


Creating an Optimal Classroom Environment: Simple Strategies to Improve Behavior and Learning

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Today's Session

1. Background
2. Tiered supports
3. Classroom basics
 - a. Assessments to identify features of the classroom that could be improved
 - b. Tiered interventions
4. Supporting and maintaining effective classroom practices
5. High leverage practices




A little background.....

- Behavior management a major concern among teachers
- Students come to school with diverse problems
- Teachers receive limited instruction in behavior management
- There are skills and strategies that teachers can learn and put into practice to substantially improve student behavior



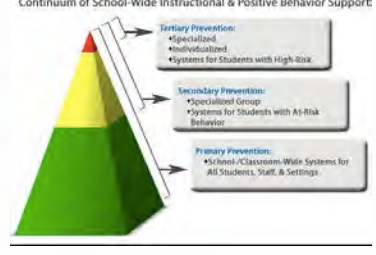
Why are classroom management strategies so important?

- A well-structured classroom can prevent many problem behaviors
- Students learn better in a classroom that functions well
- There is more time to devote to students who truly need additional support



What is tiered support?


Continuum of School-Wide Instructional & Positive Behavior Support:



- Tertiary Prevention:**
 - Specialized
 - Individualized
 - Systems for Students with High-Risk
- Secondary Prevention:**
 - Specialized Group
 - Systems for Students with At-Risk Behavior
- Primary Prevention:**
 - School-/Classroom-Wide Systems for All Students, Staff, & Settings


Roots of the Model

- Public Health
- Primary prevention:
 - Efforts that prevent diseases (e.g., exercise, healthy eating, vaccinations, seat belts, fluoride)
- Secondary prevention
 - Efforts to prevent serious disease for those at-risk (e.g., daily aspirin for those at-risk for heart attack; blood pressure medication to reduce high blood pressure, air bags, frequent dental visits for those susceptible to decay, influenza for elderly, safety goggles for machinists)
- Tertiary prevention
 - Efforts to prevent those with diseases from worsening or developing related sequelae (e.g., HIV meds to stop viral replication, root canals)



Advantages of a tiered system


- Systems in place to support teachers
- Consistency across school
- Data-based decision making



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Is a School-Wide Tiered System Critical?

- NO!!!
 - It is helpful, but not essential for a strong classroom environment
 - Research indicates teachers still struggle with classroom management in spite of tiered behavioral systems



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Applying the Concept of a Tiered System to the Classroom

- Tier 1
 - Expectations
 - Positive student-teacher interactions
 - Routines
 - Instructional-OTR
 - Good Behavior Game
- Tier 2
 - Self-management
 - Check In-Check Out
- Tier 3
 - Multicomponent FBA-based program

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How can I tell if my classroom is optimally functioning?

- Conduct assessments
 - Helps identify strengths
 - Determines where improvements are needed



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Teacher Self-Assessment of Classroom Management Practices

- Use this assessment to determine:
 - Whether my classroom is well organized physically
 - Whether I have classroom expectations in place
 - How efficient my classroom routines and procedures are
 - If interactions with my students are positive
 - Whether I am teaching and reinforcing appropriate behavior
 - How well I am managing behavior problems

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Classroom Management: The Basics



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Classroom Management: Three Basic Strategies

- Establish expectations
- Create routines and classroom procedures
- Improve interactions with students
-and the Good Behavior Game



Strategy 1: Establish expectations

- Why?
 - Sets stage for classroom climate
 - Teaches appropriate behavior
 - Provides parameters for feedback



COMPLETE

Teacher Self-Assessment of Classroom Management Practices

Classroom Expectations Section

Teacher Self-Assessment of Classroom Management Practices

+ = Feature in place - = Feature partially in place x = Feature not in place


CLASSROOM EXPECTATIONS

1. ___ There are three to five clear, positively stated, and operationally defined classroom expectations.
2. ___ Classroom expectations are displayed in a prominent place in the classroom.
3. ___ Classroom expectations are explicitly taught, using examples and nonexamples.
4. ___ Students are acknowledged positively for following the classroom expectations.
5. ___ Private corrective feedback is provided to students when expectations are not followed.

