Improving Academic Achievement Through Effective Instructional Practices and Behavior Management Strategies

Presented by:

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Presentation Objective

Discuss the following key concepts:

• 1. What do educators typically do for behavior management?
• 2. Why disrespect is one of the most common problems educators must address.
• 3. How respectful behavior can be modeled, taught, and supported.
• 4. Provide examples from educators that have implemented a proactive approach to behavior management.
• 5. Strategies you can utilize to improve your instructional and behavior management practices.
Some People Worry About the Wrong Things...

Mellisa Williamson, 35, a Bullitt Avenue resident, worries about the effect on her unborn child from the sound of jackhammers.
Program vs. Framework

• Positive Behavior Support is not a program, but a framework for designing and implementing proactive and preventative interventions.
Positive Behavior Support

• Positive Behavior Support (PBS) is a set of proactive strategies designed to prevent problems from occurring and support the occurrence of desired behaviors.
Systems Approach: Community Perspective
6 Components of Positive Behavior Support

1) Select and define **expectations & routines** (OAT)
2) **Teach behavior & routines** directly (in **all settings**)
3) **Actively monitor** behavior (MIS)
4) **Acknowledge** appropriate behavior
   - Predictable/Intermittent/Long-term
5) **Review data** regularly to make decisions
6) **Correct** behavioral errors
   - Pre-correction/Boosters/De-escalation/FBA
Designing School-Wide Systems for Student Success

**Academic Systems**

- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - High Intensity

- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- Universal Interventions
  - All students
  - Preventive, proactive

**Behavioral Systems**

- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- Universal Interventions
  - All settings, all students
  - Preventive, proactive
School-Wide Systems

Non Classroom Setting Systems

Classroom Systems

Individual Student Support Systems
Respectful Classroom

• Teachers that treat students respectfully tend to have fewer problems and the problems they do have tend to be smaller in magnitude.
Survey of Respectful Behavior

• Participants
  – 2850 middle & high school students
  – Chicago, IL, Hammond, IN, Houma, LA & Webster, MA
  – Approximately 76% of students at school receive free or reduced lunch

• Survey asked students, “What are some ways that teachers show you respect?”
Survey Process

• Administered to each student through their English class.

• Asked to provide 3 responses to the following question:
  – “What are some ways that teachers show you respect?”

• Instructions stated that “respect” should be defined in terms that are observable and acknowledgeable.
Top 12 Answers

• Of the over 5000 responses, the ones listed were written by 100 students or more.

• 1. Talk privately to students when a problem occurs.
• 2. Use a calm tone of voice, even when they are upset. (No yelling)
• 3. Respect personal space
  (Don't touch, grab, eyeballing, crowd)
Top 12 Answers (continued)

• 4. Listens without interrupting.
• 5. Have a sense of humor.
• 6. Displays student work around the classroom/school.
• 7. Prepares exciting lessons.
• 8. Let parents/guardian know student did a good job *sometimes* (see a balanced picture).
Top 12 Answers (continued)

• 9. Use student's name or addresses them as ma’am or sir when talking to them
• 10. Be available during non-classroom times
• 11. Returns work promptly
• 12. Talk sincerely - no sarcasm or “eye rolling”

• Worth noting: Smiles at me and acknowledges my birthday received multiple mentions.
• Effective Behavior Support Links classroom to school-wide behavior support

- Do your colleagues agree on the school-wide expectations?
- Has the difference between teacher/staff v. administrator managed rule violations been clarified?
What are your school-wide expectations?

- School-wide expectations are the behaviors that are expected from all students, staff, and administrators.
- Please identify your school-wide expectations.
  - Are they few in number, between 3 & 5?
  - Are they positively stated?
  - Are they easy to remember?
  - How are they taught/communicated to staff and students?
  - Have they been defined in observable, teachable, and acknowledgeable terms?
How are your school-wide expectations defined in the classroom?

• While expectations are typically *abstract*, rules are how we can teach, observe, and acknowledge when our expectations are met.

• Please define your school-wide expectations as they apply to your classroom.

• Remember your definitions should be positively stated and follow the OAT guidelines of being observable, acknowledgeable, and teachable.
You Try

• Apply your school’s expectations to classroom.

• Make the expectations teachable, observable, and acknowledgeable.
How do schools you work with address behavior management?

• Please identify 2 or 3 strategies schools you work with use for managing behavior.

• Do these strategies work?

• Are these strategies reactive or proactive?
Please share…

• Current status of School-wide Behavior Support (SWBS)? Do you know your school-wide expectations?

• Have you applied to the school-wide expectations to your classroom?

• Common classroom challenges & concerns?
Purpose

Review critical features of effective instructional practices and behavior management strategies in classroom settings.
Classroom Management Challenges

• Often informal
• Typically reactive and punitive
• Low priority or little attention
• Disconnected from colleagues, school-wide plan
Critical Instructional Practices for First Seven Minutes of a Period

Greet students as they enter the classroom.

Present clear directions including objective for day’s lesson

Connect lesson focus to previously taught skills
Critical Instructional Practices for First Seven Minutes of a Period

Display some level of enthusiasm for content

Provide opportunity for all students to respond

Know if all students responded correctly
Critical Instructional Practices for First Seven Minutes of a Period

Provide differential feedback for cooperation

Respond to student’s following directions

Establish transition routine for student’s who complete initial instructional task
Your Turn

• What are your strategies for getting your class off to a good start?

• Please identify 2 or 3 strategies that you already use.

• Please identify 2 or 3 new strategies you plan to try.
Effective “Wrap-up Strategies”

• Teacher gives “early warning signal” about 5 minutes before end of class. For elementary school, teacher can assign this a job to a student in class. Also, “egg timer” works well.

• Homework assignments and materials that need to be brought to school next day or taken home are clearly posted.

• Acknowledge students who are appropriately “getting ready to go home”
Effective “Wrap-up Strategies” cont.

• Have a filler activity for students who are ready to go home. Examples, include writing in a journal, or starting on homework assignment.

• Provides a menu of options for students who have finished work early including:
  – reading a book for pleasure,
  – getting started on homework,
  – helping another student who has their hand-up,
  – working on a “long term” project,
  – asking the teacher if there is anything they can do to help around the classroom.
Your Turn

• What are your strategies for ending your class smoothly?
• Please identify 2 or 3 strategies that you already use.
• Please identify 2 or 3 new strategies you plan to try.
Essential Behavior Support & Instructional Practices

Classroom Management Self-Assessment
1. **Classroom structure is organized to support typical activities and smooth transitions with sufficient space to move around class and access all materials.**

- Teacher has easy access to all parts of the room.

- **Use of high frequency items like trash can, pencil sharpener, and materials used for class are away from entrance/exit of class.**
2. Classroom **behavioral expectations** are clear, positively stated & posted.

- Expectations are consistent with school-wide expectations.

- Students are acknowledged for meeting the expectations.
3. Classroom **routines** are clear, taught to students & **prompted** by teacher.

- Students are taught expectations for main routines.
- Routine expectations are reviewed regularly and practiced when necessary.
- Clear prompt, verbal, gesture, auditory, etc. exist for routine to commence
4. Students are **greeted by teacher** prior to or as they enter the classroom.

- Standing slightly outside the door and greeting the students serves as a prompt for appropriate behavior (Think Wal-Mart greeter)
5. Use a high ratio of positive to negative teacher to student interactions

- At least 4 to 1

- Positive event/interaction every 5 minutes

- Follow correction for rule violation with positive reinforcer for rule following
6. Class begins with a review of key points from previous lesson(s)

- “get started” activities that all students can complete successfully.

Provide a “hook” that gets all students successfully engaged to start class.
7. Teacher states objective(s) of lesson prior to beginning teaching.

- Stating the objective(s) provides meaning to students. Meaning promotes active learning.
- Advance organizer
- Point of reference
- Agenda posted on blackboard
- Appears related to previous lessons.
8. **Actively supervise** at all times

- Move regularly
- Scan continuously & overtly
- Interact frequently & positively
- Positively acknowledge students who are following the class expectations
9. Manage **minor** (low intensity or frequency) problem behaviors positively & quickly
   - Signal occurrence
   - State correct response
   - Ask student to restate/show
   - Disengage quickly & early
10. Teacher uses **precorrection** to prevent predictable student problem behaviors.

- Pre-correction is also referred to as a prompt. If there teacher knows there is specific behavior of concern that may occur, they will prompt students to engage in the appropriate alternative behavior.

- Pre-correction is part of the 3 “P’s” of behavior management, pre-correct, proximity, and praise.
11. Follow school procedures for major & chronic problem behaviors

– Be consistent & business-like
– Precorrect for next occurrence
– Knows difference between teacher managed and administrator managed problems.
– Has clear procedures for notifying parents regarding chronic problems.
12. Conduct **smooth & efficient transitions** between activities

- Taught routine
  - e.g. lining up, turning in materials, getting started activity, getting missed work when absent, etc..

- Engage students immediately
13. **Prepared for activity**

- Know and communicate desired outcome
- Have materials readily available
- Practice presentation fluency
- Prepare filler activities
- Students are reminded of objective
14. *Teacher ensures that all students can see and/or hear instruction and related materials.*

- Teachers moves through the room to ensure students can see overheads, blackboard,
15. Use most of allocated time for instruction (at least 80%)

- Fill day with instructional activities
- Maximize teacher led engagement
16. Engage students in active responding

- Write
- Verbalize
- Participate
- Choral responding
17. Give each student **multiple ways** to actively respond
   
   – Individual v. choral responses
   
   – Written v. gestures
   
   – Peer-based
18. Regularly check for **student understanding**

- Questions
- Affirmative gesture
- Written action
19. End activity with **specific feedback**

- Know how many students meet lessons objective
- Feedback on academic and social expectations
- Individual v. group acknowledgment.
- Next steps, homework if any, etc..
20. Provide extra time/assistance for unsuccessful students
   – More practice
   – More instruction
How did you do?

15-20 “yes” = Proactive- Management designed to prevent problems from occurring

9-12 “yes” = Mixed

<9 “yes” = Reactive- Management tends to be focused on responding to challenging behaviors
Additional Resources


Additional Resources


Additional Resources


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