



SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY

# High Leverage Classroom Practices

Simple strategies to improve your classroom climate

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# Agenda

- ❖ The Challenge of Classroom Management
- ❖ Building a Framework of Supports
- ❖ Review HLC Practices

## High Leverage Classroom Practices

- Maximize Structure & Predictability / Active Supervision
- Relationships / Greet Student at the Door
- 5:1 Praise to Correction Ratio
- Actively Engage / Opportunities to Respond

# Identifying the Problem



*Why is classroom management so challenging?*



# The Challenge



- Existing teacher training programs often leave teachers ill-equipped to effectively manage classroom dynamics.<sup>12</sup>
- For decades, teachers have reported classroom management as their highest-needed area for professional development.<sup>3</sup>
- A minority of teacher training programs in the country include didactic or hands-on training on antecedent strategies such as creating effective learning environments through classroom management strategies.<sup>4</sup>

1. Begeny & Martens, 2006
2. Chesley & Jordan, 2012
3. Rollin, Subotnik, Bassford, & Smulson, 2008
4. Freeman, Simonsen, Briere, & Mac Suga, 2013



# The Challenge

Without proper training, successful implementation of classroom management strategies may be impossible to achieve...and ultimately lead to reliance on responding ineffectively to behavioral challenges.

Typical responses to disciplinary issues include<sup>5</sup>:

- “Get tough” – Strong verbal reprimands
- Suspension
- Expulsion
- Other forms of removal from the educational environment

## “Get Tough” Doesn’t Work

These responses, do not improve outcomes for students<sup>5</sup> but instead only exacerbate the problem and may lead to – *not exhaustive* – academic failure, grade retention, and involvement in the juvenile justice system<sup>6</sup>.



Image By freepik



# The Challenge



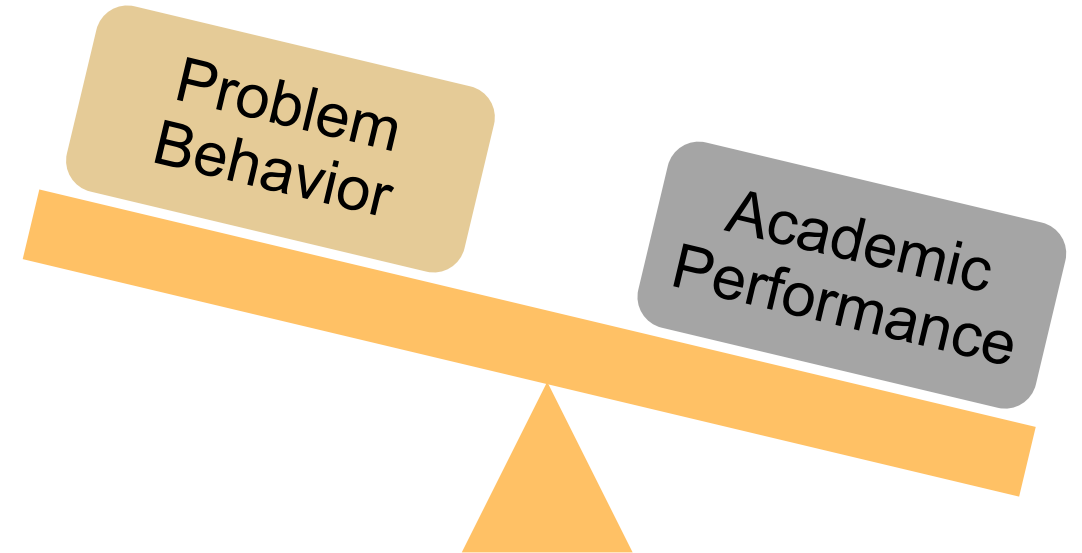
**Poor classroom discipline and instructional practices have detrimental impacts on both teacher and student performance.**

- 12% of beginning public school teachers leave the teaching field within 2 years<sup>7</sup>
- 46% of all new teachers in the United States leave the profession within 5 years of entering the classroom<sup>8</sup>
- On a national survey of teachers, 17% cited discipline issues as a key reason for leaving or switching schools.<sup>9</sup>



# The Challenge

- Inverse relationship between academic performance and problem behavior across grade levels.<sup>10,11,12</sup>
- Approximately 1/3 of students identified as academically at-risk experienced a combination of academic- and behavior-related deficits.<sup>13</sup> This number may be even higher, perhaps over 50%.<sup>14</sup>





## The Challenge

When teachers receive training in this area, this may increase their preparedness, confidence, knowledge, and competence in implementing classroom management procedures.<sup>15,16</sup>

15. O’Niell & Stephenson, 2012

16. Piwovar, Thiel, & Ophart, 2013



Image by syarifahbrit on Freepik





# FEEDBACK

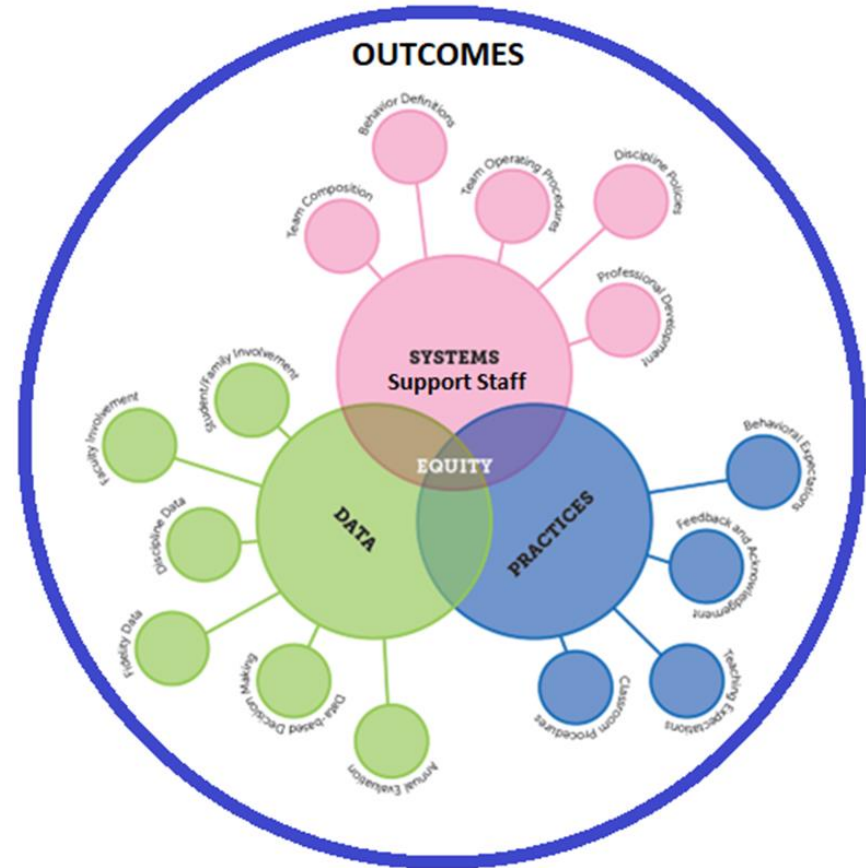
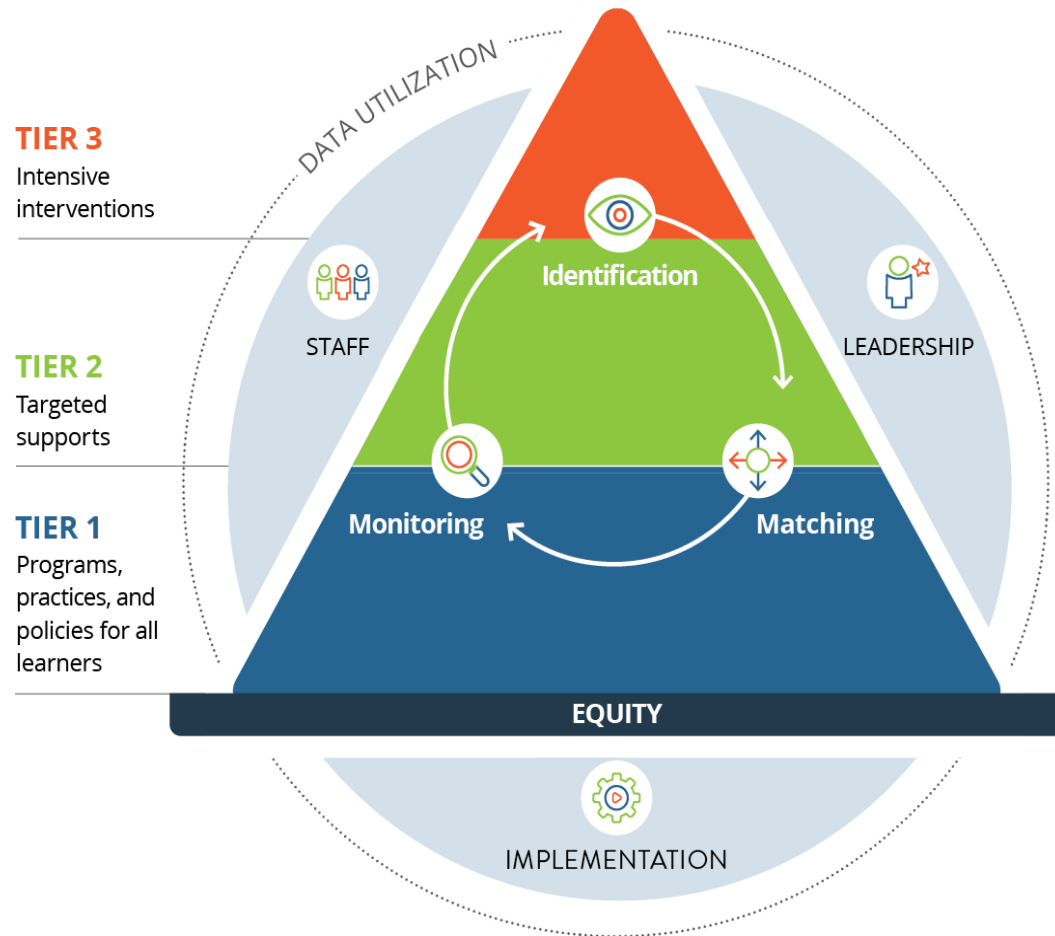
Using Chat or Jamboard, Enter the name of a teacher who had a positive impact on you growing up.

(PK-Grad School) – Include grade, subject, school, or any other info you would like.

What is one thing they did that made a difference?

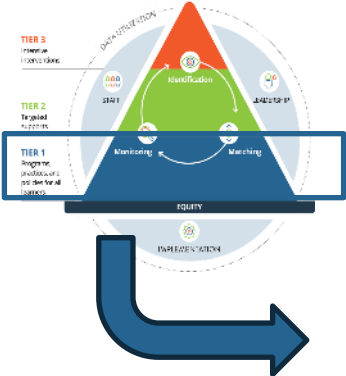


# Multi Tiered System of Supports: PBIS: A Response to Intervention Model



17. Adapted from PBIS Systems, Data, Practices and Megan Cave's Ven Diagram <https://www.pbisapps.org/articles/anatomy-of-a-framework-demystifying-the-elements-of-pbis>

# Tier 1 Practices





# FEEDBACK

POLL: Where is your school with MTSS Tier 1 Practices?

1. Strong Tier 1: Implementing with fidelity
2. Moderate Tier 1 : Implementing but still working towards fidelity
3. Weak Tier 1: Still planning and working Initial Implementation
4. No Tier 1: Exploration of implementing MTSS
5. Unknown



## Discussing Race, Racism, and Important Current Events with Students: A Guide with Lesson Plans and Resources

Resources and guidance for talking about traumatic events in classrooms and among staff

[Learn More](#)

### FEATURED RESOURCES

**An Introduction to The Interconnected Systems Framework**

View the highlights of what will look different when the education and mental health systems are integrated.

**IES MTSS-B Trial: Key Takeaways for District and State Leaders**

This brief reviews the latest randomized controlled trial (RCT) examining effects of PBIS on a range of student outcomes. We share findings and key takeaways from this new study, in the context of the broader research literature, to guide local educational agency (LEAs) and state educational agencies (SEAs) in their use of MTSS to improve student outcomes.

**Integrated Tiered Fidelity Inventory Companion Guide**

This guide is intended to support school teams, coaches, and trainers working to focus on cultural responsiveness and support for mental health and wellness within the PBIS framework.

**PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches**

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS.

**Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators**

"Supporting and Responding" summarizes evidence-based, positive, and proactive practices that support and respond to

**Why Implement Tier 1 PBIS for Students with Disabilities? What Does Research Say?**

This brief summarizes empirical research on the effects of Tier 1 PBIS for students with disabilities. In general, when schools implement PBIS with fidelity, students with disabilities experience: (a) improved SEB outcomes and (b) reduced exclusionary



PBIS

Topics

Tools

Publications

Presentations & Videos

Bullying Prevention

Classroom PBIS

Coaching

Data-based Decision Making

District & State PBIS

Early Childhood PBIS

Equity

Family

High School PBIS

Juvenile Justice

Mental Health/Social-Emotional-Behavioral Well-Being

Opioid Crisis and Substance Misuse

Restraint/Seclusion

School Climate Transformation Grant (SCTG)

School-Wide

Students with Disabilities

# High Leverage Classroom Practices



*Making the most of your minutes*

**“Do the simplest thing that will result in the biggest outcomes”**

-Rob Horner

Former Director and Founder of the National PBIS TA Center

1. Maximize Structure & Predictability/Actively Supervise
2. Building Relationships / Greet Student at the Door
3. 5:1 Praise to Correction Ratio
4. Academic Engagement with Multiple Opportunities to Respond



# 1. Maximize Structure and Predictability

**Sample: Classroom Behavioral Expectations Matrix**

Voice: 0=Whisper 1=Quiet talking/whisper 2=Normal talking 3=Outside voice	Expectation #1 <b>Be Responsible</b>	Expectation #2 <b>Be Respectful</b>	Expectation #3 <b>Be Safe</b>	Expectation #4 <b>Be a Learner</b>
<b>Entering Class</b>	<ul style="list-style-type: none"> <li>*Be in the room before the bell rings</li> <li>*Have all supplies with you before coming to class</li> </ul>	<ul style="list-style-type: none"> <li>*Go directly to seat so others may enter.</li> <li>*Voice level 0-1</li> </ul>	<ul style="list-style-type: none"> <li>* Walk</li> <li>* Sit in your assigned seat</li> </ul>	<ul style="list-style-type: none"> <li>*Read and work on GET STARTED assignment listed on chalk board.</li> </ul>
<b>Handing in assignments/Home work</b>	<ul style="list-style-type: none"> <li>* Be sure you have your name and heading on all work to be handed in</li> <li>* Place work into IN Box</li> </ul>	<ul style="list-style-type: none"> <li>* Wait until the beginning or end of class to turn in work</li> <li>* Voice level 0-1</li> </ul>	<ul style="list-style-type: none"> <li>* Keep the floor clear of books and other objects</li> </ul>	<ul style="list-style-type: none"> <li>* If you have difficulty with an assignment, ask for help by raising your hand and waiting</li> <li>*Leave a note on your homework if you had trouble and we did not speak in class</li> </ul>
<b>Working in Groups</b>	<ul style="list-style-type: none"> <li>*Bring all books and supplies with you before you move into groups</li> <li>*Give your input into the group activity</li> </ul>	<ul style="list-style-type: none"> <li>*Move to your group quietly and quickly</li> <li>*Voice level of 0-2</li> </ul>	<ul style="list-style-type: none"> <li>*Walk to your group table.</li> </ul>	<ul style="list-style-type: none"> <li>*Listen to gain information</li> <li>*Keep on task with the group assignment</li> </ul>
<b>Exiting Class</b>	<ul style="list-style-type: none"> <li>* Clean up your area before leaving</li> <li>*Return any borrowed supplies to proper area</li> </ul>	<ul style="list-style-type: none"> <li>* Exit with a voice level of 0-1</li> </ul>	<ul style="list-style-type: none"> <li>*Walk out of class</li> </ul>	<ul style="list-style-type: none"> <li>*Be sure to write the homework assignment in your planner before leaving</li> </ul>





## Develop Predictable Routines

Establish a predictable schedule and clear procedures for each activity and transition

For each routine/procedure:

- Post steps to promote independence
- Teach explicitly
- Practice regularly and reteach frequently
- Provide specific feedback on student use

## Arriving to the Classroom

1. Enter the Classroom quietly
2. Take a seat at your desk
3. Get out your homework
4. Grab Classroom materials
5. Check the board for the warmup
6. Complete the warmup
7. Explain the agenda for the day
8. Review and correct warmup





## MS Structures for Success



[Strategies for Increasing Student Engagement.](https://youtu.be/Y5hUggOKfyE) (2011)<sup>20</sup>

<https://youtu.be/Y5hUggOKfyE>

## Teaching and Practicing Routines



[Teaching Procedures, Routines, and Rules During the First Week of School in Fourth Grade.](https://youtu.be/vaedonG8-Q?t=299) (2019)<sup>21</sup>

[https://youtu.be/vaedonG8- Q?t=299](https://youtu.be/vaedonG8-Q?t=299)



# Once we teach, we want to “Prompt” students to use the skill.



**Behaviors are prerequisites for academics** (hand raising, tracking speaker, turning in work, getting supplies)



*Teacher Toolkit: Attention Signal (Secondary).* (2017)<sup>22</sup>

<https://youtu.be/tojmbRJ9FNc?t=8>

**Procedures and routines create structure** (students thrive on structure)



1, 2, 3, Eyes on me. (2017)<sup>23</sup>

<https://youtu.be/d28r-VBU1Ws>

High School Tier 1 PBIS- Teachers' Role. (2012)<sup>24</sup>

<https://youtu.be/fcnGIF-IQyA?t=258>



# Active Supervision

Active supervision is a **proactive strategy** to reduce problem behaviors in schools. Active supervision creates opportunities for teachers to **interact with students, provide preventative praise and supervision, and provide corrective feedback to minor behaviors** prior to significant escalations.

## Proactive Monitoring

Active supervision requires focused attention and intentional observation of students<sup>25,26,27</sup>

Nonexample of active supervision

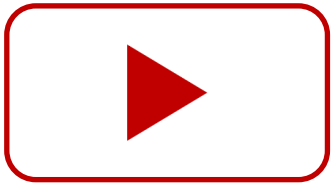


Example of active supervision





# Active Supervision



Employ Active Supervision<sup>28</sup>

- Move
- Interact
- Scan





# FEEDBACK

Using Chat or Jamboard, please let us know ways you or the teachers in your school create structure and predictability in the classroom.

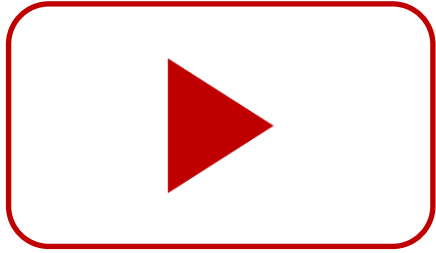


## 2. Building Relationships (Sense of Belonging)

A Review of Educational Research analysis of 46 studies found that **strong teacher-student relationships were associated in both the short- and long-term with improvements on practically every measure schools care about:** higher student academic engagement, attendance, grades, fewer disruptive behaviors and suspensions, and lower school dropout rates.



# Building Relationships: Thresholding / Greeting Students at the Door



[Video - Greeting Students at the Door: Is it Worth the Extra Time?](#)<sup>30</sup>

Laura Mooiman

<https://youtu.be/b5e0mOW4U1g>



Originally published 2018 © Edutopia.org; George Lucas Educational Foundation

[Video - 60-Second Strategy: TUMS at the Door](#)<sup>32</sup>

<https://youtu.be/956br98qWbE>



[Greeting physics students at the door.](#)<sup>31</sup>

[https://youtu.be/lHc7K\\_8JGT8](https://youtu.be/lHc7K_8JGT8)





# Increase Speed to Task Engagement

Upon introduction of teacher greeting and brief review of the expectation, the latency to on-task behavior decreased across subjects

JOURNAL OF APPLIED BEHAVIOR ANALYSIS

Society for the Experimental Analysis of Behavior

*J Appl Behav Anal.* 2011 Summer; 44(2): 393–396.

doi: [10.1901/jaba.2011.44-393](https://doi.org/10.1901/jaba.2011.44-393)

PMCID: PMC3120079

PMID: [21709799](https://pubmed.ncbi.nlm.nih.gov/21709799/)

## USING TEACHER GREETINGS TO INCREASE SPEED TO TASK ENGAGEMENT

R. Allan Allday, Miranda Bush, Nicole Ticknor, and Lindsay Walker

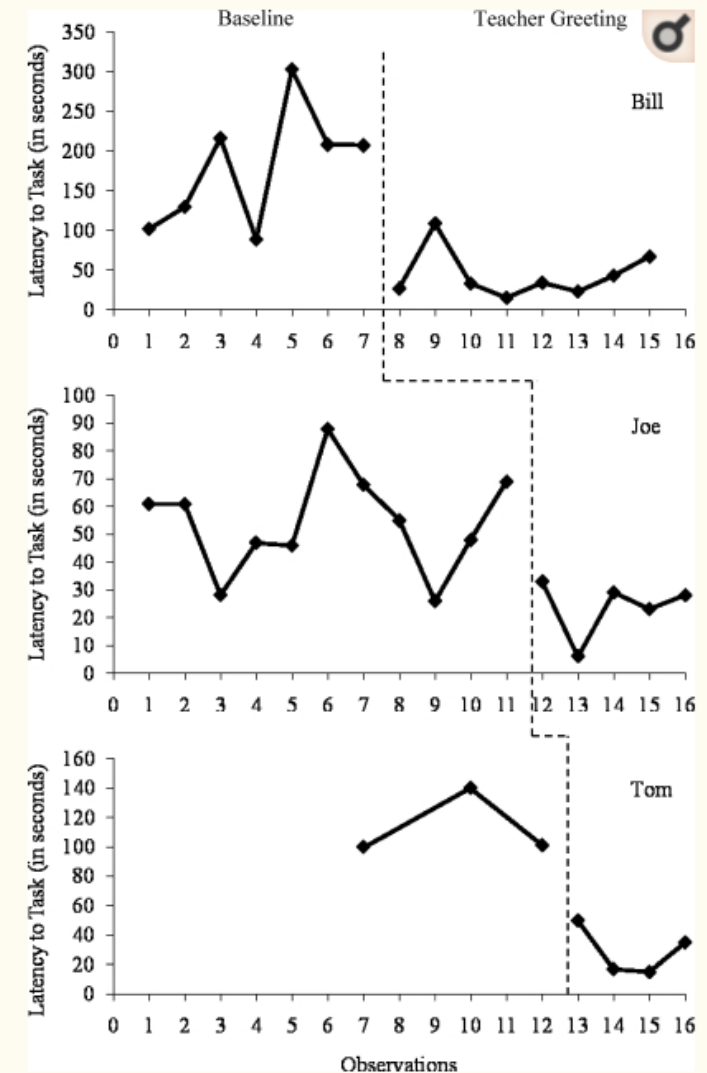


Figure 1

Latency to task engagement (in seconds).