Comments: _____

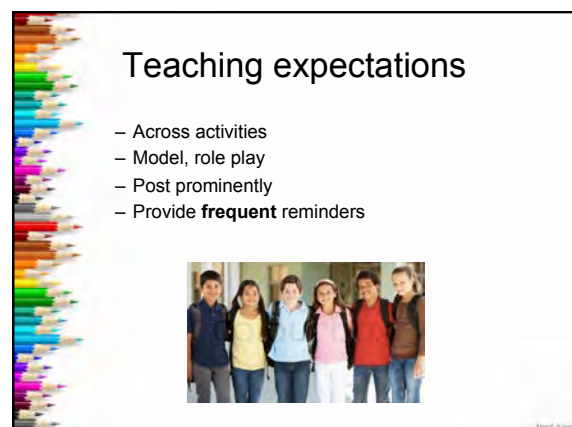
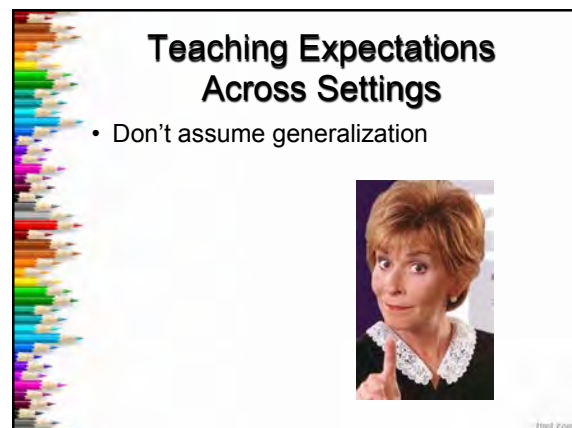
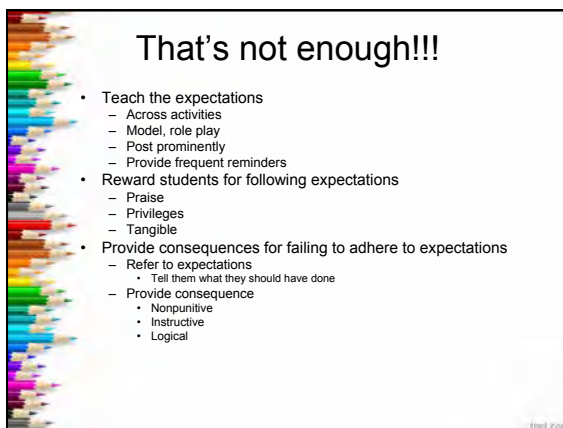
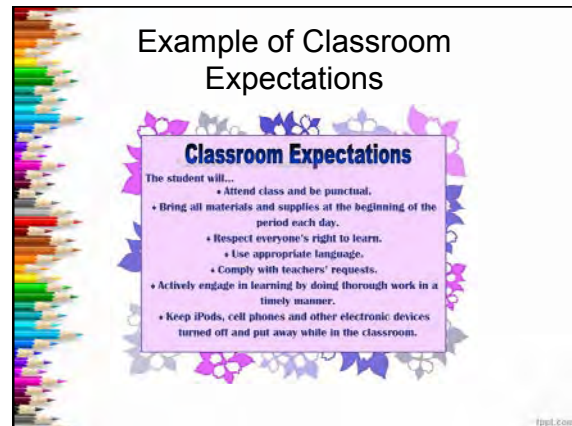
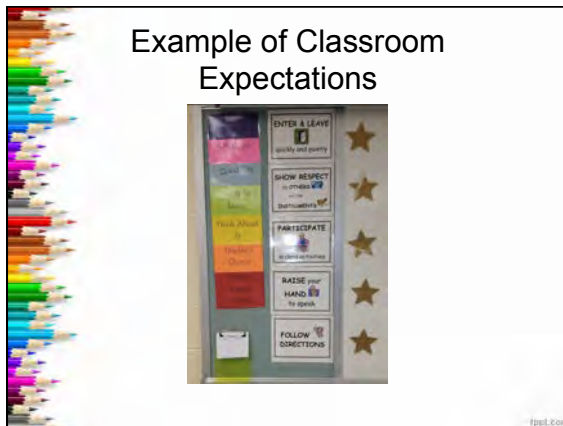
Strategy 1: Establish expectations

- Guidelines:
 - No more than five
 - Brief and clear
 - Tell students WHAT TO DO



Example of Classroom Expectations





Reward Students for Following Expectations

- **Individual Contingencies**
 - Rewards are delivered to an individual
- **Group contingencies**
 - Rewards are delivered to a group based on group or individual behavior
 - Large numbers of students exhibit problem (individual impractical)
 - Difficult to tell who is responsible for behavior (e.g., littering, vandalism)
 - Rewarding individual for improvement offensive to others
- **Both**

Types of Group Contingencies

- **Independent**
 - Behavior requirements same for all students, those who meet receive reward
- **Dependent**
 - If one student (or group) exhibits behavior, all students rewarded
- **Interdependent**
 - All students must exhibit behavior, all students receive reward

Reward Students for Following Expectations



- **Individual Contingencies**
 - Advantages
 - Can point out appropriate behavior
 - Can shape behavior of particular student(s)
 - Disadvantages
 - Time consuming
- **Group contingencies**
 - Advantages
 - Students prompt one another
 - Disadvantages
 - Negative interactions
- **Both**

Examples

- Praise
- Points/Tickets
- Call home
- Others?

Rewards at Jonesboro-10th Grade Classroom

- “Gotcha” tickets
- Student names drawn once a month
 - Pizza party

Provide Consequences for Failing to Adhere to Expectations

- Refer to expectations
 - Tell them what they should have done
- Provide consequence
 - Nonpunitive
 - Instructive
 - Logical

Examples

- Reminder (tiered system of consequences)
- Loss of points
- Problem solving sequence
- Note home
- Immediate feedback to parents
 - Electronic systems
- Others?

Problem Solving Sequence

Problem-Solving Skills Training

- Cognitive-behavioral strategy designed to teach children to think differently about situations and, thus behave differently in the future
 - Cognitive Component: Focus on processes such as thought processes, beliefs, perceptions, self-statements, attributions, expectations, and skills related to processing information
 - Behavioral Component: Focus on what the child does, emphasis on practice, and doing things differently; used in combination with behavior-change techniques such as prompting, reinforcement, shaping, repeated practice

Problem Solving Sequence

1. Identify the problematic situation (what happened)
2. Generate alternative, more appropriate behavior in response to the situation
3. Select from among the alternative behaviors
4. Role play the alternative behavior (may need to model)
5. Prompt/remind student to use alternative behavior

Follow up to Problem Solving Sequence

- Think of times you could use your problem solving steps
 - Describe situations make you feel upset/angry
 - Think about what alternative behaviors you could use
- Describe when you used alternative behaviors
- Your mission is to use your steps to solve problems at school, at home, or with your friends

WILBUR

- **W**hat is my problem
- **I** want a solution
- **L**ist some ideas of things I could do to solve the problem
- **B**est solution is...
- **U**se the solution
- **R**ate the effectiveness of the solution

Keep In Mind....

