Module 2 Guided Notes

School-wide Positive Behavior Interventions & Supports: School-wide, Classroom & Non-Classroom Settings

Module 2 Objectives

● Describe and Provide of Examples of:
  ○ PBIS at the School-wide Level
  ○ PBIS in Classroom Settings
  ○ PBIS in Non-Classroom Settings

What are the Elements of Success in the Classroom with our Students

● Academic Learning (Outcomes)
  ○ ___________, _____________, and ______________ Learning (Outcomes)
  ○ Both sets of learning outcomes are important, and in fact, in many ways addressing the __________ and __________ needs of some students serves as a pre-requisite to achieving academic learning outcomes.
  ○ Both sets of learning outcomes are interrelated and require ______________ systems of intervention and support.

Positive Behavior Support

● ___________________________: Evolution of an Applied Science\(^1\)
  ○ Defines PBS as an applied science of educational methods aimed to minimize ___________ behavior and enhance ___________ of life
  ○ PBS emerged from three primary points of origin:
    ○ Empirical literature from applied behavior analysis
    ○ The progressive civil rights movement emphasizing normalization / inclusion movement [equality in education]
    ○ ______________ values and the belief that one size does NOT fit all
  ○ You can effectively teach appropriate behavior to all of your students
    ○ Establish clear ____________ stated expectations
    ○ Praise ____________ behaviors (Behavior Specific Praise)
    ○ Intervene early
    ○ Use of ____________ model of service delivery
    ○ Use research-based, scientifically validated interventions

PBIS at the School-wide Level

SWPBIS Establishes a consistent & safe environment that encourages academic and behavioral success

Primary Prevention/Tier I

● “Primary prevention focuses on preventing the development of new cases of problem behaviors by focusing on all of the students and staff, across all settings”
• Involves developing procedures that create opportunities for appropriate behaviors
• Incorporates consequences that _________ and ________ appropriate behaviors

Core Principles of PBIS
• We can effectively_______ appropriate behavior to all children. All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior.
• Intervene early. It is best practices to intervene ______ targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable.
• Use of a ___________ model of service delivery. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery.
• Use ______________, __________________ interventions to the extent available. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
• ________ student progress to inform interventions. The only method to determine if a student is improving is to monitor the student's progress. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
• Use ______ to make decisions. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
• Use __________for three different purposes. In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

School-wide Leadership Team
• Representative of demographics of school and community
• _____________ individuals with behavior/classroom management competence
• ____________ is active member
• Schedule for team meetings at least _________.
• Integration with other behavior related initiatives and programs
• Appropriate priority relative to school and district goals

Tier I Supports
• Primary Prevention/Tier I Supports consists of _______, _______, and _______ arrangements that are developed and taught by school staff to increase appropriate behavior and to prevent initial occurrences of problem behavior.
• All students are exposed to the preventive efforts associated with Tier I regardless (even the students who have a history of behavioral issues and/or have been identified for special education services)

School-wide Rules and Expectations

• Defined as “principles that are established building-wide to promote positive behaviors we wish students to perform”
• Designed to ______
• Student-teacher compliance
• __________ interactions
• Academic achievement
• Academic study skills
• Applicable in any environment, but may look different depending on location
• _______ in number, that are positively and clearly stated

Ways to Develop School Rules

• Work to develop them in a faculty meeting
• __________ the faculty in advance for ideas - summarize the most frequently identified rules
• Identify__________ behavioral issues in school
• Hold a school-wide contest for ideas

Developing Behavior Expectations

• Patterns of behavior that align to the school rules within a ________________ that demonstrate those personal qualities we wish to reinforce
• Stated ________ to describe what the students should be doing in that setting
• Serve as points for explicit teaching and reinforcement opportunities
• ________________ are developed to serve as visual reminder of expectations

Teaching Behavior Expectations

• ________ implemented across school
• Expectations should be taught explicitly to _______ and ________
• Formalized lesson plans to teach expectations to students
• ______ expectations should be posted in the corresponding locations

Reinforcement

• __________ the likelihood of appropriate behaviors occurring via verbal, physical and tangible reinforcement programs at the individual, classroom, grade and school level

Reinforcement for Appropriate Behaviors

• Are set in place to reinforce students’ _______________ - i.e., behaviors from the matrix
• Are conducted school-wide, i.e. ______ applied
• Are often set up in a “__________” format
  ○ Students earn rewards based on __________
  ○ Opportunities for _______________ occur at two levels
    ■ Earning a ticket or some other token
    ■ Drawings for some tangible prize or reward
• Schools must make sure that reinforcement is developmentally-appropriate