# Increase in Duration of On-Task Behavior

Upon introduction of teacher greeting, duration of on-task behavior increased across subjects

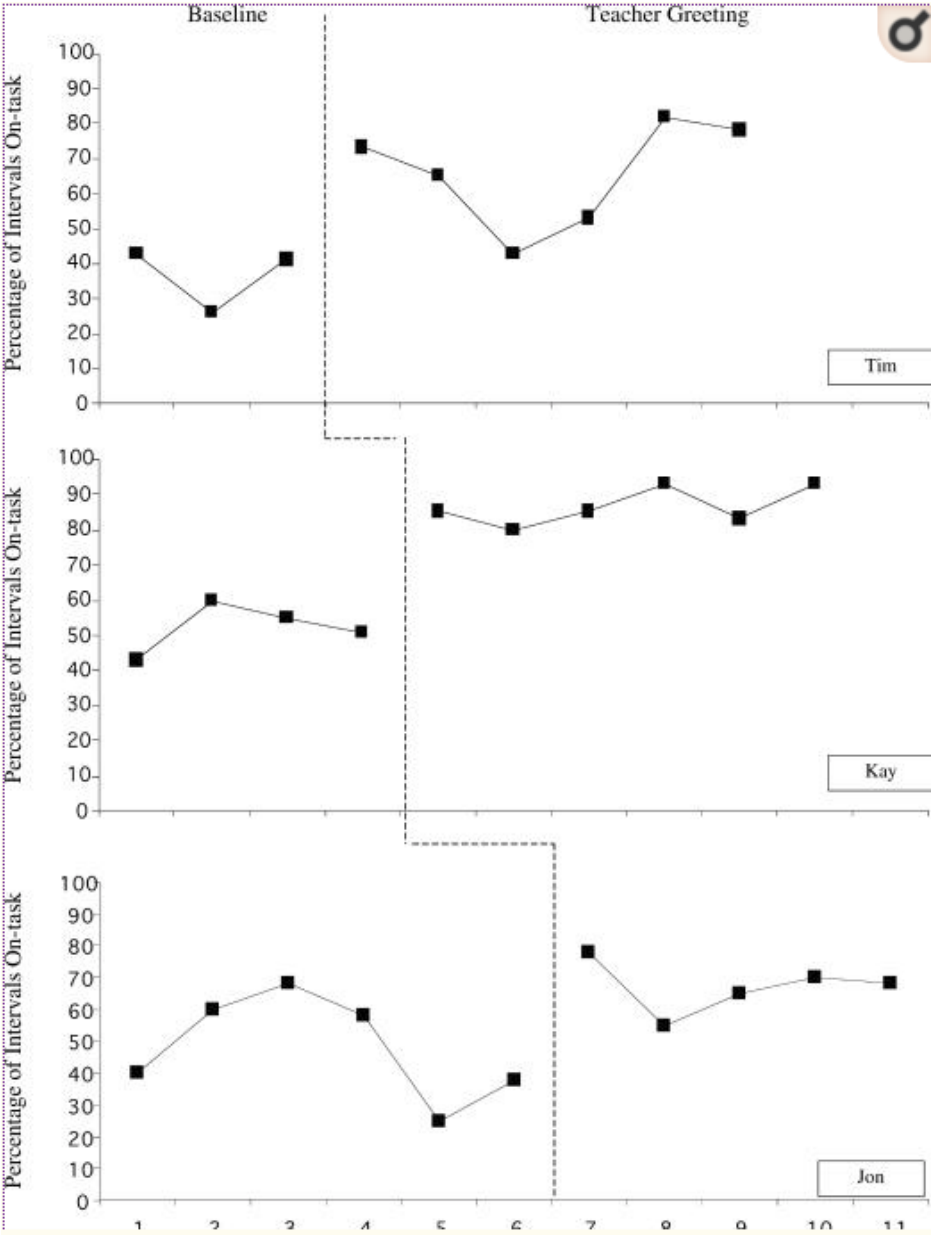


*J Appl Behav Anal.* 2007 Summer; 40(2): 317–320.  
doi: [10.1901/jaba.2007.86-06](https://doi.org/10.1901/jaba.2007.86-06)

PMCID: [PMC1885415](https://pubmed.ncbi.nlm.nih.gov/1885415/)  
PMID: [17624071](https://pubmed.ncbi.nlm.nih.gov/17624071/)

## Effects of Teacher Greetings on Student On-task Behavior

R Allan Allday and Kerri Pakurar





# Increased Engagement & Decreased Disruptions

The PGD showed decreases in disruptive behavior and increases in percentage of time academically engaged

Empirical Research

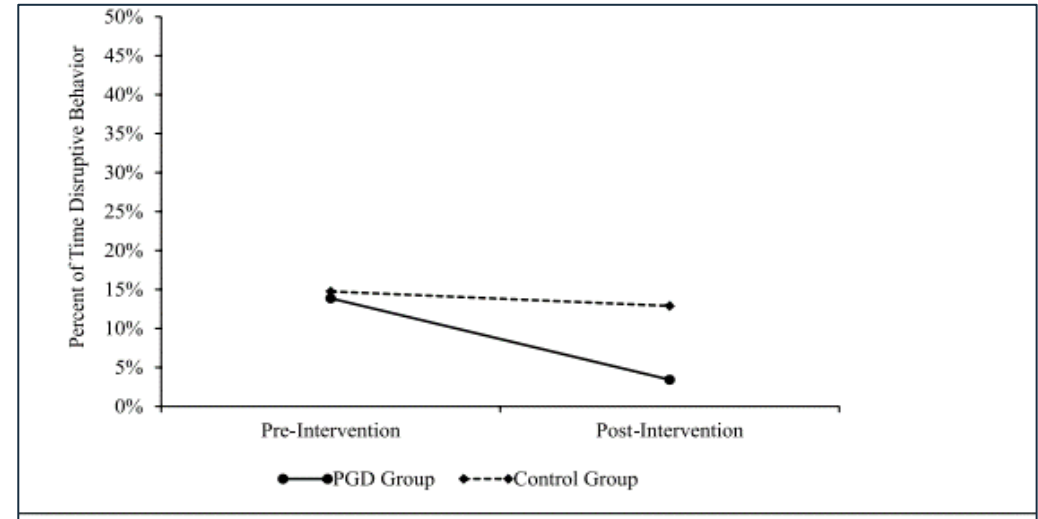
## Positive Greetings at the Door: Evaluation of a Low-Cost, High-Yield Proactive Classroom Management Strategy

Clayton R. Cook, PhD<sup>1</sup>, Aria Fiat, BA<sup>1</sup>, Madeline Larson, BA<sup>1</sup>, Christopher Daikos, MiT, EdS<sup>2</sup>, Tal Slemrod, PhD<sup>3</sup>, Elizabeth A. Holland, PhD<sup>4</sup>, Andrew J. Thayer, EdS<sup>1</sup>, and Tyler Renshaw, PhD<sup>5</sup>

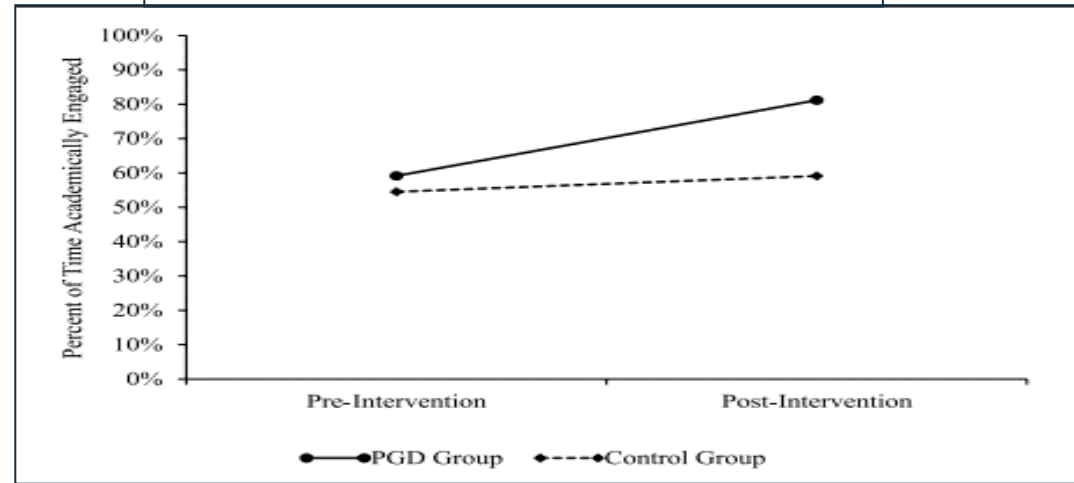


Journal of Positive Behavior Interventions  
2018, Vol. 20(3) 149–159  
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sagepub.com/journalsPermissions.nav  
DOI: 10.1177/1098300717753831  
jpbis.sagepub.com  
SAGE

Percent of time: Disruptive Behaviors



Percent of time: Academically Engaged





# FEEDBACK

Using Chat or Jamboard, please let us know ways you or the teachers in your school build relationships with students.



# 3. Acknowledgement to Correction Ratio

Internally, acknowledgement can simply mean feeling seen. This elicits a deeper reaction within us, one tied to our desire to belong. In as early as infancy, our brains react in significant, unique ways to hearing our own name. And research shows that even subtle recognitions can make a big difference.



36. Non Sequitur by Wiley Miller for March 30, 2009



# The quickest way to change behavior...in anyone

*Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly<sup>37</sup>*



Image by Freepik

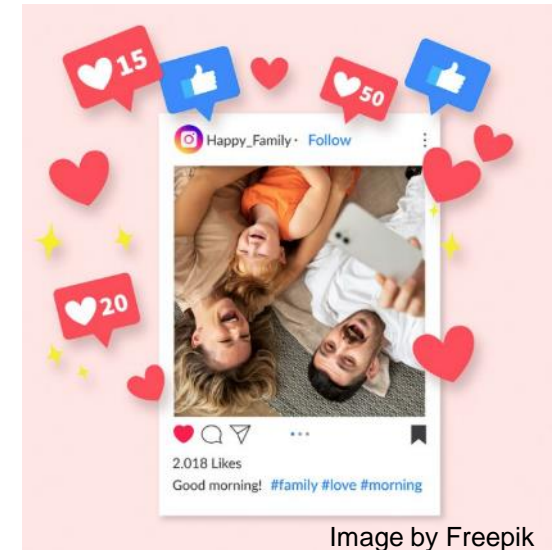


Image by Freepik





# Bad Stronger than Good



The brain handles positive and negative information in different hemispheres, negative emotions generally involve more thinking, and the information is processed more thoroughly than positive ones.



Negative events wear off more slowly than good ones.



Most people can take in only one critical comment at a time.

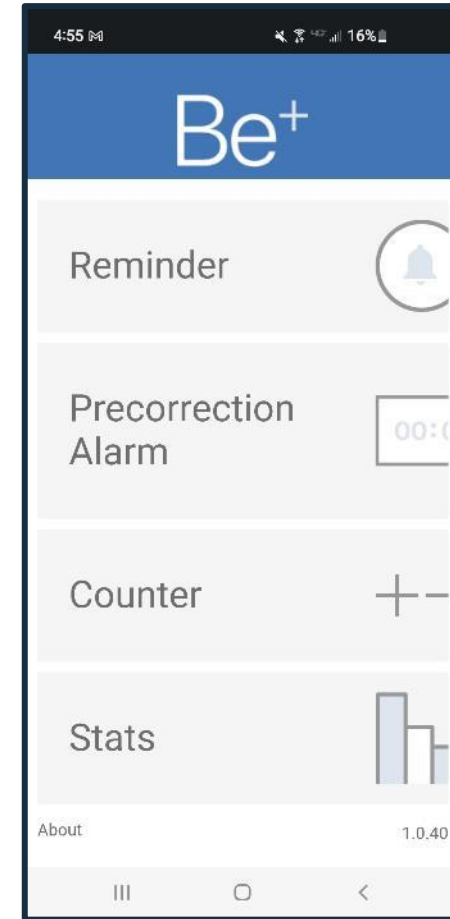
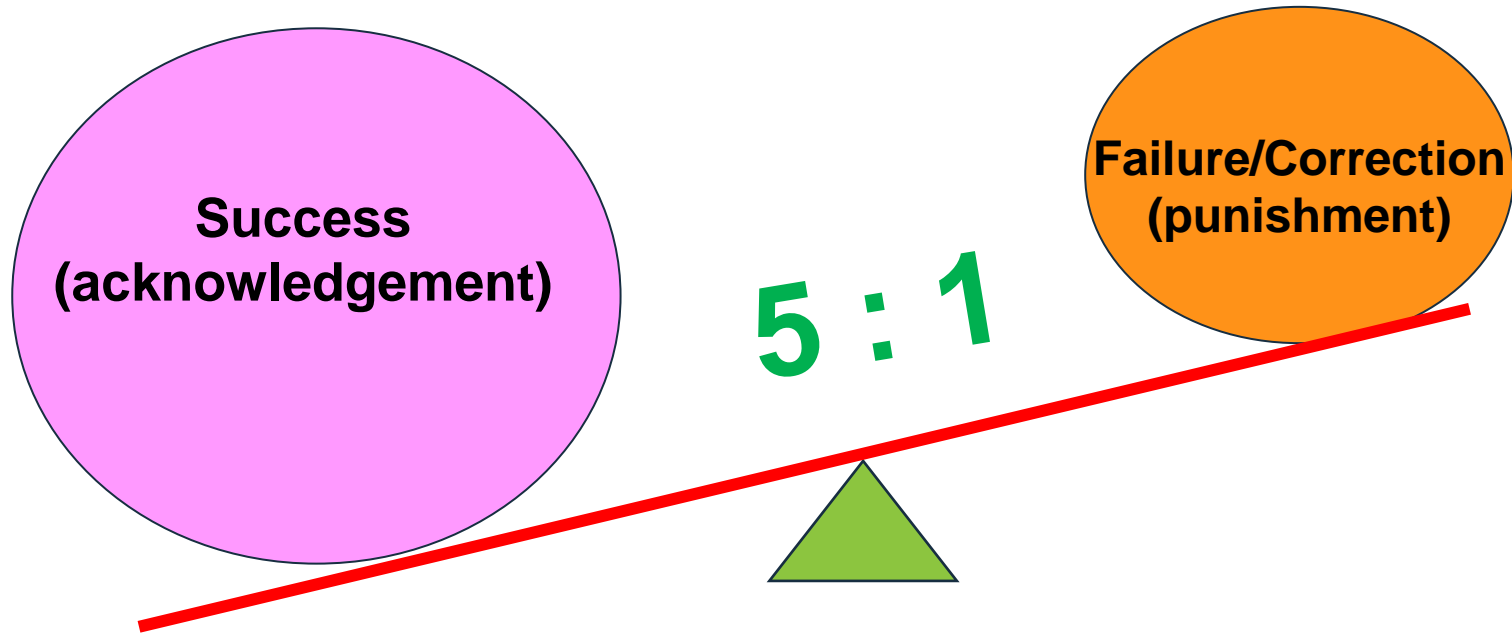


We need to increase the positives to compensate.

