New York State Education Department
Office of Special Education
Educational Partnership

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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.

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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

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Sign attendance sheets / complete eval. form ✧ Use electronic devices when necessary
BE RESPECTFUL	✧ Put cell phones to "off" or "vibrate" ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ Be an active participant ✧ Participate with an open mind ✧ Take notes ✧ Make plans to stay until training dismissal

Virtual Training Expectations

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Complete evaluation form ✧ Find a quiet place to participate
BE RESPECTFUL	✧ Use "mute" to prevent background noise ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ Be an active participant ✧ Participate with an open mind ✧ Take notes ✧ Make plans to stay until training dismissal

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

Learning Objectives

The Language of Classroom Management
Professional Learning Roadmap

Module	Content
	Building a Foundation
1	Student-Teacher Relationships
1	Behavior Basics
	8 Classroom Management Practices
2	Physical Environment
3	Expectations and Rules
4	Procedures and Routines
5	Active Supervision
6	**Behavior Specific Praise**
7	**Continuum of Response Strategies for Inappropriate Behaviors**
8	**Class-Wide Group Contingencies**
9	**Multiple Opportunities to Respond**

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:

6. Classroom Management Snapshot Tools, Assessments and Action Planning

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)

Academic Systems

Behavioral Systems

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

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

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

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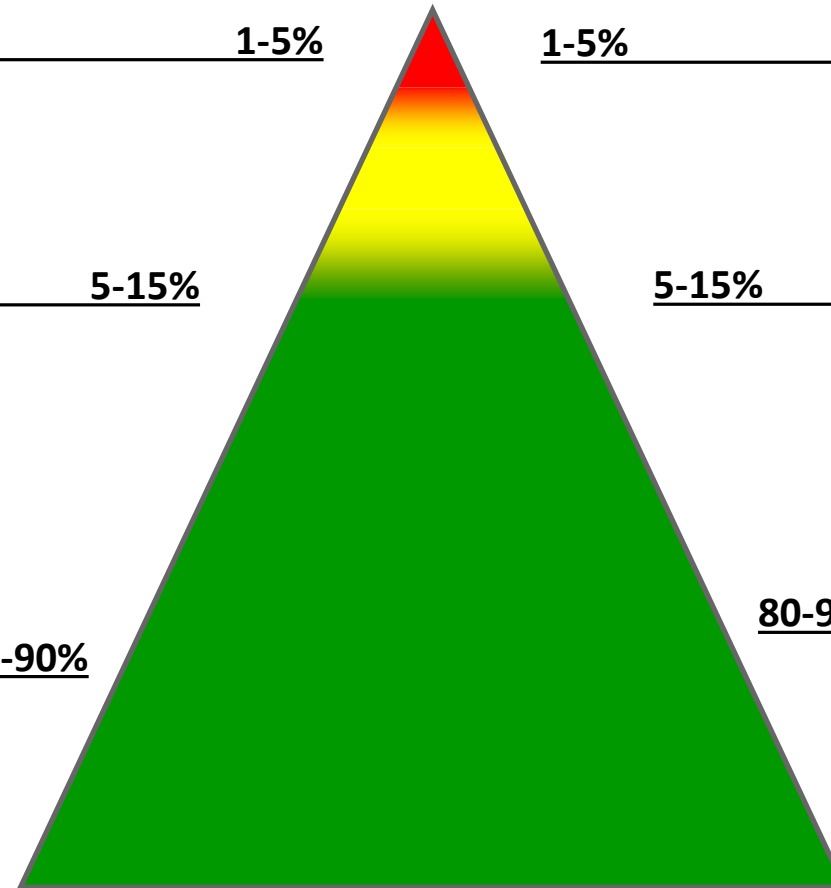
YOUR TURN

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

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CHILD'S NAME
POSITIVE STATEMENT
+ OBSERVED BEHAVIOR
BEHAVIOR SPECIFIC PRAISE

I wonder if his function of behavior is obtaining adult attention...?!

© 2009 Kevin Spear   kevin@kevinspear.com   www.kevinspear.com

K.Spear

"He's been that way ever since the teacher praised him for his clean desk."

