

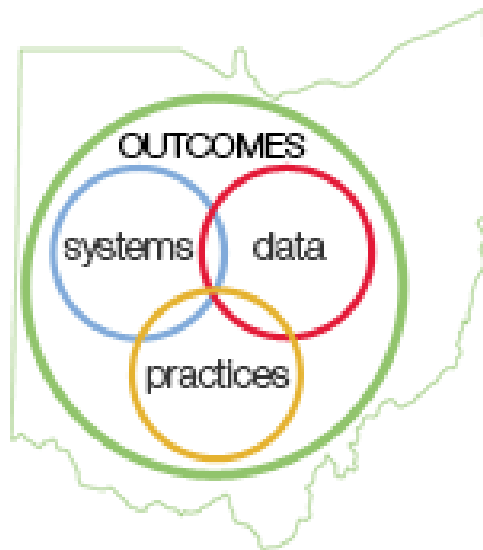


Positive Behavioral Interventions & Support

*Effective Classroom Practices:
Classroom Expectations*

Ohio | Department of Education

Effective Classroom Practices Introduction



**Ohio
PBIS
Network**

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.



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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://pbissmissouri.org/>



Video



MAKE A
DIFFERENCE
Movie
The Teddy
Stallard
Story



<http://makeadifferencemovie.com/index.php>

“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

Behavioral Systems

Intensive, Individual Interventions

- Individual students
- Assessment-based
- High Intensity

Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Targeted Group Interventions

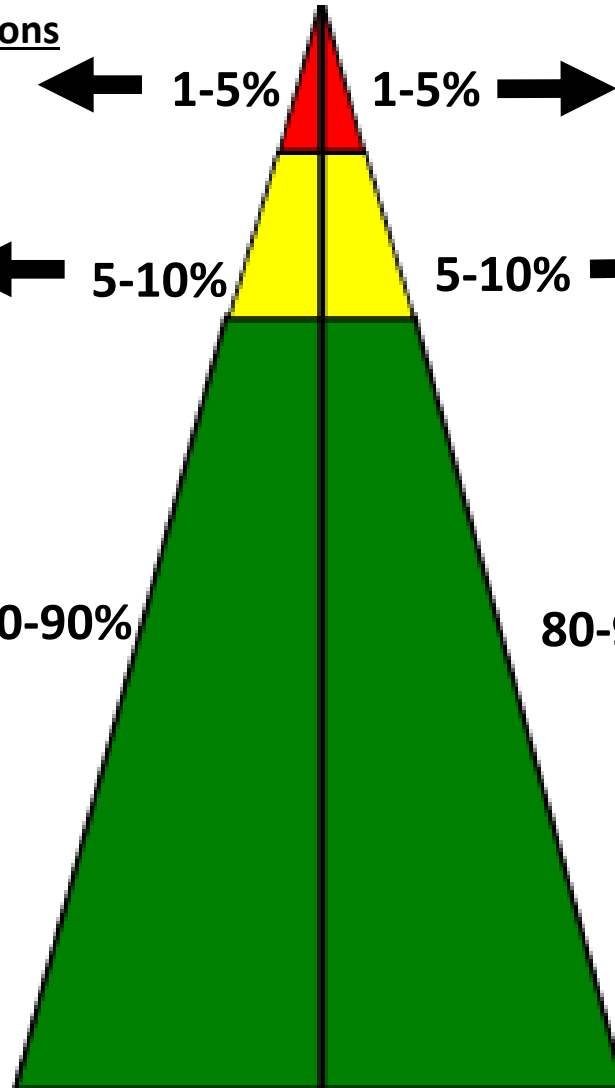
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive
- Proactive

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.

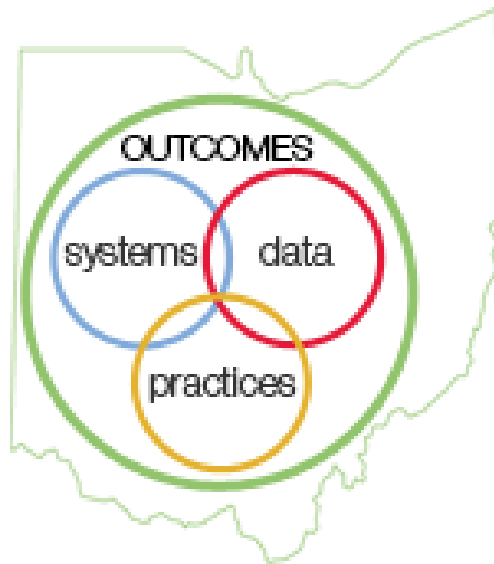


<https://www.teachingchannel.org/videos/streamline-class-routines>

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Classroom Expectations



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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



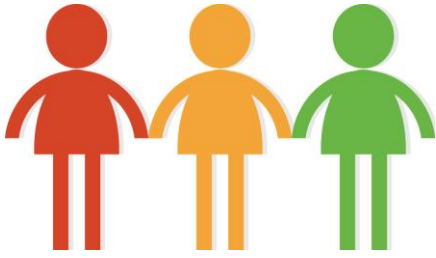
- Expectations
- Behaviors
- Rules



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.



ful

We are RESPECTFUL by...

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

HS Example



Be Ready

Be on time to school
& classes

Have all necessary
classroom materials
& supplies when
you get to class



Responsible

Be an active
learner*

Complete
assignments



Respectful

Follow all
directions and
instructions

Disagree
Appropriately*

Example Classroom Expectations Matrix

	Whole Group Instruction	Independent Work Time	Transitions
Safe	Remain in seat	Use equipment safely	Keep body to self Walk
Respectful	Raise hand to contribute	Raise your hand if you need help	Voice at zero level
Responsible	Listen attentively	Continue working until done When your work is finished, review and check	Go to next place promptly and directly



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*

Schedule for Teaching Classroom 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



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