Implementing Positive Behavior Support in Classrooms
10th Annual Forum on Positive Behavioral Interventions and Supports
PBIS: Research to Practice
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Outcomes for the Presentation

1. To learn the critical features of positive behavior support in classrooms
2. To learn how to define expected classroom behaviors.
3. To learn how to routinely acknowledge students for showing the classroom behaviors we want.
PBIS is a systematic framework for improving valued social, emotional, behavioral and learning outcomes for children in K-12 schools.

PBIS uses a broad set of evidence-based systemic and individualized strategies to effectively prevent and respond to problem behavior.

PBIS is a strategic approach in which collaborative teams use effective group processes and data-based decision-making to achieve desired outcomes.
School-wide Positive Behavior Support Systems

- Classroom Setting Systems
- Nonclassroom Setting Systems
- Individual Student Systems
- School-wide Systems
Effective Classrooms

- The climate of the classroom is work-oriented, but relaxed and pleasant
- Students know what is expected of them
- Students are deeply involved in their work
- There is a high rate of success
- There is little wasted time, confusion, or disruption
- There are few behavior problems

Sources: Anderson (2010); Lewis (2009)
Teachers retain their effectiveness as professional persons only so long as they remain warmly human, sensitive to the personal needs of children, and skillful in establishing effective relationships with them.

Robert Bush (1954)
The Teacher-Pupil Relationship
Critical Prevention Features of Positive Behavior Support in Classrooms

1. Develop Core Values (3-5) Aligned to Schoolwide Values
2. Identify Important Classroom Routines
3. Identify Behavioral Expectations for Routines
4. Identify Common Expectations Across Routines = Classroom-wide Expectations
5. Systematically Teach Expected Behaviors within Routines & Classroom Rules
6. Routinely Acknowledge Students for Exhibiting Expected Behaviors
Step 1 for Implementing PBS in Classroom Settings

Establish a clear set of 3-5 positively stated behavioral expectations for your classroom based on needs and culture.

It is preferable to adopt the schoolwide expectations.
Antrim Elementary School
Eagle Soars
Step 2 for Implementing PBS in Classroom Settings

Identify key classroom activities or routines that would take place during the day (elementary) or period (middle/high school)
Classroom Routines or Activities

- Whole class instruction
- Small group instruction
- Partner work
- Morning meeting
- Do Now activities
- Independent seat work
- Sustained silent reading
- Snack
- Taking tests/quizzes
- Centers/lab stations
- Handing in work/homework
- Transitions within class
- Dismissal
- Attention Signal
- Voice Levels
- Getting Help
- Bathroom
- Use of technology
Activity

1. Identify your key classroom routines/activities for the day (elementary) or period(s) middle or high school.

2. Identify one or two routines/activities in which your students have the most difficulty?
Step 3 for Implementing PBS in Classroom Settings

Develop 3-5 positively stated behaviors for each expectation within key classroom routines.
<table>
<thead>
<tr>
<th>Rules within Routines</th>
<th>Arrival</th>
<th>Computers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>- Be in your seat when the bell rings</td>
<td>- One person per computer station</td>
</tr>
<tr>
<td></td>
<td>- Use inside voice when talking before the bell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Lips are sealed when the bell rings</td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>- Wait your turn</td>
<td>- 10 minutes per station when someone is waiting</td>
</tr>
<tr>
<td></td>
<td>- Bring your homework, pencil, and paper</td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>- Return to log-in screen when you are finished</td>
<td>- Take all materials with you</td>
</tr>
</tbody>
</table>
Entering the Classroom

- Quiet Voices
- Deposit homework in the homework basket
- Quietly find your seat
- Scan the whiteboard for warm-up activity instructions
Do Now Activity

- Enter the room quietly
- Go directly to your seat
- Read the Do Now assignment on the board
- Take out materials you need
- Begin Work
- Raise your hand if you need help
- Wait for teacher signal for next step
Classroom Expectations

Randall Sprick

Conversation:

Help:

Activity/Routine: Transition Out of Class

Movement:

Participation:

Signal:
Activity

Develop 2-3 key behavioral or procedural expectations for a routine which your students have the most difficulty?
Step 4 for Implementing PBS in Classroom Settings

Identify 4-5 of the behaviors that are important to all classroom routines.

