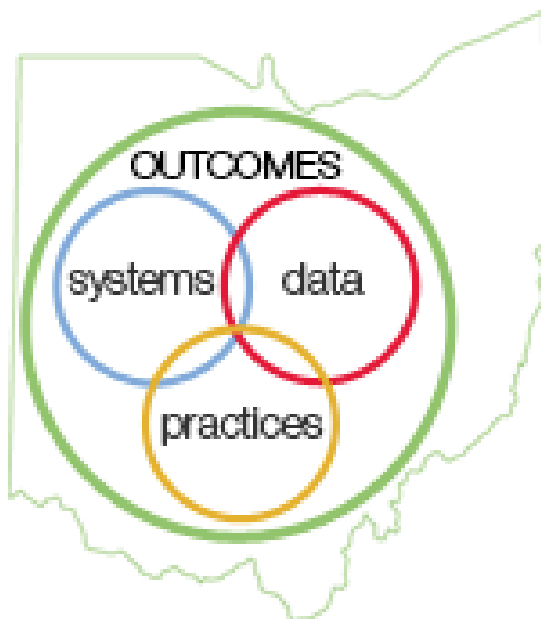


Effective Classroom Practices within a PBIS Framework



Ohio PBIS Network

Workgroup IV:

Methodology, Training, and
Behavioral Expertise

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Effective Classroom Practices Within a PBIS Framework

Introduction

A critical and essential component of successful School-wide Positive Behavioral Interventions and Supports is the integration of PBIS into the classroom setting. As a flexible framework, PBIS can easily be adapted from the school-wide level to the individual classroom level. Similar to School-wide PBIS, PBIS within the classroom emphasizes the use of consistent expectations and practices, as well as positive based feedback and correction to produce a structured and positive environment that benefits students and staff alike.

School-wide PBIS and classroom level PBIS are most effective when aligned. It is important for school teams to remember that Effective Classroom Practices are an extension of the current School-wide PBIS, and should be congruent with the existing system.

Ohio Improvement Process

Ohio schools are encouraged to utilize the procedures outlined in the Ohio Improvement Process (OIP) in order to establish and maintain the consistent systems, practices and data evaluation needed to support this work. Teacher based teams utilize the 5 Step process to identify and address problems and concerns as they emerge. All school teams (TBT's, BLT's & DLT's) should remain culturally aware while developing and implementing effective classroom practices. Schools are also encouraged to provide professional development and on-going coaching to support this process.

Schools planning to support consistent PBIS classroom practices demonstrate an awareness of the following key concepts.

- Using data to make decisions
- Implementing preventative strategies
- Teaching & recognizing appropriate behavior
- Implementing responding strategies
- Using effective classroom practices
- Monitoring & evaluating progress

A district leadership team (DLT) or building leadership team (BLT) planning forward for School-wide PBIS classroom management would consider the concerns and key questions summarized in the table below.

Stage	Activities	Key Questions
Stage 0 Preparing	<ol style="list-style-type: none"> 1. Identify available or needed data sources 2. Identify current classroom management practices 3. Identify current level of PBIS implementation in the classroom 	<ol style="list-style-type: none"> 1. Do we know how our staff approach classroom management? 2. Have we provided sufficient levels of professional develop and support to have consistent PBIS implementation?
Stage 1 Identify Critical Needs	<ol style="list-style-type: none"> 1. Review data within and across classrooms. 2. Identify critical needs 	<ol style="list-style-type: none"> 1. Do we have consistent assessment practices, within and across classrooms?
Stage 2 Develop Focused Plan	<ol style="list-style-type: none"> 1. Assure each class has a classroom matrix consistent with school-wide expectations. 2. Assure all staff has sufficient training and coaching support to implement. 3. Assure classroom data collection procedures are in place. 	<ol style="list-style-type: none"> 1. Do we need additional administrative or team support to consistently implement? 2. Do we have planned training for new staff?
Stage 3 Implement Plan	<ol style="list-style-type: none"> 1. Teach and practice classroom expectations. 2. Reteach and reinforce systematically. 3. TBT and BLT communication supports consistency of practice. 	<ol style="list-style-type: none"> 1. Does any staff need additional assistance or coaching?
Stage 4 Monitor Process	<ol style="list-style-type: none"> 1. Class and building data is reviewed on a regular basis and reported to BLT and DLT. 2. Fidelity of implementation is reviewed and reported regularly. 	<ol style="list-style-type: none"> 1. What is needed to sustain and renew our practices?

Class Room Practices in PBIS Assessments

The importance of effective classroom practices is demonstrated in several PBIS Assessment Sources. Schools implementing PBIS classroom supports will note the following items on the **Benchmarks of Quality** as a means of assessing and monitoring progress.

47. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms
48. Classroom routines and procedures are explicitly identified for activities (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)
49. Expected behavior routines in classrooms are taught
50. Classroom teachers use immediate and behavior specific praise
51. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors
52. Procedures exist for tracking classroom behavior problems
53. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered

Scoring Guide

Evident in: a) most classrooms >75% of classrooms, b) many classrooms (50-75% of classrooms), c) only a few classrooms (less than 50% of classrooms).

Other potential sources of classroom data collection may include the following.

- ODRs (major and minor)
- Teacher requests for support
- Teacher ratings and rankings of students
- Teacher referrals to Special Education
- Informal “walk-throughs”
- Classroom observations
- Admin Walkthrough/Formal Observation
- Classroom Assessment Tool (CAT)
- Positive Environment Checklist (PEC)
- Classroom Management: Self-Assessment Revised

Resources



School staff often require additional resources and strategies to implement effective classroom practices. There are a wide variety of fundamental practices to support effective classroom management that should be integrated into the standard practice for teachers. *It is crucial* that these additional practices be integrated into and not substituted for the basic systems and practices which characterize PBIS classroom management.

The following are resources and assessment materials that may be beneficial to schools seeking to build comprehensive and effective classroom practices within a PBIS framework.

Appendix I

Handouts and Resources
Effective Classroom Practices Training

Effective Classroom Practice: Expectations Matrix

Classroom Context 	Whole Group Instruction	Small Group Instruction	Independent Work Time	Transition	Classroom Arrival & Dismissal
Schoolwide & Classroom Expectation 					
Safe					
Respectful					
Responsible					

From MO SW-PBS Effective Classroom Practice 2012-2013

Rules Writing Activity Classroom Rules Worksheet Example

Problem Behavior in Your Classroom	Replacement Behaviors (What you want Students to do instead?)
1. Students talk out during discussions.	1. Raise hand to talk during discussions.
2. Students don't hand in complete work.	2. Hand in complete work.
3. Students are tardy.	3. Be on time to class...in seat ready to start when bell rings
4. Students don't have their stuff	4. Bring all materials and equipment to class.
5. Students cuss	5. Use appropriate language with students and adults.
6. Push each other when lining up	6. Walk and keep hands & feet to self.

Schoolwide Expectations	Classroom Rules (From the Replacement Behaviors above)	Observable?	Measurable?	Positive?	Understandable?	Applicable?
Safe	1. <i>Walk</i>	3	3	3	3	3
	2. <i>Keep body to self</i>	3	3	3	3	3
	3.					
	4.					
Respectful	1. <i>Raise hand to talk during discussions.</i>	3	3	3	3	3
	2. <i>Use appropriate language with students and adults.</i>	3	3	3	3	3
	3.					
	4.					
Responsible	1. <i>Turn in complete work.</i>	3	3	3	3	3
	2. <i>Be on time to class</i>	3	3	3	3	3
	3. <i>Bring all materials and equipment to class.</i>	3	3	3	3	3
	4.					
	1.					
	2.					
	3.					
	4.					