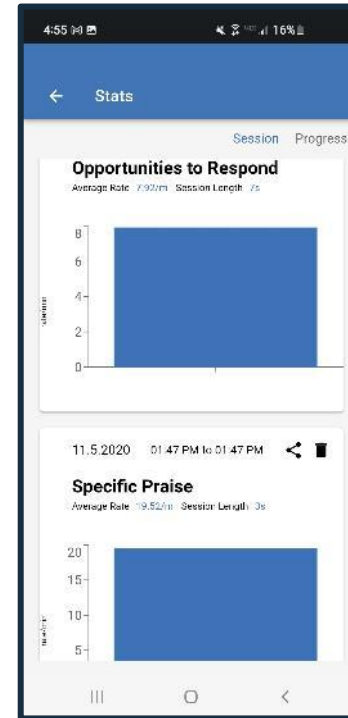
We tend to ruminate more about unpleasant events — and use stronger words to describe them — than pleasant ones.



# Receive Frequent Recognition & Encouragement



B+ App  
Available through  
your phone's app  
store







**What really matters is the positive social acknowledgement & interaction!!**



By reinforcing expected behavior, we encourage students to repeat that behavior



Originally published 2017 © Edutopia.org; George Lucas Educational Foundation

### 60-Second Strategy: Shout Outs<sup>41</sup>

[https://youtu.be/Cr\\_s3kzjX-g?t=2](https://youtu.be/Cr_s3kzjX-g?t=2)



A Snapshot of the PBIS 4:1 Ratio In a Middle School Classroom<sup>43</sup> <https://youtu.be/0dcQuyK5Pqg>



### PBIS Positive Pointers 4:1<sup>42</sup>

<https://youtu.be/ziooxzOF11o>



### Overview of the Good Behavior Game<sup>44</sup>

<https://youtu.be/Owj81Q-dBOw>



# Ratio of Praise to Correction

**Upon increase of praise to behavior correction to a 1:1 ratio, problem behavior decreased**

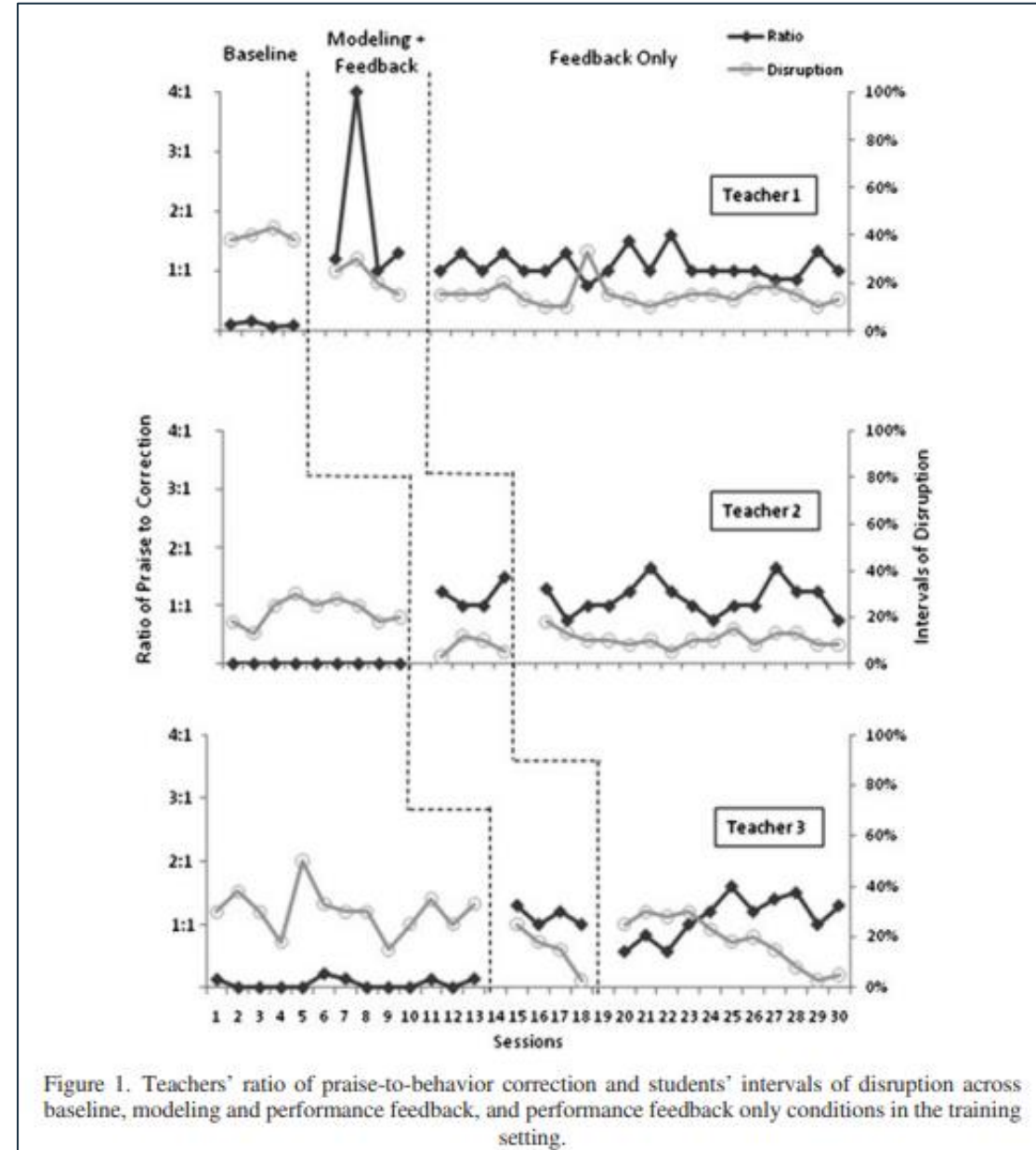
## Behavioral Interventions

Research Article

### Increasing Teachers' Use of a 1:1 Praise-to-Behavior Correction Ratio to Decrease Student Disruption in General Education Classrooms

Jeffrey Pisacreta, Matthew Tincani, James E. Connell, Saul Axelrod

First published: 26 October 2011 | <https://doi.org/10.1002/bin.341> | Cited by: 16





# Ratio of Praise to Correction

Higher praise was associated with higher engagement for students at risk of EBD. Praise was not associated with engagement for peers.

There was an inverse relationship between teachers' reprimands and engagement for students with risk of EBD that was not found for peers without EBD.

Article

## Teacher Praise and Reprimands: The Differential Response of Students at Risk of Emotional and Behavioral Disorders

Kade R. Downs, EdS<sup>1</sup>, Paul Caldarella, PhD<sup>1</sup>, Ross A. A. Larsen, PhD<sup>1</sup>, Cade T. Charlton, PhD<sup>1</sup>, Howard P. Wills, PhD<sup>2</sup>, Debra M. Kamps, PhD<sup>2</sup>, and Joseph H. Wehby, PhD<sup>2</sup>

HAMMILL INSTITUTE ON DISABILITIES

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2019, Vol. 21(3) 135–147  
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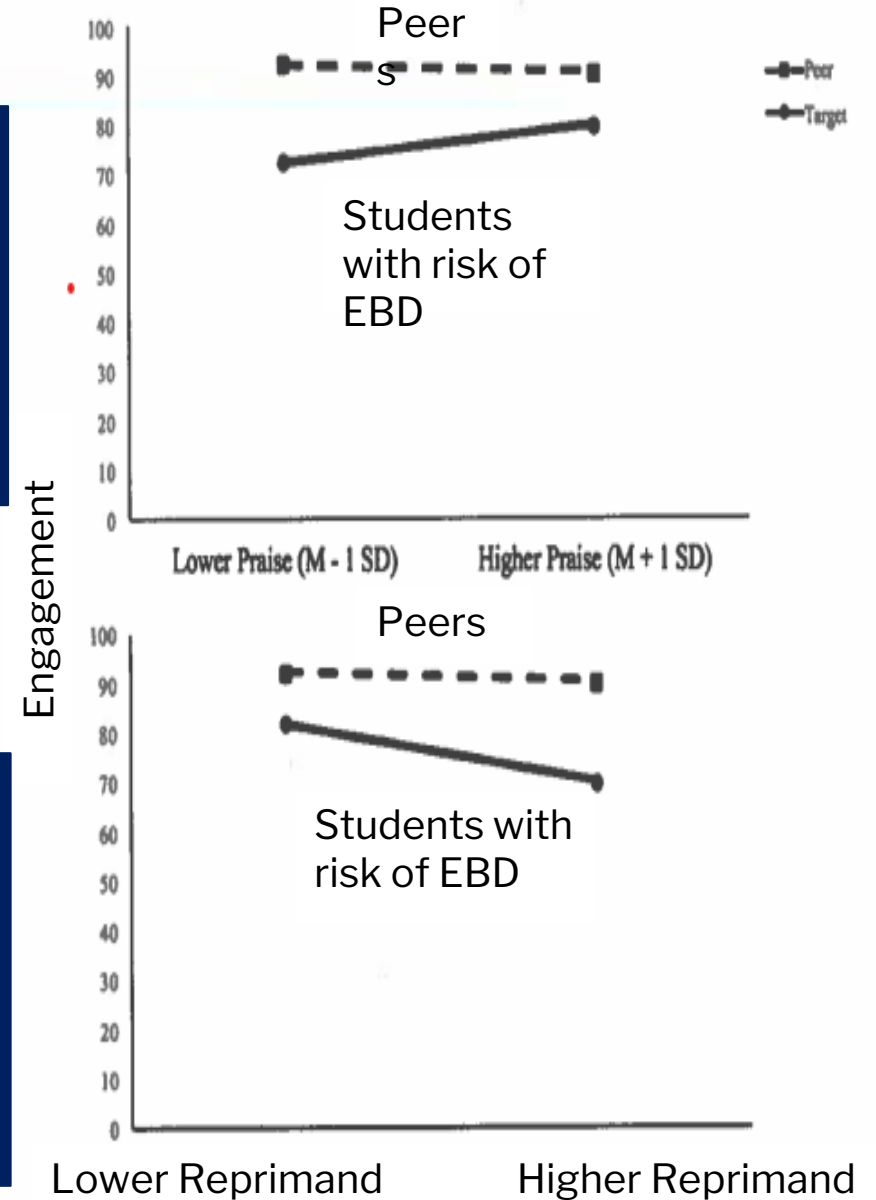
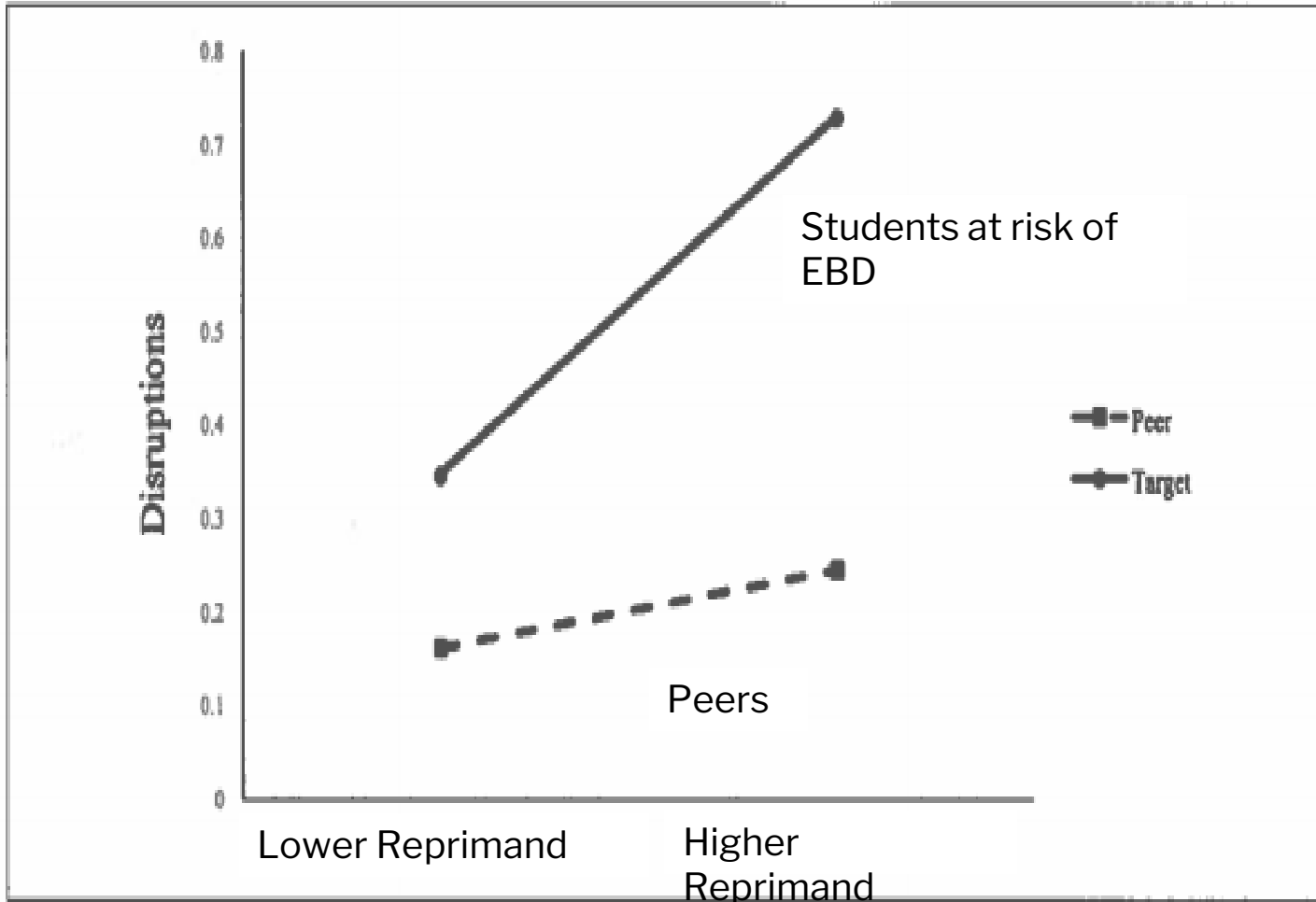