Responding to Behavior Violations

• Behavioral violations defined as “_______” and “________” or “______________” and “______________”
• Staff must be _________ trained to identify and respond to behavioral violations consistently
• Office Discipline Referral form consists of __________________________
• Clearly defining ____________ and ______________ of rule following behavior
• Clarity for problem behaviors that are referred
  ○ __________ definitions of problem behavior
  ○ Office managed vs. classroom managed
• Consequences for problem behaviors
  ○ Clearly defined
  ○ Allow for a range of _______________on the part of administration depending on severity, chronicity
• Discipline Referral process
  ○ Office discipline referral (_____) form
  ○ Discipline flow chart
• _______________ in place for highly dangerous behavior
• Systems in place to analyze problem behavior patterns
  ○ Trends in behavioral issues (e.g., types of behavior, locations in school, times of the day)
  ○ Sample: Office Discipline Referral

What would PBS look like in my classroom?
PBS establishes a safe and nurturing classroom culture for each of your students and your class as a whole.

**Student Behavior is not Random. It is the Result of the Interactive Effect Between:**

- __________
  - _________ predisposition and learned habits of each student
- __________
  - Classroom ____________ in terms of your instructional practice, interaction patterns, physical features of the instructional setting, and other influential factors in the learning environment

**Building Rapport**

- Implementing the Framework for Teaching in Enhancing Professional Practice\(^1\)
  - Rapport and__________ is a cornerstone in the learning environment
  - Rapport can look ___________ from classroom to classroom
  - Rapport is about forming a ___________ with students based on trust

**As an educator, you have a direct influence on the academic and behavioral success of your students**

_____% Prevention
(at a minimum)

- Proactive Approach: Promoting Appropriate Behaviors
  - _________ Rules & Routines
  - Systematic Supervision
  - _________ Engagement
  - Reinforcement
  - "More Effective and Efficient

_____% Intervention
(at worst)

- Reactive Approach: Reacting or Responding to ____________ Behaviors
  - Redirection
  - ____________
  - ____________ of Expectations
  - Environmental Changes (e.g., seating arrangement)
  - Less Effective and More Time Consuming

**What is a Evidence-based Practice (EBP)?**

- An evidence-based practice is one that has been researched through:
  - The use of ____________ or evaluation design and appropriate analytic procedures;
○ Empirical _______ of effects;
○ Clear implementation procedures;
○ _______ of outcomes across implementation sites; and
○ Evidence of __________

EBPs: Classroom Management

● Maximize __________________________
● Post, Teach, Review, Monitor & Reinforce Expectations
● Actively Engage Students in _________________
● Use a Continuum of Strategies to Acknowledge Appropriate Behavior
● Use a Continuum of Strategies to Respond to Inappropriate Behavior

Maximize Structure and Predictability

● Predominantly ________________ instruction
● Explicitly ___________ routines
● Physical arrangement to ______________ distractions and facilitate transitions

Post, Teach, Review, Monitor & Reinforce Expectations

● Identify and define ______ positively stated behavioral expectations that align with the school-wide expectations
● Explicitly teach ______________________
● Frequently review and _______ expected behaviors to promote appropriate behaviors
● _______ supervise students and praise demonstration of expected behaviors

Preventing Misbehavior: Encouraging Appropriate Behaviors

Positive Classroom Climate

Remember STOIC

● S________ your classroom for success: Prompt responsible student behavior (physical setting, schedule, routines and procedures, quality of instruction)
● T________ Behavioral expectations to students for all classroom situations (whole group, independent seatwork, tests)
● O_________ and supervise by physically circulating and visually scanning frequently
● I__________ positively with students and focus more time, attention, and energy on acknowledging responsible behavior than on misbehavior
● C_________fluently: Preplan responses to misbehavior to ensure brief, calm, and consistency with minimal disruption to instruction
Classroom Procedures: CHAMPS

- **C**__________: Can students talk to each other?
- **H**_________: How do students get their questions answered? How do they get your attention?
- **A**___________: What is the task or objective? What is the end product?
- **M**___________: Can students move about?
- **P**___________: What does the expected student behavior look and sound like? How do students show they are fully participating?
- **S**___________: If students follow the CHAMPS expectations, they will be successful

Positive Classroom Climate

- **Social Environment**
  - Greet students by name as they enter classroom
  - Provide high levels of ___________ praise
  - Display student work
  - Provide students with _________ when possible
  - Provide amenities that increase the ___________ of the classroom and also are instructional
  - Know your students’ _________ and be as responsive as possible