From MO SW-PBS Effective Classroom Practice 2012-2013

Rules Writing Activity Classroom Rules Worksheet

Problem Behavior in Your Classroom	Replacement Behaviors (What you want Students to do instead?)

Schoolwide Expectations	Classroom Rules (From the Replacement Behaviors above)	Observable ?	Measurable?	Positive?	Understandable?	Applicable?
	1.					
	2.					
	3.					
	4.					
	1.					
	2.					
	3.					
	4.					
	1.					
	2.					
	3.					
	4.					
	1.					
	2.					
	3.					
	4.					

From MO SW-PBS Effective Classroom Practice 2012-2013

Classroom Rules Self-Assessment

Teacher: _____ Date of Survey: _____

Directions: Complete the matrix below or attach a copy of your classroom matrix.

Review each rule and determine if each meets the following guidelines:

O–Observable **M**-Measureable **P**-Positively Stated **U**-Understandable **A**-Always Applicable

Then answer questions 1 – 6 on the second page.

Expectation	Classroom Rule	O	M	P	U	A

From MO SW-PBS Effective Classroom Practices 2012-2013

1. Do the rules you've developed address the problem behaviors you currently have in your classroom?

2. Are these rules posted in your classroom?

3. How are the rules taught in your classroom?

4. When are the rules taught in your classroom?

5. Are the students fluent in following the rules? (80 % or more of the students follow the rules 80% or more of the time?)

6. How do you assess or keep track of the students' fluency?

From MO SW-PBS Effective Classroom Practices 2012-2013

Effective Classroom Practice Classroom Expectations and Rules Fact Sheet

Expectations are outcomes. Rules, sometime called behaviors are the specific criteria for meeting expectation outcomes. Behaviors or rules identify and define concepts of acceptable behavior.

Why Clarify Classroom Expectations and Rules?

- A dependable system of rules and procedures provides structure for students and helps them be engaged with instructional tasks. (Brophy, 1998)
- Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement. (Evertson & Emery, 1982; Johnson, Stoner & Green, 1996)
- Clearly stating expectations and consistently supporting them lends credibility to a teacher’s authority. (Good & Brophy, 2000)
- Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards.

To enhance the effectiveness of classroom rules, 5 guidelines need to be considered.

Guideline:	This Means:	Example:	Non-Example
Observable	I can see it.	Raise hand and wait to be called on.	Be your best.
Measurable	I can count it.	Bring materials.	Be ready to learn.
Positively Stated	I tell students what TO do.	Hands and feet to self.	No fighting.
Understandable	The vocabulary is appropriate for age/grade level I teach.	Hands and feet to self.	Rule for K-1: Maintain personal space. *Children of this age do not have a concept of “personal space.”
Always Applicable	I am able to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave. *This would not be applicable when students are working on certain types of group projects.

From MO SW-PBS Effective Classroom Practices 2012-2013

Other Considerations:

- Students can play a role in formulating classroom rules.
- Display rules prominently so they are easily seen and referred to by teacher and students.
- Classroom behavior must be taught!
- Model, teach and acknowledge student compliance of rules

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Lists of Classroom Procedures

Directions: Think through the many activities of your day. Now, read through the lists of possible classroom procedures listed below (elementary) or the next page (any grade). Put a Check Mark ✓ by any that you have applied in your classroom. Put an × by any that you think you need to develop. Add any that might be missing.

Considerations for Classroom Procedures—Elementary (Evertson & Emmer, 1996)

Room Areas/Use

- Student desks, tables, storage areas
- Learning centers, stations
- Teacher’s desk, storage
- Drinking fountain, sink, bathroom, pencil sharpener

Small-Group Activities

- Student movement into and out of group
- Bringing materials to group
- Expected behavior of students in group
- Expected behavior of students out of group

Whole-Class Activities

- Student participation
- Student attention during presentations
- Making assignments
- Passing out/collecting papers, books, supplies
- Handing back assignments
- Make-up work
- Checking class work or homework

Seatwork

- Talk among students
- Obtaining help
- Out-of-seat policy
- Activities after work is completed
- Turning in work

Other Procedures:

- Beginning of day/class
- End of day/end of class
- When absent
- Transitions
- Substitutes
- Office referrals
- Student conduct during delays, interruptions
- Leaving/returning to room
- Field trips

Possible Classroom Procedures

(Wong & Wong, 1998)

- Entering the classroom
- Getting to work immediately
- When you are tardy
- End-of-period class dismissal
- Listening to/responding to questions
- Participating in class discussions
- When you need paper and pencil
- Keeping your desk orderly
- Indicating whether you understand
- Coming to attention
- When you are absent
- Working cooperatively in small group
- Changing groups/activities
- Keeping your notebook
- Going to the office
- When you need help or conferencing
- When a school-wide announcement is made
- Handing out playground equipment
- Passing in papers
- Exchanging papers
- Returning homework
- Late work
- Getting out materials
- Moving about the room
- Headings of papers
- Going to the library
- When you finish early
- Handling disruptions
- Asking a question
- Responding to a fire drill
- Responding to severe weather
- When visitors are in classroom
- If you are suddenly ill
- When the teacher is called away
- Grading criteria
- Restroom, water fountains

Practice Writing A Classroom Procedure

Select one procedure you put an x by on Handout entitled *Lists of Classroom Procedures* that you need to develop. Write it here:

Write the steps to the procedure that you will teach and practice in your classroom:

When done, ask yourself:

- *Do my steps meet OMPUA guidelines?*
- *Does the procedure create a vision of a successful student in that activity?*

Challenging Behavior Activity

Think of a time in your classroom that is challenging because students do not follow the classroom expectations or procedures. Describe the specific activity and misbehavior you see and hear.

Challenging classroom time:

Now write the specific classroom expectation or procedure you want the students to follow:

Finally, write the Effective Positive Feedback you will say when students follow the specific classroom expectation or procedure. Remember, they have earned it!

Write the specific day and time you are going to give the Effective Positive Feedback.

A Menu of Classroom Reinforcers

- Circle those reinforcers you currently use.
- Star those reinforcers you will commit to using.