These are your classroom-wide expectations.
Classroom-wide Expectations

- Define and teach 4-5 classroom expectations
  - Important across ANY activity
  - Positively stated and succinct
  - Easy to remember
  - Posted in easily seen places in the classroom
  - Consistent with School-wide rules/expectations
  - Taught Directly and Re-taught
  - Acknowledged regularly; Consistently enforced
Classroom Expectations
Aligned to Schoolwide PBIS

1. Follow adult directions (Respect)
2. Raise your hand to get help (Respect)
3. Have materials ready (Responsible)
4. Complete your work (Responsible)
5. Use kind words with others (Respect)
6. Give your best effort (Learner)
Towle Tigers Community Classroom Expectations Revised

1. Be an Active Listener with Eyes, Ears and Mind
2. Follow Adult Directions the First Time
3. Ask Questions if You are Confused or Have a Concern
4. Use Feelings About Because (FAB) Statements to Communicate Feelings
5. Always Use Kind Words with a Positive Tone
6. Use Manners (Say please, thank you, etc.)
1. Listen and follow adult directions
2. Signal to talk or if you need help
3. Match voice to activity
4. Use kind words and work cooperatively
5. Keep personal space
6. Promptly gather materials for activity
7. Start and complete your work within a set time
8. Put things where they belong
9. Express feelings appropriately
Activity

Identify your 2-3 classroom expectations that are expected across all routines in your classroom.
Step 5 for Implementing PBS in Classroom Settings

Post and **teach** the classroom **expectations** to all students using evidence-based instructional strategies.

Post and **teach** the **behaviors** within key **routines**.
Guiding Principles
Sugai (2006)

- Remember that good teaching one of our best behavior management tools
- Active engagement
- Positive reinforcement
Gardner ES ReTeaches
Active Listening in Classrooms

High-Five Booster!
Grade: 2, 3, 4, 5
Room: 11
In our classroom, we are boosting...

ATTENTIVE LISTENING
Somersworth HS

Be Ready Be on Time: Attendance Rollout

- Name: Be in Class and Be on Time
- School-wide Expectation: Be Responsible
- Location: Classroom
- Behavior Expectations: Be There, Be Ready
  (bring pencils, books, appropriate materials)
- Definition: By the time the bell stops ringing your entire body must be across the threshold
Instructional Plan for Teaching Behavior within Routines

1. Introduce the expectations and behavior
2. Explain why it is important
3. Demonstrate (or have students) 3-4 examples of the behavior
4. Demonstrate one low key non-example that is a close confuser or common error pattern.
5. Have students practice
6. Provide corrective feedback and acknowledgements
7. Summarize and remind to practice in context
Step 6 for Implementing PBS in Classroom Settings

Establish and maintain a positive classroom environment including acknowledgement when students exhibit expected behaviors.
Develop Positive Response Procedures

1. To provide high rates of positive contacts.
2. To recognize students when they exhibit the expected behaviors.
3. To celebrate success.
The single most important thing that a teacher can do to improve the overall behaviors of students in their classroom is to increase the number of positive interactions they have with each student.
Positively Recognize Expected Behavior

- Provide **specific, verbal acknowledgement using words from the classroom matrix**
- Provide acknowledgement at a **3:1 ratio or better of positive to corrective contacts**
- Provide acknowledgement **as quickly after the expected behavior as possible**
- Focus positive attention on **problem routines**
- Acknowledge at **many students as possible**
Use of Praise

- **Specific** (Use the student’s name. Say exactly what they are doing.)
- **Genuine** (Only say it if you mean it AND only if the student is DOING it.)
- **Varied** (Give some praise up close, some across the whole class. Some with a soft voice and some more loudly. Focus on different types of desirable behavior, not always the same thing.)
Recognizing Positive Behavior at Thorntons Ferry and South Londonderry Elementary Schools
Acknowledging Purrfect Attendance
Dever-McCormack K-8
Step 8 for Implementing PBS in Classroom Settings