Positive Classroom Climate

- **Physical Environment**
  - ___________ classroom with materials properly stored or ready for use, appropriate storage for student supplies and personal materials, and easily accessible instructional materials
  - Ensure that all materials, areas of the room, and student equipment are _________________.
  - Arrange the classroom in a manner that facilitates specific activities in _______________ areas of the room
  - Arrange the classroom in a manner that _________ congestion at critical areas
  - Ensure that lighting, equipment, furniture, walls, windows are in good repair
  - Provide appropriately sized furniture

- **Instructional Environment**
  - Ensure that all materials needed for daily instructional activities are ________________ for use before the students arrive
Set high, but ___________________, expectations for student learning and behavior

Ensure that students have ___________ tasks to do at all times; tasks should reflect students’ instructional goals

When grading students’ work, pay attention what students do _______. Make comments about what each student did well and where there are errors, briefly describe the error and what the students should do next time to improve

___________________________________: Post student work, have students set goals and chart progress toward goals, send positive notes home, remind students of past success when they are faced with a difficult task or situation

● Behavior Management Environment
  ○ Post reminders of rules, procedures, and reinforcement systems, and _____________ in implementing and enforcing all of these
  ○ Develop class____________ to help students feel a sense of belonging.
  ○ Teach the consequences for rule violations and review as needed.
  ○ Respond to rule violations _____________ following predetermined consequences
  ○ _______________ with students about rule violations
  ○ Ensure that students earn reinforcement regularly and consistently
  ○ ________ ratio for each student in the classroom; four positive statements for each redirection provided
  ○ Engage in systematic problem-solving process if students are not successfully earning reinforcers
  ○ Listen carefully to students and acknowledge student ____________________
  ○ Ensure a _______________, learning climate.
  ○ Learn early warning signs for behavioral problems and intervene early and quickly when problems arise to prevent escalation

Preventing Misbehavior: Encouraging Appropriate Behaviors
Active Engagement & Effective Instruction Delivery

Reduce Opportunities for Misbehavior by Increasing Active Student Engagement

● Effective Instruction Delivery
● Direct Instruction
● Wait Time
● Active Student Engagement
  ○ ____________________
  ○ ____________________
  ○ ____________________
Effective Instruction Delivery

- Rather than asking questions “I need you to open your textbook to page 20” rather than “Can you please start your homework?”
- If you don’t want the answer to be no, don’t ask the question
- The student to do instead of what not to do
- “Walk in the hallway” instead of “Don’t run”
- Give single requests. Don’t string a series of requests together.
- Ask only
- Don’t nag
- Give them time to comply
- As necessary after second prompt to ensure compliance

Direct Instruction

- Teacher-led, explicit teaching new skills and concepts
- Organization of instruction around specific instructional objectives
- Large and small group instruction
- Structure, clarity, and repetition
- Explanation supported by
- High levels of
- Students practice skills independently only after they demonstrate a minimal level of mastery while performing those tasks under teacher supervision

DI Model Steps:

1. of the learners
2. Review previously learned materials that is relevant to the new information to be presented
3. of the lesson
4. Present new content in small steps
5. the skill
6. Provide prompted practice
7. Provide unprompted practice
8. Provide for independent practice
Explicit Instruction

- Demonstration of skill or concept being taught, followed by guided practice, and independent practice
- ______________________

Opportunities to Respond

- __________: Teacher provides an instructional stimulus
- Acquisition of new concepts/skills: student should be provided a minimum of ___ OTRs/minute with 80% accuracy
- __________: student should be provided a minimum of 9-12 OTRs/minute with 90% accuracy
- __________: choral responding, signals (e.g., thumbs up/thumbs down; “click or clunk”), written responses (response cards, clickers)

Wait Time

- ______ second pause between a teacher question and student response
- Allows students an opportunity to process a ____________________________ an answer
- Trains teachers to slow down and allow processing

OTRs- Choral Responding

- All students verbally respond __________to a teacher question that have only one correct answer
- Teacher prompts students to respond at a brisk pace to __________off-task behaviors and __________ OTRs
- Incorrect responses indicate need for additional teaching
- If students aren’t responding, teacher provides answer and then immediately asks the question again to class or individual

OTRs- Response Cards

- ______ student opportunities to respond
- Provides a mean of assessment
- Allows __________, unlike board work
- Students report that response card activities are fun

OTRs- Guided Notes

- Increase ______________________ by focusing students’ attention on recording important information
- Can take the form of fill-in blanks, outlines, open-ended questions, graphic organizers
- Provide a ________________ that students are recording (e.g., overhead, powerpoint)
- Check notes for __________________________
- Provide application tasks in which students have to use the info from their guided notes