Tangible Items

Activities or Privileges

Seekers	Avoiders
<ul style="list-style-type: none"> • Special lunch or play time with a friend • Lunch with preferred adult • Helper (teacher, office, janitor) • Extra time doing preferred activity • Special game at recess • Participate in PBS Assembly • Extra recess • Extra computer time • Game of choice • Ticket to school event (dance, party, sporting event) • Preferred cafeteria seating • Be “line leader” 	<ul style="list-style-type: none"> • Extra computer time (avoid class time) • 1 homework pass per semester • Front of the lunch line pass • Additional free time • Extra library time • 1 tardy pass (up to 5 minutes late) • Stay inside during recess

Social Attention

Seekers	Avoiders
<ul style="list-style-type: none"> • Winks, thumbs up, smiles • Positive feedback • Work with a friend of choice • Time to visit or walk with a friend • Preferential seating • Positive phone call or email home • Meet with principal (or preferred adult) • Photo on school bulletin board • Special lunch or play time with a friend • Lunch with parent, principal, preferred adult • Featured in PBIS video/skit • Tutor, assist younger class • Monthly or quarterly award (improved attendance, on-time to class) received in front of class/school • Respect, Responsible, Caring Party • Positive card or letter sent home • “Goal Achieved” award for improvement in personal social behavior • “Glad You Are Here” for perfect attendance 	<ul style="list-style-type: none"> • Lunch in private area with preferred peer or staff • Extra computer time • Extra time to read • Pass out of assembly • Leave class 5 minutes early • Letter home for improved behavior

Seekers	Avoiders
<ul style="list-style-type: none"> • School-wide “Ticket” • Items from class or school store • Stickers • “Fast pass” for lunch line • School supplies • School t-shirt • Food coupons • Candy, soft drinks • Gift cards • Discounted yearbook or parking tag • Ticket to school event (dance, party, sporting event) • Preferred parking 	<ul style="list-style-type: none"> • Certificate to go to library instead of assembly • Certificate to stay inside during recess

Adapted from: Lane, K.L., Lakberg, J.R. & Menzies, H.M. (2009)



Rubric for Mutual Respect

Issue	Evidenced	Needed	Not Applicable
Teacher calls students by name.			
Teacher uses courtesies: "please," "thank you," etc.			
Students use courtesies with each other and with teacher.			
Teacher calls on all students.			
Teacher gets into proximity (within an arm's reach) of all students – daily if possible, but at least weekly.			
Teacher greets students at door.			
Teacher smiles at students.			
Classroom has businesslike atmosphere.			
Students are given tools to assess/evaluate own work.			
Student-generated questions are used as part of instruction.			
Grading/scoring is clear and easily understood.			
Students may ask for extra help from teacher.			

Source: Ruby K. Payne, "Rubric for Mutual Respect"

www.ahaprocess.com

Staff-Managed Behavior

Techniques to Manage Minor Behavior

Not all student misbehavior requires elaborate response strategies. Sometimes students will respond quickly to a teacher action to minimize the behavior before it gets out of hand and requires more extensive intervention.

Technique	Explanation
Proximity Control	The strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of protection and strength, helping the student to control impulses.
Signal Non-verbal Cue	Non-verbal techniques such as sustained eye contact, hand gestures, a handclap, finger snap, clearing one's throat, etc. suggesting that the teacher is aware of the behavior and prepared to intervene if it continues.
Ignore, Attend, Praise	Uses the power of praise or positive feedback. The teacher praises an appropriately behaving student in the proximity of a student who is not following expectations. The praise serves as a prompt. When the student exhibits the desired behavior, attention and praise are then provided.

Instructional Responses to Inappropriate Behavior

If the simple techniques above do not result in the desired change in behavior, more direct instructional approaches can be used.

Strategy	Explanation
Re-direct	Brief, clear, private verbal reminder of the expected behavior. A re-statement of school-wide and non-classroom behavior, or classroom procedure.
Re-teach	Builds on the re-direct by specifically instructing the student on exactly what should be done.
Provide Choice	Can be used when a re-direct or re-teaching have not worked. A statement of two alternatives—the preferred or desired behavior or a less preferred choice.
Student Conference	Lengthier re-teaching or problem solving. Discusses the behavior of concern, teaches the desired behavior, provides reasons why it is important, and a plan is made for future use. Can include role-play or practice.

Practice Selecting Techniques to Effectively Address Inappropriate Behavior

Misbehavior	Which of the techniques or strategies would be the best to use for each scenario?	Why?
1. Fred is blurting out answers during a review of yesterday's lesson.		
2. After re-directing Jake for being off-task, he is again turned around, trying to get Marc's attention.		
3. Amy is daydreaming and looking out the window during instruction.		
4. Wilma does not have a pencil again today to complete the class activity.		
5. The class is getting loud during their paired group work activity.		

Effective Classroom Practice Active Supervision Fact Sheet

There is a relationship between the number of supervisor - to - student interactions and the instances of problem behavior (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008). When actively supervising you are verbally and non-verbally communicating to students the certainty that you do inspect what you expect.

Active Supervision...

- Allows for the provision of immediate learning assistance to students.
- Increases student engagement.
- Reduces inappropriate behavior; increases appropriate.
- Provides knowledge on whether students are using expectations.
- Allows for frequent use of encouragement.
- Allows for timely correction of behavioral errors.
- Builds positive adult-student relationships.

Active supervision is a monitoring procedure that uses 3 components (DePry & Sugai, 2002)

1. Moving Effectively

- When supervising work or activities, circulate among students.
 - Continuous movement.
 - Proximity with students.
 - Random or unpredictable.
 - Include moving close to noncompliant students and possible targeted problem areas.
 - Demonstrate interest in students, assist with learning tasks, provide feedback—both positive and corrective.
 - Periodically move and supervise when providing individual or small group instruction

2. Scanning Effectively

- Frequently and intentionally look around at students:
 - Looking students in the eye.
 - Visually sweep all areas of the room as well as look directly at students nearest you.
 - If working with individual, position self so as to scan the entire room or get up and scan occasionally.

3. Interacting Frequently

- While moving and scanning you should also frequently interact with students:
 - Communicates care, trust, and respect, and helps build relationships.
 - Creates positive climate and increases likelihood of accepting correction if needed.
 - Teacher behavior remains the same when teaching, encouraging or addressing problem behavior.
 - Include: proximity, listening, eye contact, smiles, pleasant voice tone, touch, and use of student's name
 - *Proximity and touch control, signals and non-verbal cues.*

- *Pre-correction.*
- *Non-contingent attention.*
- *Specific positive feedback.*
- The continuum of responses to address inappropriate behavior.

“The goal of effective classroom management is not creating “perfect” children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior.”
(Sprick, Knight, Reinke & McKale, 2006, p. 185)

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Components of Active Supervision

Moving = constant, randomized, targets problem areas

Scanning = observe all students, make eye contact, look and listen

Interacting Frequently = positive contact, positive reinforcement, corrective response, deliver consequence

Directions: *Read the following scenario in which the classroom teacher uses active supervision techniques. Underline each example of active supervision. On the lines below list which component of active supervision was used in each example. See if you can find them all!*

“The teacher Ms. Hailey directed the class to finish writing a paragraph by themselves. She then moved slowly down the aisles looking from side to side quietly acknowledging the students for starting quickly. She stood beside Enrico for a moment, as he usually does not do well with independent work, and praised him for getting started. Ms. Hailey then stopped, turned around, and watched the front half of the class. She continued to loop around the class, checking students’ work and making compliments here and there.” (Colvin, 2009, p.46)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Classroom Active Supervision Assessment

1. Positively interacts with most students using non-contingent and contingent attention.	YES	NO
2. Routinely uses preferred adult behaviors (proximity, listening, eye contact, smiles, pleasant voice tone, touch, and use of student's name) when teaching, encouraging or correcting.	YES	NO
3. Has/knows classroom expectations and procedures and uses them to pre-correct, setting students up for success	YES	NO
4. Continuously moves throughout the area (proximity to all students, random, close supervision of non-compliant students, targets problem areas)	YES	NO
5. Frequently scans (head up, eye contact with many students)	YES	NO
6. Minor or staff-managed behaviors are handled privately, quickly and efficiently and followed with a positive contact.	YES	NO
7. Major or office-managed behaviors are handled calmly, following the school's procedures.	YES	NO
Overall Active Supervision: 6-7 "YES" = Proactive–Supportive of positive student behavior. 3-5 "YES" = Mixed–Somewhat supportive of positive student behavior. <3 "YES" = Reactive–At risk for high frequency of challenging student behavior.	# YES _____	

**Effective Classroom Practice – Active Supervision
Personal Reflection**

Classroom Setting	Current Practice to Continue	Active Supervision Practices to Add	Active Supervision Practices to Eliminate
1. Whole Group Instruction			
2. Small Group Instruction			
3. Independent Work Time			
4. Transition Times			
5. Classroom Arrival & Dismissal Times			

Note Big Ideas Below	Essential Question: <i>How can teachers create multiple and varied opportunities to respond during the instructional day?</i>
	Notes From Lesson Below:

	Summary:
--	----------

Date:	Essential Question: <i>How can teachers create multiple and varied opportunities to respond during the instructional day?</i>
Guidelines for response rates Verbal response strategies Nonverbal response strategies Other practices	
Summarize this session in 1-2 sentences:	

Make it personal: What practices will you keep or add? What practices will you change or eliminate?