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 <u>descriptive</u>, <u>specific</u>, and delivered <u>contingent upon student demonstration of expected behavior</u>.

"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

The Wilson Way	Classroom Rules
Be Responsible	• Stay on task • Clean up area • Apologize for mistakes
Be Respectful	• Raise hand • Listen to speaker • Follow directions
Be Safe	• Walk quietly • Keep hands and

"This whole table group <u>cleaned up their lab area</u> when the period bell rang. Well done! Way to show 'responsibility.'"

"Diane, Awesome! You are demonstrating <u>Listening to the speaker</u>, that's being 'respectful!'"

Behavior Specific Praise

Examples/Non-Examples

Activity

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

YOUR TURN

Activity

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

Behavior Specific Praise

Frequency

Positive Interactions / Neutral/Negative Interactions
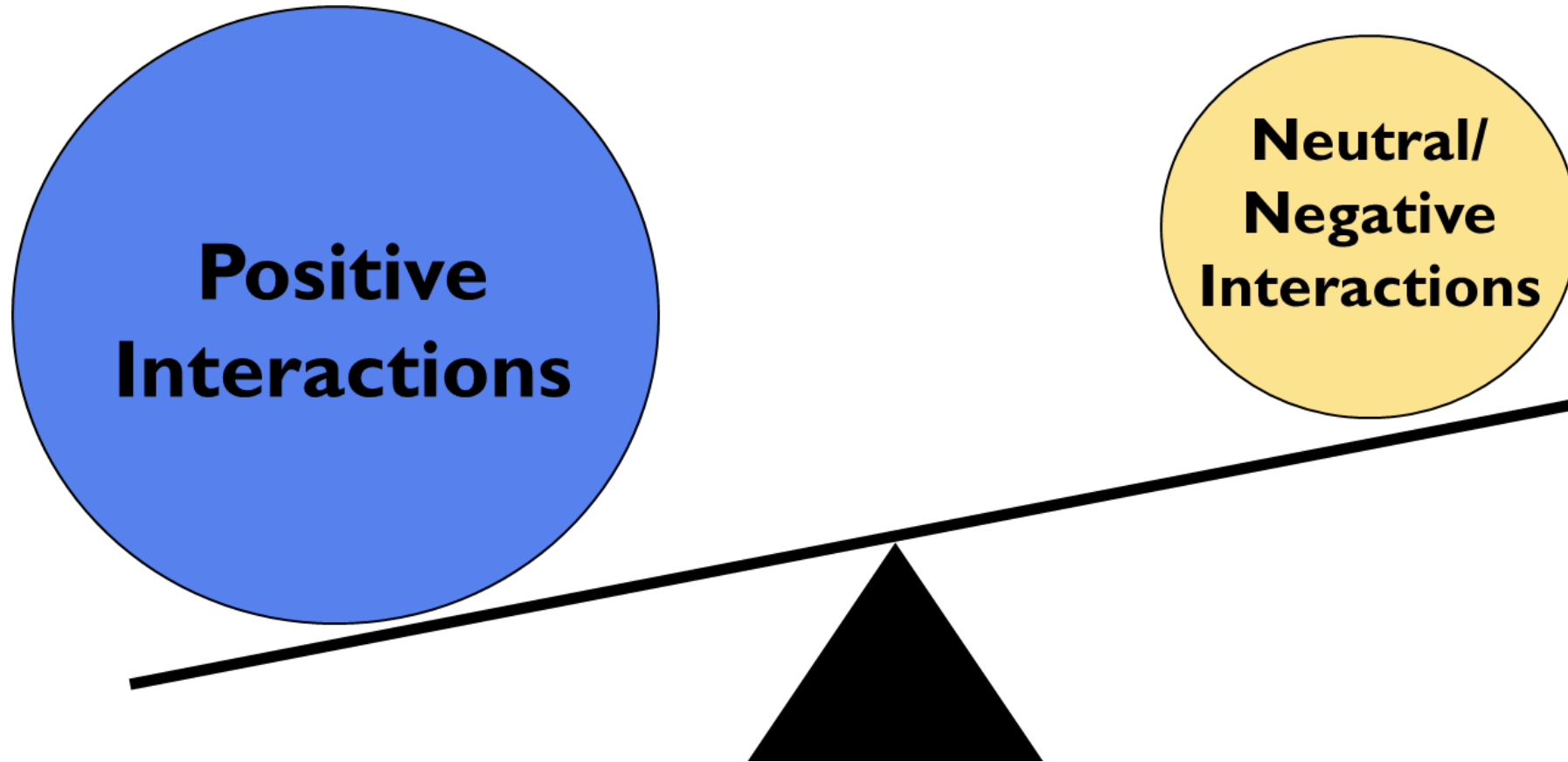
YOUR TURN