- Provide frequent reinforcement at first
- Amount of praise should exceed responsive feedback
- Fade as student behavior improves

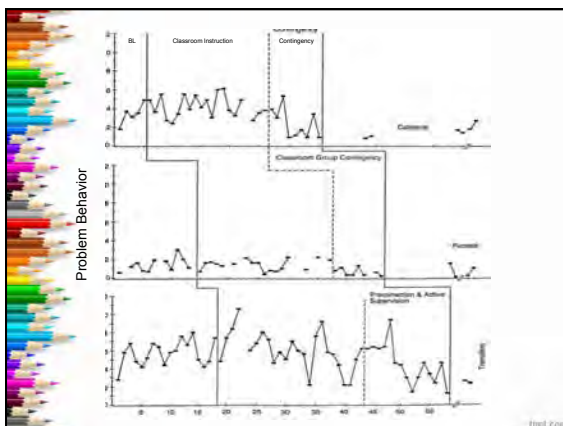
Social Skills Program (Lewis, Sugai, & Colvin, 1998)

- Participants: Students grade 1-5
- Specific Settings:
 - Cafeteria
 - Recess
 - Before lunch transition

School-Wide Rules and Examples of Behaviors Across Settings					
	BE KIND	BE SAFE	BE COOPERATIVE	BE RESPECTFUL	BE PEACEFUL
CAFETERIA	<ul style="list-style-type: none"> • Wait in line in order • Use polite words • Allow everyone to sit 	<ul style="list-style-type: none"> • Walk • Keep hands and feet to self • Watch out for others • Open doors slowly • Keep food on your tray 	<ul style="list-style-type: none"> • Follow adult directions • Sit at assigned table • Wait to be dismissed • Put ticket in basket 	<ul style="list-style-type: none"> • Follow adult directions • Only eat your own food • Clean up after yourself 	<ul style="list-style-type: none"> • Calm voices • Eat slowly
PLAYGROUND	<ul style="list-style-type: none"> • Invite others to join • Include all who want to play • Accept skill differences/teach rules to others • Include others in your activities 	<ul style="list-style-type: none"> • Use equipment appropriately • Stay in designated areas 	<ul style="list-style-type: none"> • Agree on game before you play • Follow game rules • Take turns 	<ul style="list-style-type: none"> • Keep game rules the same during the game • Use appropriate language (no put downs) • Line up when the whistle blows 	<ul style="list-style-type: none"> • Problem solve conflicts • Return from the playground quietly
TRANSITION	<ul style="list-style-type: none"> • Keep hands and feet to self • Allow others to work when you enter the classroom 	<ul style="list-style-type: none"> • Walk • Watch where you are walking 	<ul style="list-style-type: none"> • Wait for directions before leaving • Follow rules without adult reminders • Get materials out; be prepared to work as soon as you enter the classroom 	<ul style="list-style-type: none"> • Walk quietly so other students can continue learning • Use polite language • Follow adult directions 	<ul style="list-style-type: none"> • Walk quietly • Enter classrooms quietly

Procedures

- Baseline (procedures as usual)
- Social skills instruction (4 weeks, in class)
 - Rule discussion, demonstration, role play; story writing about rules
- Implementation in setting
 - Pre-correction, active supervision, error correction, reinforcement





Develop 3-5 expectations for your classroom (or one you support)
 OR
 Identify a setting in your school that is particularly problematic and develop expectations or adapt school-wide expectations



Complete Worksheet Expectations

Common Pitfalls

- General failure to use system
- Not enough teaching of expectations
- Rewards that aren't meaningful (student generated?)
- Insufficient number of rewards
- Failure to follow through





Strategy 2: Improving Student-Teacher Interactions





Improve Interactions with Students

- Why?
 - Creates supportive and positive classroom environment
 - Helps develop rapport with students
 - Improves student connections to school
 - Good relationship with students associated with reduced work-related stress





Improving Interactions with Students

- Learn students' names, address them by name
- Talk with students about their interests, activities, concerns
- Maintain high ratio of positive to corrective comments (4:1)
 - This is especially important for students with problem behavior
- Display student work in class and throughout school
- Welcome new students
 - Review routines
 - Assign a peer buddy





Positive Greetings at the Door

- Focus
 - Class climate
 - Pre-correction
 - Positive reinforcement



PGD: Steps

1. Stand at door, engage in positive verbal or nonverbal (fist bump) interaction as each student enters
2. Deliver positive encouraging pre-corrective statement to students who struggle with behavior (e.g., I know you can remember to raise your hand before talking out) during preplanned structured activity
3. Provide positive statements to recognize appropriate behavior (e.g., Everyone arrived to class on time. The first row got right to work)



Data

Cook et al. (in press)

- Implemented with 10 middle school classrooms
- Significant improvements in engagement
- Significant reduction in disruption

Teacher Verbal Behavior Assessment

- Use this assessment to determine:
 - Frequency of positive, neutral, and negative statements

Teacher Verbal Behavior Assessment

Teacher name:	Observer:
Date of observation:	Class/activity:

Teacher Verbal Behavior: Record the teacher's statements under each heading.