Date:	Essential Question: <i>How can teachers create multiple and varied opportunities to respond during the instructional day?</i>
Guidelines for response rates	<ol style="list-style-type: none"> 1. 2. 3.
Verbal response strategies	<ol style="list-style-type: none"> 1. 2. 3.
Nonverbal response strategies	<ol style="list-style-type: none"> 1. 2. response cards 3. response systems (clickers, Poll Everywhere) 4. guided notes 5.
Other practices	<ol style="list-style-type: none"> 1. 2. 3.

Summarize this session in 1-2 sentences:

Make it personal:

1. What practices will you keep or add?

2. What practices will you change or eliminate?

Review of Opportunity to Respond Strategies

	Strategy	Suggestions/Notes on Use
Verbal Responses		
Non-Verbal Responses		

Personal Reflection and Commitment

List the subjects or content areas that you teach in the left column below. Identify the verbal and non-verbal opportunity to respond strategies that could be used to improve your student learning outcomes in those subjects or content in the right column. Put a star by the one you will make a commitment to develop first.

Subject/Content Area	Strategies to Increase OTR

Effective Classroom Practice Multiple Opportunities to Respond Fact Sheet

Definition: An instructional question, statement or gesture made by the teacher seeking an academic response from students. Can be provided individually or to whole class.
(Sprick, Knight, Reinke & McKale 2006)

A variation of 4 key components:

- Teacher instructional talk
- Prompts given to students
- Wait time for the response
- Specific feedback for correct responding

Why Provide Multiple Opportunities for Students to Respond?

(Heward, 1994; Carnine, 1976; Skinner, Smith & McLean, 1994; Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997)

- Increased rates of responding and subsequent improved learning tend to increase the amount that can be covered.
- On-task behavior and correct response increase while disruptions decrease.
- Shown to improve reading and math performance.
- Provides continual feedback for the teacher on student learning and the effectiveness of teaching strategies.

Guidelines:

- Teacher talk should be no more than 40-50% of instructional time.
- New material—a minimum of 4-6 responses per minute with 80% accuracy.
- Review of previously learned material—8-12 responses per minute with 90% accuracy.
- Wait time should be 5 seconds.

Strategies for Increasing Student Opportunity for Response:

- A. Verbal strategies—students respond orally to teacher prompts or questions.
1. Individual Questioning
 - a. Use seating chart, tallying to monitor rate of questions presented to each.
 - b. Student names on strips of paper, drawn as questions asked.
 - c. Use above random strategy, and call on a student to repeat or summarize what the student just said.
 2. Choral Responding
 - a. Develop questions with only one right answer that can be answered with short, 1-3 word answers.
 - b. Provide a thinking pause or wait time of at least three seconds between asking the question and prompting students to respond.
 - c. Use a clear signal or predictable phrase to cue students to respond in unison.
 - d. Use a brisk, lively pace.
 - e. Provide immediate feedback on the group response.

- B. Non-verbal strategies—student use a signal, card, writing or movement to respond.
1. White boards
 2. Written response cards
 3. Student Response Systems, called “clickers”
 4. Signaling or movement activities, e.g. thumbs up/down.
 5. Guided notes
- C. Other strategies
1. Computer-assisted instruction
 2. Class-wide peer tutoring
 3. Direct Instruction

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Effective Classroom Practice Activity Sequencing & Offering Choice Fact Sheet

For students who can do the work but choose not to do it, activity sequencing and choice strategies may be helpful.

According to research use of these strategies is associated with:

- Increases in student engagement with learning and task performance
- Decreases in disruptive behavior
- High rates of positive, specific feedback
- Improved student perception of and preference for assignments students consider difficult
- More positive student – teacher relationships

1. Activity Sequencing

- Thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior.
- Sequencing content to promote learning and appropriate behavior. Two strategies:
 - A. Task Interspersal -Intermixing easy/brief problems among longer or more difficult tasks. A simple strategy of interspersing tasks that have already been mastered within an assignment of new learning.
 - B. Behavioral Momentum - Using simple instructions to precede more difficult instructions.

A. Task Interspersal

- For some students presenting difficult tasks back-to-back often sets the occasion for frustration, failure and problem behavior. Varying the sequence of tasks may not be necessary for average students, ***but can be very important for students who are at-risk for learning or behavior concerns*** (Darch & Kame'enui, 2004).
- Guideline for Using Task Interspersal
 - An item must be truly at mastery level before using for interspersing.
 - Students prefer assignments when up to 30% of items are new.
 - Intersperse in a ratio of 1:3; one mastered to every three new items.
 - Slowly fade the mastered items as fluency builds with new content.
 - Eventually disperse and eliminate the already mastered items (Logan and Skinner, 1998).

B. Behavioral Momentum

- Can be used with individual students or the entire class.
- Increases likelihood that the more difficult task will be completed.
- Guidelines for Behavior Momentum

- Identify behaviors that have a high probability of completion.
- Then precede more difficult requests by giving three or more requests the student can readily do.
- After successful completion, reinforce the student.
- Then present the task that is known to have a lower probability of being completed.
- Again, reinforce the student.
- Gradually reduce the number of easier requests.

2. Offering Choice (Kern & State, 2009)

- Teachers can allow choice for...
 - The *type* of activity or task to be completed
 - The *order* in which tasks will be completed
 - The *kinds of materials* students will use to complete an assignment
 - *Who* students will work with
 - *Where* students will work
 - *Use of time* before, during or after an activity or assignment
- Steps for using choice in the classroom (Kern & State, 2009, p. 5)
 - 1) Create a menu of choices you would be willing to provide to students.
 - 2) Look through your choice menu before planning each lesson.
 - 3) Decide what types of choice are appropriate and where they fit best in the lesson.
 - 4) Provide choices as planned while teaching the lesson.
 - 5) Solicit student feedback and input.
- Remember . . . Every lesson does not have to include all of the choices on your list, but if each lesson you teach provides at least one opportunity for choice, students are likely to benefit.

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**Effective Classroom Practice – Task Interspersal
Personal Reflection**

Interspersing Mastered Material with New Material in Your Classroom Activities and Assignments	
List several of the activities or assignments students complete in your class:	Identify ways you could mix in mastered material with new material in each activity or assignment:
1.	
2.	
3.	
4.	
5.	

Effective Classroom Practice – Student Choice

Read the following scenario and underline when Mr. Franklin offered choice.