What is your school's practice?

Discussion

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

Handout

Module 6
Snapshot Tool: 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*

Rationale
- Contingent praise is associated with increases in a variety of behavioral and academic skills (Partin, Robertson, Maggin, Oliver, & Wehby, 2010)
- Behavior specific praise has an impact in both special and general education settings (Ferguson & Houghton, 1992; Sutherland, Wehby & Copeland, 2000)
- Helps adults and students focus on positive social behaviors and actions
- Most powerful behavior change tool teachers have in their repertoire
- Increases the likelihood students will use the recognized behaviors and skills in the future
- Decreases inappropriate behavior and therefore, reduces the need for correction
- Enhances self-esteem and helps build internal focus of control
- Provides increased opportunities for building positive relationships with students.

Components
- Identify student or group
- Describe and acknowledge the rule/behavior being recognized
- Link to school-wide expectation(s)
- A Behavior specific praise statement is contingent upon a student(s) demonstrating behavior being reinforced and delivered immediately upon student accurately displaying desired behavior
- Behavior specific praise statements are delivered 4 times as often as error correction statements
- Optional: provide tangible reinforcement

Tips for Implementation
- Deliver behavior specific praise statements at a high rate for a short period while teaching new behaviors or responding to problem behavior
- Name the behavior and tie it back to the classroom expectation(s)
- Bring "surprise" attention to certain behaviors or at scheduled intervals
- Use BSPS to maintain a taught behavior
- Interact in a friendly, supportive manner at all times with students, parents, guests and colleagues
- Initiate positive interactions by:
  - making eye contact
  - smiling, nodding, winking
  - being welcoming
  - offering a greeting
  - asking if assistance is required
  - providing positive feedback regarding appropriate student behavior
  - maintaining an attitude of respect and support, even when correcting student behavior

References:
Davis, S. (2007). Schools where everyone belongs: Practical strategies for reducing bullying. Champaign, IL: Research Press.
Ferguson, E., & Houghton, S. (1992). The effects of contingent teacher praise, as specified by Canter's assertive discipline programme, on children's on-task behavior. *Educational Studies, 18,* 83-93.
Maag, J.W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children, 67*(2), 173-186.
Sutherland, K.S., Wehby, J.H. & Copeland, S.R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavior Disorders, 8,* 2-8.

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

Assessment Type (circle): Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up
School: **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

Yes - 2	Somewhat - 1	No - 0	N/A
BSPS are used and **first three** components of BSPS are observed: (1) identification of student/group in a way that it is known who is being praised, (2) include a term of praise (3) describe and acknowledge the rule/behavior being recognized. Additional best practices: (4) link to school-wide expectation, (5) optional - provide tangible reinforcement Examples: ○ "Javier, great job waiting your turn" ○ "Class, terrific job *being safe* by walking in the hallway just as we practiced. Everyone is silent and hands are at sides."	Only the first 2 components are observed (general praise)	No praise (BSPS or general) was used	
BSPS was also linked to school-wide expectations 50% or more of the time	BSPS was also linked to school wide expectations some of the time (below 50%)	BSPS was not linked to school wide expectations	BSPS is not used
BSPS is contingent (student demonstrates behavior being reinforced) and delivered immediately upon student accurately displaying desired behavior.	Teacher uses BSPS within 10 minutes of student/group displaying the desired behavior	Students receive BSPS without demonstrating the behavior.	BSPS is not used
Ratio of BSPS (Behavior specific praise statements) are delivered at least 4 times as often as EC (error correction)	Behavior specific praise statements are delivered 2-3 times as often as negative feedback	Behavior specific praise statements are delivered fewer than 2 times as often as negative feedback	BSPS is not used
Ratio of all positive feedback (both BSPS and General praise) are	Positive feedback is delivered 2-3	Positive feedback is delivered fewer than	Neither BSPS nor