Responding to Errors

- ________________: Immediately modeling the correct response when presenting a new concept/skill
- Error Correction
  - If possible, ________________ before it is fully completed
  - Do not deliver reinforcement following an error
  - Model the ________________
  - Repeat the same concept/skill with an increased level of prompts

Increasing Compliance: Choices

- Provide a choice of how or when a task will be completed (gives student(s) a sense of control in the classroom environment)
  - ________________. Allow the student(s) to pick the activity they wish to start with; student has to complete all 3 tasks, but in whatever order he/she chooses
  - Allow choice of the ____________ with which students work (e.g., paper/pencil vs. computer)
  - Let the group vote on which activity to do first
- ________________
  - When they will do a task
  - What to do after assignment is completed
  - How long to work before taking a break
  - Which materials to use (e.g., pencil or pen, paper or computer)
- ________________
  - Order to complete multiple tasks
  - Which peers to work with
  - How to get teacher’s attention while working
  - Where to complete task (desk, floor, table)
  - Manner in which to complete task (last question first, top to bottom)

Increasing Compliance: Chunking Instruction

- Provide ________________ rather than one long period of instruction or assignments.
- Students meet the expectations, just in a ________________ and experience more frequent success

Increasing Compliance: High Probability Requests
• Use _________________ to reduce the likelihood of noncompliance by generating behavioral momentum
• Mixing easier, known, mastered, or shorter tasks amongst more difficult, unknown, or longer tasks
  ○ Start with _______________ that students are 70% likely comply with and reinforce each instance of compliance
  ○ The difficult request should be delivered within _______________ of the last successful high probability request
  ○ Vary the high probability requests (i.e., develop a pool of requests)

Encouraging Appropriate Behaviors: Preventing Misbehavior
Positive Reinforcement

Effective Positive Reinforcement

• Applying _________________ (BSP) in the classroom significantly reduce rates of disruptive behavior
• Praise statement that specifies appropriate behavior
• Effective when communicated _________________ appropriate behavior
• Provides encouragement, builds history of success, and promotes positive relationships

Positive Reinforcement Examples

Positive Reinforcement: Praise
(Catch Students Being Good)

• We spend a lot of time responding to students’ inappropriate behaviors and not their appropriate behaviors.
• Even the “worst” students do something appropriate throughout the day
• Constantly look for students’ appropriate behavior, then _________________ by applying positive attention (e.g., Provide a description of the appropriate behaviors)
• Remember _______________ -ratio when interacting with students

Observing and Praising Appropriate Behavioral Actions

• Determine how teachers will “catch” students exhibiting the appropriate behaviors.
• _________________ is extremely important in increasing the reoccurrence of appropriate behavior.

Compliment Chains
Building staff and visitors can fill out a link for the chain with a description of appropriate behavior observed. When chain hits the floor, the classroom has a celebration.

Principal’s 200 Club

- ________________ program in which students receive tickets/tokens for being caught displaying the umbrella rules
- Student brings ticket to office, signs autograph book, receives a phone call to parents/guardians, receives a small prize, draws a number and places name on board
- When ten names occur in a row, column or diagonal then those students receive a large reward
- Typically a reward is given out monthly

Positive Reinforcement: Privileges

- Praise needs to be tied with some sort of ________________ to be effective for most students
  - Rather than handing out prizes, identify privileges students can earn

  Encouraging Appropriate Behaviors: Preventing Misbehavior
  Systematic Supervision

Techniques to Reduce Misbehavior

- ________________: Use your presence as a signal to students to keep on task
- Become a wandering ________________
- Research demonstrates that teacher proximity is inversely related to student misbehavior
- ________________: actively supervise classroom and non-classroom settings
- Scanning, moving, interacting with students

Managing Transitions

- Creating a ________________ for changing between locations and between activities (STOIC poster)
- Problematic transition behaviors can take away valuable instruction time.
- The use of ________________ is effective in increasing appropriate transition behavior.
- Provide precorrection for common issues

Responding to Nuisance-level Misbehavior
  Pivoting Attention

Pivoting Attention
- Carefully _________ the inappropriate behavior/junk behavior of one student while ____________ the appropriate behavior of another student
- __________________ about the junk behavior (“Stop that now!” or “Quit that!”) or do anything differently when the junk behavior happens (react, roll eyes, stomp out of room, cross your arms, stare, etc.).
- Immediately __________________________for an appropriate behavior of student near misbehaving student (praise, touch, item/thing, privilege)
- Teaches the first student what behaviors (appropriate) will get your attention
- As soon as misbehaving student corrects behavior, give immediate praise for appropriate behavior

Things to remember when Pivoting:

- Even if a student shows some junk behavior while acting appropriately, ___________ the junk behavior and ____________________________for the appropriate behavior.
- Always_________________. (“I really like the way you sit quietly.” versus “I’m glad you stopped making so much noise.”)
  ○ If you state the junk behavior, they know you weren’t ignoring it.
- You do not have to continue giving positive consequences for the appropriate behavior of the second student while waiting for the junk behavior of the first student to stop.