Mr. Franklin knows that his students enjoy project-based activities that relate to their everyday lives. He also knows of students who love using technology rather than paper and pencil tasks. He considers his resources (e.g., available computers, physical space, staff and time) and develops his plan carefully.

When presenting the new unit on recycling, Mr. Franklin offers students a choice of two activities: 1) develop a recycling survey or 2) plan a recycling program. He has students vote on what activity they want to pursue that day. Students then divide into two groups according to their choice.

Mr. Franklin allows group one to develop a recycling plan for either their classroom or neighborhood; group two could develop their own survey questions or browse the internet to search for other surveys to use as an example. He further allows students to select whether they prefer to work in their group, pairs or individually. After these decisions are made, Mr. Franklin guides them to choose if they want to handwrite the survey or recycling plan or prepare it on the computer.

When the work is complete and shared, Mr. Franklin asks students to write on a piece of paper what parts of the lesson they enjoyed most and why. He plans to use the feedback for future lesson planning. (Adapted from Kern & State, 2009)

Types of Choices

Type of activity or mode of task.

How the work will be done or with whom.

The order or sequence of tasks to be done.

The location of the work

The kind of materials to be used.

What will be done when work is completed.

Personal Reflection

Subject/Content Areas	Choices to Offer Students

Effective Classroom Practice - Task Difficulty Personal Reflections

Personal Reflection: Assignment Length or Time

“Will the student be able to complete the assignment if time or assignment length adjustments are made?”

Choose a strategy to try that adjusts the mode of responding.

Personal Reflection: Mode of Responding

“Could the student do the work if the mode of responding was altered? Does the student have difficulty responding in written format, orally, or when reading is involved?”

Choose a strategy to try that adjusts the mode of responding.

Personal Reflection: More Instruction, Guided or Individual Practice

“Will the student be able to complete the tasks if (s)he has more instruction, guided or individual practice?”

Choose a strategy to try that adjusts the mode of responding.

Strategies to Address Task Difficulty

Length of Time	Increase Instruction/Practice
<ul style="list-style-type: none"> • Shorten the assignment, allowing the student to demonstrate mastery with fewer items. • Highlight, in color, those problems the student is to complete. • Break the assignment up into shorter tasks; put fewer problems on a page. • Have shorter work periods with other tasks in between. • Have the student cover all items except the one he is working on at the time. • Provide physical breaks between difficult tasks. • Provide alternative times for the work to be completed. 	<ul style="list-style-type: none"> • Arrange for additional brief instructional sessions using the modeling-guided practice-independent practice approach (<i>acquisition stage</i>). • Arrange for a peer tutor to assist with guided practice opportunities (<i>fluency-building stage</i>). • Use partner work to increase fluency with flash cards (<i>fluency-building stage</i>). • Use meaningful real life examples for practice and application (<i>mastery or generalization stage</i>).
Response Mode - Reading	Response Mode - Writing
<ul style="list-style-type: none"> • Include illustrations on worksheets that depict how to complete tasks. • Highlight or underline important words in instructions and texts. • Create guided notes that limit reading and draw attention to key points. • Provide text on recording for the student to listen to as they read. • Assign a partner to share the reading requirements and assist the student with unfamiliar words. 	<ul style="list-style-type: none"> • Provide a choice between written and oral answers. • Allow the student to dictate answers to the teacher, an assistant, or peer. • Create guided notes to minimize writing. • Allow the student to tape record answers to tests or assignments. • Allow the student to use other creative modes for demonstrating understanding (e.g., building, drawing, drama, etc.).

Effective Classroom Practice - Task Difficulty Example Vignettes

Vignette 1:

Dalton sits quietly, but does not complete his work during writing activities. His reading skills are at grade level. He is able to accurately retell what he has read and can orally answer all comprehension questions. When he is directed to answer comprehension questions on his worksheet, he begins slowly, then stops writing and puts his head down on his desk.

What strategy should the teacher use to address task difficulty for Dalton?

Vignette 2:

Tracy listens attentively to instruction and participates in class discussion. She has demonstrated that she understands the math concepts of carrying in multi-digit addition. However, when doing her seatwork, she works very slowly and eventually gives up, talks with neighbors, gets up repeatedly to sharpen her pencil or obtain things in the classroom. When she returns to her desk she often asks for assistance to complete the next problem.

What strategy should be used to address task difficulty for Tracy?

Vignette 3:

Maria uses language fluently, reads at grade level, and understands the concepts being taught in English class. She is an overall good student, but struggles during written essay time, finding it difficult to formulate her thoughts in writing and organize her thoughts, as she would like, quickly or in the time frame given.

Vignette 4:

On the first day of a new unit, the teacher gives the students a brief overview and guides students through the textbook, looking at pictures and topics headings to help them see where they are going with their learning. Students are excited about the new unit, but when directed to take notes with the reading, two students can't seem to follow along and soon are talking and out of their seats. The teacher assesses the students' writing and finds that they have some difficulty with written language.

Effective Classroom Practice Task Difficulty

Addressing Task Difficulty in Your Classroom	
List several of the activities students complete in your class:	Identify ways you could address task difficulty in each activity:
1.	
2.	
3.	
4.	
5.	

Strategies to Address Task Difficulty

Length of Time	Increase Instruction/Practice
<ul style="list-style-type: none"> • Shorten the assignment, allowing the student to demonstrate mastery with fewer items. • Highlight, in color, those problems the student is to complete. • Break the assignment up into shorter tasks; put fewer problems on a page. • Have shorter work periods with other tasks in between. • Have the student cover all items except the one he is working on at the time. • Provide physical breaks between difficult tasks. • Provide alternative times for the work to be completed. 	<ul style="list-style-type: none"> • Arrange for additional brief instructional sessions using the modeling-guided practice-independent practice approach (<i>acquisition stage</i>). • Arrange for a peer tutor to assist with guided practice opportunities (<i>fluency-building stage</i>). • Use partner work to increase fluency with flash cards (<i>fluency-building stage</i>). • Use meaningful real life examples for practice and application (<i>mastery or generalization stage</i>).
Response Mode - Reading	Response Mode - Writing
<ul style="list-style-type: none"> • Include illustrations on worksheets that depict how to complete tasks. • Highlight or underline important words in instructions and texts. • Create guided notes that limit reading and draw attention to key points. • Provide text on recording for the student to listen to as they read. • Assign a partner to share the reading requirements and assist the student with unfamiliar words. 	<ul style="list-style-type: none"> • Provide a choice between written and oral answers. • Allow the student to dictate answers to the teacher, an assistant, or peer. • Create guided notes to minimize writing. • Allow the student to tape record answers to tests or assignments. • Allow the student to use other creative modes for demonstrating understanding (e.g., building, drawing, drama, etc.).

Effective Classroom Practice Task Difficulty Fact Sheet

Work assignments that are too difficult for students or require them to use skill sets that are challenging for them, commonly result in problem behavior (Scott, Anderson, & Alter, 2012). When problem behavior occurs primarily in the face of academic demands, it is important to consider what aspect of the task might be contributing to the problem. Many behavior problems are a mismatch between the task and the student's skills.

1. *“Will the student be able to complete the assignment if time or assignment length adjustments are made?”*

If yes, use one of the “Change the Time or Assignment Length” strategies.

- Shorten the assignment, allowing the student to demonstrate mastery with fewer items.
- Highlight, in color, those problems the student is to complete.
- Break the assignment up into shorter tasks; put fewer problems on a page.
- Have shorter work periods with other tasks in between.
- Have the student cover all items except the one he is working on at the time.
- Provide physical breaks between difficult tasks.
- Provide alternative times for the work to be completed.

