

PRACTICAL PROGRAM DESIGN FOR BEHAVIORAL CLASSROOMS

Tricia Berg & Jessica Sprick

Welcome! Please sit in one of the first 11
rows (where handouts are placed)

Introductions

- Jessica Sprick
- (Tricia Berg)
- Raise hand if you are:
 - General education teacher
 - Special education teacher
 - School psychologist
 - Other interventionist (counselor, behavior interventionist, social worker)
 - School administrator
 - District administrator
 - Residential placement staff
 - State level staff
 - Other

Session Objectives

- Understand how to apply the STOIC framework to set the stage for a classroom of students who are responsible, motivated, and highly engaged in meaningful tasks.
 - Structure
 - Teach
 - Observe
 - Interact Positively
 - Correct Fluently

Session Objectives

- Identify practical strategies that address problems you see in your classroom (or classrooms you support)
- Create a plan of action that identifies key variables you can manipulate to positively impact student behavior and learning

Note on Active Participation

- Modeling a variety of strategies throughout session
 - Cloze notes
 - Playing cards
 - Oral and written responses
 - Whip around or pass
 - Etc.

Agenda

- Typos!
- 9:00-10:30 Session content
 - 10:30-10:40 Break
 - 10:40-12:00 Session content
 - 11:55 Raffle
 - 2 volunteers

Behavior Classrooms

Dichotomous settings

- **Incredible**
 - Behaviors under control
 - Teaching and learning occurring
 - Efforts to mainstream students
- **Terrible**
 - Chaotic – lots of escalation
 - No escalation but no teaching
 - Place with no expectations so kids don't want to leave
 - Holding cell

Activity

- Brainstorm the characteristics that make a classroom incredible or terrible
 - Teaming
 - Vision
 - Teacher training and skill
 - Planning for transitions (in and out)
 - Collaboration with families
 - Relationships with students
 - Structure
 - Focus on academic as well as behavioral skills

Goals of Successful Behavior Classrooms

- **ALL** students learning academic, behavioral, and social-emotional skills to be successful in **ALL** environments
- Teachers having a clear vision (goals) for what their classrooms can be and what their students can accomplish
- All teachers accepting students as they are, while helping them to get to where they need to be

“I must do something”
will always solve more problems
than
“Something must be done”

“I must do something” Variables

- **Structure**
- **Teach**
- **Observe**
- **Interact positively**
- **Correct fluently**

STRUCTURE FOR
SUCCESS



Introduction to Structure

- Structure is the orchestration, predictability, and organization of your setting
- The way a setting is structured has a huge impact on behavior and attitude



Level of Structure

- Low = students are mostly self-managers, highly responsible, and highly engaged
- Medium = students can handle some independence but need some parameters to be successful
- High = more than one student is immature, emotionally needy, and/or has high risk factors



Consider level of structure in behavior class as well as potential mainstreaming classes

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General High Structure Principles

- Increase orchestration and preplanning
 - Minimize non-teacher directed movement
 - Noise/conversation
- Increase explicit instruction of behavioral expectations

General High Structure Principles

- Make instruction manageable for students' behavior capacity
 - Limit number of directions given at one time
 - Provide finite amounts of time for each chunk of instruction and work
 - Minimize non-engaged time

Structure: Physical Layout

- Visual access to all parts of room
- Physical access to all parts of room
- Importance of assigned seating

Whole Group Layout

- Seat students in rows not clusters
- Students should face whole-group instruction area
- No double desks!

Small Group Layout

Considerations for setup:

- Number of adults
- Number of ability groups
 - Number within each ability group
- Physical space
 - Inside classroom
 - Other locations

De-Escalation Spaces

- Provide clear expectations for each space
 - Cool-down space
 - Timeout space
 - Room-clear space

De-Escalation Spaces

- Cool-down space
 - Self-selected
 - Teacher recommendation
- Timeout space
 - Out of sight from most students
 - Student facing away from class
 - Only for limited time (use stopwatch)
 - Create routine for reintegration

De-Escalation Spaces

- Room-clear space
 - Preplanned and practiced routine/protocol
 - Determine where student goes
 - Determine where class goes

Other Spaces

- Computers
- Reinforcement area
- Teacher/Para desk
- Seclusion room**
Know your district policy

Action Plan

When you think about your class/classes you've been in, what were the structural elements of the physical layout that:

- Contributed to the success of students
- Could use tweaks to increase the success of students?

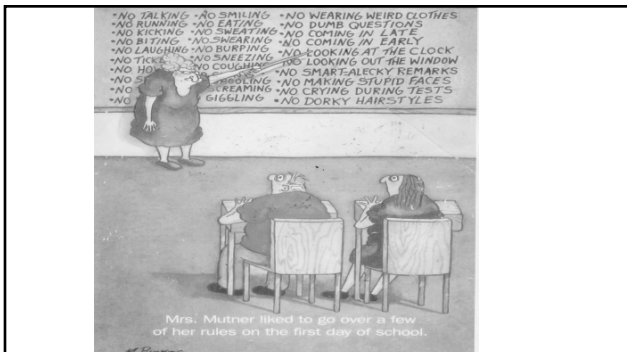
Structure: Classroom Rules

- Activity
 - List behaviors seen in classrooms
 - List classroom rules in classroom
- Consider behaviors you have seen in the classrooms and ensure rules are in place that address these behaviors

Designing Rules

Design rules that communicate your most important expectations:

- Tell students specifically what to do
- Are measurable and observable
- Post this information in a prominent place
- Should be (for the most part) stated positively
- Avoid having over five rules



Rules on Rules

- Need compliance - "Follow directions"
- Task completion - "Work to the best of your ability"
- Interaction rule - "Keep hands, feet, objects to self"
- On-time rule - "Every second counts"
- Language rule - "Use appropriate words"

Structure: Schedule

Schedule should include time for:

- Content-area instruction
- Behavioral and social skills instruction (much embedded)
- Check-ins/outs (daily and weekly)
- Team time
- Reinforcement time
 - Immediate
 - Delayed

Scheduling Considerations

- Length of activities:
 - Consider student ability to stay on task (e.g. independent work)
 - May or may not correspond with schoolwide schedule
- Groupings
 - All students doing same content at same time or different?
 - Inclusion impacts on scheduling for students and adults
- Time of day
 - Student focus and behavior
 - Passive versus active tasks

Structure: Point Card

Point card benefits:

- Increase **structure**
- Increase opportunities for **teaching** of behaviors
- Increase opportunities for **observation**
- Increase opportunities to **interact positively**
- Increase opportunities to **correct consistently**

Structure: Level System

■ Level System Benefits

- Increased generalization of skills to the LRE
- Fade behavior management techniques
- Motivate students to learn and sustain new behavioral skills and self-management

■ CAUTION: Point cards and Level Systems should be used as a behavioral coaching tool *NOT* a tool of torture

Point Card Development

Determine what behaviors should be measured on the point card

- Short-term behavioral goals (**replacement** behaviors)
 - Ask for breaks
 - Raise hand to request help (peer or adult)
- Long-term behavioral goals (**desired** behaviors)
 - Stay in assigned area
 - Complete work independently

Determine Timeframe for Rating and Providing Feedback

- End of period
 - *Period 1, Period 2, Period 3*
- Natural breaks in the day
 - *Reading, Recess, Math, Lunch*
- More **frequently** for students who struggle
 - *10 minutes, 15 minutes*
- Fade point-card feedback as students advance through the level system

Determine Criteria for Goal

- Goals should be obtainable for students
- Goals may match level system goals
- Short-term goals should be between **70-80%**
 - If 70% seems too high – adjust the behavior being evaluated and be more specific or focus on fewer behaviors
 - Manipulate STOIC to provide more supports
- Goals should be realistic, reasonable, and obtainable

Example Point Card

Student _____ Date _____

Targeted Routine _____ Time _____ to _____

Number of Intervals _____ Interval Length (Total min./# of intervals) _____

Expectations	Routine/Class Period						TOTALS
	1	2	3	4	5	6	
<reducing problem behavior/ increase expected->	1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	12
<reducing problem behavior/ increase expected/replacement->	1 0	1 0	2 1 0	2 1 0	2 1 0	2 1 0	12
<approximation of desired behavior->	1 0	1 0	2 1 0	2 1 0	2 1 0	2 1 0	12
TOTALS	/6	/6	/6	/6	/6	/6	/36

