School-wide Behavior Support: Proactive Strategies for Creating Effective Learning Environments

Presented by
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New Orleans, LA
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www.successfulschools.org

Presentation Objective
Discuss the following key concepts:
• 1. What do schools typically do for behavior management?
• 2. Why reactive and punitive strategies alone do not yield positive results?
• 3. What can be done to supplement a typical reactive punitive approach to discipline?
• 4. Provide examples from schools that have implemented a proactive positive approach?
• 5. How your school(s) can improve their behavior management practices?

Training Behavioral Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>TRAINING SITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>Make yourself comfortable &amp; take care of your needs</td>
</tr>
<tr>
<td></td>
<td>Address question/activity in group time before discussing “other” topics</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Turn cell phones, beepers, and pagers “off” or to “vibrate”</td>
</tr>
<tr>
<td></td>
<td>Pass notes</td>
</tr>
<tr>
<td>BE PREPARED</td>
<td>Ask questions when something is unclear.</td>
</tr>
</tbody>
</table>

Program vs. Framework

• School-wide Positive Behavior Support and Response to Intervention (RtI) are not programs, but frameworks for designing and implementing proactive and preventative interventions.

6 Components of School-wide PBIS
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 to make decisions
6) Correct behavioral errors
   Pre-correction/Boosters/De-escalation/FBA

What is your Mission?
(or, so what did you expect?)

• What are your schools expectations?
  – Please provide an example of an expectation for all students.
• A problem can be defined as the difference between what you expect and what actually occurs.
• Many problems can be avoided by simply clarifying one’s expectations.
Systems Approach: Community Perspective

Designing School-Wide Systems for Student Success

Survey of Respectful Behavior

Survey Process

Top 12 Answers

- Participants
  - 2850 middle & high school students
  - Chicago, IL, Hammond, IN, Houma, LA & Webster, MA
  - Approximately 76% of students across the schools surveyed 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:
  - “How does a teacher show you respect?”
  - Instructions stated that “respect” should be defined in terms that are observable and acknowledgeable.

Top 12 Answers

- Of the over 3800 responses, the ones listed were written by 200 students or more.

  1. Talk privately to students when a problem occurs
     - (Does not embarrass me in front of my friends).
  2. Use a calm tone of voice, even when they are upset. (No yell)
  3. Respect personal space
     - (Don’t touch, grab, eyeballing, crowd)
Top 12 Answers (continued)

- 4. Listen without interrupting.
- 5. Have a sense of humor.
- 6. Display student work around the classroom/school.
- 7. Makes learning fun/Prepares exciting lessons.(good instruction)
- 8. Let parents/guardian know student did a good job sometimes (see a balanced picture).

Top 12 Answers (continued)

- 9. Use student's name when talking to them or address me as Ma'am or Sir
- 10. Be available during non-classroom times
- 11. Return work promptly/Let's me know how I'm doing (provides feedback)
- 12. Smiles or says hello when I come to class

Worth noting: Acknowledge birthday received multiple mentions.

How do you Address Behavior in Your School?

- Please identify 2 or 3 strategies your school currently uses for managing behavior.
- Do these strategies work?
- Are these strategies reactive or proactive?

Typical Strategies Currently Used to Address School-wide Behavior Management

- Clamp down on rule violators.
  - The Holy Trinity
  - Detention, Suspension, & Expulsion (Gorevic & March, 2000)
- Review rules & sanctions
- Extend continuum of aversive consequences
- Improve consistency of use of punishments
- Establish "bottom line" or zero tolerance policy

Effectiveness of Corporal Punishment

- **Features of Corporal Punishment**
  - Requires no training or skill merely superior physical strength
  - Provides an outlet for punishers anger and frustration
  - Can be administered quickly
- **Effectiveness of Corporal Punishment**
  - Can suppress but not eliminate problem behavior
  - Decreases interest and commitment to school (Short, Short, & Blanton, 1994)

Features of Typical Reactive Responses

- **Wait for problem and respond with punishment.**
- In other words, when we experience aversive situation we select interventions that;
  - Produce immediate relief from aversive, in other words, remove the problem!
  - Assign responsibility for change to student &/or others (e.g. an administrator)
    - e.g. Having administrator call home instead of speaking directly with the child's care giver.
Problems with Reactive Strategies

- Punishment alone will not lead to durable change in behavior. (Braaten, 1994)
- Reactive strategies that rely primarily on punishment assume that individuals know what is expected, how to do it, and are properly motivated. Unfortunately it fails to teach the expected behavior. (Sugai & Young, 1994)
- Some forms of punishment may actually be rewarding and maintain problem behaviors. (Gresham, 1991; March & Horner, 2002)