2. *“Could the student do the work if the mode of responding was altered? Does the student have difficulty responding in written format, orally, or when reading is involved?”*

If yes, use one of the “Response Mode - Writing” strategies.

- Provide a choice between written and oral answers.
- Allow the student to dictate answers to the teacher, an assistant, or peer.
- Create guided notes to minimize writing.
- Allow the student to tape record answers to tests or assignments.
- Allow the student to use other creative modes for demonstrating understanding (e.g., building, drawing, drama, etc.)

If yes, use one of the “Response Mode - Reading” strategies.

- Include illustrations on worksheets that depict how to complete tasks.
- Highlight or underline important words in instructions and texts.
- Create guided notes that limit reading and draw attention to key points.
- Provide text on recording for the student to listen to as they read.
- Assign a partner to share the reading requirements and assist the student with unfamiliar words.

3. “Will the student be able to complete the tasks if (s)he has more instruction, guided or individual practice?”

If yes, use one of the “Instruction & Practice” strategies.

- Arrange for additional brief instructional sessions using the modeling-guided practice-independent practice approach (*acquisition stage*).
- Arrange for a peer tutor to assist with guided practice opportunities (*fluency-building stage*).
- Use partner work to increase fluency with flash cards (*fluency-building stage*).
- Use meaningful real life examples for practice and application (*mastery or generalization stage*)

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Appendix II

Supplemental Classroom Management Resources

The Key to Classroom Management
Robert J. Marzano and Jana S. Marzano

By using research-based strategies combining appropriate levels of dominance and cooperation and an awareness of student needs, teachers can build positive classroom dynamics.

Today, we know more about teaching than we ever have before. Research has shown us that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement (Marzano, 2003a). We also know that one of the classroom teacher's most important jobs is managing the classroom effectively.

A comprehensive literature review by Wang, Haertel, and Walberg (1993) amply demonstrates the importance of effective classroom management. These researchers analyzed 86 chapters from annual research reviews, 44 handbook chapters, 20 government and commissioned reports, and 11 journal articles to produce a list of 228 variables affecting student achievement. They combined the results of these analyses with the findings from 134 separate meta-analyses. Of all the variables, classroom management had the largest effect on student achievement. This makes intuitive sense—students cannot learn in a chaotic, poorly managed classroom.

Research not only supports the importance of classroom management, but it also sheds light on the dynamics of classroom management. Stage and Quiroz's meta-analysis (1997) shows the importance of there being a balance between teacher actions that provide clear consequences for unacceptable behavior and teacher actions that recognize and reward acceptable behavior. Other researchers (Emmer, Evertson, & Worsham, 2003; Evertson, Emmer, & Worsham, 2003) have identified important components of classroom management, including beginning the school year with a positive emphasis on management; arranging the room in a way conducive to effective management; and identifying and implementing rules and operating procedures. In a recent meta-analysis of more than 100 studies (Marzano, 2003b), we found that the quality of teacher-student relationships is the keystone for all other aspects of classroom management. In fact, our meta-analysis indicates that on average, teachers who had high-quality relationships with their students had 31 percent fewer discipline problems, rule violations, and related problems over a year's time than did teachers who did not have high-quality relationships with their students.

What are the characteristics of effective teacher-student relationships? Let's first consider what they are not. Effective teacher-student relationships have nothing to do with the teacher's personality or even with whether the students view the teacher as a friend. Rather, the most effective teacher-student relationships are characterized by specific teacher behaviors: exhibiting appropriate levels of dominance; exhibiting appropriate levels of cooperation; and being aware of high-needs students.

Appropriate Levels of Dominance

Wubbels and his colleagues (Wubbels, Brekelmans, van Tartwijk, & Admiral, 1999; Wubbels & Levy, 1993) identify appropriate dominance as an important characteristic of effective teacher-student relationships. In contrast to the more negative connotation of the term *dominance* as

forceful control or command over others, they define dominance as the teacher's ability to provide clear purpose and strong guidance regarding both academics and student behavior. Studies indicate that when asked about their preferences for teacher behavior, students typically express a desire for this type of teacher-student interaction. For example, in a study that involved interviews with more than 700 students in grades 4–7, students articulated a clear preference for strong teacher guidance and control rather than more permissive types of teacher behavior (Chiu & Tulley, 1997). Teachers can exhibit appropriate dominance by establishing clear behavior expectations and learning goals and by exhibiting assertive behavior.

Establish Clear Expectations and Consequences

Teachers can establish clear expectations for behavior in two ways: by establishing clear rules and procedures, and by providing consequences for student behavior.

The seminal research of the 1980s (Emmer, 1984; Emmer, Sanford, Evertson, Clements, & Martin, 1981; Evertson & Emmer, 1982) points to the importance of establishing rules and procedures for general classroom behavior, group work, seat work, transitions and interruptions, use of materials and equipment, and beginning and ending the period or the day. Ideally, the class should establish these rules and procedures through discussion and mutual consent by teacher and students (Glasser, 1969, 1990).

Along with well-designed and clearly communicated rules and procedures, the teacher must acknowledge students' behavior, reinforcing acceptable behavior and providing negative consequences for unacceptable behavior. Stage and Quiroz's research (1997) is instructive.

They found that teachers build effective relationships through such strategies as the following:

- Using a wide variety of verbal and physical reactions to students' misbehavior, such as moving closer to offending students and using a physical cue, such as a finger to the lips, to point out inappropriate behavior.
- Cuing the class about expected behaviors through prearranged signals, such as raising a hand to indicate that all students should take their seats.
- Providing tangible recognition of appropriate behavior—with tokens or chits, for example.
- Employing group contingency policies that hold the entire group responsible for behavioral expectations.
- Employing home contingency techniques that involve rewards and sanctions at home.

Establish Clear Learning Goals

Teachers can also exhibit appropriate levels of dominance by providing clarity about the content and expectations of an upcoming instructional unit. Important teacher actions to achieve this end include

- Establishing and communicating learning goals at the beginning of a unit of instruction.
- Providing feedback on those goals.
- Continually and systematically revisiting the goals.
- Providing summative feedback regarding the goals.

The use of rubrics can help teachers establish clear goals. To illustrate, assume that a teacher has identified the learning goal “understanding and using fractions” as important for a given unit. That teacher might present students with the following rubric:

4 points. You understand the characteristics of fractions along with the different types. You can accurately describe how fractions are related to decimals and percentages. You can convert fractions to decimals and can explain how and why the process works. You can use fractions to understand and solve different types of problems.

3 points. You understand the basic characteristics of fractions. You know how fractions are related to decimals and percentages. You can convert fractions to decimals.

2 points. You have a basic understanding of the following, but have some small misunderstandings about one or more: the characteristics of fractions; the relationships among fractions, decimals, and percentages; how to convert fractions to decimals.

1 point. You have some major problems or misunderstandings with one or more of the following: the characteristics of fractions; the relationships among fractions, decimals, and percentages; how to convert fractions to decimals.

0 points. You may have heard of the following before, but you do not understand what they mean: the characteristics of fractions; the relationships among fractions, decimals, and percentages; how to convert fractions to decimals.

The clarity of purpose provided by this rubric communicates to students that their teacher can provide proper guidance and direction in academic content.