+ = positive statement made to the class as a whole
 +S = positive statement made to an individual student
 N = neutral statement (e.g., open your books to p. 55, move your desks into a circle)
 - = negative statement (e.g., reprimand, correction)

+	+S	N	-

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Strategy 3: Classroom Routines and Procedures

COMPLETE

Teacher Self-Assessment of Classroom Management Practices

Classroom Routines and Procedures section

Teacher Self-Assessment of Classroom Management Practices

+ = Feature in place - = Feature partially in place x = Feature not in place

CLASSROOM ROUTINES AND PROCEDURES


1. ___ Efficient classroom routines are in place and are directly taught to students (i.e., entry into class, review of daily schedule, homework collection, transition between activities, dismissal).
2. ___ Classroom management procedures are developed and directly taught to students (i.e., teachers routinely teach and reinforce expected behaviors and use a predictable sequence of behavioral prompts for addressing low-level misbehaviors and for maintaining decorum).
3. ___ An attention signal is developed to gain students' attention.
4. ___ Procedures are in place for enhancing the efficiency of transitions.

Comments: _____

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 Figure 3.1. Teacher Self-Assessment of Classroom Management Practices.

Create Routines and Classroom Procedures


- Why?
 - Problem behavior frequently occurs during transitions
 - Inefficient routines waste valuable teaching time




Create Routines and Classroom Procedures: Steps

- Identify routines and transitions throughout the day
 - Beginning of the day
 - Instructional activities (e.g., seatwork to group activities, lecture to lab)
 - Recess
 - Use of restroom
- Identify substeps of routine
- Teach routines and procedures
 - Practice
- Provide prior reminders of expectations during routines upon initiation
- Praise (reward if needed) students for following routines/procedures

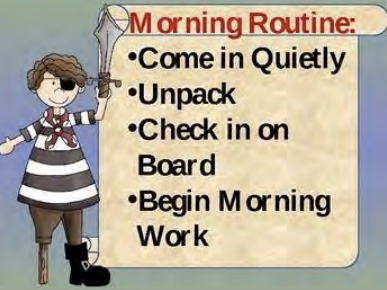
Example of a Classroom Routine



Example of a Classroom Routine



Example of a Classroom Routine



Example of a Classroom Routine

Computer Lab Procedures

- Leave backpacks in locker
- Turn on computer when starting
- Work quietly
- Save materials on flash drive (not hard drive)
- Turn off computer when leaving

Example of a Classroom Routine

Hand in homework and notes.

Help in the classroom:

Identify One Routine That Could be Improved (classroom, school)

Complete Worksheet Routines

Increasing Active Student Engagement

Opportunities to Respond (OTR)

Self-Assessment of Effective Teaching Strategies

- Use this assessment to determine:
 - Whether I am using strategies that motivate and encourage student learning
 - If level of instruction is appropriate
 - Whether my instruction reaches *all* students
 - If I provide appropriate instructional feedback

Self-Assessment of Effective Teaching Strategies

Read each item and consider the degree to which you implement it in your classroom. Circle the number that corresponds to your overall implementation of that item using the following code:

1 = Not implemented 2 = Inconsistently implemented 3 = Fully implemented

1. I set high expectations for student achievement. 1 2 3
2. I use creative and stimulating curriculum materials to make students and motivate learning. 1 2 3
3. I utilize diverse teaching methods within each lesson (e.g., lecture, group work, homework) to maintain high rates of on-task behavior. 1 2 3
4. I differentiate instruction based on my students' skill levels to ensure high rates of student success. 1 2 3
5. I am aware of and include students' interests when preparing my lessons. 1 2 3
6. Instruction focuses to actively engage all of my students in learning. 1 2 3
7. I use strategies for smooth, efficient transitions between activities. 1 2 3
8. I use a wide range of attention to maintain student attention. 1 2 3
9. My lessons include explicit evaluation, frequent checks for understanding, and opportunities for student practice. 1 2 3
10. I routinely monitor my students' progress and reflect skills to ensure that students reach mastery. 1 2 3

Interpreting Results: Add the circled numbers and calculate the total points. Total:

25-30 points: Strong use of effective teaching practices
 10-20 points: Moving toward effective teaching practices
 10 or fewer points: More emphasis on effective teaching practices needed

List out to three teaching strategies that you would like to strengthen. Make a plan for addressing these habits.

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Increase Active Student Engagement

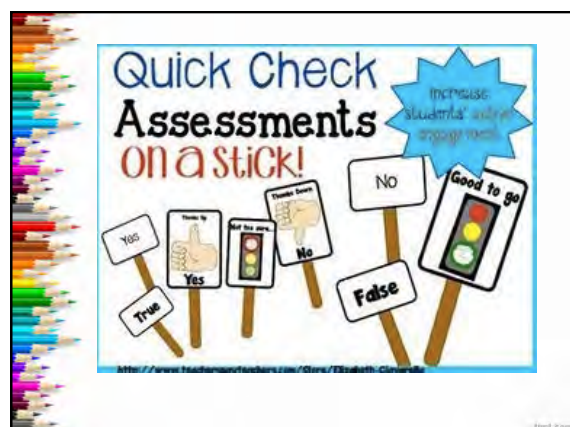
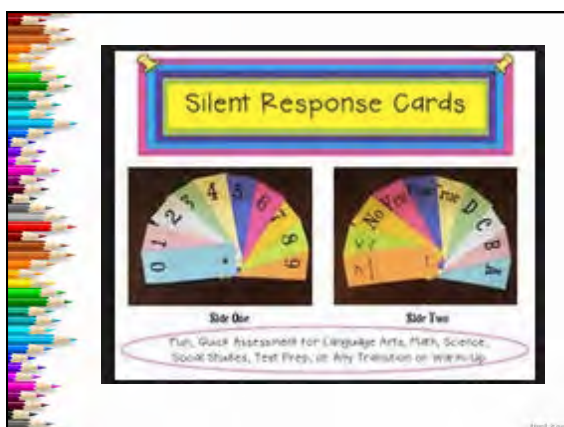
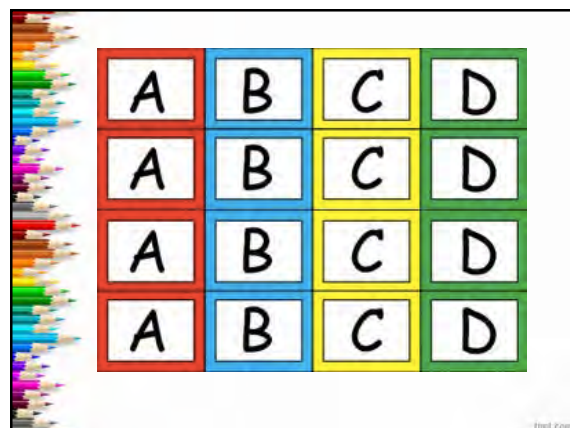
- Why?
 - Students participate and learn more
 - Students cannot 'tune out'

Increase Active Student Engagement

- How...
 - Choral responding
 - Pose a question and have students respond in unison
 - Response cards
 - Yes/No
 - True/False
 - White boards
 - Write responses
 - Guided notes

Response Cards

- Model several question and answer trials and give students practice on how to use response cards.
- Maintain a lively pace throughout the lesson; keep intervals between trials short.
- Give clear cues when students are to hold up and put down their cards.
 - For preprinted response cards: design cards to be easy to see
 - Make cards easy for student to manipulate and display



Guided Notes

EXAMPLE

Directions: Read pages 4- 5 and complete these Guided Notes.
Akegbe, P. (2002). *Stories from Africa: Myths & Legends*. Chicago, IL: World Book Publishers.


1. The three main African groups who still hold on to their ancient beliefs are the _____ of Ghana, the _____ of Benin, and the _____ of Nigeria.
2. Some experts believe that there are over _____ African myths and legends.
3. Throughout Africa, many people believed that the _____ and _____ were home to _____ and _____.
4. In a continent where _____ are still scarce and much of the land is _____, the forest and bush could provide both _____ and _____.
5. _____ are an important part of African myths, legends, and _____.
6. Some of the most common animal _____ involve a _____.
7. The _____ animal lives by its _____ and feeds its _____.
8. It is usually a hare, _____, or tortoise.
9. Many African _____ and legends, those involving _____ animals traveled to the _____ and across North _____.
10. This happened because of the _____ trade.

Select One Activity to Increase Student Opportunities to Respond How Will You Implement?

See Worksheet OTR

The Good Behavior Game

- Longitudinal data support long-term effectiveness
- Effective with preschool through adult
- Used in general and special education



The Good Behavior Game

- Effective for many target behaviors
 - Engagement
 - Disruption
 - Out of seat
 - Talk out
 - Cursing
 - Noncompliance
 - Routines (lining up for lunch)
 - Academic behavior
 - Number of verbs identified
 - Work output, assignment completion
 - Good hygiene (cleanest teeth)

The Good Behavior Game

- Relies on interdependent group contingencies
 - All students must engage in behavior for group to receive reinforcement
- Mechanisms for effectiveness
 - Group solidarity
 - Team cooperation
 - Competition
 - Conformity to expectations
 - Reinforcement, peer
 - Reduction of peer attention/reinforcement

The Good Behavior Game: Steps

- Identify times/activities that are problematic
- Operationally define behavior that will result in merit
- Choose reward, how often students will be rewarded, and criteria for receiving a reward
- Select teams (e.g., two groups)
- Introduce procedures

The Good Behavior Game: Rewards

- Free time, activity time (movie, video, music)
- Additional recess
- Going to the library
- Teachers helper
- Reading to, tutoring other students
- Snacks
- Line up for lunch first
- Party
- Weekly commendation letter
- Lunch with staff member
- Public posting of results

Example: Good Behavior Game

- Split science class in half
- Target behavior: Raising hand before talking
- Tally marks on board at 5 min intervals for each group that met target behavior
- Reward for group with most tallies
 - End of class
 - Accumulate tickets for each tally for larger reward (e.g., pizza)

The Good Behavior Game: Variations


- Added no tattling rule
- “Good Productivity Game”
 - Adults in facility working for pay
- Multiple teams

Good Behavior Game: Cautions

- Peer influence
 - Teach appropriate responses to infractions
- Sabotage (refusing to conform)
 - Remove student from game
 - Do not count offending student’s behavior
 - Add individual contingencies

Tier 2 Interventions

- Self-Management



Self-management: Why is it Effective?