The Challenge

- Exclusion and punishment are the most common responses to conduct disorders in schools.
  - Lane & Murakami, (1987)
  - Rose, (1988)
  - Nieto, (1999)
- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior
  - Costenbader & Markson (1998)

The Challenge

- Punishing problem behaviors (without a proactive support system) is associated with increases in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out.
  - Mayer, 1995
  - Mayer & Sulzr-Azaroff, 1991
  - Skiba & Peterson, 1999
  - Marsh & Horner, 2002

Schools that are Least Effective in Supporting Students with Problem Behavior

- Have unclear and/or negative behavioral expectations.
- Have inconsistent implementation of consequences for problem behavior.
- Lack agreement among staff on behavioral expectations and consequences.
- Do not accommodate individual student differences
  - Gottfredson, Gottfredson, Mayer, 1995
  - Mayer, Butterworth, Naftalitis, & Sulzar-Azaroff, 1983

Research Findings

- The same research reviews indicate that the most effective strategies for preventing problem behavior in school:
  - Clear and Positive Behavioral Expectations
  - Expectations taught and acknowledged
  - Staff are trained in supervision skills
  - Individual Behavior Plans linked to School-wide Expectations
  - Gottfredson, 1997
  - Elliot, Hamburg, & Williams, 1998
  - Sprague & Smith, 2005
  - Colvin et al., 1997

So what do you expect?

- A problem can be defined as the difference between what you expect and what actually occurs.
- Many problems can be avoided by simply clarifying one’s expectations.
- What are your schools expectations?
  - Please provide an example of an expectation for all students.
  - Now define your expectation in terms that are: observable, acknowledgeable, and teachable.
**Practices and Systems for School-wide Positive Behavior Support**

- **Practices (What)**
  - Define expectations
  - Teach expectations
  - Monitor expected behavior
  - Acknowledge expected behavior
  - Correct behavioral errors (continuum of consequences)
  - Use information for decision-making

- **Systems (How)**
  - Admin Leadership
  - Team-based implementation
  - Defined commitment
  - Allocation of FTE
  - Budgeted support
  - Development of decision-driven information system

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**Define School-wide Expectations for Social Behavior**

- Identify 3-5 Expectations
- Short statements
- Positive Statements (what to do, not what to avoid doing)
- Memorable
- Examples:
  - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend,
  - Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults

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### Practice Setting Expectations

**Settings**

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>CLASS</th>
<th>HALL</th>
<th>GYM</th>
<th>COMMONS</th>
<th>BUS</th>
<th>OFFICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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</tbody>
</table>

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<table>
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<th>CLASS</th>
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<th>GYM</th>
<th>COMMONS</th>
<th>BUS</th>
<th>OFFICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Be Responsible</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Be-there-be-ready</td>
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<tr>
<td>Follow Directions</td>
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<tr>
<td>Hands and Feet to Self</td>
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</tr>
</tbody>
</table>

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**6 Components of School-wide PBIS**

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 to make decisions
6. Correct behavioral errors
   - Pre-correction/Boosters/De-escalation/FBA
What Makes School-wide Support Different? You Will Actually Teach Your Behavioral Expectations

- Transforming broad school-wide expectations into specific, observable behaviors.
  - Use of the Expectations by Settings Table (see example of the "Matrix" on the following slides)
- Teaching expectations in the actual settings where behaviors are to occur
- Teaching (a) the words, and (b) the actions.
- Building social cultures that are predictable, and focused on student success.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>HALL</th>
<th>GYM</th>
<th>COMMONS</th>
<th>BUS</th>
<th>OFFICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Positive comments to each other</td>
<td>Talk Quietly</td>
<td>Share</td>
<td>Use white phone to call home</td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Have books and pencil</td>
<td>Walk on Right</td>
<td>Wear Soft-Soled Shoes</td>
<td>Sit quietly</td>
<td></td>
</tr>
<tr>
<td>Be There</td>
<td>Get to Class on Time</td>
<td>Get to Class on Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be-Ready</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow Directions</td>
<td>Stop play when asked</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hands and Feet to self</td>
<td>Keep hands and feet to self</td>
<td>Hand holding only</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teaching Behavioral Expectations

Define the Expectation in terms that are observable:

Provide a Rationale for why behavior is important:

Teach the Critical Discrimination:

- Demonstrate Appropriate Behavior
- Demonstrate Unacceptable Behavior
- Practice telling the difference with multiple examples

If there is a “signal” teach the signal (when should the appropriate behavior occur?)

Teach for fluency?