Things to remember when using Pivot: Extinction Burst

- ____________ is when the behavior gets worse for a short while, before it gets better.
- The behavior will get better.
- If you simply ignore junk behavior, it will not necessarily go away. You MUST ignore junk and ____________________________ to the more appropriate behavior.
  ○ If you do this, then the extinction burst may be very brief or not happen at all. The key to this is providing more attention for appropriate behaviors than you did before you started ignoring.

Responding to Problem Behaviors

Avoid Coercive Behaviors
- ____________ is when you try to __________________________someone. When you continue to use coercive behavior, the student receives attention for inappropriate behavior, then tries to avoid your coercive behavior, then try to get even with you, and finally try to escape the situation.

Reductive Techniques
- Appear nonemotional
  - Q__________ T_________ I___________ P____________
- Avoid ________________
  - Questioning, Arguing
  - Sarcasm/teasing, Force (verbal & physical)
  - Threats, Criticism
  - Despair, Logic
  - Telling on them to others, One-ups-manship
  - Silent treatment

**Disrupt the Behavior Chain**

- If you see a student’s behavior begin to escalate to a more serious and potentially dangerous behavior
  - ________________ (warning signs that the student is going to explode)
  - Intervene by ________________ or helping the student complete the task

**Example:** Jaime gets frustrated when doing math work. He will begin to whine, mutter under his breath, then tear up the paper and finally begin throwing things in the room
  - Intervene during the whining. Prompt him to request help, sit near him, initiate “I do, we do, you do.” Praise Jaime for beginning independent work, maintain proximity with him while supervising class and provide frequent positive feedback.

**Common Problems During Large-group Activities**

- Students not paying attention
  - ________________: remind group about large group procedures
  - Call on student sitting near inattentive student(s) to draw their attention
  - Walk around classroom while instructing
  - ________________: Stand near off-task student(s) without giving them attention
  - Ensure student(s) have the necessary prerequisite skills

- Planning and Delivery are difficult in groups with multiple ages and/or abilities
  - Large-group instruction for general topics; directed toward all students
  - Use ______________ in types of questions and guided practice activities to address individual student’s needs

**Common Problems During Small-group Activities**

- Students are off task
  - Reinforce on task students (_________________)
○ __________________________ for obtaining teacher assistance, what to do when task is completed, where to get additional materials, etc.
○ Ensure tasks are those that the students have already demonstrated 80% accuracy during initial instruction

● Students are loud working together making it difficult to stay focused
  ○ Teach _________________________________ while in small groups
  ○ Reinforce quiet working and on-task behavior

Common Problems During Individual Activities

● Student ___________ to work or interferes with other students’ learning
  ○ Review independent work procedures
  ○ Reinforce appropriate behaviors
  ○ Schedule brief review session before beginning work
  ○ Check student progress and accuracy
● Student ______________________________
  ○ Reinforce completing the task accurately
  ○ Make sure the student has pre-requisite skills
● Student _______________________________
  ○ Teach student when and how to ask for help
  ○ Increase attention for on task behavior
  ○ Reinforce students for appropriately asking for help

Use a Continuum of Strategies to Respond to Problem Behaviors

● __________________________ to use appropriate behavior when necessary
● Use a continuum of strategies employing a ______________________________ (e.g. planned ignoring, stop-redirect procedures, error correction/ response cost)

Continuum of Strategies to Respond to Problem Behaviors

● Physical Proximity
  ○ Teacher moves close to misbehaving student to cue him/her to get on task without interrupting instruction
● __________________________
  ○ When misbehavior is observed, teacher prompts students to identify classroom expectations
● __________________________
  ○ Student will typically stop misbehaving when directly engaged requiring a response
  ○ Must be a response the student knows in order for this to be successful
● __________________________
Teacher creates an opportunity for student to temporarily leave the environment or activity that may be triggering the misbehavior

- E.g., talk about a preferred topic, ask the student to retrieve an item in the classroom for the teacher, send the student on an errand in the school building

**SWPBS in Non-Classroom Settings**

Cafeteria, Hallway, Restroom, Playground, Office

**Non-classroom Settings**

- Non-instructional settings in a school building (e.g., cafeteria, hallway, arrival/dismissal, playground)
- Expectations must be __________________________ to promote appropriate behaviors