Exhibit Assertive Behavior

Teachers can also communicate appropriate levels of dominance by exhibiting assertive behavior. According to Emmer and colleagues, assertive behavior is the ability to stand up for one's legitimate rights in ways that make it less likely that others will ignore or circumvent them. (2003, p. 146)

Assertive behavior differs significantly from both passive behavior and aggressive behavior.

These researchers explain that teachers display assertive behavior in the classroom when they

- Use assertive body language by maintaining an erect posture, facing the offending student but keeping enough distance so as not to appear threatening and matching the facial expression with the content of the message being presented to students.
- Use an appropriate tone of voice, speaking clearly and deliberately in a pitch that is slightly but not greatly elevated from normal classroom speech, avoiding any display of emotions in the voice.
- Persist until students respond with the appropriate behavior. Do not ignore an inappropriate behavior; do not be diverted by a student denying, arguing, or blaming, but listen to legitimate explanations.

Appropriate Levels of Cooperation

Cooperation is characterized by a concern for the needs and opinions of others. Although not the antithesis of dominance, cooperation certainly occupies a different realm. Whereas dominance focuses on the teacher as the driving force in the classroom, cooperation focuses on the students and teacher functioning as a team. The interaction of these two dynamics—dominance and cooperation—is a central force in effective teacher-student relationships. Several strategies can foster appropriate levels of cooperation.

Provide Flexible Learning Goals

Just as teachers can communicate appropriate levels of dominance by providing clear learning goals, they can also convey appropriate levels of cooperation by providing flexible learning goals. Giving students the opportunity to set their own objectives at the beginning of a unit or asking students what they would like to learn conveys a sense of cooperation. Assume, for example, that a teacher has identified the topic of fractions as the focus of a unit of instruction and has provided students with a rubric. The teacher could then ask students to identify some aspect of fractions or a related topic that they would particularly like to study. Giving students this kind of choice, in addition to increasing their understanding of the topic, conveys the message that the teacher cares about and tries to accommodate students' interests.

Take a Personal Interest in Students

Probably the most obvious way to communicate appropriate levels of cooperation is to take a

personal interest in each student in the class. As McCombs and Whisler (1997) note, all students appreciate personal attention from the teacher. Although busy teachers—particularly those at the secondary level—do not have the time for extensive interaction with all students, some teacher actions can communicate personal interest and concern without taking up much time. Teachers can

- Talk informally with students before, during, and after class about their interests.
- Greet students outside of school—for instance, at extracurricular events or at the store.
- Single out a few students each day in the lunchroom and talk with them.
- Be aware of and comment on important events in students' lives, such as participation in sports, drama, or other extracurricular activities.
- Compliment students on important achievements in and outside of school.
- Meet students at the door as they come into class; greet each one by name.

Use Equitable and Positive Classroom Behaviors

Programs like Teacher Expectations and Student Achievement emphasize the importance of the subtle ways in which teachers can communicate their interest in students (Kerman, Kimball, & Martin, 1980). This program recommends many practical strategies that emphasize equitable and positive classroom interactions with all students. Teachers should, for example,

- Make eye contact with each student. Teachers can make eye contact by scanning the entire room as they speak and by freely moving about all sections of the room.
- Deliberately move toward and stand close to each student during the class period. Make sure that the seating arrangement allows the teacher and students clear and easy ways to move around the room.
- Attribute the ownership of ideas to the students who initiated them. For instance, in a discussion a teacher might say, “Cecilia just added to Aida's idea by saying that”
- Allow and encourage all students to participate in class discussions and interactions. Make sure to call on students who do not commonly participate, not just those who respond most frequently.
- Provide appropriate wait time for all students to respond to questions, regardless of their past performance or your perception of their abilities.

Awareness of High-Needs Students

Classroom teachers meet daily with a broad cross-section of students. In general, 12–22 percent of all students in school suffer from mental, emotional, or behavioral disorders, and relatively few receive mental health services (Adelman & Taylor, 2002). The Association of School Counselors notes that 18 percent of students have special needs and require extraordinary interventions and treatments that go beyond the typical resources available to the classroom (Dunn & Baker, 2002).

Although the classroom teacher is certainly not in a position to directly address such severe problems, teachers with effective classroom management skills are aware of high-needs students and have a repertoire of specific techniques for meeting some of their needs (Marzano, 2003b). Figure 1 (p. 10) summarizes five categories of high-needs students and suggests classroom strategies for each category and subcategory.

- *Passive* students fall into two subcategories: those who fear *relationships* and those who fear *failure*. Teachers can build strong relationships with these students by refraining from criticism, rewarding small successes, and creating a classroom climate in which students feel safe from aggressive people.
- The category of *aggressive* students comprises three subcategories: *hostile*, *oppositional*, and *covert*. Hostile students often have poor anger control, low capacity for

empathy, and an inability to see the consequences of their actions. Oppositional students exhibit milder forms of behavior problems, but they consistently resist following rules, argue with adults, use harsh language, and tend to annoy others. Students in the covert subcategory may be quite pleasant at times, but they are often nearby when trouble starts and they never quite do what authority figures ask of them. Strategies for helping aggressive students include creating behavior contracts and providing immediate rewards and consequences. Most of all, teachers must keep in mind that aggressive students, although they may appear highly resistant to behavior change, are still children who are experiencing a significant amount of fear and pain.

- Students with *attention* problems fall into two categories: *hyperactive* and *inattentive*. These students may respond well when teachers contract with them to manage behaviors; teach them basic concentration, study, and thinking skills; help them divide tasks into manageable parts; reward their successes; and assign them a peer tutor.
- Students in the *perfectionist* category are driven to succeed at unattainable levels. They are self-critical, have low self-esteem, and feel inferior. Teachers can often help these students by encouraging them to develop more realistic standards, helping them to accept mistakes, and giving them opportunities to tutor other students.
- *Socially inept* students have difficulty making and keeping friends. They may stand too close and touch others in annoying ways, talk too much, and misread others' comments. Teachers can help these students by counseling them about social behaviors.

Figure 1. Categories of High-Needs Students			
Category	Definitions & Source	Characteristics	Suggestions
Passive	Behavior that avoids the domination of others or the pain of negative experiences. The child attempts to protect self from criticism, ridicule, or rejection, possibly reacting to abuse and neglect. Can have a biochemical basis, such as anxiety.	Fear of relationships: Avoids connection with others, is shy, doesn't initiate conversations, attempts to be invisible. Fear of failure: Gives up easily, is convinced he or she can't succeed, is easily frustrated, uses negative self-talk.	Provide safe adult and peer interactions and protection from aggressive people. Provide assertiveness and positive self-talk training. Reward small successes quickly. Withhold criticism.
Aggressive	Behavior that overpowers, dominates, harms, or controls others without regard for their well-being.	Hostile: Rages, threatens, or intimidates others. Can be verbally or	Describe the student's behavior clearly. Contract with the student to reward corrected behavior and