Figure 1. Interaction of student status and teacher praise and reprimand rates on student engagement.



# Ratio of Praise to Correction

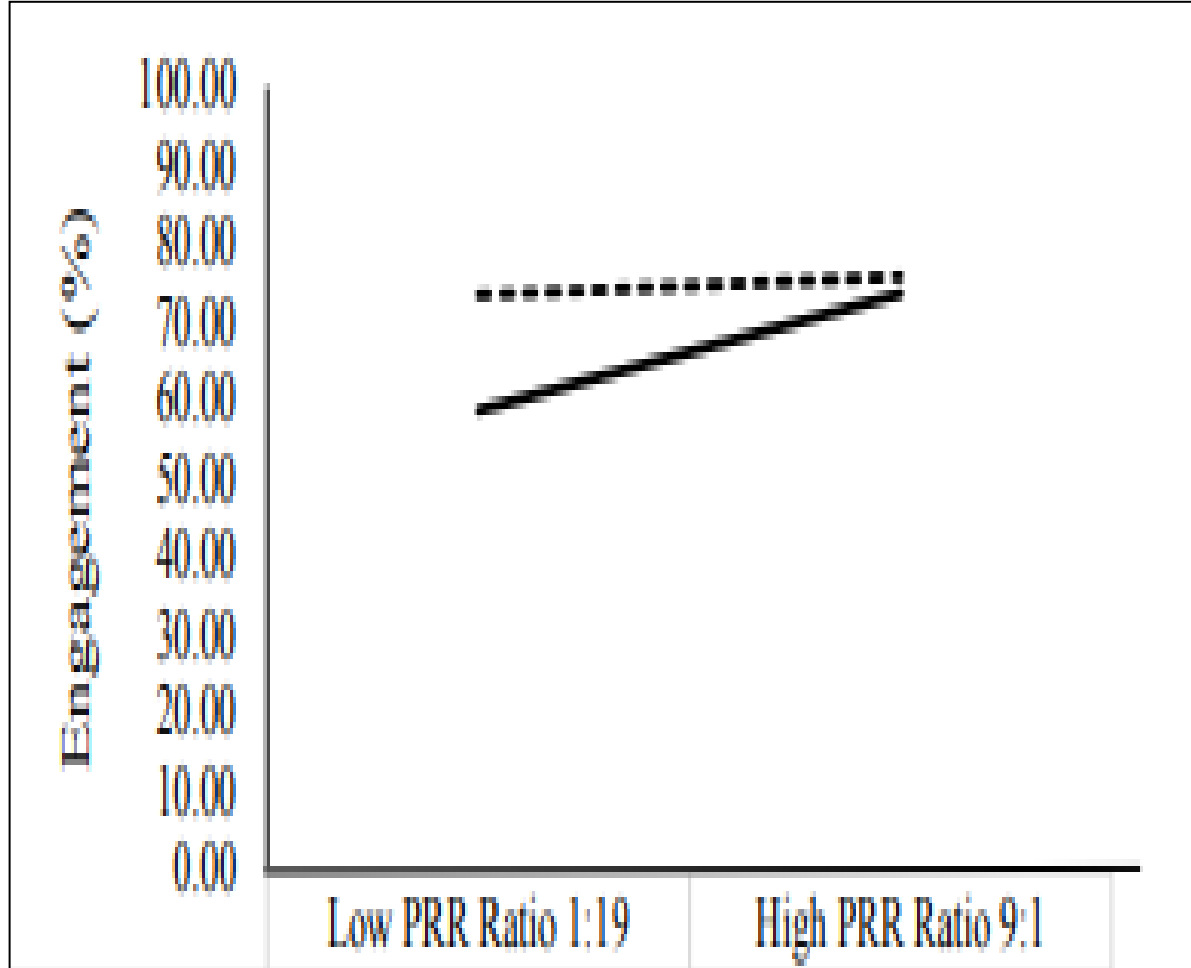


Higher reprimands were associated with higher rates of disruptions, especially students at risk of EBD.

Figure 2. Interaction of student status and teacher reprimand rate on student disruptions.



# Ratio of Praise to Correction



EDUCATION AND TREATMENT OF CHILDREN Vol. 42, No. 4, 2019

## Teacher Praise-to-Reprimand Ratios: Behavioral Response of Students at Risk for EBD Compared with Typically Developing Peers

Paul Caldarella

Ross A. A. Larsen

Leslie Williams

*Brigham Young University*

Howard P. Wills

*University of Kansas*

Joseph H. Wehby

*Vanderbilt University*

For students with at risk for EBD the praise to reprimand ratio (PRR) needs to be 9:1 to produce the same levels of engagement as neurotypical peers.



# FEEDBACK

Using Chat or Jamboard, please let us know ways you or the teachers in your school create provide positive feedback and praise to students.



## 4. Academic Engagement



A 2013 Gallup poll of 500,000 students in grades 5–12 found that roughly **8 in 10 elementary students felt “engaged” in school**—that is, attentive, curious, and optimistic about their learning.

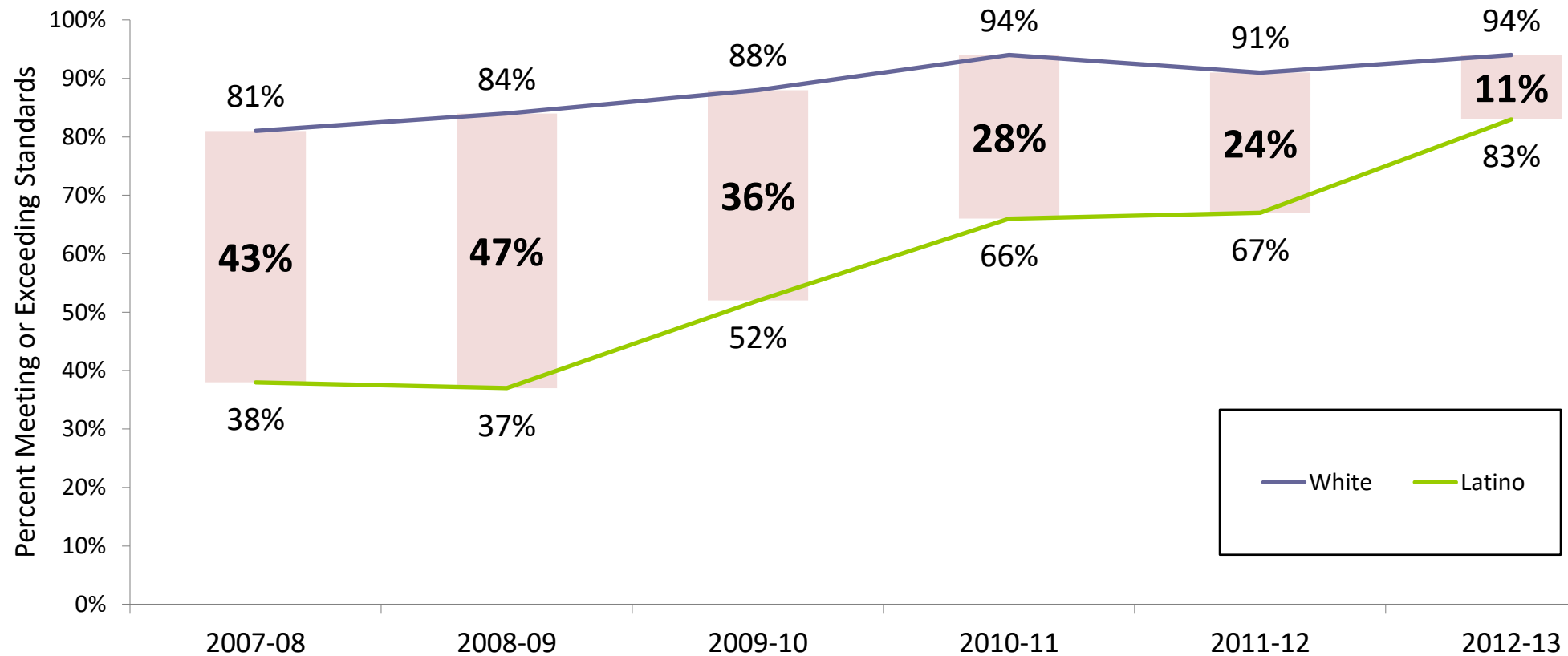
Yet among **eleventh graders**, that proportion had plummeted by half, with just **4 in 10 feeling engaged**<sup>48</sup>

When Gallup asked teens in 2004 to select three adjectives from a list of 14 to describe how they usually feel in school, the top choices were **“bored”** (selected by 50% of students) and **“tired”** (selected by 42%). Only two percent said they were never bored<sup>49</sup>

48. Busted, 2013    49. Lyons, 2004



# Effects of Effective Instruction on the Opportunity Gap

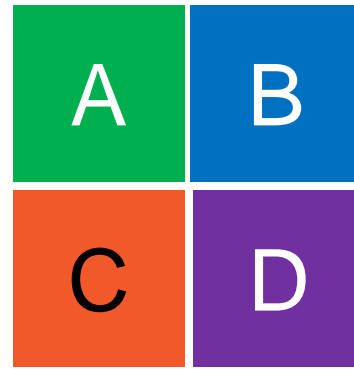
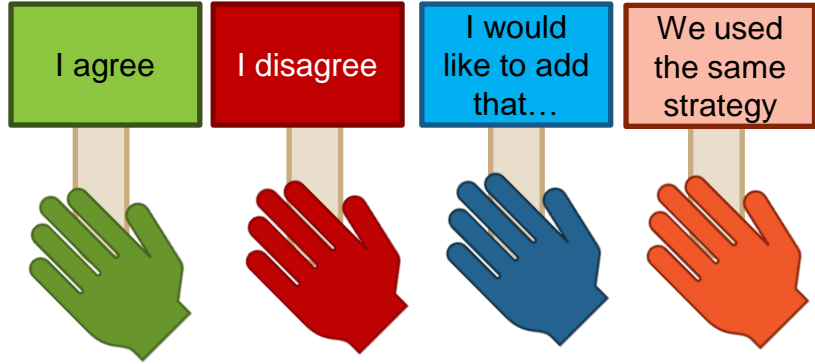


Tigard-Tualatin School District

50. Chaparro, Helton, & Sadler, 2016



# Actively Engage Students in Observable Ways



<https://kahoot.com/><sup>55</sup>

-Rate of opportunities to respond (OTRs)<sup>51,52,53,54</sup>



# Opportunity to Respond

Choral Responding



**9th Grade Biology**<sup>56</sup>

[https://youtu.be/g9kyl\\_WPFhU](https://youtu.be/g9kyl_WPFhU)

Thumbs Up



Originally published 2019 © Edutopia.org; George Lucas Educational Foundation

**Inviting Participation With Thumbs-Up Responses**<sup>57</sup>

<https://youtu.be/37CTCDTesWA>



# Engagement Resources



## Instructional Strategies to Increase Active Student Engagement

Strategy	Examples	Description	Citation	Resources Articles/Videos
<b>Student Responses</b> <i>Increasing Student Participation and Interaction</i>	<b>Response Cards/ Hand Signals</b>	<ul style="list-style-type: none"> <li>Teacher utilizes various types of manipulatives and/or hand-signals to promote engagement and increase student responses.</li> </ul>	Marzano & Marzano, 2003	<b>Videos</b> <a href="https://www.teachingchannel.org/videos/attention-getting-signals-practice?fd=1">https://www.teachingchannel.org/videos/attention-getting-signals-practice?fd=1</a> <a href="https://www.teachingchannel.org/videos/teaching-math-hand-gestures">https://www.teachingchannel.org/videos/teaching-math-hand-gestures</a> <a href="https://www.teachingchannel.org/videos/teaching-strategy-active-listening?fd=1">https://www.teachingchannel.org/videos/teaching-strategy-active-listening?fd=1</a>
	<b>Role Play</b>	<ul style="list-style-type: none"> <li>Students act out (model) a skill or a character or the meaning of a word, etc. as a whole group, in small groups or pairs.</li> </ul>	Marzano & Marzano, 2003	<a href="http://teachertube.com/viewVideo.php?video_id=192137">http://teachertube.com/viewVideo.php?video_id=192137</a> ; <a href="http://teachertube.com/viewVideo.php?video_id=175396">http://teachertube.com/viewVideo.php?video_id=175396</a> <a href="https://www.teachingchannel.org/videos/reading-writing-role-playing">https://www.teachingchannel.org/videos/reading-writing-role-playing</a>
	<b>Surveys</b>	<ul style="list-style-type: none"> <li>Each student develops a question on the topic.</li> <li>Questions are combined &amp; everyone completes the survey.</li> <li>In whole or small groups, students review and graph the responses.</li> </ul>	ISBE, 2012	
	<b>Think Aloud</b>	<ul style="list-style-type: none"> <li>Teacher models her 'thought process' aloud by stating what she is thinking as she reads a text, including questions and observations.</li> <li>Students then engage in the process with a peer.</li> </ul>	ISBE, 2012	<a href="http://teachertube.com/viewVideo.php?video%20id=116101">http://teachertube.com/viewVideo.php?video%20id=116101</a> <a href="http://teachertube.com/viewVideo.php?video_id=12456">http://teachertube.com/viewVideo.php?video_id=12456</a>
	<b>Ticket Out-the-Door</b>	<ul style="list-style-type: none"> <li>Students must write down what they learned about the topic and hand it in as they leave class.</li> </ul>	ISBE, 2012	<a href="https://www.teachingchannel.org/videos/teacher-assessment-strategy?fd=1">https://www.teachingchannel.org/videos/teacher-assessment-strategy?fd=1</a>



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### Examples of Verbal Opportunities to Respond<sup>10</sup>

OTR Strategy	Description of Strategy	Strategy in Action
<b>Individual Questioning</b>	A question is delivered to an <i>individual student</i>	<ul style="list-style-type: none"> <li>Calling on students individually with increased frequency</li> <li>Round-robin for individual responses</li> <li>Pulling a random student's name out of container</li> </ul>
<b>Choral Responding</b>	<i>All students</i> receive OTRs to a teacher-directed question	<ul style="list-style-type: none"> <li>Teacher signals and students respond in unison</li> <li>Students read statement together</li> <li>"Think-Pair-Share"</li> <li>"Think-Write-Pair-Share"</li> </ul>

### Examples of Non-Verbal Opportunities to Respond<sup>11</sup>

OTR Strategy	Description of Strategy	Strategy in Action
<b>Individual Questioning</b>	A question is delivered to an <i>individual student</i>	<ul style="list-style-type: none"> <li>Students "stop and jot" down their answers</li> </ul>
<b>Choral Responding</b>	<i>All students</i> receive OTRs to a teacher-directed question	<ul style="list-style-type: none"> <li>Holding up fingers/hands</li> <li>Students move to a section of the room that corresponds with their answer</li> <li>Clapping a number</li> <li>Pointing to the answer</li> </ul>



# FEEDBACK

Using Chat or Jamboard, please let us know ways you or the teachers in your school actively engage students in classroom learning.

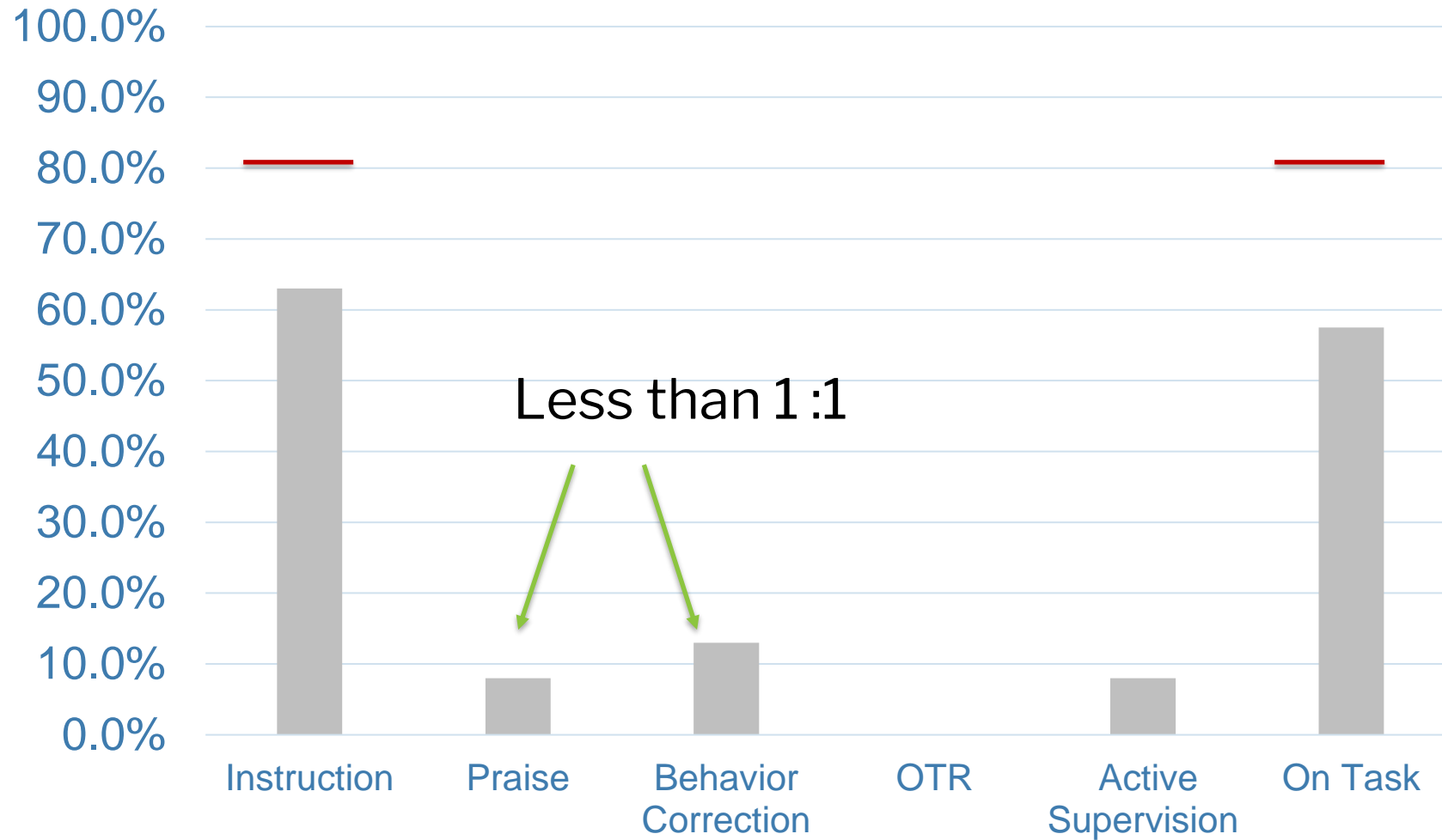
# Classroom Observations



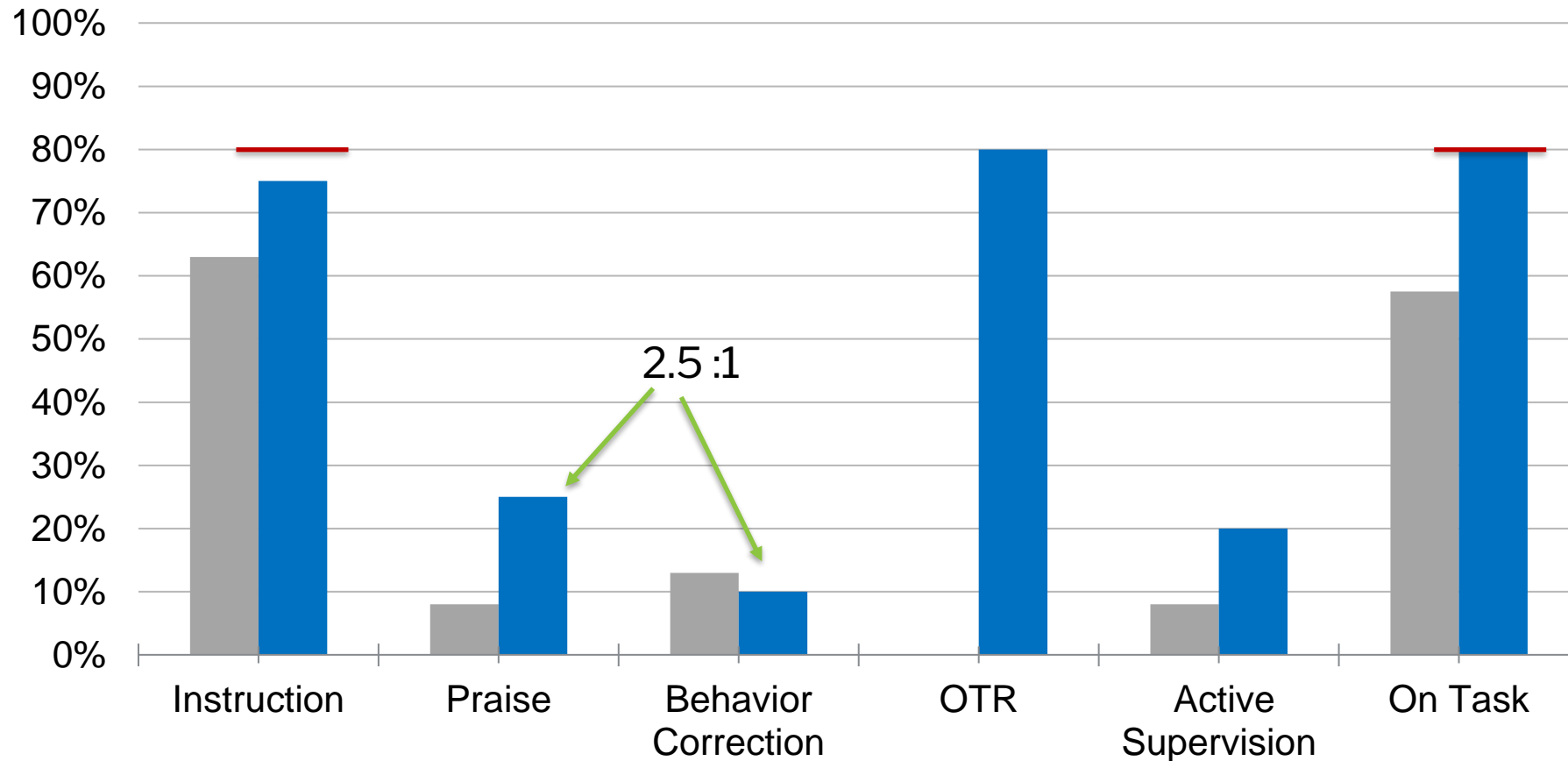
*Results of Putting the Strategies into Practice*