How will this skill be monitored and acknowledged?

Acknowledgement: Another Critical feature of School-wide Behavior Support

- What formal methods does your school have for acknowledging students who “do the right thing”?
  - How frequently are students acknowledged?

On-going Recognition of Appropriate Behavior

- The faculty and staff members at effective schools acknowledge appropriate behavior frequently.
  - 5 to 1 ratio of positive to negative contacts
- Have systems that makes acknowledgement easy and simple for students and staff.
- Use different strategies for acknowledging appropriate behavior
  - Classroom-wide announcements
  - Raffles
  - Open gym

School-wide Behavior Support Means: You do not ignore problem behavior

- Continue to discourage and monitor problem behaviors
  - Review Office Discipline Referrals regularly
- Clear guidelines for what is handled in class versus sent to the office
- Prevent problem behaviors from being rewarded.
- Understand that negative consequences do NOT change behavior patterns. Negative consequences are merely a way to “keep the lid on.” Teaching is what changes behavior.
Use Readily Available Information to Make Decisions

- Three primary types of information (AKA data) can be used:
  - A) archival records
  - B) survey/interviews
  - C) direct observations

How to determine if a Culture of Competence Exists in Your School

- You can identify the behavioral expectations within 5 min of entering your school.
- Students state the behavioral expectations
  - Ask 10 randomly selected students
- Students are recognized for appropriate behavior
  - Ask 10 randomly selected students if they have been acknowledge for appropriate behavior in past week.

How to determine if a Culture of Competence Exists (cont.)

- Faculty, staff and families know behavioral expectations
  - Faculty and staff know expectations
  - Substitute teachers know expectations
  - Families know expectations
- Student to Student interactions reflect expectations
  - Students prompt and support behavioral expectations
- Physical environment is cared for
- Students approach adults

Main Ideas:
Foundations of School-wide Positive Behavior Support

- Emphasize behavior of educators individually & collectively.
- Build multi-level behavioral supports.
- Give priority to agenda of primary prevention.
Efficient Organization & Systems of Support

- Combine rather than add initiatives
- Different systems for different challenges
  - The need for continuous self-assessment
- Link behavioral and academic outcomes
- No new resources required
  - for school-wide

Quote:

"The typical school operates 14 different prevention activities concurrently, and the typical activity is implemented with poor quality."

- Gottfredson, Gottfredson, Czeh, Cantor, Crosse & Hantman, 2000

What This Means

- Let’s look at our schools from a systems perspective,
  - This will give insights into where we should start intervening.
- Then, ask ourselves, how each system, school-wide, classroom, non-classroom, and/or individual students systems of support, can be strengthened?

Designing an effective school-wide behavior support plan

- Sharing with full staff
  - Present overview of School-wide Behavior Support to staff.
  - Distribute & collect EBS survey, aggregate & report back.
  - Review a sample behavior discipline reports by location or type of behavior.
- Review existing initiatives & teams
  - Form a school-wide behavior leadership team or utilize an existing team
  - Designate 1 or 2 members to be Coach or Co-Coach
- Select 3-5 positively-stated behavioral expectations
  - Define the expected behaviors for each setting in the school (Matrix)**
  - Write lesson plans for teaching the expected behaviors - drafted**
  - Make a plan for when, who, and how the lessons will be taught - drafted**
- Review current data systems
  - Review/Design a office discipline referral form to ensure that it provides useful information
  - Brainstorm what data sources may answer those questions

Getting Your Plan Going...

- Teach your school-wide expectations to all students.
  - Define the expected behaviors for each setting in the school.
  - Write lesson plans for teaching the expected behaviors.
  - Make a plan for when, who, and how the lessons will be taught.
- Clarify behaviors that should be reported to the office versus handled in the classroom.
- Report data that is meaningful.
  - Designing an office discipline referral form that yields useful info.
- Developing a systematic way for reviewing and reporting data.
  - Example is use of the School-Wide Information System (SWIS)
  - Establish a team to review and report the data on a regular basis.

Additional Resources


**Additional Resources**


**WEB RESOURCES**

[www.successfulschools.org](http://www.successfulschools.org)

The mission of Effective Educational Practices (EEP) is Turning Research Into Practice © (TRIP). EEP offers educators professional development that provides practical skills for creating positive, effective, learning environments that meet the needs of all children.

A host of free downloadable training and support materials are available on the website under the section “Resources for You”.