	The child has often taken aggressive people as role models. Has had minimal or ineffective limits set on behavior. Is possibly reacting to abuse and neglect. Condition may have a biochemical basis, such as depression.	physically abusive to people, animals, or objects. Oppositional: Does opposite of what is asked. Demands that others agree or give in. Resists verbally or nonverbally. Covert: Appears to agree but then does the opposite of what is asked. Often acts innocent while setting up problems for others.	set up consequences for uncorrected behavior. Be consistent and provide immediate rewards and consequences. Encourage and acknowledge extracurricular activities in and out of school. Give student responsibilities to help teacher or other students to foster successful experiences.
Attention problems	Behavior that demonstrates either motor or attentional difficulties resulting from a neurological disorder. The child's symptoms may be exacerbated by family or social stressors or biochemical conditions, such as anxiety, depression, or bipolar disorders.	Hyperactive: Has difficulty with motor control, both physically and verbally. Fidgets, leaves seat frequently, interrupts, talks excessively. Inattentive: Has difficulty staying focused and following through on projects. Has difficulty with listening, remembering, and organizing.	Contract with the student to manage behaviors. Teach basic concentration, study, and thinking skills. Separate student in a quiet work area. Help the student list each step of a task. Reward successes; assign a peer tutor.
Perfectionist	Behavior that is geared toward avoiding the embarrassment and assumed shame of making mistakes. The child fears what will happen if errors are discovered. Has unrealistically high expectations of self. Has possibly received criticism or lack of acceptance while making mistakes during the process of learning.	Tends to focus too much on the small details of projects. Will avoid projects if unsure of outcome. Focuses on results and not relationships. Is self-critical.	Ask the student to make mistakes on purpose, then show acceptance. Have the student tutor other students.
Socially inept	Behavior that is based on	Attempts to make	Teach the student to keep

	the misinterpretation of nonverbal signals of others. The child misunderstands facial expressions and body language. Hasn't received adequate training in these areas and has poor role modeling.	friends but is inept and unsuccessful. Is forced to be alone. Is often teased for unusual behavior, appearance, or lack of social skills.	the appropriate physical distance from others. Teach the meaning of facial expressions, such as anger and hurt. Make suggestions regarding hygiene, dress, mannerisms, and posture.
Source: Marzano, R.J. (2003). <i>What works in schools: Translating research into action</i> (pp. 104–105). Alexandria, VA: ASCD.			

School may be the only place where many students who face extreme challenges can get their needs addressed. The reality of today's schools often demands that classroom teachers address these severe issues, even though this task is not always considered a part of their regular job.

In a study of classroom strategies (see Brophy, 1996; Brophy & McCaslin, 1992), researchers examined how effective classroom teachers interacted with specific types of students. The study found that the most effective classroom managers did not treat all students the same; they tended to employ different strategies with different types of students. In contrast, ineffective classroom managers did not appear sensitive to the diverse needs of students. Although Brophy did not couch his findings in terms of teacher-student relationships, the link is clear. An awareness of the five general categories of high-needs students and appropriate actions for each can help teachers build strong relationships with diverse students.

Don't Leave Relationships to Chance

Teacher-student relationships provide an essential foundation for effective classroom management—and classroom management is a key to high student achievement. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using strategies supported by research, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning.

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A Comprehensive List of Strategies that Relate to Effective Teaching

I. CONTENT

A. Lessons Involving New Content

STRATEGY

1. Identifying critical information (e.g., the teacher provides cues as to which information is important) **A&S**
2. Organizing students to interact with new knowledge (e.g., the teacher organizes students into dyads or triads to discuss small chunks of content) **CITW**
3. Previewing new content (e.g., the teacher uses strategies such as: K-W-L, advance organizers, preview questions) **CITW**
4. Chunking content into “digestible bites” (e.g., the teacher presents content in small portions that are tailored to students’ level of understanding) **A&S**
5. Group processing of new information (e.g., after each chunk of information, the teacher asks students to summarize and clarify what they have experienced) **CITW**
6. Elaborating on new information (e.g., the teacher asks questions that require students to make and defend inferences) **CITW**
7. Recording and representing knowledge (e.g., the teacher ask students to summarize, take notes, or use nonlinguistic representations) **CITW**
8. Reflecting on learning (e.g., the teacher asks students to reflect on what they understand or what they are still confused about) **CAGTW**

B. Lessons Involving Practicing and Deepening Content That Has Been Previously Addressed

STRATEGY

9. Reviewing content (e.g., the teacher briefly reviews related content addressed previously) **CITW**
10. Organizing students to practice and deepen knowledge (e.g., the teacher organizes students into groups designed to review information or practice skills) **CITW**
11. Practicing skills, strategies, and processes (the teacher uses massed and distributed practice) **CITW**
12. Examining similarities and differences (e.g., the teacher engages students in comparing , classifying, creating analogies and metaphors) **CITW**
13. Examining errors in reasoning (e.g., the teacher asks students to examine informal fallacies, propaganda, bias) **A&S**
14. Using homework (e.g., the teacher uses homework for independent practice or to elaborate on information) **CITW**
15. Revising knowledge (e.g., the teacher asks students to revise entries in notebooks to clarify and add to previous information) **CITW**

C. Lessons Involving Cognitively Complex Tasks (Generating and Testing Hypotheses)

STRATEGY

16. Organizing students for cognitively complex tasks (e.g., the teacher organizes students into small groups to facilitate cognitively complex tasks) **CITW**
17. Engaging students in cognitively complex tasks (e.g., the teacher engages students in decision-making tasks, problem-solving tasks, experimental inquiry tasks, investigation tasks) **CITW**
18. Providing resources and guidance (e.g., the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks) **A&S**

II. ROUTINE ACTIVITIES

D. Communicating Learning Goals, Tracking Student Progress, and Celebrating Success

STRATEGY

19. Providing clear learning goals and scales to measure those goals (e.g., the teacher provides or reminds students about a specific learning goal) **CAGTW**
20. Tracking student progress (e.g., using formative assessment, the teacher helps students chart their individual and group progress on a learning goal) **CAGTW**
21. Celebrating student success (e.g., the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain) **CAGTW, CITW**

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**Resource provided by Ohio Leadership Advisory Council

E. Establishing and Maintaining Classroom Rules and Procedures

STRATEGY

22. Establishing classroom routines (e.g., the teacher reminds students of a rule or procedure or establishes a new rule or procedure) **CMTW**
23. Organizing the physical layout of the classroom for learning (e.g., the teacher organizes materials, traffic patterns, and displays to enhance learning) **CMTW**

III. BEHAVIORS THAT ARE ENACTED ON THE SPOT AS SITUATIONS OCCUR

F. Engaging Students

STRATEGY

24. Noticing and reacting when students are not engaged (e.g., the teacher scans the classroom to monitor students’ level of engagement) **CMTW**
25. Using academic games (e.g., when students are not engaged, the teacher uses adaptations of popular games to reengage them and focus their attention on academic content) **A&S**
26. Managing response rates during questioning (e.g., the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining, voting technologies) **A&S**
27. Using physical movement (e.g., the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content) **CMTW**
28. Maintaining a lively pace (e.g., the teacher slows and quickens the pace of instruction in such a way as to enhance engagement) **CMTW**
29. Demonstrating intensity and enthusiasm (e.g., the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content) **CMTW**
30. Using friendly controversy (e.g., the teacher uses techniques that require students to take and defend a position about content) **A&S**
31. Providing opportunities for students to talk about themselves (e.g., the teacher uses techniques that allow students to relate content to their personal lives and interests) **CMTW**
32. Presenting unusual information (e.g., the teacher provides or encourages the identification of intriguing information about the content) **A&S**

G. Recognizing Adherence and Lack of Adherence to Classroom Rules and Procedures

STRATEGY

33. Demonstrating “withitness” (e.g., the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately) **CMTW**
34. Applying consequences (e.g., the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly) **CMTW**
35. