Designing Classwide Behavior Management Plans
In this PPT …

• Effective schedules
Effective Classroom Schedules

Goal: maximize instructional time and responsible behavior

- Posted in clear view
- Developmentally appropriate
- Grandma’s rule (Premack Principle)
- Reviewed daily
- Changed and updated as needed
- Classwide or individual
- Balance types of activities
- Schedule independent and cooperative peer work after teacher-directed instruction
Early Childhood
Scheduling Considerations

• Develop a schedule and stick with it - prepare students for schedule changes
• Visual schedule - review it daily
• Develop routines for transitions and daily activities
• Keep the day moving - short, high interest lessons
• Schedule movement - don’t let students sit too long
• Consider level of stimulation
• Remember the importance of a full tummy - schedule snack(s)
Elementary Scheduling Considerations

- Classwide or Individual
- Review IEP goals to determine time spent on content areas
- Teach difficult concepts when students most alert
- Utilize Premack Principle and work/break routines
- Post schedule in prominent place using appropriate format
  - Objects; Photos; Picture symbols; Written words
- Review daily; stick to it
- Provide time cues
- Plan for transitions (routines)
- Incorporate physical movement
Secondary Scheduling Considerations

- Provide each student with a copy
- Begin class with something motivating
- Schedule several short activities instead of one long one
- Vary types of activities and length
- Use Premack Principle
- Plan alternative activities for students who complete independent work early
Classroom Schedules

The most difficult (and predictable) times during the day …

– After recess
  • Use precorrection to remind students of behavioral expectations
  • Have a less-intense, teacher directed task prepared for when students enter classroom

– The last hour of the day
  • Avoid too much independent work as the last activity - use more teacher-directed task

– The last 5 minutes of class
  • End class with teacher-directed instruction

(Sprick et al., 1998)
Activities within your Schedule

• Balance activities: Keep activities from running long
  – Advance organizer & review
  – Teacher-directed
  – Guided practice
  – Independent practice
  – Teacher-directed closure

• Schedule independent work and cooperative peer work after teacher-directed tasks
  – 40% teacher-directed
  – 35% independent work
  – 25% cooperative

• End on a positive note

(Sprick et al., 1998)
Classroom Physical Arrangement
Evertson & Emmer, 2009

• Increase Visibility
  – Arrange classroom so the teacher can see students at all times, and students can see teacher, instructional materials, and displays

• Increase Accessibility
  – Consider where students are seated – students who sit in the front and down the center experience more teacher attention
  – Arrange classroom to facilitate ease of teacher movement and physical proximity to students
  – Store frequently used materials in locations that are easy to access

• Decrease Distractibility
  – Seat students away from obvious distractors, such as doors, windows, equipment
  – Keep high traffic areas free of clutter to prevent congestion and minimize distractions
Desks in Rows (Front to Back)
(Sprick et al., 1998)

- Message: attention to front of room
- More structure
- Good for whole class instruction with board
- Some student interaction
- Easy teacher circulation & access to students
Desks in Clusters
(Sprick et al., 1998)

• Message: “It is ok to talk to peers”
• Less structure
• Good for cooperative learning
• More student interaction
• Easy teacher circulation & access to students
Desks in U or Rectangle Shape
(Sprick et al., 1998)

• Message: class discussions are encouraged

• Less structure

• Good for whole class discussion and teacher directed instruction

• Excellent teacher circulation & access to students
Establishing Expectations for Appropriate Behavior

• Rules: expected norms of behavior
  • Function: to prevent or encourage certain behaviors
  • Rules are limited in number and do not change

• Procedures: ways of getting classroom activities completed
  • Function: to establish routines for predictability, reducing problem behavior, and saving time
  • Procedures are unlimited in number and may change

(Evertson & Emmer, 2009)
Effective Rules ...

- Consistent with school rules
- Few in number
- Understandable
- Stated positively & behaviorally
- Doable
- Manageable
- Always applicable
- Posted in easy view
- Taught, reviewed, and reinforced
Examples of Rules

• Elementary
  – We are Respectful
  – We are Responsible
  – We are Safe

• Middle School
  – Respect Individual
  – Respect Self
  – Respect Environment

• High School
  – Be There and Be Prepared
  – Live Responsibly
  – Uphold Integrity
  – Earn and Give Respect

http://www.pbismaryland.org/schoolexamples.htm
Rule Matrix
Common Language- Consistent Expectations

In order to clarify the behavioral expectations, develop a rule matrix (see next slide for example).

– Identify all of the key locations within the school
– Identify 2 or 3 examples of what each rule would “look like” or “sound like”
– Use this matrix to teach behavioral expectations

http://www.pbis.org/school/primary_level/default.aspx
## The Three Rs

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Arrival</th>
<th>Hallway</th>
<th>Lunch</th>
<th>Playground/Indoor Break</th>
<th>Bus &amp; Bus Line</th>
<th>Assemblies</th>
<th>Bathroom</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>• Watch where you are going and be alert</td>
<td>• Walk with eyes forward</td>
<td>• Eat your own lunch</td>
<td>• Use equipment appropriately</td>
<td>• Obey instructions of bus driver and adults on duty</td>
<td>• Stay within personal space</td>
<td>• Respect other’s privacy</td>
<td>• Use kind, appropriate language</td>
</tr>
<tr>
<td></td>
<td>• Use library voices</td>
<td>• Straight line</td>
<td>• Be considerate of others space</td>
<td>• Carefully replace equipment in basket</td>
<td>• Hands and feet to self</td>
<td>• Flush toilets</td>
<td>• Use appropriate voice volume</td>
<td>• Use appropriate voice volume</td>
</tr>
<tr>
<td></td>
<td>• Walk silently</td>
<td>• Hands and feet to self</td>
<td>• Use indoor voice</td>
<td>• Use appropriate language</td>
<td>• Keep hands, feet and belongings to self</td>
<td>• Place paper in garbage bag</td>
<td>• Keep hands &amp; feet to self</td>
<td>• Keep hands &amp; feet to self</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>• Keep belongings to self</td>
<td>• Keep belongings to self</td>
<td>• Throw trash in garbage can</td>
<td>• Keep body dry</td>
<td>• Keep track of your things</td>
<td>• Wash and dry hands/good hygiene</td>
<td>• Take charge of your learning</td>
<td>• Complete homework</td>
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<tr>
<td></td>
<td>• Walk from bus to classroom or breakfast quietly</td>
<td>• Walk silently</td>
<td>• Take only the food you will eat</td>
<td>• Play safely by keeping hands and feet to self</td>
<td>• Follow bus rules</td>
<td>• Return to class promptly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Ready</strong></td>
<td>• Put backpack/coats in designated area before breakfast</td>
<td>• Have hall pass visible (after 9:00)</td>
<td>• Enter quietly, stand in line, hands and feet to self</td>
<td>• Share equipment</td>
<td>• Ask appropriate questions</td>
<td>• Report problems to an adult</td>
<td>• Be prepared &amp; on time with materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Take all belongings from bus</td>
<td>• Walk directly to destination</td>
<td>• Put lunch tub in designated area</td>
<td>• Have belongings ready to enter and exit</td>
<td>• Use bathroom at designated times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Put backpack/coats in designated area before breakfast</td>
<td>• Have hall pass visible (after 9:00)</td>
<td>• Listen for whistle and immediately walk to building</td>
<td>• Follow hallway rules</td>
<td>• Be prepared &amp; on time with materials</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Take all belongings from bus</td>
<td>• Enter quietly, stand in line, hands and feet to self</td>
<td>• No talking or running on sidewalk</td>
<td>• Remain seated</td>
<td>• Use bathroom at designated times</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Put lunch tub in designated area</td>
<td>• Enter building quietly</td>
<td>• Be on time at your bus stop</td>
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<tr>
<td></td>
<td></td>
<td>• Raise hand when finished eating to get permission to line.</td>
<td>• Remember hallway rules</td>
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</tr>
</tbody>
</table>
Routines or Procedures

- Identify potential times and areas that may become or are problematic
  - Develop procedure

- Critical procedures
  - Common areas (e.g., playground, cafeteria)
  - Beginning (school day, class, activity)
  - Ending (school day, class, activity)
  - Transitions
  - Regain attention and control

(Sprick et al., 1998)
Developing Procedures or Routines
Source: CHAMPS; Sprick, Garrison & Howard (1998)

**C** Conversation
**H** Help
**A** Activity
**M** Movement
**P** Participation

Consider each of these aspects when developing a procedure/routine
Developing Procedures or Routines
Source: CHAMPS; Sprick, Garrison & Howard (1998)

C  Conversation
Can students talk? If so, about what?

H  Help
How do students get help?

A  Activity
What is the expected outcome of the activity or the steps in the transition?

M  Movement
Can students use the restroom, sharpen pencils, get water, etc.?

P  Participation
What does appropriate participation look like and sound like?
Teaching Expectations

• Explain (teach)
  – Define in concrete terms
    » Looks and sounds like (T-Chart)
    » Nonexamples
  – Rationale
  – Demonstrate

• Rehearse
  – Practice (within setting)
  – Determine if re-teaching is necessary

• Monitor & Provide Feedback
  – Circulate and scan
  – Specific praise
  – Error correction
  – Test

• Reteach (as needed)
Use Modeling to Teach Expectations

• Visual display of skill
• Observational learning
• Modeling is more effective if the model:
  – Is high status
  – Demonstrates competence
  – Is more similar to the students observing
  – Narrates steps during modeling
  – Receives reinforcement
  – Is “live” versus “not live” (e.g., videotaped)

(Bandura, 1977)
Reinforcing and Maintaining Positive Behavior

• Maintain consistency
• Catch students being good
• Consider different types of positive consequences
  - Free and Frequent
    • Verbal praise or smile
    • Token (e.g., sticker or stamp)
    • Thumbs up
  - Intermittent
    • Note home
    • Special privilege (e.g., extra computer time, special seat)
  - Long-term
    • Lunch with principal
    • Student of the week

Also see PPT “Increasing Positive Behavior”

Corrective Consequences for Problem Behavior

- Use clear and specific consequences
- Align consequences directly with rules and procedures
- Develop consequences that are natural and logical
- Categorize corrective consequences according to level of problem behavior

Levels of Problem Behavior

• Nonproblems
  – Brief interruptions

• Minor problem
  – Includes behaviors that violate class rules but do not interfere with instruction or learning
  – But, if not addressed may lead to more severe problems

• Major or escalating problem
  – Behaviors that violate class rules & disrupt teaching and learning (e.g., chronically off task)

(Everston & Emmer, 2009)
Corrective Consequences

Begin with strategies that require minimal teacher time or disruption to teaching

- **Nonproblem**
  - Ignore

- **Minor Problem**
  - Nonverbal cues
  - Active supervision & proximity
  - Redirection or reminder of class rule
  - Assistance with task
  - Choice

- **Major or escalating problem**
  - Withhold activity or privilege
  - Remove or isolate student

(Everston & Emmer, 2009)
Hierarchy of Interventions

- Informal Methods:
  - The “look”, redirect, signals, humor, visual cues, proximity, redirection,

- Level I: Differential Reinforcement
  - DRL, DRI, DRO, DRA

- Level II Procedures: Removal of Reinforcement
  - Extinction

- Level III Procedures: Removal of Reinforcing Stimulus
  - Response cost, time out

- Level IV Procedures: Presentation of Aversive Stimuli
  - Reprimand, overcorrection, positive practice overcorrection, avoidance conditions, physical restraint

Teachers can decide when to use each of these within their levels of problem behaviors but Level 1 should be used before more aversive and punitive consequences are implemented.

(Alberto & Troutman, 2009)
Tips for Delivering Corrective Consequences

- Be consistent
- Use proximity
- Make direct eye contact
- Use a soft voice
- Be firm and without anger
- Connect the consequence to rule or behavior violations
- Do not bargain or accept excuses

*Remember, consequences are about *educating* students about the correct appropriate behavior – not about being vindictive.*

IRIS Module: You're in charge! Developing your own comprehensive behavior management plan.
Pulling it all together

The IRIS Center has a module to help you develop a comprehensive behavior management plan

Module: You're in Charge! Developing Your Own Comprehensive Behavior Management Plan

http://iris.peabody.vanderbilt.edu/par2/cresource.htm
Collecting Data on Classwide Plans  
(Sprick, Garrison, & Howard, 1998)

Is my classwide plan working?

• Select or design a misbehavior recording sheet
  – e.g., see CHAMPs; Sprick et al., 1998 or
    www.pacificnwpublish.com/media/toc-champs.pdf

• Analyze data
  – Count total number of rules violations
  – Determine the 3 students with the most violations
  – Calculate their percentage of the total number of rule violations

• Determine next steps (see next slide)
Example of Data Decision Rules
Adapted from Sprick, Garrison, & Howard (1998)

• If more than 75% of the total classroom can be linked to 3 specific students, maintain current level of structure and classwide plan. For the individual students consider small group or individualized interventions (e.g., reteaching rules or routines, behavioral contracts, check in/check out system).

• If 50% to 74% of the total classroom misbehavior can be linked to the 3 specific students, changes to your classwide plan and additional supports for the specific students as indicated above.

• If less than 50% of the misbehavior can be attributed to the 3 specific students (i.e., the problem is classwide), review the level of classroom structure and consider more substantial changes to your classwide plan.