[www.interventioncentral.org](http://www.interventioncentral.org)

[www.education.uncc.edu/bric/](http://www.education.uncc.edu/bric/)

[www.pbis.org](http://www.pbis.org)

**WEB RESOURCES (cont.)**

Colorado Center for Violence Prevention
http://www.colorado.edu/cspv/blueprints/index.html

Hamilton Fish Institute on Violence Prevention
http://www.violencepreventionforum.com/

Institute on Violence and Destructive Behavior
http://darkwing.uoregon.edu/~ivdb/

**WEB RESOURCES (cont.)**

**Contact Information**

Effective Educational Practices, LLC
PO Box 21570
Boulder, CO 80308

admin@successfulschools.org

303-442-6789

Name of School: ___________________________ Date: _____________

Name of District: ___________________________

Grades Served: _____________________________

Person Completing the Survey:
☐ Administrator ☐ Special Educator ☐ Parent/Family member
☐ General Educator ☐ Counselor ☐ School Psychologist
☐ Educational/Teacher Assistant ☐ Community member
☐ Other _____________________________

1. Survey should be administered at a faculty meeting to ensure all staff complete it.

2. Each staff member should complete the survey independently.

3. Schedule 10-15 minutes to complete the survey.

4. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

5. Mark (i.e., “✓” or “X”) on the left side of the page for current status and the right side of the page for the priority level for improvement for each feature in each of the four system areas.
   a. “What is the current status of this feature (i.e. in place, partially in place, not in place)?”
   b. “What is the priority for improvement for this feature (i.e., high, medium, low)?”

Sugai, Horner & Todd, (2000); Adapted by R. March (2007)
### SCHOOL-WIDE SYSTEMS

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>School-wide is defined as involving all students, all staff, &amp; all settings.</td>
<td>High</td>
</tr>
<tr>
<td>Partial in Place</td>
<td>1. A small number (e.g. 3-5) of positively &amp; clearly stated expectations are defined in observable terms.</td>
<td>Med</td>
</tr>
<tr>
<td>Not in Place</td>
<td>2. Expected student behaviors are taught directly by all staff.</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>3. Expected student behaviors are acknowledged regularly.</td>
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<td></td>
<td>4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Consequences for problem behaviors are defined clearly.</td>
<td></td>
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<tr>
<td></td>
<td>6. Distinctions between administrator and teacher/staff managed problem behaviors are clear.</td>
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<td></td>
<td>7. Options exist to allow classroom instruction to continue when problem behavior occurs.</td>
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<td></td>
<td>8. Procedures are in place to address emergency/dangerous situations.</td>
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<tr>
<td></td>
<td>9. A team exists for behavior support planning &amp; problem solving.</td>
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<td></td>
<td>10. School administrator is an active participant on the behavior support team.</td>
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<td>11. Staff receive regular (monthly/quarterly) feedback on behavior patterns.</td>
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<td>12. School has formal strategies for informing families about expected student behaviors at school.</td>
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<td></td>
<td>13. Booster teaching/training activities for students are developed, modified, &amp; conducted based on school data.</td>
<td></td>
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<tr>
<td></td>
<td>14. School-wide behavior support team has a budget for (a) teaching students, (b) on-going acknowledgement, and (c) annual staff planning.</td>
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</tr>
<tr>
<td></td>
<td>15. All staff are involved directly and/or indirectly in school-wide interventions</td>
<td></td>
</tr>
</tbody>
</table>

Name of School ________________________ Date ______________

Sugai, Horner & Todd, (2000); Adapted by R. March (2005)
# Nonclassroom Setting Systems

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td><strong>Nonclassroom settings</strong> are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).</td>
<td>High</td>
</tr>
<tr>
<td>Partial in Place</td>
<td></td>
<td>Med</td>
</tr>
<tr>
<td>Not in Place</td>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>

- 16. School-wide expected student behaviors apply to non-classroom settings.
- 17. School-wide expected student behaviors are taught in non-classroom settings.
- 18. School-wide expected student behaviors are clearly posted in non-classroom settings.
- 19. Monitors actively supervise (move, scan, & interact) students in non-classroom settings.
- 20. Student behaviors in non-classroom settings are regularly acknowledged when they’ve met the school’s expectations.
- 21. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.
- 22. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.
- 23. Staff receives feedback and regular opportunities for developing and improving active supervision skills.
- 24. Status of student behavior and management practices are evaluated quarterly from data.
- 25. All staff are involved directly or indirectly in management of non-classroom settings.

Name of School: ___________________________ Date: ________________

Sugai, Horner & Todd, (2000); Adapted by R. March (2007)
Classroom Management: Professional Development Activity

Directions:

Steps:
1) Identify a colleague who wants to be observed in order to develop a professional development support plan.

2) Set a date and time with colleague to observe them teaching during a teacher-led activity with specific learning objectives.