- Cognitive-behavioral strategy
- External controls are relatively absent



Advantages of Self-Management Procedures

- Important behaviors are not missed
- Enhanced generalization
- A wider range of behaviors can be managed
- Less time consuming
- Better student performance
- Consistent with ultimate goal of education

Types of Self-Management Procedures

- Goal setting
 - Students set their own goals
- Self-evaluation
 - Students evaluate their performance
- Self-recording
 - Students keep a written record of their performance

Types of Self-Management Procedures

- Self-reinforcement
 - Students reinforce themselves
- Self-punishment
 - Students apply punitive contingencies
- Self-instruction
 - Students provide instruction to themselves

Steps in Self-Management

1. Select a target behavior
2. Teach the student to identify the target behavior (examples, nonexamples)
3. Teach the student to use self-recording device
4. Match student responses in initial phases
5. Provide rewards for target behavior and accurate self-management

Student Self-Management Sheet

1. I interacted appropriately	yes	no
2. I interacted appropriately	yes	no
3. I interacted appropriately	yes	no
4. I interacted appropriately	yes	no
5. I interacted appropriately	yes	no
6. I interacted appropriately	yes	no
7. I interacted appropriately	yes	no
8. I interacted appropriately	yes	no
9. I interacted appropriately	yes	no
10. I interacted appropriately	yes	no

Linking Self-Management to Behavioral Function

- Identify function of problem behavior
- Have student self-monitor appropriate replacement behavior

Dustin's Self-Monitoring Sheet

I worked or asked for a break appropriately, and my behavior was appropriate.

Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

★

's Self-Monitoring Sheet

	Yes	No
1. I asked for the toy nicely or waited for my turn.	☺	☹
2. I asked for the toy nicely or waited for my turn.	☺	☹
3. I asked for the toy nicely or waited for my turn.	☺	☹
4. I asked for the toy nicely or waited for my turn.	☺	☹
5. I asked for the toy nicely or waited for my turn.	☺	☹
6. I asked for the toy nicely or waited for my turn.	☺	☹
7. I asked for the toy nicely or waited for my turn.	☺	☹
8. I asked for the toy nicely or waited for my turn.	☺	☹
9. I asked for the toy nicely or waited for my turn.	☺	☹
10. I asked for the toy nicely or waited for my turn.	☺	☹

Michael Self-Monitoring Checklist

Task

When someone told me to do something,

I worked appropriately or asked for a break appropriately (stayed in seat, worked on task without interruption, said, "May I have a break please?") YES NO

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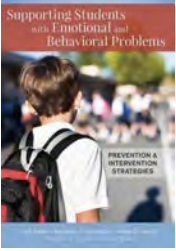
I worked appropriately or asked for a break appropriately (stayed in seat, worked on task without interruption, said, "May I have a break please?") YES NO

				
READY: GATHER MATERIALS, STAY FOCUSED	EMBI COMPLETE WORK			
See ST Academic Goal # of Problems _____	See ST Behavioral Goal # of "Yes" checks _____			
MONITOR ACADEMIC & BEHAVIORAL GOALS EVERY 5 MINUTES				
Bill 1	Bill 2	Bill 3	Bill 4	Bill 5
Yes, No, # of Problems Completed	Yes, No, # of Problems Completed	Yes, No, # of Problems Completed	Yes, No, # of Problems Completed	Yes, No, # of Problems Completed
Bill 6	Bill 7	Bill 8	Bill 9	Bill 10
Yes, No, # of Problems Completed	Yes, No, # of Problems Completed	Yes, No, # of Problems Completed	Yes, No, # of Problems Completed	Yes, No, # of Problems Completed
Bill 11	Bill 12	Evaluate ST Academic Goal		
Yes, No, # of Problems Completed	Yes, No, # of Problems Completed	# of Problems Completed = _____		
Evaluate ST Behavioral Goal # of "Yes" checks (total) _____				
				
Evaluate LT LIFE Goal ARE YOU MEETING YOUR GOAL TO BECOME A VIDEO GAME DESIGNER? YES _____ NO _____				

- ## Steps in Self-Instruction
- 1) Cognitive modeling: Teacher models appropriate behavior and talks out loud (e.g., First, I go to my seat, then I get my book out)
 - 2) Overt external guidance: Individual performs behavior while instructor talks out loud
 - 3) Overt self-guidance: Individual performs behavior while talking out loud
 - 4) Fade overt self-guidance (whisper)
 - 5) Covert self-instruction: Individual performs behavior while covertly using self-instruction

- ## Getting Started
1. Complete an assessment.
 2. Identify 1-3 areas to target
 - Organize my room so student belongings are stored on shelves, rather than at desks
 - Increase my rate of praise for appropriate behavior-begin with once every 15 minutes
 - Introduce one OTR strategy
- GET STARTED TODAY!**

Additional Assessments



Supporting Students with Emotional and Behavioral Problems
PREVENTION & INTERVENTION STRATEGIES

Strategies to Support and Maintain Effective Classroom Practices

Induction Programs

- Increase teacher retention
- Improve teacher instruction
- Improve student academic achievement
 - Greater proficiency on exams
 - Higher number of students in advanced placement courses
- Increase graduation rates

What Do We Know About Induction Programs?