2 = Great! No problem. 1 = Needed a reminder. 0 = Didn't follow direction

Goal = 80% = 29/36

Criteria

Point Card Expectations

- Meeting classroom rules
- Specific IEP behavior goals
- Maximum of 5 behavior expectations
- Determine Likert rating
 - 3-point system increases reliability and ability to provide positive coaching
 - 0- never
 - 1 - sometimes
 - 2- always

Family Communication Component

Consider options for daily/weekly communication:

- Xerox and send home
- Print point cards on carbon copy paper
- Send bottom half with only point total
- Require parent signature with bonus point if returned the following day

Pairing Point Card to Level System

- Goal: to help with awareness of necessary skills to be successful in LRE and facilitate generalization of skills to LRE
 - Triggers discussion about moving student into LRE
 - Does NOT determine placement
- Set criterion for level advancement, e.g.:
 - Level 1: 70% or below
 - Level 2: 80%
 - Level 3: 90%
 - Level 4: 95%

Level System Example

Level determines privileges in class and out of class

- Level 1
 - Break time at desk
 - Student eats lunch in classroom
- Level 2
 - All level one privileges
 - Break time on computer
- Level 3
 - All prior privileges
 - Break time anywhere in the classroom
 - Self-manage with teacher feedback
- Level 4
 - All prior privileges
 - Listen to music while working
 - Self-manage point card system

Example of Privileges

Level 1	Level 2	Level 3	Level 4
Packet work at seat during choice time	Choice time if 9-10 is earned in period	Choice time if 7-10 is earned in period	Choice time if 7-10 is earned in period
No electronics privileges	No electronics privileges	Electronics privilege once per day during choice time	Electronics privilege during choice time

Level System Procedures

Develop a procedure for monitoring students' progress and system evaluation

- Frequently monitor the data associated with the point card and level system to determine student success
- Adjust student program as needed
- Review daily points with student at end of day
- Review weekly/monthly averages to identify trends and problem-solve

Activity: Structure for Success

- Reflect on behavior classrooms you have been in
 - What were the structural elements of the schedule, rules, point card/level system that contributed to student success?
 - What were structural elements that could be changed to increase student success?

TEACH EXPECTATIONS

Introduction to Teach

- Remember goal:
 - ALL** students learning academic, behavioral, and social-emotional skills to be successful in **ALL** environments

Introduction to Teach

- Principles of quality instruction
 - Teach specific, explicit lessons
 - Provide rationale and objectives
 - Utilize active engagement techniques
 - Model, lead, test
 - Role play: students model the positives
 - Immediate positive and corrective feedback
 - Practice, practice, practice
 - Assessment and adjustment

Classroom Behavioral Expectations

- Prepare lessons on behavioral expectations for each major activity/transition
 - Critical content: "What do students need to know in order to behave responsibly"
 - How do you define high structure in the activity/transition to set students up for success?

Utilize CHAMPS

- Goal is to eliminate hidden norms
- For each activity, clarify:
 - Conversation
 - Help
 - Activity
 - Movement
 - Participation



CHAMPs Sample (Entering Room)

- Conversation:
 - During passing = Level 1 voice when entering and when seated
 - When 2nd bell rings = Level 0
- Help:
 - Silently raise hand from your seat and wait to be called upon
- Activity:
 - Prepare materials and get focused in order to begin class immediately

CHAMPs Sample (Entering Room)

- Movement:
 - Walk directly to assigned seat and sit down
 - If movement is necessary, raise hand and wait
- Participation:
 - Be in seat with materials ready by 2nd bell
 - Look at board for needed materials
 - Put away all items not needed for instruction
- Success:
 - Class can begin immediately to maximize instructional time (send message each moment of ed. is valuable)

Activity: CHAMPs Room Clear

- Consider what the class should do when a staff member initiates room clear procedures
- Independently fill out the CHAMPs transition worksheet
- Be as specific as possible
- Work with a partner to clarify any questions

Group Brainstorm

- Types of activities and transitions that may need to be "CHAMPed"
 - Instructional activities
 - Teacher-directed instruction (whole group)
 - Partner work
 - Transitions between instructional activities
 - Common areas
 - Activities and transitions in/to other classes**
- The more difficulty student(s) have in an activity or transition, the more specific CHAMP expectations and practice should be

Teaching Behavioral and Social-Emotional Skills

- Explicitly teach
- Embed instruction/practice
- Address deficits and excesses
 - Whip around or pass: what behavioral or social-emotional skills do students need to learn? (e.g., following directions without arguing, appropriate self-advocacy, accepting "no")
- Examples
 - How to look like a student
 - How to breathe

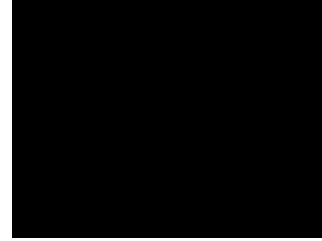
Academic Instruction

- Goal: Help students be successful in **all** settings (LRE)
 - Short term—Meet students where they are (accommodate)
 - Long term—Help students learn needed skills (remediate)
- Utilize evidence-based curriculum and practices
 - Explicit methods
 - Opportunities to respond
 - Curriculum must be "just right"—assess student abilities and needs

Academic Instruction

- Identify triggers related to academics
 - Common triggers
 - Individual triggers
 - Work to address through:
 - Precorrection
 - Accommodation
 - Remediation
 - Reinforcement
- Create a safe environment where errors are okay and corrective feedback is accepted

Activity: 8th Grade Vocab Review Video



- Count Opportunities to Respond (OTRs)
- Discuss modalities—what were students doing to respond?

Action Plan

Make note of ways to incorporate effective teaching of class expectations, behavioral/social-emotional skills, and academic instruction in a behavior class

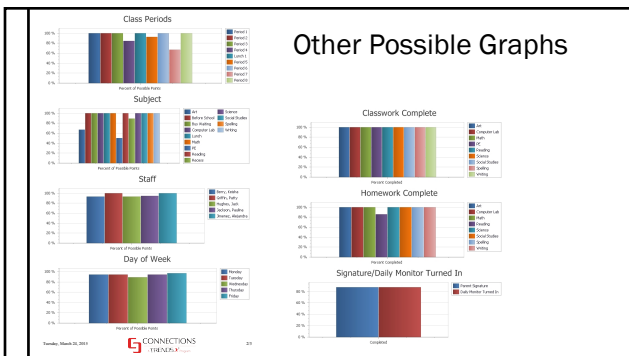
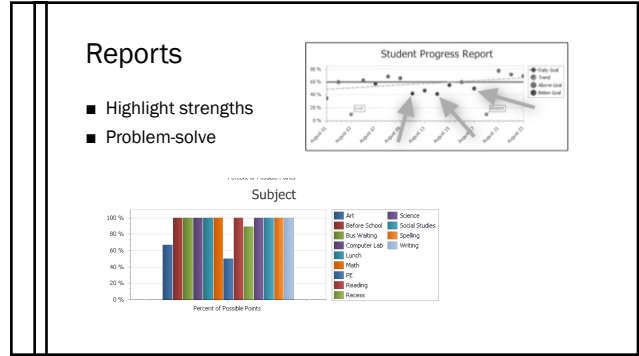
OBSERVE

Observe

- Circulate and scan
 - Prevent misbehavior
 - Stop behavior before escalation
 - Increase positive, descriptive feedback
- Observe EAs and other adults to ensure best practices
 - Movement
 - Ratio of interactions
 - Delivery of instruction
 - Delivery of feedback

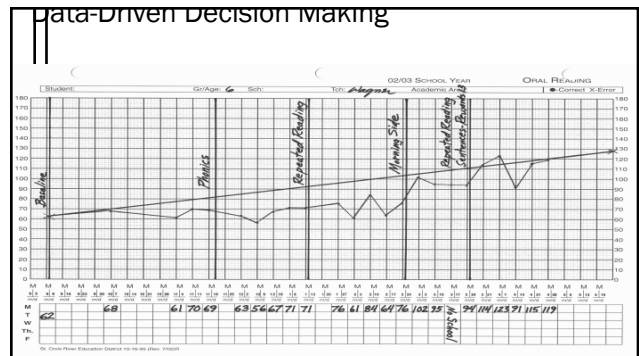
Observe: Behavior Data

- Point card considerations
 - Who enters the data
 - How often the data is entered
 - What graphs best tell the story
 - How frequently will you review the data
 - How you will use the data to identify trends and patterns in behavior



- ### Observe: Academic Data
- Initial Assessment
 - Screening Measures
 - Ongoing Evaluation
 - Benchmark Measures
 - Summative Evaluations
 - Instructional Evaluations
 - Formative Evaluations
 - Progress Monitoring
 - Curriculum Based measures
 - On-going error analysis

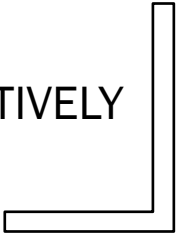
- ### Data-Driven Decision Making
- To predict behavior
 - To pre-correct for behavior errors
 - To determine additional behavior/social-emotional/academic skills supports
 - To change variables on days that are predicted to be rough
 - A-day, B-day
 - To determine if interventions and instruction are effective
 - when to increase/when to fade
 - To determine when to increase/fade feedback



Activity: Observe - data

- Reflect on behavior classrooms you have been in
 - What data were gathered and how were they used?
 - What additional data would you recommend and how should teachers use the additional data?

INTERACT POSITIVELY



Interact Positively

Provide feedback for

- Following rules
- Meeting point card expectations
- Using replacement behavior, academic behavior, social behavior and steps towards the desired behavior

Feedback should be **specific, descriptive, contingent and non-embarrassing**

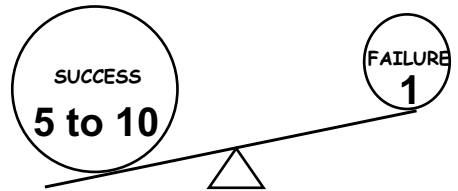
Interact Positively

- Early in the year, feedback should use the same vocabulary used to clarify your expectations
- Provide feedback more frequently than you think is necessary
- Recognize that the function of misbehavior may be adult attention
- Become aware of your "Ratio of Interactions"

Ratio of Interactions Formula

- 5:1, 10:1
- Ratio of Interactions isn't just for kids
 - Business teams
 - High performance teams = 5.6 to 1
 - Medium performance teams = 1.9 to 1
 - Low performance teams = 1 to 2.7 Losada, 1999, Losada & Heaphy, 2004
 - Marriages
 - Couples that stayed married 10 years later= 4.7speech/5.1/non-verbal to 1
 - Couples that ended in divorce = .08 to 1 Gottman Institute

What parents, teachers, peers and others do to increase student success



Activity

- What is your best guess for what typically occurs in the classroom?

+	-
1	4-15

Ways to build positive interaction

Positive interactions come in two formats

- Non-contingent attention – simply because the student exists
- EFFECTIVE positive feedback – communicate to the student what they are doing right

Non-contingent attention

- Use every opportunity possible to provide each student with non-contingent attention.
- What are times throughout the day that you can interact with students simply because they exist?

Doormat Greeting

When entering the room, students stand on the square to indicate what they want from the teacher.

 HUG	 High Five
 Handshake	 Hey (Knuckle)

Source: Suzette Howsmon, Bushland Middle School, Texas

Effective Positive Feedback

- Quick and accurate – don't over-talk
- Specific – avoid the "good job" syndrome
- Contingent – based upon behavior not trait
 - Something new
 - Something challenging
 - Something the student is proud of
- Student first – avoid "I" statements
- Reasonably private – non-embarrassing

It's about building relationships

Educators can increase their ability to spot signs of trouble by establishing caring, responsive, and supportive relationship with their students.

-Jonathan Cohen (1999)

Counting your Ratio of Interactions

- It is based upon HOW the student "accesses" your attention
 - *"You did a great job on your assignment yesterday, and I can't wait to see what you do today!"*
- Positive or Negative in HO

Strategies to increase your positives

- Become aware of your verbal and non-verbal statements
- When a student is not behaving appropriately, choose a student near-by to praise
- Focus on increasing praise for one student (classroom rate will also increase)
- Tangible tickets and token economies
- Motivational systems

When is it a good time to check your Ratio of Interactions?



When you are dog-tired at night, could it be that... you've been growling all day?

Action Plan

- Brainstorm ways of increasing positives in your classroom
 - Whole class
 - With particular individual

CORRECT FLUENTLY

Correct Fluently

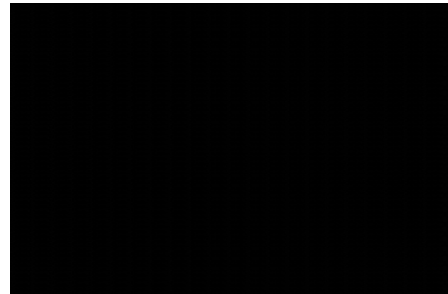
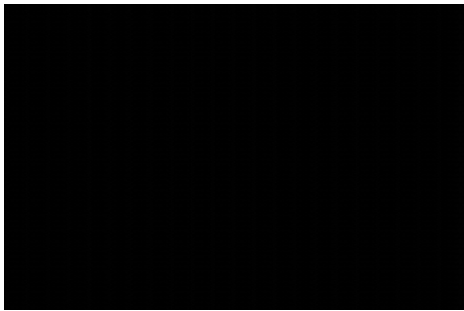
- Corrections are an important part of any class/school system; however they are the weakest variable we can use to change behavior
- Most classes rely far too much on corrective consequences
 - Note: "corrective"
 - Whether something is punitive or reinforcing can only be known by the student's response
 - Behavior decreases = punitive
 - Behavior remains or increases = reinforcing

Corrective Consequences Have Inherent Drawbacks

- Negative relationship/climate
- Increase emotional intensity
- May allow student to gain or avoid something (reinforcing)
 - What might they gain or avoid?
- "Arguing with a student is like mud wrestling with a pig. You both get dirty, and the student loves it!"

Effective Corrective Consequences

- Utilize effective delivery skills
- Watch Video 1 and make note of things to avoid when correcting misbehavior
- Watch Video 2 and make note of effective delivery skills



Effective Delivery

- Get within 3 feet of the student
- Use a quiet voice and non-confrontational body language
- State the student's name
- Do not use a question*
- Refer to the rule or expectation rather than yourself or "You need to"

Principles of Fluent Correctives

- Corrective consequences are delivered:
 - Briefly: as short an interaction as possible
 - Calmly: act unemotional
 - "Rule of one"
 - Consistently: misbehavior addressed every time
 - Immediately: when possible delivered in the setting
 - Privately: when possible, work to reduce attention
- Role-play with staff or family member (especially with difficult behaviors/particular student in mind)

Principles of Effective Corrections

- It's perfectly acceptable to buy time
 - "That was not acceptable. I will speak to you later so we can figure out what needs to happen next. Now class, as I was saying..."
 - "That behavior violated our class expectation to... I will speak with the principal later about what we should do. Please show me appropriate participation and I will take that into account when I speak with the principal"
- It's okay if you make a mistake
 - Power of apology

Determine a Range of Possible Corrective Consequences

- Delivered for rule violations
 - Range from mild to severe
 - Gentle verbal reprimand
 - Loss of point on point card
 - Time owed
 - Loss of privilege
 - Timeout (multiple types)
 - Restitution
 - Out of class/school**
- **Beware significant downsides of these consequences

Out-of-Class/School Consequences

- Loss of academic/behavioral instruction
- Access to desired environments/activities
- Avoidance of undesired environments/activities
- Adverse community impact
- Can lead to cycles of escalating negative behavior and consequences

These consequences should only be used in circumstances when you need to buy time to create and train all staff and students in new plan. They are not the plan

Consequences Versus Intervention Plan

- Corrective consequences do not teach appropriate behavior. Only after teaching do you have the right to deliver a consequence
- When a behavior continues to happen despite teaching and consistent and effectively delivered consequences, return to FBA and intervention planning
- Utilize STO(C) to change behavior

Crisis Versus Intervention Plan

- Crisis plan = reactionary
- Crisis plan ≠ intervention

Action Plan

- Pull three critical concepts from the discussion of effective corrective interactions and write them down

Conclusion

- Session focus was to build awareness of variables to manipulate
- Additional resources
 - CHAMPs
 - Tough Kid
 - Materials in process
 - Training available

Conclusion

- Full training
 - Much more depth on STOIC
 - Transition suggestions into LRE
 - Suggestions for working with other professionals
 - LRE teachers
 - Paraprofessionals
 - Administrators
 - Interventionists
 - Families

Conclusion

- Session tomorrow
- Highly Structured Systems for Positive Reinforcement and Corrective Consequences
- 11:30-12:30
- RAFFLE!

Conclusion

- This is HARD work!
 - Be forgiving and take care of yourself
 - See the humor
 - Reach out to others on your team
 - As support personnel, consider how we help keep people in the profession
- THANK YOU!
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