates of positive, specific feedback
- Increase in efficiency in use of instructional time (Cormier, 1976; Hunter, 2004; Sunderland, Alber, & Dzurik, 2003; Sunderland & Wyde, 2002; West & Steiner, 1999).

Components:
Consider the ways the OTR is provided (teacher’s behavior) and the various types/modes of responding students’ behavior.

- Identify opportunities within your lesson plan to increase opportunities for students to respond.
- Identify opportunities to respond that make single student responding through hand-raising with multiple students responding using response cards, dry erase boards, electronic white boards, chalk response boards and apps for non-verbal responses.

Tips for Implementation:
- Deliver high rates of opportunities to respond and ensure that you provide a variety of OTRs.
- Frequency of opportunities to respond.
- Provide content: Average 6-24 responses per minute, with 80% accuracy.
- Review content: Average 6-24 responses per minute with 80% accuracy.
- Teacher talk: Less than 40% of instructional time.
- Individual or small group questioning: Use a response pattern to make sure all students are included on tasks or on learning. Divide tasks into specific instruction and learning experiences. Use wait time before passing a question or five seconds.
- Non-directed responses: Students respond using symbols, tools, or gestures.

Assessment Tool: Provide Multiple Opportunities to Respond and Academic Engagement

Observe and monitor the components of Opportunities to Respond during a 10-20 minute period of active instruction:

Assessment Type (circle): Self-Assess or Direct Observation Schedule (circle): Baseline or Followup School: Date: Time: Room: Grade: Subject: Teacher:

<table>
<thead>
<tr>
<th>Yes - 2</th>
<th>Somewhat - 1</th>
<th>No - 0</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A variety of strategies are used to replace single student responding, and engage students in group responses.</td>
<td>1-2 strategies are used to engage students in group responses.</td>
<td>Students are not engaged in group responses.</td>
<td>Active instruction was not observed.</td>
</tr>
<tr>
<td>Group responses are used more frequently to engage all students.</td>
<td>Group responses and individual responses are used equally.</td>
<td>Individual responses are used predominately, and/or the same students are regularly targeted for response.</td>
<td>Active instruction was not observed.</td>
</tr>
<tr>
<td>Teacher talk is less than 40% of instruction time observed.</td>
<td>Teacher talk is 40-60% of time observed.</td>
<td>Teacher talk is greater than 60% of time observed.</td>
<td>Active instruction was not observed.</td>
</tr>
<tr>
<td>Wait time equals 5 seconds.</td>
<td>Wait time is less than five seconds.</td>
<td>The teacher does not allow wait time.</td>
<td>Active instruction was not observed.</td>
</tr>
</tbody>
</table>

On average, 80% or more of students are on task during the observation.

80% or more of students are on task during each of the three scans.

Data Collection Tool: Provide Multiple Opportunities to Respond and Academic Engagement

Data Collection for Multiple Opportunities to Respond

<table>
<thead>
<tr>
<th>Data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>tally of instructional questions, statements or gestures made by the teacher seeking an academic response (group of all students responding).</td>
</tr>
<tr>
<td>tally of instructional questions, statements or gestures made by the teacher seeking an academic response (individual - single student responding).</td>
</tr>
<tr>
<td>Strategies used to replace single student responding (e.g., use of response cards, dry erase boards, white boards, response clickers, phone response, guided notes, computer assisted instruction, class-wide peer tutoring and direct instruction, etc.).</td>
</tr>
</tbody>
</table>

Observation of On-task/Off-task Behavior for Academic Engagements:
- Three times (note three below) during a 15-minute observation, scan all students to note on-task and off-task behaviors.

<table>
<thead>
<tr>
<th>Total # Students in Class:</th>
<th>Time of each scan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time: 1:</td>
<td>Time 2:</td>
</tr>
<tr>
<td>Ratio and % on-task at each interval.</td>
<td></td>
</tr>
<tr>
<td>Brief description of the instructional content during the observation (individual instruction, small group, whole class, tech use, etc.).</td>
<td></td>
</tr>
</tbody>
</table>

Action Plan: Provide Multiple Opportunities to Respond and Academic Engagement

Include any of the 3 components that you marked as "somewhat" or "no" in the above assessment.

Identified Component: [ ] Action Step(s): [ ]

References:
YOUR TURN

Action Planning

• **Review** your previous discussions and activities throughout this module

• **Conduct** a Self-Assessment on Multiple Opportunities to Respond. Use data from the tool to determine action planning needs

• **Record** any other actions to complete on your action plan underneath the Multiple Opportunities to Respond section of the Self-Assessment
Pause and Think!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
Additional Tool
Classroom Management Self-Assessment Tool

**Self-Reflection Checklist: Room Arrangement**
Adapted from Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>In Place</th>
<th>Partially In Place</th>
<th>Not In Place</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VISIBILITY</strong></td>
<td>Students can see all instructional materials.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Teacher can see all students.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Move all objects at eye level.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Students are seated in a way that facilitates visual access to the teacher.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>ACCESSIBILITY</strong></td>
<td>Teacher can access all instructional materials.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Teacher can read all instructional materials.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Students have accessible seating.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Movement throughout class can be accomplished without undue strain.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

**Self-Reflection Checklist: Expectations and Procedures**
Adapted from Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>In Place</th>
<th>Partially In Place</th>
<th>Not In Place</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPECTATIONS AND CLASS WIDE</strong></td>
<td>The expectations are clear and consistent.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>The expectations are functional and effective.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Expectations are taught during the first day of school and are reviewed throughout the year.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>PROCEDURES</strong></td>
<td>Clear procedures are developed for each task.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Procedures have clear, sequential steps.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Procedures are developed by classroom teachers.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Procedures are stored in a centralized location.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

**Self-Reflection Checklist for: Acknowledgement Systems**
Adapted from Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>In Place</th>
<th>Partially In Place</th>
<th>Not In Place</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION 1: TECHNOLOGY AND ESTABLISHING RELATIONSHIPS</strong></td>
<td>Use technology to establish relationships and assess the behavior of students.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Teacher performance is sensitive to student needs.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Teacher behavior is consistent with the expectations set for the class.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

**Self Reflection Checklist: Continuum of Responses to Behavioral Errors**
Adapted from Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>In Place</th>
<th>Partially In Place</th>
<th>Not In Place</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION 1: USE ACTUAL DISCIPLINE</strong></td>
<td>Immediate discipline</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Consistent application of discipline.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Procedures used to discipline misbehavior are clear and consistent.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Disciplinary measures are consistent with the expectations set for the class.</td>
<td>Yes</td>
<td>Often</td>
<td>Rare</td>
<td>Moderate</td>
</tr>
</tbody>
</table>
Before we close...Let's bring our learning full circle
Critical Instructional Practices for the First Seven Minutes of a Period

Considerations

• Establish entry routine (highly focused)
• Present clear directions
• Provide lesson focus
• Connect lesson focus to previously taught skills
• Display a level of enthusiasm for the content of the material
• Engage students on a task response
First Seven Minutes, continued

• Acknowledge students who are following directions
• Provide opportunity for all students to respond
• Provide differential feedback for cooperation
• Know if all students responded correctly
• Establish exit routine for students who complete initial task
• ALWAYS have additional work ready
YOUR TURN

Action Planning

• **Review** the considerations that were shared on how to maximize the first seven minutes of your day/class/period

• **Plan** engagement and/or classroom management strategies that would fit within the context of your classroom

• **Record** any actions to complete on your action plan underneath the First Seven Minutes section of the Self-Assessment
Wrap Up/Closure
Participants will:

• **Understand** the importance of building relationships with students to improve classroom management practices

• **Learn** foundational behavioral theory and practices to support effective classroom management

• **Explain** evidence-based classroom management practices and **Identify** when to use them

• **Develop** a classroom management action plan that applies the practices presented in this professional development opportunity
Share with us...

• What reinforced or challenged your thinking today?
• What questions do you still have?
Contact Us
Training Evaluation Survey

Link here
Break

Please return at