- More induction components lead to better retention (>1 hour/week)
- Having a school mentor reduces attrition of beginning teachers
- Teachers with more hours of mentoring had higher student achievement in math and reading (compared with teachers with fewer hours)

Components of an Induction Program

- Formal or informal orientations
 - Review of school procedures/policies, how to organize classroom, where to find resources
- Mentoring
 - Mentors and mentees meet periodically to review progress and discuss challenges
- Professional development
 - Ongoing coursework, in-service, participation in professional learning communities

Mentoring Stages

Figure 1.1: Mentoring Stages for Beginning Teachers

STAGE	FOCUS
First Stage	<ul style="list-style-type: none"> ▪ Practical skills and information: <ul style="list-style-type: none"> ○ Where to order supplies ○ How to organize a classroom ○ Where to find instructional resources ○ What kind of assistance the teacher association can provide
Second Stage	<ul style="list-style-type: none"> ▪ The art and science of teaching and on polishing classroom management skills
Third Stage	<ul style="list-style-type: none"> ▪ A deeper understanding of instructional strategies and ongoing professional development that is based on the assessed needs of students

Source: National Foundation for the Improvement of Education¹⁶

Key Variables

- Programs with greater frequency (i.e., weekly meetings) and length of contact (1-2 years) more effective
- More effective if mentors/mentees provided adequate “protected time” (i.e., 1-3 hours/week) for observation and discussion
- Confidentiality needs to be protected to allow honest dialogue

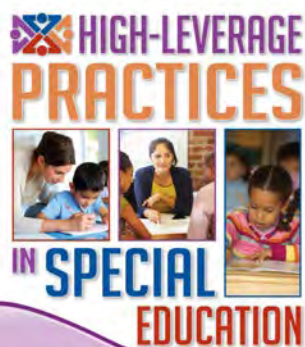
Accountability

- Assure compliance with state laws, regulations, policies
- Focus on program improvement
 - Set goals
- Assess effect of induction program on student achievement and teacher outcomes
 - Measure outcomes

Maintaining Effective Practices

- Periodic structured evaluations
 - Classroom management
 - Data-based observations
 - Instructional strategies
 - Fidelity of curriculum implementation
- Ongoing support
 - Challenging classroom
- Availability of strategic mentoring

High Leverage Practices



HIGH-LEVERAGE PRACTICES IN SPECIAL EDUCATION

High Leverage Practices: Four Broad Areas

- Collaboration
- Assessment
- Social/Emotional/Behavioral
- Instructional

Collaboration

1. Collaborate with professionals to increase student success
2. Organize and facilitate effective meetings with professionals and families
3. Collaborate with families to support student learning and secure needed services

Assessment

4. Use multiple sources of information to develop a comprehensive understanding of student's strengths and needs
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs
6. After developing instructional goals, evaluate and make ongoing adjustments to student's programs

Social/Emotional/Behavioral

7. Establish a consistent, organized, and respectful learning environment
8. Provide positive and constructive feedback to guide students' learning and behavior
9. Teach social behaviors
10. Conduct functional behavioral assessments to develop individual student behavior support plans

Instruction

11. Identify and prioritize long- and short-term learning goals
12. Systematically design instruction toward a specific learning goal
13. Adapt curriculum tasks and materials for specific learning goals
14. Teach cognitive and metacognitive strategies to support learning and independence

Instruction

15. Provide scaffolded supports
16. Use explicit instruction
17. Use flexible grouping
18. Use strategies to promote active student engagement
19. Use assistive and instructional technologies

Instruction


20. Provide intensive instruction
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior

Serving Students with EBD


All facets of programming should include:

- Systematic, **data based** interventions
- Continuous assessment and **monitoring of progress**
- Provision for **practice** of new skills
- **Treatment matched to problem**
- **Multi-component** treatment
- Programming for **transfer & maintenance**
- Commitment to **sustained** intervention

(Peacock Hill Working Group, 1991)



Questions?



TEACHER SELF-ASSESSMENT OF CLASSROOM MANAGEMENT PRACTICES

+ = Feature in place

- = Feature partially in place

x = Feature not in place

Directions: Read each item relating to classroom management practices and assess whether the feature is currently in place, partially in place or not in place within your classroom, using the code shown above. Use the final section of the assessment to identify those features that need strengthening.

PHYSICAL ORGANIZATION OF CLASSROOM SPACE

1. _____ Desk and tables are arranged to optimize instructional activities.
2. _____ Work areas are established for different types of skills development.
3. _____ There is adequate separation of space between work areas.
4. _____ All areas of the classroom are visible and easily accessible to staff.
5. _____ Instructional materials are easily accessible to staff and students.
6. _____ The setting is safe (potentially unsafe materials are stored out of reach), and there are procedures for addressing dangerous behaviors.
7. _____ The classroom is neat, visually pleasing, and inviting to students.
8. _____ There is adequate space for students to store their belongings.

Comments: _____

CLASSROOM EXPECTATIONS

1. _____ There are three to five clear, positively stated, and operationally defined classroom expectations.
2. _____ Classroom expectations are displayed in a prominent place in the classroom.
3. _____ Classroom expectations are explicitly taught, using examples and non-examples.
4. _____ Students are acknowledged positively for following the classroom expectations.
5. _____ Private corrective feedback is provided to students when expectations are not followed.

Comments: _____

CLASSROOM ROUTINES AND PROCEDURES

1. _____ Efficient classroom routines are in place and are directly taught to students (i.e., entry into class, review of daily schedule, homework collection, transition between activities, dismissal).
2. _____ Classroom management procedures are developed and directly taught to students (i.e., teachers routinely teach and reinforce expected behaviors and use a predictable sequence of behavioral prompts for addressing low-level misbehaviors and for maintaining decorum).
3. _____ An attention signal is developed to gain students' attention.
4. _____ Procedures are in place for enhancing the efficiency of transitions.

Comments: _____

Figure 3.1. Teaching Self-Assessment of Classroom Management Practices.

TEACHER-STUDENT INTERACTIONS AND EMOTIONAL CLIMATE

1. _____ The emotional climate of the classroom fosters a sense of belonging and connection to school.
2. _____ There are positive staff-student relationships.
3. _____ Staff model appropriate social skills and behavior, including patience, persistence, and problem-solving.

Comments: _____

PROCEDURES FOR TEACHING AND REINFORCING APPROPRIATE BEHAVIOR

1. _____ Explicit instruction is used to teach appropriate social behavior, including self-management and self-control skills.
2. _____ A high rate of specific, contingent praise is used to reinforce appropriate behavior.
3. _____ A 4-to-1 ratio of teacher attention is given to positive versus negative events.
4. _____ Positive reinforcement procedures to strengthen appropriate behavior are varied and designed to meet students' needs.
5. _____ Individualized strategies are developed to teach and strengthen appropriate behavior.

Comments: _____

PROCEDURES FOR MANAGING BEHAVIOR PROBLEMS

1. _____ There is an adequate level of supervision and monitoring of student behavior.
2. _____ Procedures are in place to respond to low-level problem behavior(e.g., talking out, off-task behaviors).
3. _____ Positive behavior support plans, based on functional behavior assessment, are in place for students whose behavior impedes their own learning or the learning of others.
4. _____ Procedures are in place for the prevention of serious problem behavior (e.g., physical aggression, behavior that causes safety concerns), including de-escalation and crisis management procedures.

Comments: _____

GOAL SETTING

1. List or two areas that you would like to target for improvement.

2. Identify activities to strengthen these areas.

3. Identify the types of assistance or resources that are needed to accomplish these goals.

Figure 3.1. Teaching Self-Assessment of Classroom Management Practices.

WORKSHEET
CLASSROOM EXPECTATIONS

Classroom Expectations:

- 1.
- 2.
- 3.
- 4.
- 5.

yes

no

Stated positively

Easily understood

Instruct what to do

Rewards for Appropriate Behavior:

- 1.
- 2.
- 3.
- 4.
- 5.

Consequences for Inappropriate Behavior:

- 1.
- 2.
- 3.
- 4.
- 5.

Procedures for Instructing Students:

When will I implement:

TEACHER VERBAL BEHAVIOR ASSESSMENT

Teacher name:	Observer:
Date of observation:	Class/activity:

Teacher Verbal Behavior: Record the teacher's statements under each heading.

- + = positive statement made to the class at a whole
- +S = positive statement made to an individual student
- N = neutral statement (e.g., open your books to p. 65, move your desks into a circle)
- = negative statement (e.g., reprimand, correction)

+	+S	N	-

WORKSHEET ROUTINES

Identify a problematic routine:

What are substeps of the routine?

- 1.
- 2.
- 3.
- 4.
- 5.

How will you teach and practice the routine?

How will you provide reminders of expectations prior to or during routine?

Is reinforcement needed to encourage students to following routines/procedures?

yes

no

If yes, what reinforcement will be delivered and when?

Reward:

When and how?

When I will implement the routine:

Self-Assessment of Effective Teaching Strategies

Read each item and consider the degree to which you implement it in your classroom. Circle the number that corresponds to your overall implementation of that item using the following code:

1 = Not implemented

2 = Inconsistently implemented

3 = Fully implemented

1. I set high expectations for student achievement.
1 2 3
2. I use creative and stimulating curriculum materials to involve students and motivate learning.
1 2 3
3. I utilize diverse teaching methods within each lesson (e.g., lecture, group work seatwork) to maintain high rates of on-task behavior.
1 2 3
4. I differentiate instruction based on my students' skill levels to ensure high rates of student success.
1 2 3
5. I am aware of and include students' interests when preparing my lessons.
1 2 3
6. I structure lessons to actively engage all my students in learning.
1 2 3
7. I use strategies for smooth, efficient transitions between activities.
1 2 3
8. I use a brisk pace of instruction to maintain student attention.
1 2 3
9. My lessons include explicit instruction, frequent checks for understanding, and opportunities for guided practice.
1 2 3
10. I routinely monitor my students' progress and reteach skills to ensure that students reach mastery.
1 2 3

Interpreting results: Add the circled numbers and calculate the total points. Total: _____

25-30 points: Strong use of effective teaching practices

20-25 points: Moving toward effective teaching practices

19 or fewer points: more emphasis on effective teaching practices needed

List one to three teaching strategies that you would like to strengthen. Make a plan for addressing these features.

WORKSHEET
OPPORTUNITIES TO RESPOND

Identify an academic activity in which students could be more engaged:

What type of OTR will you use:

What materials do you need for OTR strategy:

How will you teach students OTR strategy (steps):

- 1.
- 2.
- 3.
- 4.

When will you begin using OTR strategy: