Classroom Behavior Management Packet

Extending PBS into the Classroom

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**Mapping School-Wide Rules to Classroom Behavioral Expectations**

Teacher

Grade/Subject

School

|  |  |  |  |
| --- | --- | --- | --- |
| School Rules | Be Safe | Be Respectful | Be Responsible |
| Expected Student Behavior |  |  |  |
| Classroom Routine/Behavioral Expectations | | | |
| Entering the  Classroom |  | | |
| Starting the Day |  | | |
| Attention  Signal |  | | |
| Working  Independently |  | | |
| Working in  Groups |  | | |
| Asking for  Help |  | | |
| Transition Procedures/ Lining up |  | | |
| Hall Pass  System |  | | |
| Obtaining  Materials/ Supplies |  | | |
| Completing & Returning Homework |  | | |

Example

**Map School-wide Rules & Expectations to**

**Classroom Routines**

|  |  |  |  |
| --- | --- | --- | --- |
| School Rule | Be Safe | Be Respectful | Be Responsible |
| Expected Student  Behaviors | * Walk facing forward * Keep hands, feet &   objects to self   * Get adult help for accidents & spills * Use all equipment and materials appropriately | * Use kind words &   actions   * Wait for your turn Clean up after self * Follow adult directions * Be silent when lights are turned off | * Follow school rules * Remind others to follow school rules * Take proper care of all personal belongings & school equipment * Be honest * Follow game rules |
| Classroom Routines | | | |
| Starting the day | • put personal belongings in designated areas  • turn in homework  • put instructional materials in desks  • sharpen pencils & gather necessary material for class  • be seated & ready to start class by 8:30 | | |
| Entering the classroom | • enter the room quietly  • use a conversational or ‘inside voice’  • keep hands, feet, objects to self  • walk  • move directly to desk or assigned area  • sit quietly & be ready for class | | |
| Working independently | • select area to work  • have materials ready  • work without talking  • raise hand to ask for help  • keep working or wait quietly for assistance when the teacher is helping someone else  • move quietly around the room when necessary  • put materials away when finished  • begin next activity when finished | | |
| Asking for help | • always try by yourself first  • use the classroom signal for getting assistance  • keep working if you can or wait quietly  • remember the teacher has other students that may also need help | | |
| Taking care of personal needs | • follow the class signal for letting the teacher know you have a private  concern  • let the teacher know if you need immediate help or if you can wait  • try to speak to the teacher privately & quietly if you do not want other students involved | | |
| Completing & returning homework | • collect your work to take home  • complete work, get parent signature when needed  • bring work back to school  • return work to homework basket | | |

sroom Management Plan

|  |  |
| --- | --- |
| Teaching Behavior & Social Skills  Lesson Plan  Student Date | |
| Step 1: Identify the expected behavior and describe it in observable terms. | |
|  | |
| Step 2: Rationale for Teaching the Rule (Why is it important, give examples) | |
|  | |
| Step 3: Identify a Range of Examples | |
| Positive Examples of the Expected Behavior  (this is what the expected behavior looks like) | Negative Teaching Examples  (non-examples, what not to do) |
|  |  |
| Step 4: Practice/Role Playing Activities | |
| Model Expected Behavior/ Lead Student through Behavior/ Test Student | |
| \*\*Remember to teach 4 positive examples to 1 negative example\*\* | |
| Step 5: Responding to Behavior in Classroom & Role Play | |
| Reinforcement for Expected Behavior | Corrective Feedback for Misbehavior |
|  |  |
| \*\*Move from Continuous to Intermittent Reinforcement as student gains fluency | |
| Step 6: Prompt/Remind/Preteach Expected Behavior in Classroom | |
|  | |

Adapted by C. Borgmeier, from Langland, S., Lewis-Palmer, T., & Sugai, G. (1998). Teaching respect in the classroom: An instructional approach. Journal of Behavioral Education, 8, 245-262 and Walker, H. M., Colvin, G., & Ramsey, E. (1995). Antisocial behavior in school: Strategies and best practices. Pacific Grove: Brooks/Cole Publishing Company

|  |  |  |
| --- | --- | --- |
| Teaching Behavior & Social Skills  Lesson Plan  Student Date | | |
| Step 1: Identify the expected behavior and describe it in observable terms. | | |
| Raising hand above head when you have a questions or something to say in class. | | |
| Step 2: Rationale for Teaching the Rule (Why is it important, give examples) | | |
| 1. So that all students have the opportunity to participate  2. So we are not interrupting others when they are talking  3. So that students and the teacher can be heard when they have something to say | | |
| Step 3: Identify a Range of Examples | | |
| Positive Examples of the Expected Behavior  (this is what the expected behavior looks like) | Negative Teaching Examples  (non-examples, what not to do) | |
| 1. Raise hand straight over head  2. Sitting upright in chair  3. Hand still and mouths quiet  4. Waiting to talk until you are called on | 1. Waving your hand in the air  2. Grunting or saying call on me  3. Hand not raised over head  4. Hand off to side or in someone else’s space  5. Talking before being called on | |
| Step 4: Practice/Role Playing Activities | | |
| Model Expected Behavior/ Lead Student through Behavior/ Test Student | | |
| Model: I will explain and demonstrate the right way to raise your hand and the wrong ways.  Lead: Students will be asked as a group to show me the correct way to raise their hand. Students will also tell me  what I am doing wrong when I raise my hand incorrectly.  Test: Students will be asked a series of questions to test how well they do with handraising – immediate feedback will  be given.  **\*\*Remember to teach 4 positive examples to 1 negative example\*\*** | | |
| Step 5: Responding to Behavior in Classroom & Role Play | | |
| Reinforcement for Expected Behavior | | Corrective Feedback for Misbehavior |
| Students will be provided with verbal praise and the  opportunity to talk in class. | | Students will be provided with a verbal reminder or  visual prompt to remember to raise their hand – they  will only be called on after raising their hand. |
| **\*\*Move from Continuous to Intermittent Reinforcement as student gains fluency** | | |
| Step 6: Prompt/Remind/Preteach Expected Behavior in Classroom | | |
| Review handraising lesson before starting with the group each day.  Verbal Prompt/Precorrection, “Ok before I ask this question, remember to raise your hand if you’re ready to  respond”  Visual prompt, - sign with picture of hand raiser that says “raise your hand”  - holding up my hand to remind students to raise their hand | | |

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Classroom Strategies & Modifications for

Responding to Problem Behavior

Below is a checklist of strategies to try with students exhibiting problem behavior before responding with punishment or a referral for support. Remember that whatever strategies you try you need to be consistent in implementing them over a period of time (a minimum of 3-5 days is suggested).

If you do refer a student for support, check the strategies below that you have used consistently with that student and bring this form to the meeting for that student.

Student Date

Staff

|  |  |  |
| --- | --- | --- |
| Modify Environment | Modify Presentation | Teaching Techniques |
| ‰ teach/clarify rules  ‰ change seating  ‰ change groups  ‰ reduce distractions  ‰ special study area | ‰ shorten  ‰ use work breaks  ‰ individual contracts  ‰ extended time  ‰ use of tape recorder  ‰ daily assignment  sheet  ‰ assignment  notebook/calendar  ‰ study buddy | ‰ precorrect/ preteach  ‰ consistent rules &  consequences  ‰ teach note-taking &  study skills  ‰ provide extra  practice  ‰ strategies instruction  ‰ repeat instructions,  assignments  ‰ Increase  instructional time  ‰ change pace of  instruction  ‰ verbal praise  ‰ Incentive/point  system  ‰ frequent feedback  ‰ eye contact  ‰ use of visual aids  ‰ tutor or aide one-on-  one with student  ‰ small-group  instruction  ‰ cross-age tutor |
| Curriculum/Materials | Request for Assistance |
| ‰ change instructional  materials/ assignments to match skill level  ‰ high-interest reading  materials  ‰ use of computer  ‰ calculator  ‰ books on tape, taped  notes  ‰ learning games  ‰ alternate response | ‰ conference with  parents  ‰ refer to  office/counselor  ‰ confer with other  school staff  ‰ confer previous  teacher  ‰ confer with school  behavior specialist  ‰ progress reports sent  home  ‰ referral to |
| Other Strategies | | |
|  | | |
|  | | |
|  | | |

**Nine Variables That Affect Compliance**

1. Using a Question Format- The use of questions instead of direct requests reduces compliance. For example, "Would you please stop teasing?” is less effective than "I need you to stop teasing."

2. Distance- It is better to make a request from up close (I.e., 1 meter, or one desk distance) than from longer distances (I.e., 7 meters, across the classroom).

3. Two Requests-It is better to give the same request only twice than to give it several times (I.e., nag); Do not give many different requests rapidly (I.e., "Please give me your homework, please behave today, and do not tease the girl in front of you,")

4. Loudness of Request-It is better to make a request in a soft but firm voice than in a loud voice (I.e., yelling when making a request to get attention).

5. Time-Give the student time to comply after giving a request (3 to 5 seconds). During this short interval, do not converse with the child (arguing, excuse making), restate the request, or make a different request. Simply look the child in the eyes and wait for compliance.

6. More Start Requests instead of Stop Requests-It is better to make more positive requests for a child to start an appropriate behavior (e.g., "Please start your arithmetic assignment'.). It is better to make fewer negative requests for a child to stop misbehavior (I.e., "Please stop arguing with me.").

7. Non-emotional instead of Emotional Requests-It is better to make a requests in a neutral, calm, non-emotional tone. Emotional responses (e.g., yelling, name calling, guilt inducing statements, and roughly handling a child) decrease compliance and frequently escalate behavior making the situation worse.

8. Descriptive Requests-Requests that are positive, clear and descriptive are better than ambiguous or global requests (I.e., "Please sit in your chair with your feet on the floor, hands on your desk, and look at me" is better than "Pay attention.")

9. Reinforce Compliance-It is too easy to request a behavior from a child and then ignore the positive result. If you want more compliance, genuinely reinforce it.

S&gu&nc& Of St&P-S For Giving R&gu&sts

1.

"Please

Request"



2.



W tS-10

Seconds



Reinforce

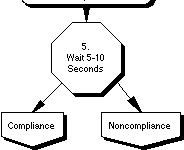
4.

'VouNeed To"



Request

Reinforce



Steps in gi'ling clusroom commands or req , ;ests

6.

Classroorn

Consequence

1.MOO<e the request orcomrnMdin apolite specific mMner,not in the fonn of aquestion.

2.Give the student enough time to comply withrequest orcommMd.

3.lmpottMt,p!Wse student forcornpl-y;ng withrequest. FOR NONCOMPLIANCE:

4.Repeat the request orCOhlhlMdehlph9Sizing the won:l''rleed"(Onlytwo COhlhlMds shouldbe given).

5.Allow \*J proxima.tely5 seconds forstudent to cornply.

6.Follow through with the class consequence. (The classroom consequence should alreadybe inplace.)

6.After the student has e erienced the consequence immediatelyreissue the request orcomrnMd.

7.P se if student complies withrequest,orrepeat the sequence.

(Ad\*Pted from ma.teri$1presentedina wotkshop"Magic inaCltisroom" byDr.Willli$10 R.Jensen)

Teacher

**Classroom Management Checklist**

Grade/Subject

School

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **In Place Status** | | | **Essential Practices** | | | |
| **Full**  **2** | **Partial**  **1** | **Not**  **0** |
| **Classroom Management** | | | |
|  |  |  | 1. 5 to 1 positive to negative interactions (# observed below). | | | |
|  | # Positive | # Negative |  |
|  |  |  | 2. Classroom rules & expectations are posted, taught directly, practiced, & positively reinforced. | | | |
|  |  |  | 3. Efficient transition procedures taught, practiced, & positively  reinforced.  a. Entering Classroom Y N b. Lining up Y N c. Changing activities Y N d. Exiting Classroom Y N | | | |
|  |  |  | 4. Typical classroom routines taught directly, practiced & positively  reinforced.  a. Start of day Y N b. Group Work Y N c. Independent Seat Work Y N e. Obtaining materials Y N f. Seeking help Y N g. End of day Y N | | | |
|  |  |  | 5. Attention getting cue/rule taught directly, practiced, & positively  reinforced. | | | |
|  |  |  | 6. Continuous active supervision across settings & activities,  including moving throughout setting & scanning. | | | |
|  |  |  | 7. Desks/ room arranged so that all students are easily accessible by  the teacher. | | | |
|  |  |  | 8. Necessary materials and supplies are accessible to students in an  orderly fashion. | | | |
|  |  |  | 9. Minor problem behaviors managed positively, consistently &  quickly. | | | |
|  |  |  | 10. Chronic problem behaviors anticipated & precorrected. | | | |
|  |  |  | 11. Students are provided with activities to engage in if they complete  work before other students in the class. | | | |
|  | | | **Instructional Management** | | | |
|  |  |  | 12. Majority of time allocated & scheduled for instruction. | | | |
|  |  |  | 13. Allocated instructional time involves active academic  engagement with quick paced instruction. | | | |
|  |  |  | 14. Asks clear questions and provides clear directions of  assignments. | | | |
|  |  |  | 15. Active academic engagement results in high rates of student  success (90% +). | | | |
|  |  |  | 16. Actively involves all/ majority of students in lesson, this includes  providing activities/instruction to students of varying skill levels | | | |
|  |  |  | 17. Instructional activities linked directly to measurable short & long  term academic outcomes. | | | |

**Total Sum**

**/ 34 = % In Place**

Adapted by C. Borgmeier from Sugai & Colvin

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Classroom Management Recommendations

Action Plan

Staff Date

Based on your observations and the results of the Classroom Management Checklist, prioritize three recommendations to improve classroom management. Complete the action plan below to provide a description of sufficient detail to successfully implement the suggestions changes/actions in the classroom.

|  |  |  |  |
| --- | --- | --- | --- |
| Recommended  Change/Action | Detailed Description of how to carry out recommended action | Exactly when to do recommended action | Who’s  Responsible? |
| #1 |  |  |  |
| #2 |  |  |  |
| #3 |  |  |  |
| #4 |  |  |  |