Define Problem Behaviors that are to be Staff Managed as opposed to Administrator Managed

Often called Minors in PBS systems
<table>
<thead>
<tr>
<th>Typical Problem Behaviors in Classrooms that Are Teacher Handled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defiance/Disrespect/Non-compliance</strong></td>
</tr>
<tr>
<td><strong>Disruption</strong></td>
</tr>
<tr>
<td><strong>Dress Code Violation</strong></td>
</tr>
<tr>
<td><strong>Inappropriate Language</strong></td>
</tr>
<tr>
<td><strong>Physical Contact</strong></td>
</tr>
<tr>
<td><strong>Property Misuse</strong></td>
</tr>
<tr>
<td><strong>Tardy</strong></td>
</tr>
<tr>
<td><strong>Technology Violation</strong></td>
</tr>
<tr>
<td>Minor Problem Behavior</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Disrespect/ Non-compliance (M-Disrespt)</td>
</tr>
<tr>
<td>Disruption (M-Disruption)</td>
</tr>
</tbody>
</table>
Components of a PBIS Classroom Incident Form

- Name of Student
- Date
- Time of the Incident
- Classroom Routine During Which the Incident Took Place
- Problem Behavior

- A classroom log is a good format to use
Step 9 for Implementing PBIS in Classroom Settings

- Establish a **continuum of strategies to respond to problem behavior in the classroom**

- Emphasis on a **corrective, instructional approach**

- Aligned to **preventative features of PBIS**
Goals of Responding to Minor Infractions

There are three goals we want to achieve when responding to problem behavior:

- To teach students that the problem behavior is not acceptable
- To teach students the acceptable behaviors
- To increase the likelihood that the problem behavior will not reoccur
Responding to Minor Behavioral Infractions

- Handle minor rule violations quickly, quietly, neutrally, with positive follow-up
  - Respectful, non-critical, non-argumentative
  - Resolve privately if possible
  - Focus on behavior, not student
  - Demonstrate the behavior
4 D’s in School Discipline at Southside MS

1. Define behavioral infractions that are unacceptable
2. Discuss infraction with student
3. Determine response
   - Redirect, Reteach, Parent Contact, Logical Consequence
4. Document Incident
A Continuum of Responses to Student Problem Behavior

1. Non-verbal Strategies (eye contact, proximity, signal)
2. Redirection to task/expected behavior
3. Verbal reminder with reference to behavior matrix
4. Reteach
5. Teacher/student mini-conference (Relationship)
6. Logical consequences
7. Time out/Think time in classroom
8. Time out/Think time in another teacher’s room
9. Time out/Think time room
10. Phone call home if sent out of room
11. Required parent conference
## Reasonable and Logical Strategies

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Illogical Strategies</th>
<th>Logical Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chews Gum</td>
<td>Teacher sends student to the office</td>
<td>Dispose of gum, writes paper on the issue</td>
</tr>
<tr>
<td>Turns in a sloppy paper</td>
<td>Teacher refuses the paper</td>
<td>Redoes the paper</td>
</tr>
<tr>
<td>Walks in noisily</td>
<td>Teacher ignores behavior</td>
<td>Walks in again quietly</td>
</tr>
</tbody>
</table>
1. **Format:** The use of questions instead of direct requests reduces compliance. For example, "Would you please stop teasing?“ vs. "I need you to stop teasing."

2. **Distance:** It is better to make a request from up close (i.e., one desk distance) than from longer distances (i.e., across the classroom).

3. **Eye Contact:** It is better to look into the child's eyes or ask the child to look into your eyes than to not make eye contact (culture matters here!)
4. **Two Requests:** It is better to give the same request only twice than to give it several times.

5. **Loudness of Request:** It is better to make a request in a soft but firm voice than loud voice.

6. **Time:** Give the student time to comply after giving a request (three to five seconds).

7. **Start Requests:** It is more effective to make positive requests of a child to get appropriate behavior (e.g., "Please start your arithmetic assignment.").
Ten Variables That Affect Compliance

8. **Non-emotional Requests**: It is better to control negative emotions when making a request.

9. **Descriptive Requests**: Requests that are positive and descriptive are better than ambiguous or global requests (i.e., "Please sit in your chair, with your feet on the floor, hands on desk, and look at me.")

10. **Reinforce Compliance**: It is too easy to request a behavior from a child and then ignore the positive result.
Step 10 for Implementing PBS in Classroom Settings

- Develop a **simple** system for monitoring progress
  - Connect to school-wide system, if applicable
  - Develop a form to **record incidents** of students who exhibit problem behaviors with **high frequency**
- Set a goal and a timeline
- Summarize information in terms of goal
Sandown North Elementary School
K-3 (306 students)
Sandown North Elementary School (K-3)
Type of Minor Infraction 2010-11

Referrals By Problem Behavior

10-11 Referrals: 5526

57% 27%
Sandown North Elementary School (K-3)
Location of Minor Infractions 2010-11

Referrals By Location

Number of Referrals

Common: 0
Park lot: 0
Special evt: 0
Locker rm: 0
Off-Campus: 0
Stadium: 0
Voc Rm: 0
Office: 1
Unknown: 2
Bus zn: 6
Comp: 7
Bathrm: 8
Bus: 19
Music rm: 21
Library: 77
Gym: 81
Art: 93
Plygd: 180
Hall: 207
Café: 393
Other: 415
Class: 4016

73%
Data-Based Decision Making and Sandown North Elementary School 2010-11
Total Minor Infractions 5,526

- What type of behaviors?
  - 57% are disruption; 27% are disrespect

- Where are the behaviors occurring?
  - 73% in classrooms

- What time of day are they occurring?
  - No real pattern

- What proportion of students are exhibiting minors?
  - Approximately 2/3s have exhibited 2 or more

- Hypothesis:
  - Lack of explicit instruction
Sandown North ES Action Plan

1. Goal Setting: Reduce disruption and disrespect by 25%
2. Prevention: Define expected behaviors
3. Teaching: Teach 6 classroom behaviors
4. Recognition: Verbal praise
5. Corrective Response: 4 Rs, Logical Consequences
6. Data Collection: Continue SWIS documentation
Define and Teach Expected Classroom Behaviors

1. Follow Adult Directions
2. Use Kind Words
3. Match Voice to Task
4. Keep Personal Space
5. Do My Best
6. Take Care of Materials
## Problem Solving Action Plan

<table>
<thead>
<tr>
<th>Precise Problem Statement</th>
<th>Solution Actions</th>
<th>Who?</th>
<th>When?</th>
<th>Goal, Timeline, Rule &amp; Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than half of the students in the school have exhibited more than 6 minor infractions.</td>
<td><strong>Prevention:</strong> Remind students of STAR expectations in class</td>
<td>Classroom Teachers</td>
<td>Daily first two weeks; periodically thereafter</td>
<td><strong>Goal:</strong> Reduce minors by 25% per month (Currently 31 per month average)</td>
</tr>
<tr>
<td></td>
<td><strong>Teach:</strong> Teach 6 specific behavioral expectations within classroom</td>
<td>Teachers will focus on problem routines and teach expectations</td>
<td>Twice within first two weeks; Boosters as needed</td>
<td><strong>Measures:</strong> 1. Minors 2. Brief fidelity survey</td>
</tr>
<tr>
<td></td>
<td><strong>Recognition:</strong> Specific verbal praise</td>
<td>Classroom Teachers</td>
<td>Begin with high rates; move to intermittent; then celebrations</td>
<td><strong>Timeline:</strong> Review monthly</td>
</tr>
<tr>
<td></td>
<td><strong>Corrective Consequence:</strong> Active supervision and continued early consequence (minor)</td>
<td>Classroom Teachers</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Data Collection –</strong> Maintain ODR record &amp; supervisor weekly report</td>
<td>Data entry person &amp; Principal shares report with supervisors</td>
<td>Weekly</td>
<td></td>
</tr>
</tbody>
</table>
Sandown North Elementary School (K-3)
Staff Handled Minor Behavioral Infractions
2011-12

179 school days
2,784 infractions = 50% reduction
Average = 15.6 per day