# Preintervention - Classroom A



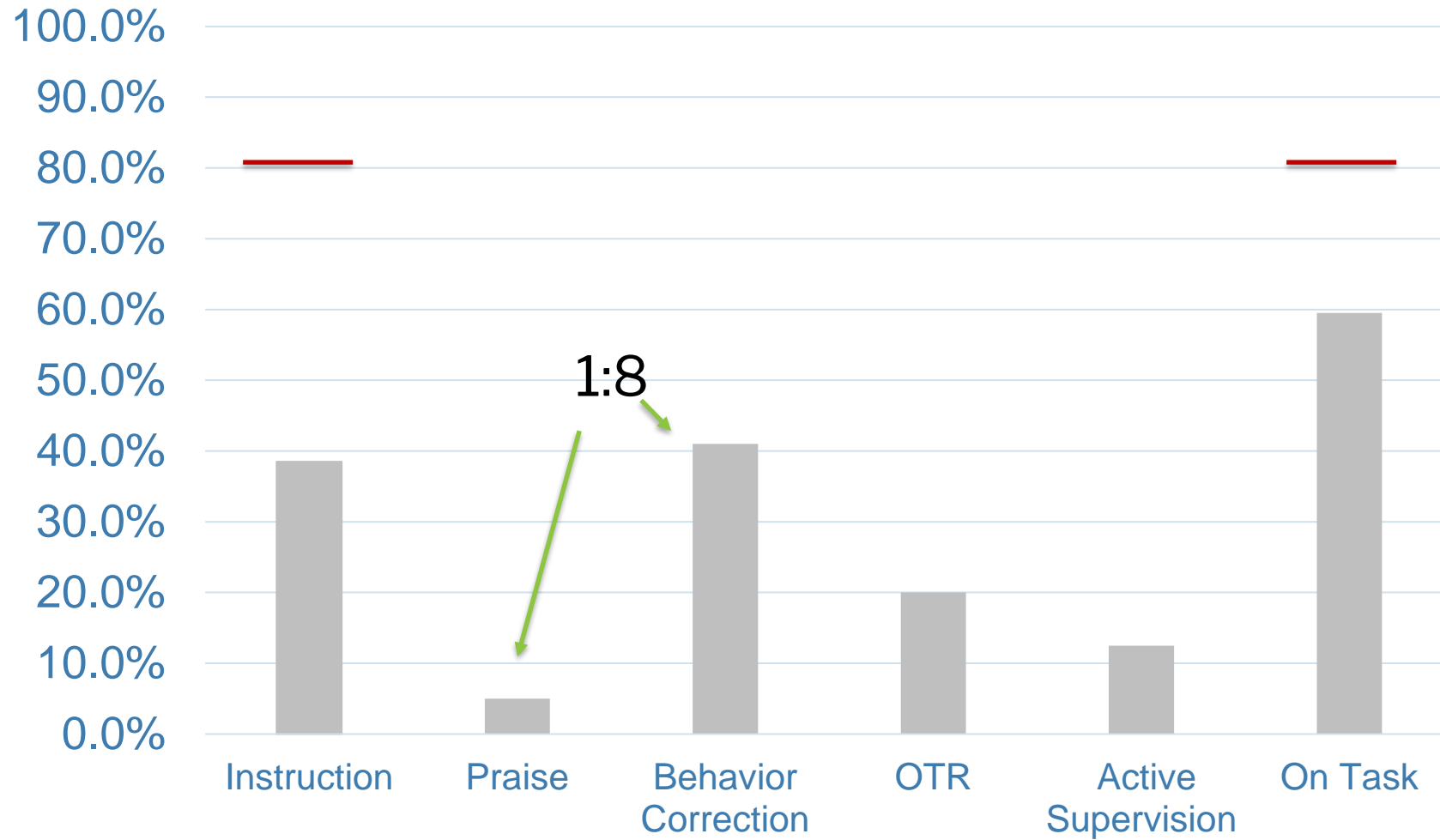
# Brief Training & Performance Feedback-Classroom A



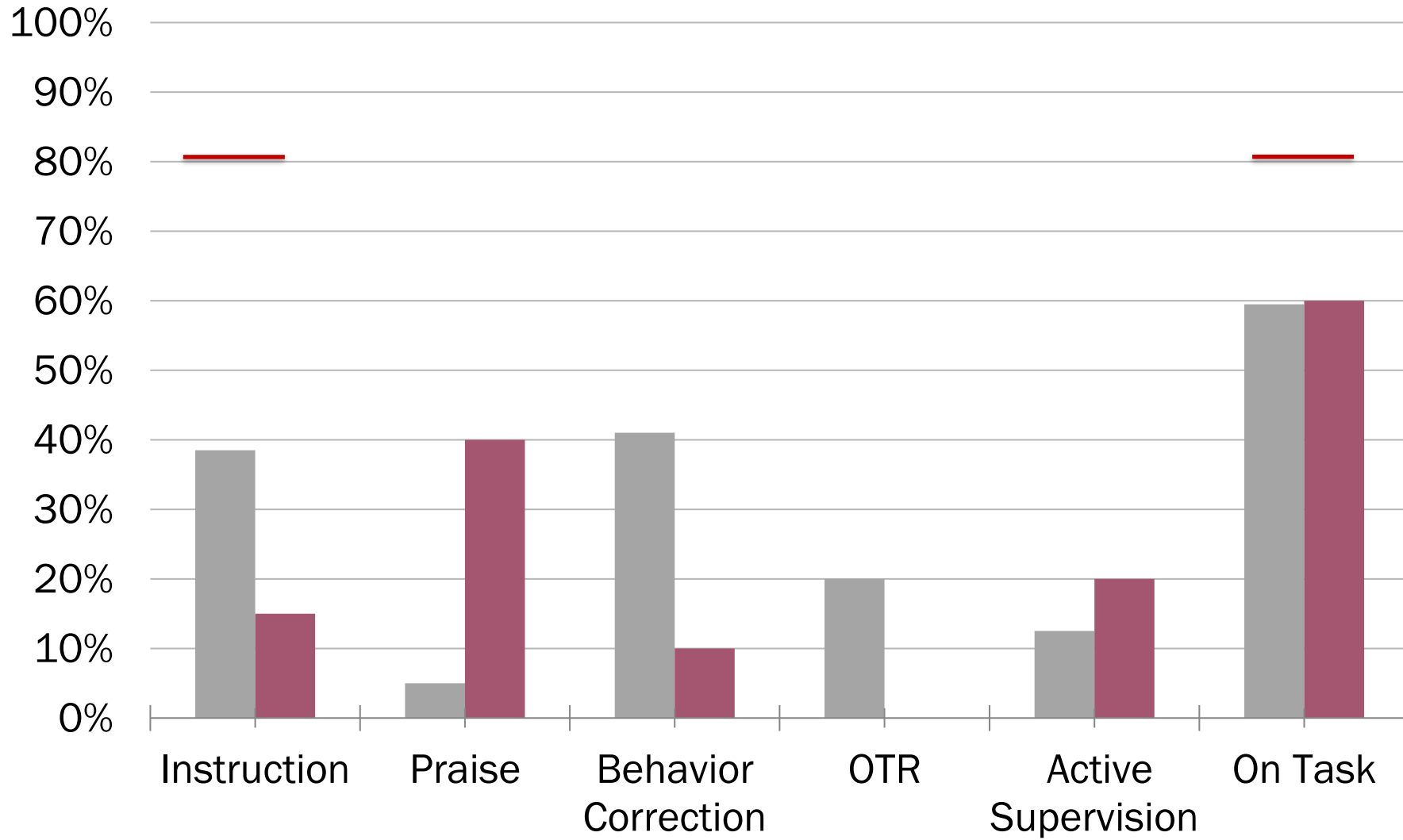




# Preintervention - Classroom B

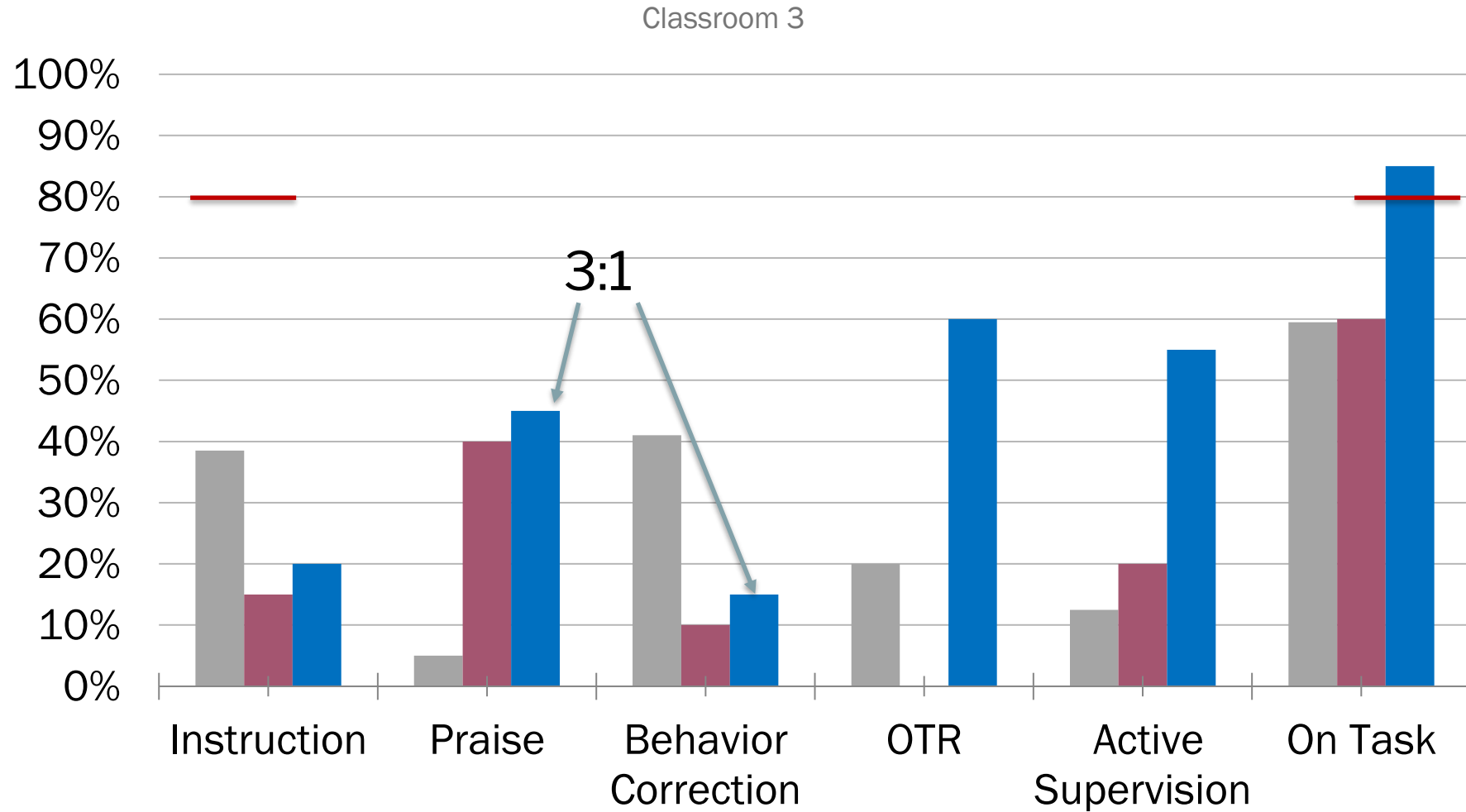


# Brief Training & Performance Feedback-Classroom B





# Second Brief Training & Performance Feedback-Classroom B



# Small Things



# Big Impact

1. Maximize Structure & Predictability / Active Supervision
2. Relationship / Greet Student at the Door
3. 5:1 Praise to Correction Ratio
4. Actively Engage / Opportunities to Respond

“What we learn with pleasure we never forget.”  
— Alfred Mercier

“Education is the most powerful weapon which you can use to change the world.” — Nelson Mandela



# Helpful Resources

## Top 17 Classroom Management Strategies that should be emphasized in every classroom

### Small Group Strategies

Tim Lewis, Ph.D.

#### Additional Resources

Strategy	Description
1. Increase ratio of positive to negative teacher to student interactions	<ul style="list-style-type: none"> <li>At least 4 to 1</li> <li>Positive interaction every 5 minutes</li> <li>Follow correction for rule violation with positive reinforcer for rule following</li> </ul>
2. Actively Supervise at all times	<ul style="list-style-type: none"> <li>Move continuously</li> <li>Scan continuously &amp; overtly</li> <li>Interact frequently &amp; positively</li> <li>Positively reinforce rule following behaviors</li> </ul>
3. Positively interact with most students during lesson	<ul style="list-style-type: none"> <li>Physical, verbal, visual contact</li> <li>Group v. individual</li> <li>Instructional &amp; social</li> </ul>
4. Manage minor (low intensity/frequency) problem behaviors positively & quickly	<ul style="list-style-type: none"> <li>Signal occurrence</li> <li>State correct response</li> <li>Ask student to restate/show</li> <li>Disengage quickly &amp; early</li> </ul>

## Classroom Management: Self-Assessment<sup>1</sup>

Teacher _____	Rater _____	Date _____
Instructional Activity _____		Time Start _____ Time End _____
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts
Ratio <sup>2</sup> of Positives to Negatives: ____ to 1		Total #

Classroom Management Practice	Rating
1. I have arranged my classroom to minimize crowding and distraction	Yes No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).	Yes No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).	Yes No
5. I provided each student with multiple opportunities to respond and participate during instruction.	Yes No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)	Yes No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction.	Yes No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.	Yes No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).	Yes No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.	Yes No
Overall classroom management score:	
10-8 "yes" = "Super"	# Yes _____
7-5 "yes" = "So-So"	
<5 "yes" = "Improvement Needed"	

<sup>1</sup> Revised from Sugai & Colvin

<sup>2</sup> To calculate, divide # positives by # of negatives.



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### What are Opportunities to Respond?

An opportunity to respond (OTR) is when a teacher presents an instructional question, statement, or gesture that promotes student responses (e.g., pointing to a flashcard, answering a question aloud, writing an answer on a dry erase board).<sup>1</sup> The teacher then provides feedback to students based on responses. There are two basic types of OTRs: verbal responses and non-verbal responses.



### When are OTRs effective?

All students can benefit from increased OTRs. High rates of OTRs in the classroom can lead to improved academic performance, increased on-task behavior, and decreased problem behavior.<sup>2</sup> Yet, research shows that students who exhibit problem behavior, including students with emotional/behavioral disorders (E/BD), receive fewer OTRs than their peers without disabilities.<sup>3</sup> For students with co-occurring problem behavior and academic struggles, increased OTRs are associated with improved reading and math skills, more time spent on-task, and decreased disruptive behavior.<sup>4</sup>

### Example of an OTR:

Opportunity to Respond <sup>5</sup>		
<b>Antecedent:</b> Teacher provides question, cue, or prompt	<b>Behavior:</b> Students respond	<b>Consequence:</b> Teacher provides feedback
"Class, what is this word?"	"Apple."	"Good, the word is apple."

### How do I provide OTRs?

Teachers should provide frequent opportunities for students to engage with classroom instruction.<sup>6</sup> Current research indicates that effective teachers often provide 3 to 5 OTRs per minute for simple responses (e.g., verbal or gestural) and as few as 1 OTR per minute when responses are more complex (e.g., solving a math problem).<sup>7</sup> A teacher may provide only 1 OTR every 10-30 minutes for longer tasks (e.g., written prompts).<sup>8</sup> As results vary, the general rule is to focus on high quality and a variety of OTRs rather than focusing only on high numbers of OTRs.<sup>9</sup>

To increase the quality and number of OTRs, identify places in the lesson plan where student responding tends to be low. Additionally, see where you could increase responses from a single student to the whole class. The best way to improve the quality of OTRs in your classroom is to embed them directly into your lesson plans.



# Helpful Resources


**CENTER ON PBIS** Positive Behavioral Interventions & Supports

[PBIS](#)
[Topics](#)
[Tools](#)
[Publications](#)
[Presentations & Videos](#)
[Conference](#)



## Examples

# Creating Effective Classroom Environments Plan Template

Educators can download this template and create their own plan to implement PBIS in their classroom. The template includes opportunity to develop a classroom matrix, create lesson plans to teach expected behavior, script prompts or reminders for desired behavior, and plan praise and corrections.

[Download Resource](#)

[Share](#)
[Tweet](#)

**Topics:** Classroom PBIS High School PBIS  
**Published:** August 17, 2020  
**Revised:** August 17, 2020

**Examples:** Word Doc

### Creating Effective Classroom Environments Plan Template

Educator Name: *Add* Grade Level/Period: *Add* Date Updated: *Add*

**Instructions:**

- Review *A School Guide for Returning to School During and After Crisis and Effective Environments Video*
- Complete tables with your own information by deleting & replacing light blue example text. Consider either (a) developing separate plans for in-person & remote instruction or (b) including examples across contexts.

#### Positive Classroom Expectations Look Like, Sound Like, Feel Like In....

Expectations	Teacher-Directed Instruction	Small Group Activities	Independent Work	Transitions	...
1. Kind to self	<ul style="list-style-type: none"> <li>Use whole body listening</li> </ul>	<ul style="list-style-type: none"> <li>Share your ideas</li> </ul>	<ul style="list-style-type: none"> <li>Do your best</li> <li>Ask for help if you need it</li> </ul>	<ul style="list-style-type: none"> <li>Bring what you need to be ready for what's next</li> </ul>	
2. Kind to others	<ul style="list-style-type: none"> <li>Calm body &amp; quiet voice</li> <li>Mute tech</li> </ul>	<ul style="list-style-type: none"> <li>Actively listen</li> <li>Take turns</li> <li>Wear a mask</li> </ul>	<ul style="list-style-type: none"> <li>Calm body &amp; quiet voice</li> <li>Stay in your own space</li> </ul>	<ul style="list-style-type: none"> <li>Quiet voice</li> <li>Keep a 6' space bubble</li> </ul>	
3. Kind to environment	<ul style="list-style-type: none"> <li>Take care of your space</li> </ul>	<ul style="list-style-type: none"> <li>Take care of your space &amp; materials</li> </ul>	<ul style="list-style-type: none"> <li>Take care of your space &amp; materials</li> </ul>	<ul style="list-style-type: none"> <li>Leave space better than you found it</li> </ul>	

Attach Lesson Plans that explicitly teach each expectation in each routine.

Plan high rate/quality of opportunities to respond (active engagement) for students.

Prompt Expected Behavior...	Prompt Examples:
...at the beginning of each activity	<ul style="list-style-type: none"> <li>"While I'm reading, you can be kind by keeping your body calm, voice quiet, tech muted, and eyes on me."</li> </ul>
...prior to end of each activity	<ul style="list-style-type: none"> <li>"In 1 minute, we're going to do our next activity. Please be kind to your space by putting your materials away, sanitizing your space, and leaving it better than you found it."</li> </ul>
...before each transition	<ul style="list-style-type: none"> <li>"Remember, as we walk, we will be kind by keeping our voices quiet and a 6' bubble of space around our bodies."</li> </ul>

Give Specific Feedback ...	Praise/Correction Examples:
...for desired behavior (praise)	<ul style="list-style-type: none"> <li>"Wow. I like how you are being kind by helping you friend with her materials."</li> <li>"Class, you are being kind to yourselves by being ready to learn...this is going to be a fun and important lesson."</li> </ul>
...for undesired behavior (correction)	<ul style="list-style-type: none"> <li>"I see materials that are not put away. Group 1, please return to your area and show that you can leave the space even better than you found it."</li> <li>"I see that not everyone has had a chance to participate in the group activity. Please mute after your turn and be sure you are kind and give everyone a chance to share their ideas."</li> </ul>

Consider additional strategies to acknowledge or respond to student behavior.

### Creating Effective Classroom Environments Social Skills Lesson Plan Template

Educator Name: *Add* Grade Level/Period: *Add* Date Updated: *Add*

**Lesson Focus:**

Demonstrating \_\_\_\_\_ (expectation) in the \_\_\_\_\_ (setting/routine).

**Teaching Objective:**

Following instruction, students will demonstrate \_\_\_\_\_ (expectation) in the \_\_\_\_\_ (setting/routine) by \_\_\_\_\_ (describe behaviors) across \_\_\_\_\_ out of \_\_\_\_\_ sampled opportunities (criteria).

**Teaching Examples:**

Positive Examples (Looks, sounds, & feels like...)	Negative Examples (Does NOT look, sound, & feel like...)
•	•
•	•
•	•

**Lesson Materials:**

\_\_\_\_\_

**Lesson Activities:**

**Model (I do):**

\_\_\_\_\_

**Lead (We do):**

\_\_\_\_\_

**Test (You do):**

\_\_\_\_\_

**Follow-up Activities:**

**Strategies to prompt:**

\_\_\_\_\_

**Procedures to reinforce context-appropriate behavior:**

\_\_\_\_\_

**Procedures to correct errors (e.g., context-inappropriate behavior):**

\_\_\_\_\_

**Procedures to monitor/supervise:**

\_\_\_\_\_

**Procedures to collect and evaluate student data:**

\_\_\_\_\_

Educators can download this template and create their own plan to implement PBIS in their classroom. The template includes opportunity to develop a classroom matrix, create lesson plans to teach expected behavior, script prompts or reminders for desired behavior, and plan praise and corrections.



# Learn More

NEPBIS  
Northeast Positive Behavioral Interventions and Supports

EVENTS ▾ DISTRICT ▾ TIER 1 SCHOOL-WIDE ▾ ADVANCED TIERS ▾ **CLASSROOM PBIS** COACHES ▾ TRAINERS ▾ NORTHEAST ADVISORY GROUP CONTACT US

## Classroom PBIS

Need a refresher on the core features of Classroom PBIS along with resources to learn more about them?



Classroom PBIS  
**Overview**  
CLICK HERE

What do we do when Classroom PBIS practices are being used with fidelity, but some students need extra support?



Classroom PBIS  
**Advanced Student Support**  
CLICK HERE

Once you know what the Classroom PBIS practices are, find out how to know if you are implementing them consistently and equitably!



Classroom PBIS  
**Implementation**  
CLICK HERE

How do we provide professional development and set up systems to support educators to effectively implement Classroom PBIS practices?



Classroom PBIS  
**Educator Support**  
CLICK HERE



## Classroom PBIS

You might know classroom PBIS as positive classroom behavior support, positive and proactive classroom management, or by some other similar sounding name. They're all different ways of describing the same critical features of PBIS – practices, data, and systems – tailored to create better outcomes in your classrooms.

### What Is Classroom PBIS?

In the same way PBIS operates school-wide as a multi-tiered framework, school personnel implement a full continuum of classroom PBIS practices to meet students' needs. Beyond that, school and district leadership teams offer a tiered approach to training, coaching, and feedback to educators to support their classroom PBIS implementation. By differentiating support levels for all, some, and a few students and educators, leadership teams can effectively support all students and staff.

### Why Address PBIS Implementation in Classrooms?

Classroom PBIS is critical to students and school personnel success. When PBIS is implemented in the classroom, individual student outcomes improve [1]. At the school-wide level, schools experience overall improved outcomes and are more likely to sustain their PBIS implementation. [2]

### Foundational Elements

There are three foundational elements to classroom PBIS:

- Evidence-based practices
- Professional development for educators to implement the program

See More/Less

<p><b>Tools</b></p> <p>Resources in this section include assessments, blueprints, examples, and materials to aid in implementing PBIS.</p> <p>Tools</p>	<p><b>Publications</b></p> <p>Publications listed below include every eBook, monograph, brief, and guide written by the PBIS Technical Assistance Center.</p> <p>Publications</p>	<p><b>Presentations</b></p> <p>Presentations about their experiences, published research, and best practices from recent sessions, webinars, and trainings.</p> <p>Presentations</p>	<p><b>Videos</b></p> <p>Recordings here include keynotes and presentations about PBIS concepts as well tips for implementation.</p> <p>Video</p>
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# FEEDBACK

Using Chat or Jamboard, please let us know how you might share these strategies and resources with teachers in your school.





SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY

# Questions? Comments?

➤ Thank You

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