3) Use the Structured Assessment to assist in identifying effective classroom management strategies that you observe. Circle “yes” for those strategies that you see demonstrated. If you choose, you can give verbal positive feedback to your colleague and/or a copy of the form. Remember, you are only looking for strategies that are in place, you will not mark any “no” responses or give any negative feedback.

4) Record the strategies you saw demonstrated that you’d like to try in your own classroom. Use this tool to fill in the observable features of those strategies to use as your “tips” and to help you with the specifics of a professional development improvement plan.

5) Set 1 or 2 overall classroom goals (such as decrease student disruptive behavior or increase student time on task) on your professional development improvement plan.

6) Then set timelines with your colleague and choose a way to assess your progress. They may choose to have their new strategies observed by a colleague or administrator, or conduct their own self-assessment using the Structured Assessment or survey their students regarding their management & instructional practices.
**Effective Classroom Management & Instructional Strategies:
Professional Development Structured Assessment**

<table>
<thead>
<tr>
<th>Classroom Management Strategies</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom structure is organized to support typical activities and smooth transitions with sufficient <strong>space to move</strong> around class and <strong>access all materials</strong>.</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Classroom <strong>behavioral expectations</strong> are clear, positively stated &amp; posted.</td>
<td>Yes</td>
</tr>
<tr>
<td>3. <strong>Classroom routines</strong> are clear, taught to students &amp; prompted by teacher.</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Students are greeted by teacher prior to as they enter classroom</td>
<td>Yes</td>
</tr>
<tr>
<td>5. <strong>Teacher has at least 4 positives for each negative</strong> student contact.</td>
<td>Yes</td>
</tr>
<tr>
<td>6. Class begins with a review of key points from previous lesson(s) Including but not limited to a &quot;get started&quot; activities that all students can complete successfully.</td>
<td>Yes</td>
</tr>
<tr>
<td>7. Teacher <strong>states objective(s)</strong> of lesson prior to beginning teaching.</td>
<td>Yes</td>
</tr>
<tr>
<td>8. Teacher continuously and <strong>actively supervises</strong> (moves, interacts, &amp; scans with head up) throughout the instructional activity.</td>
<td>Yes</td>
</tr>
<tr>
<td>9. Teacher handles most <strong>minor</strong> rule violations <strong>quickly and discretely</strong>.</td>
<td>Yes</td>
</tr>
<tr>
<td>10. Teacher uses <strong>precorrection</strong> to prevent predictable student problem behaviors.</td>
<td>Yes</td>
</tr>
<tr>
<td>11. Teacher follows school procedures for handling <strong>major</strong> rule violations.</td>
<td>Yes</td>
</tr>
<tr>
<td>12. <strong>Transitions</strong> before, during, and after the activity are smooth and efficient.</td>
<td>Yes</td>
</tr>
<tr>
<td>13. Teacher appears <strong>prepared</strong> for the activity (e.g., clear outcome/objective, materials are easily accessed, instructional plan).</td>
<td>Yes</td>
</tr>
<tr>
<td>14. Teacher ensures that all students can see the instructional materials.</td>
<td>Yes</td>
</tr>
<tr>
<td>15. Most (&gt;80%) of the <strong>allocated time</strong> is utilized for instruction &amp; active student engagement. (time is not wasted on administrivia)</td>
<td>Yes</td>
</tr>
<tr>
<td>16. Instruction <strong>actively engages</strong> students in observable ways (writing, participating).</td>
<td>Yes</td>
</tr>
<tr>
<td>17. Each student has <strong>multiple opportunities to actively respond</strong> and participate.</td>
<td>Yes</td>
</tr>
<tr>
<td>18. Teacher frequently checks for <strong>student understanding</strong>.</td>
<td>Yes</td>
</tr>
<tr>
<td>19. Teacher ends activities knowing how many <strong>students met learning outcome</strong> and provides <strong>specific feedback</strong> about student academic and social performance.</td>
<td>Yes</td>
</tr>
<tr>
<td>20. Follow-up activities are provided for developing fluency in any new concepts that were taught.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Using the 20 items from the *Effective Classroom Management & Instructional Strategies: Professional Development Structured Assessment* determine how many of the strategies are already being utilized.

15-20 “yes” = **Proactive**: Supportive of positive student behavior  
9-14 “yes” = **Mixed**: Somewhat supportive of positive student behavior  
<9 “yes” = **Reactive**: At Risk for high frequency of challenging student behavior

Using the 20 items listed on page 2 “Effective Classroom Management & Instructional Strategies: Professional Development Structured Assessment” select which items you would like to implement in your classroom.

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