Positive Behavioral Interventions & Support

Effective Classroom Practices: Classroom Expectations
Effective Classroom Practices Introduction
Outcomes

At the end of the session, you will be able to…

Explain to others the power of positive and proactive strategies in establishing an effective classroom learning environment.

Clarify expectations for your classroom.
The Ohio PBIS Network would like to thank Dr. Tim Lewis and Missouri Schoolwide Positive Behavior Support. Without the knowledge and support of Dr. Lewis and Missouri SW-PBS, these materials could not have been created.

http://pbismissouri.org/
Video

http://makeadifferencemovie.com/index.php
Think about the video you just viewed…

How do you establish relationships with students in your classroom?

How do you establish relationships with students in your building?

Appoint a recorder for the table

Be prepared to share one strategy for each question
“When teachers know and use positive and preventative management strategies, many of the commonly reported minor classroom behaviors can be avoided.”

Scheuermann & Hall

“Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy or curriculum.”

Sprick, et. al
Typical School Day

17% Direct Instruction
33% Seatwork
20% Transitions
30% Discipline & Other Non-Instructional Activities

Cotton, 1995; Walberg, 1988
Academic Learning Time

There is no doubt that academic learning time – the amount of time that students are actively, successfully, and productively engaged in learning – is a strong determinant of achievement.
Ready to Learn

https://www.teachingchannel.org/videos/establish-classroom-culture
Academic Learning Time

*Instructional Time* – the amount of the *allocated time* that actually results in teaching.

*Engaged Time* – the amount of *instructional time* students are *actively engaged in learning*.
Academic Learning Time

*Instructional Time* – diminished by unclear procedures, disruptive student behavior, disciplinary responses, lengthy transitions, etc.

– Classroom Expectations
– Classroom Procedures & Routines
– Encouraging Expected Behavior
– Discouraging Inappropriate Behavior
Academic Learning Time

*Engaged Time*—diminished by inactive supervision, limited opportunities for students to respond, poor task selection, etc.

- Active Supervision
- Opportunities to Respond
- Activity Sequencing & Choice
- Task Difficulty
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
Academic Learning Time

Discuss with a partner:

• What do we currently do to ensure uninterrupted learning time?

• What do we currently do to ensure engaged time (e.g., practices to ensure that students are on task, responding frequently, and producing quality work matched to their ability)?
Effective classroom managers are known, not by what they do when misbehavior occurs, but by what they do to set their classroom up for academic success and to prevent problems from occurring.

https://www.teachingchannel.org/videos/streamline-class-routines
References


Classroom Expectations
Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty
Outcomes

At the end of the session, you will be able to…

Clarify expectations for your classroom.
Why Classroom Expectations?

• Create a vision
• Proactively teach behaviors for success
• Communicate a positive message
• Provide a framework for discipline
• Validate and support teachers
Why Classroom Expectations?

• Students are engaged with instructional tasks (Brophy, 1998)

• Increases student academic achievement and task engagement (Evertson & Emmer, 1982; Johnson, Stoner & Green, 1996)

• Lends credibility to a teacher’s authority (Good & Brophy, 2000)
Terminology

- Expectations
- Behaviors
- Rules
What are Expectations and Behaviors?

- Expectations are outcomes
- Behaviors are the specific criteria for meeting expectation outcomes

Use of expectations and behaviors provides a guideline for students to monitor their own behavior and serve to remind and motivate students to meet certain standards
Discussion

• Pair Up
• 2-Minute Frenzy:
  – How has clarifying schoolwide/non-classroom setting behaviors/rules impacted student behavior in our school?
  – Why do you think it is important to clarify **classroom** behaviors/rules?
Guidelines for Writing Classroom Behaviors or Rules

First and foremost…
Must be consistent with schoolwide expectations

O = Observable
M = Measurable
P = Positively stated
U = Understandable
A = Always applicable
Other Considerations…

• Students play a role in formulating rules

• Display behaviors prominently; easily seen

• Teacher models and reinforces consistently

• Establish rules that are easily monitored
Which of These Follow the OMPUA Guidelines?

- Keep hands and feet to yourself
- Turn in completed assignment
- Respect others
- Walk in the classroom
- Don’t run
Which of These Follow the OMPUA Guidelines?

• Think before responding
• Come to class on time, prepared with all supplies and assignments
• Be responsible
• Be ready to learn
• Sit in your seat unless you have permission to leave it
We are SAFE by...

* Sitting criss-cross, hands in lap
* Using walking feet
* Keeping our bodies to ourselves
I Can Be Responsible

Stay in your work area.

Turn assignments in on time.
PE EXPECTATIONS

1. I am SAFE by keeping my body to myself and lining up quickly and quietly.

2. I am RESPECTFUL by being a good teammate and listening to Coach’s directions.

3. I am RESPONSIBLE by using the equipment correctly.
We are RESPECTFUL by:

* Putting our eyes on the speaker and listening to directions the 1st time
* Raising our hand when we want to talk
* Speaking to each other with kind words
### HS Example

<table>
<thead>
<tr>
<th>Be Ready</th>
<th>Responsible</th>
<th>Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be on time to school &amp; classes</td>
<td>Be an active learner*</td>
<td>Follow all directions and instructions</td>
</tr>
<tr>
<td>Have all necessary classroom materials &amp; supplies when you get to class</td>
<td>Complete assignments</td>
<td>Disagree Appropriately*</td>
</tr>
</tbody>
</table>
# Example Classroom Expectations Matrix

<table>
<thead>
<tr>
<th></th>
<th>Whole Group Instruction</th>
<th>Independent Work Time</th>
<th>Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safe</strong></td>
<td>Remain in seat</td>
<td>Use equipment safely</td>
<td>Keep body to self</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Walk</td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td>Raise hand to contribute</td>
<td>Raise your hand if you need help</td>
<td>Voice at zero level</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>Listen attentively</td>
<td>Continue working until done When your work is finished, review and check</td>
<td>Go to next place promptly and directly</td>
</tr>
</tbody>
</table>
Activity: Classroom Rule Writing Activity
Option 1

- List problem behaviors in your classroom
- List replacement behavior (what we want kids to do instead)
- List schoolwide expectations
- Categorize rules within schoolwide expectations
Activity: Classroom Rule Writing Activity

Option 2

• Page 1: List Schoolwide Expectations
• List Classroom Rules of a successful student in your classroom
• Check each that meets OMPUA
• Page 2: Answer the questions for your classroom
Developing Behaviors or Rules is Not Sufficient

Classroom behavior must be taught!

Post, teach and acknowledge student compliance of rules
First Grading Period

– Teach rules for all areas of school, *including individual classrooms*, during first week of school

– After first week, review rules 2 or 3 times / week
Schedule for Teaching Classroom Rules

Second Grading Period
– Review rules once per week

Remainder of the Year
– Review rules periodically as needed
“Although expectations used by effective educators may vary from teacher to teacher and school to school, we do not find effectively managed schools and classrooms operating without them.”

Carolyn Evertson
Questions
References


• IRIS Center, *Research to Practice Instructional Strategies*. Nashville: Vanderbilt University.


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