delivered at least 4 times as often as all corrective feedback (all strategies marked with an asterisk *).	times as often as corrective feedback	2 times as often as corrective feedback	general praise is used
If tangible reinforcements are used, the teacher uses BSPS when students earn the reinforcement. *Note: Rate this following item if a school-wide tangible acknowledgement system is in place (e.g., gotchas), or a class-wide tangible system (e.g., marbles, table-points, etc.) is in place*	Teacher only uses the first 2 components of BSPS when tangible reinforcements are earned.	BSPS is not used when students earn tangible reinforcements	The school-wide tangible reinforcements were not used in the classroom; or no tangible reinforcement system is in place

Data Collection Tools: Behavior Specific Praise
Observe and monitor them during a 10–20-minute period and during predictable problematic times

Abbreviated Version
Assessment Type (circle): Self-Assess or Direct Observation. **Schedule** (circle): Baseline or Follow-up
School: **Date:** **Rm:** **Grade:** **Teacher:** **Subject:**

Start Time: **End Time:**

Observation Data for Praise and Corrections:	Tally:	Total Count:
General Praise for behavior (Great job; thumbs up; etc.)		
Specific Praise for behavior (Identify the student or group, name the behavior, name the expectation met)		
Corrections to Inappropriate Behavior Verbal, redirect, prompt, gesture, proximity control, etc.		
Specific Correction to Inappropriate Behavior (Identify student or group, name the behavior or expectation not met, name the behavior expected)		
Final Ratio of Praise to Corrections:		

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

Continuum of Response Strategies for Inappropriate Behaviors

Instructional Approaches

- 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 <u>positive</u>, <u>proactive</u>, and <u>instructional</u> 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?

Discussion

"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."

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 <u>more teaching</u> and <u>practice</u> 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
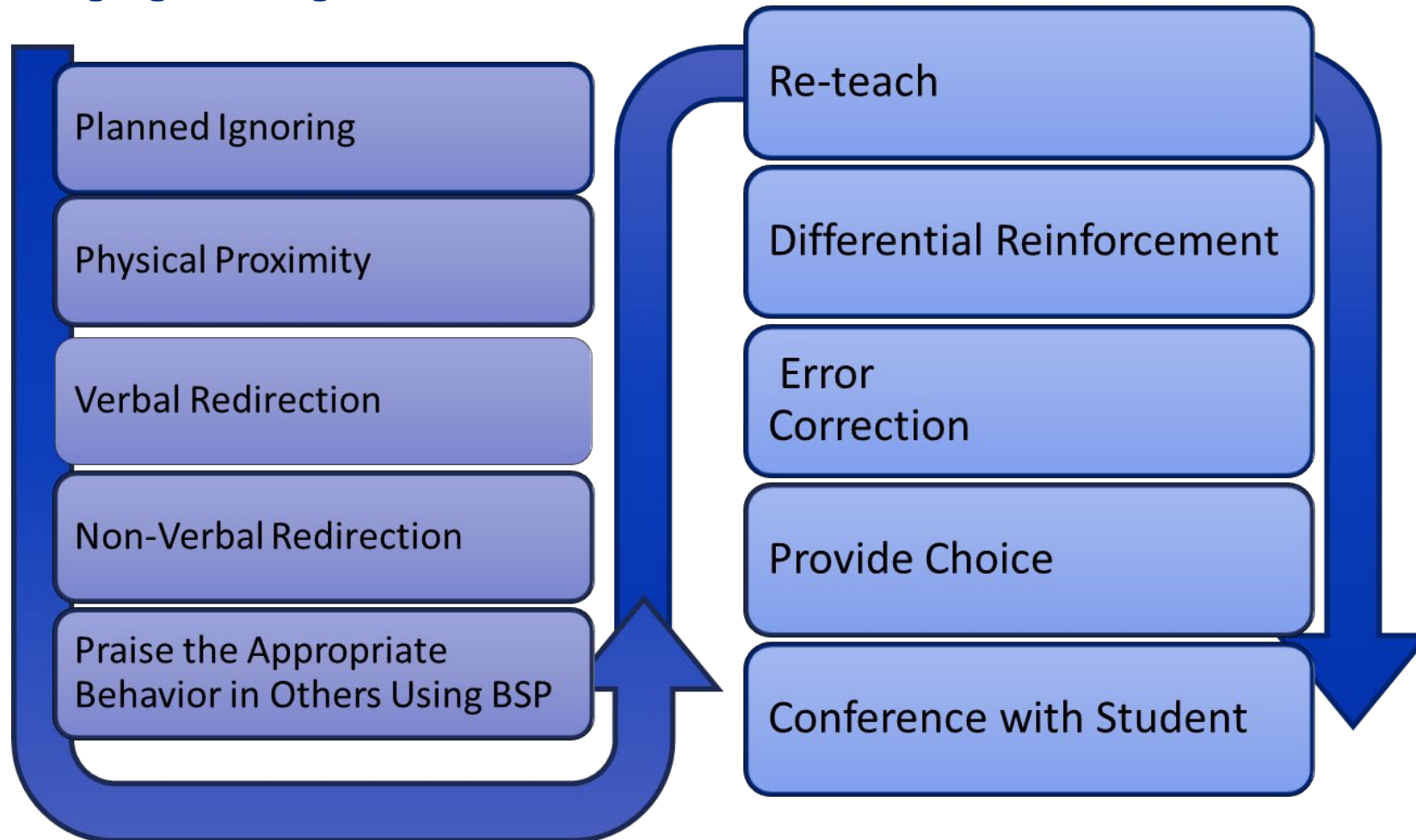
Definitions of Response Strategies

Strategy	Definition
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 Redirection	Restate the desired behavior as described on the teaching matrix
Non-Verbal Redirection	Teacher gestures or cues used to interrupt or prompt student behavior
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)

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

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

Strategy	Definition
Re-teach	To teach, practice, and model the behavior/rule/expectation again when students are repeatedly displaying an inappropriate behavior
Differential Reinforcement	Reinforcing one behavior and not another. For example, reinforce the positive behavior while ignoring the student's inappropriate behavior
Specific and Contingent Error Correction	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

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)

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

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 <u>calm</u>, <u>consistent</u>, <u>brief</u>, <u>immediate</u> and <u>respectful</u> 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 <u>focus on your own work</u>. Start on your work again, and I'll stop by to catch you focusing on your own work."

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

YOUR TURN

Error Correction Response Activity

Activity

Non-examples	Error Correction
Didn't I just tell you to get your work done?	
What do you think you are doing?	
Don't you think you should be using your time better?	
What's going to happen if I call your mother?	

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

Missouri Schoolwide Positive Behavior Support

pbismissouri.org

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

Guiding Questions around Systems

Reflection

- 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

Discussion

"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."

Classroom Snapshot & Self-Assessment
Continuum of Strategies to Respond to Inappropriate Behavior

Handout

Module 7
Snapshot Tool: Continuum of Strategies to Respond to Inappropriate

Definition:
Continuum of Response Strategies for Inappropriate Behaviors is a menu of strategies that use instructional responses to manage minor classroom behavior.

Error correction (EC) is a highly recommended strategy to include in your continuum. EC 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).

Rationale
Research consistently has shown that systematic correction of student academic *and* social behavioral errors and performance feedback have a positive effect on behavior. (JJ/SE Shared Agenda, Tools for Promoting Educational Success and Reducing Delinquency, NASDSE & NDRN, Washington, DC: January 2007)
Further, error corrections that were brief (i.e., 1 to 2 words) were more effective than longer error corrections (i.e., 2 or more phrases), (Abramowitz, O'Leary, & Futtersak, 1988), and corrections that were delivered consistently were superior to those delivered inconsistently (Acker & O'Leary, 1988). When teachers are inconsistent in their enforcement of expectations, students become uncertain about what those expectations are and that the expectations apply to them (Evertson, Emmer, & Worsham, 2003).
- The way you speak with a child can affect how the child responds. It's easier to avoid power struggles and get compliance from a child if you **give directions in a clear, direct, and specific fashion**, using as few words as possible, and provide a reasonable amount of time to comply (e.g., wait time). You may encourage power struggles and disrespectful behavior when the feedback is vague, **sarcastic**, or overly wordy. (Newcomer, 2008).
- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior (Costenbader & Markson, 1998).
- Even with the most effective, data-driven, and proactive classroom management plan, teachers will still experience student behavior that does not meet their expectations. A continuum of strategies for responding to inappropriate behavior is a critical feature of a comprehensive classroom management plan and will help teachers be prepared to deal with behaviors not meeting their expectations. (Simonsen & Myers, 2015)

Components:
Sample Strategies to Respond to Inappropriate Behaviors:
- Planned ignoring
- Physical proximity
- Signal/Non-Verbal Cue
- Direct Eye Contact
- Praise (BSPS) the Appropriate Behavior in Others
- Redirect
- Support for Procedures/Routines
- Reteach
- Differential Reinforcement
- Specific and Contingent Error Correction
- Provide Choice

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 Redirection	Restate the desired behavior as described on the teaching matrix
Non-Vernal Redirection	Teacher gestures or cues used to interrupt or prompt student behavior
Praise the Appropriate Behavior in Others Using BSP	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)
Re-teach	To teach, practice, and model the behavior/rule/expectation again when students are repeatedly displaying an inappropriate behavior
Differential Reinforcement	Reinforcing one behavior and not another. For example, reinforce the positive behavior while ignoring the student's inappropriate behavior.
Specific and Contingent Error Correction	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.

References
Costenbader, V., & Markson, S., (1998) School suspension: A study with secondary school students. *Journal of School Psychology*, 36, 59-82.
Infantino, J., & Little, E. (2005). Students' perceptions of classroom behavior problems and the effectiveness of different disciplinary methods. *Educational Psychology*. 25, 495-508.
Simonsen, B., and Myers, D., (2015). A Guide to Proactive Classroom Management. *Class-wide Positive Behavior Interventions and Supports*, 154-172.

Assessment Tool: Continuum of Strategies to Respond to Inappropriate Behaviors

Assessment Type (circle): Self-Assess or Direct Observation Schedule (circle): Baseline or Follow-up
School: ___ Date: ___ Time: ___ Rm: ___ Grade: ___ Subject: ___ Teacher: ___

Yes - 2	Somewhat - 1	No - 0	N/A
Disruptions did not take place during observation.	Some disruption(s) took place, but other peers were not impacted.	Disruptions took place impacting the ability of peers to learn	
Teachers uses the continuum (a minimum of 3 strategies observed) to respond to inappropriate behavior	1-2 strategies used other than general correction	No strategies used, or strategies used were not recommended and/or supported (e.g., shouting, response cost, etc.)	No behavior needing correction occurred
Inappropriate behavior is addressed in a calm, consistent, brief, immediate, and respectful manner.	Some Inappropriate behavior was not addressed in a calm, consistent, brief, immediate, and/or respectful manner.	Most of the inappropriate behavior was not addressed in a calm, consistent, brief, immediate, and/or respectful manner	No behavior needing correction occurred
When using error correction, the following five steps are observed: 1. Respectfully address student 2. Describe inappropriate behavior 3. Describe expected behavior 4. Link to rule/expectation on Matrix 5. Redirect back to appropriate behavior	3 or 4 out of the 5 steps observed during error correction.	Fewer than 3 of the steps used	Error Correction was not used
Teacher follows error correction with BSPS as soon as student displays appropriate behavior	Teacher delivers BSPS at least 50% of the time in response to student displaying appropriate behavior after having received an error correction	Teacher does not use BSPS to reinforce student after receiving error correction, or There is evidence of a response cost system in the classroom (clothespin, flip cards, etc.)	Error Correction was not used

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

Action Plan

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

Module	Content
	Building a Foundation
1	Student-Teacher Relationships
1	Behavior Basics
	8 Classroom Management Practices
2	Physical Environment
3	Expectations and Rules
4	Procedures and Routines
5	Active Supervision
6	Behavior Specific Praise
7	Continuum of Response Strategies for Inappropriate Behaviors
8	**Class-Wide Group Contingencies**
9	Multiple Opportunities to Respond

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

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

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.

Incentives for Group Contingencies

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

Activity

- **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

Handout

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 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 (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 behaviors students' display.
- We all learn from reinforcements so if we want students to gain 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 or routine and links it to school-wide expectation(s)
- The class plays as an entire team and engages in the appropriate behavior.
- All students are included if the class wins. If a class plays as an entire team or if played by tables, then the winning table picks award but all students participate.
- Teacher effectively provides pre-correction (reminders), especially before challenging transitions or routines (includes expectation rule and checking for understanding).
- When the teacher sees a student(s) engaging in the appropriate behavior, the class earns a point. Points are earned at a frequent rate (e.g., one point per minute for 10 minutes). Teacher uses BSPS each time a point is earned.
- The points and target rule/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., planned ignoring, prompting, etc.) 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 individual 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 10–20-minute period or during predictable problematic times:

Assessment Type (circle): Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up
School: **Date:**   **Time:**   **Rm:**   **Grade:**   **Subject:**   **Teacher:**

Yes	Somewhat	No
Teacher identifies and teaches the rule (specific behavior) or procedure/routine and links to schoolwide expectation	Teacher identifies and teaches the rule (specific behavior) or procedure/routine but does not link to schoolwide expectation	Rules or Routine is not taught at the start of PBG
All students included if class wins (e.g., class plays as entire team, or if played by tables, then winning table picks award but all students participate)	If a class plays in smaller groups, only the winning group earns the reward.	One or more students are excluded from winning with their group or the whole class.
Teacher effectively provides pre-corrections prior to difficult transitions (includes expectation, rule, and checking for understanding)	Teacher provides a simple and effective prompt to pre-correct for the rule or expectation	No evidence of pre-correction, or pre-correction was ineffective
Class earns points for engaging in the identified behavior. Points earned at frequent rate (e.g., one point per minute for 10 minutes)	Class earns points at a slow rate (one point every 3-5 minutes)	Class does not earn points for engaging in the desired behavior
The monitoring system and target rule/behavior/routine are prominently displayed and easy to see from anywhere in the classroom.	A monitoring system is displayed, but target rule/behavior/routine is not indicated.	The monitoring system is not displayed or is not easy to see.
If inappropriate behavior occurs, the teacher uses strategy(s) from continuum of strategies to respond to inappropriate behavior (e.g., planned ignoring, prompting, re-teaching, etc.), and the game continues	Teacher uses strategies from continuum to address inappropriate behaviors, but they are ineffective and prevent the game from continuing.	Teacher does not respond to inappropriate behavior, or strategies used were not recommended and/or supported (e.g., shouting, response cost, etc.)
Teacher pairs students' earning points with BSPS (individual or class-wide praise)	Points are earned only with generic praise	Points are earned without generic praise.

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

Module	Content
	Building a Foundation
1	Student-Teacher Relationships
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5	Active Supervision
6	Behavior Specific Praise
7	Continuum of Response Strategies for Inappropriate Behaviors
8	Class-Wide Group Contingencies
9	**Multiple Opportunities to Respond**

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 <u>detectable</u> 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)

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**

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

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

Example: Opportunities to Respond

Prompt	Response	Feedback
Teacher says: *"When I give the signal, I want everyone to answer this question: What is the square root of 49?"* **Teacher waits 3-5 seconds and gives signal.**	**Students respond:** *- Chorally "7"* **or** *- Written on whiteboard and displayed "7"*	**Teacher says:** *"Yes! The correct answer is 7."*

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

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

Discussion

Oral Responses	Unison Responses	Team Responses	Written Responses	Action Responses
Choral response	Choral response	Numbered heads together	Response cards	Touching or pointing
Think-pair-share	Whiteboard responses	Jigsaw	Whiteboard responses	Gesturing
Partner response	Response cards		Jot-pair-share	Acting out
			Pair and write	Hand signals
				Facial expressions

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.

Answer Key

*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**.*

Technology for Non-Verbal Responses in the Classroom

- 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:

https.www.nwea.org/blog/2018/the-ultimate-list-65-digital-tools-and-apps-to-support-formative-assessment-practices/

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 (Sprick, Knight, Reinke, & McKale, 2006). It is a teacher behavior that prompts or solicits a student response, which is verbal, written or a gesture (e.g., asking a question, presenting a demand) (Simonsen, Myers & DeLuca, 2010).

Rationale
Providing opportunities for students to make choices has been demonstrated to be an effective intervention in preventing problem behavior and increasing engagement (Kern and Clemens, 2007, p. 70)
The research supports the use of providing multiple opportunities to respond to:

- Decrease in disruptive behavior
- Increase in on-task behavior
- Increase in academic engagement with instruction
- Increase in rates of positive, specific feedback
- Increase in number of correct responses
- Limit student time for engaging in inappropriate behavior
- Increase efficiency in use of instructional time

Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter 2003; Sutherland & Wehby, 2001; West & Sloane, 1986)

Components
Consider the ways the OTR is provided (teacher's behavior) and the various types/modes of responding (student behavior):
- Identify opportunities within your lesson plan to increase opportunities for students to respond.
- Identify opportunities to respond to replace single student responding through hand-raising with multiple students responding using response cards, dry erase boards, electronic white boards, choral responses 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:
- New content: Average 4-6 responses per minute, with 80% accuracy
- Review of content: Average 8-12 responses per minute with 90% accuracy
- Teacher talk is less than 40% of instruction time
  - Individual or small group questioning-use a response pattern to make sure 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's 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.**
  - *Non-Verbal Responses:* students respond using symbols, tools, or gestures

References
Kern, L. & Clemens, N.H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools,* 44(1), 65-75.
MacSuga-Gage, A.S., & Simonsen, B. (in press) Examining the effects of teacher-directed opportunities to respond and student outcomes: A systematic review of the literature. *Education and Treatment of Children.*
Reinke W. M., Herman K. C., Stormont M. (2013). Classroom-level positive behavior supports in schools implementing SW-PBIS: Identifying areas for enhancement. *Journal of Positive Behavior Interventions,* 15, 39–50.

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 Follow-up
School: **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

Yes - 2	Somewhat - 1	No - 0	N/A
A variety of strategies are used to replace single student responding, and engage students in group responses	1-2 strategies are used to engage students in group responses	Students are not engaged in group responses	Active instruction was not observed
Group responses are used more frequently to engage all students.	Group responses and individual responses are used equally	Individual responses are used predominantly, and/or the same students are regularly targeted to respond.	Active instruction was not observed
Teacher talk is less than 40% of instruction time observed	Teacher talk is 40-60% of time observed	Teacher talk is greater than 60% of time observed	Active instruction was not observed
Wait time equals 5 seconds	Wait time is less than five seconds	The teacher does not allow wait time	Active instruction was not observed
On average, 80% or more of students are on task during the observation	On average, 70-79% of students are on task during the observation	On average, less than 70% of students are on task during the observation	
80% or more of students are on task during each of the three scans	On-task dropped down to 70-79% of students during one or more scans	On-task dropped down to less than 70% of students during one or more scans	

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

Data Collection for Multiple Opportunities to Respond	Data:
Tally of instructional questions, statements or gestures made by the teacher seeking an academic response (**Group** – all students responding)	
Tally of instructional questions, statements or gestures made by the teacher seeking an academic response (**Individual** – single student responding)	
Strategies used to replace single student responding (e.g., use of response cards, dry erase boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, class-wide peer tutoring and direct instruction, etc.):	

Observation of On-task/Off-task Behavior for Academic Engagement:
- Three times (note time below) during a 10-minute observation, scan all students to note on-task and off-task behaviors.

Total # Students in Class:		Time of each scan:	Time 1:	Time 2:	Time 3:	Average
		Ratio and % on-task at each interval:				
Brief description of the instructional context during the observation (Individual instruction, small group, whole class, tech in use, etc.)						

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)

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

Handout

Before we close...Let's bring our learning full circle

The First Seven Minutes

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

Learning Objectives

OBJECTIVES

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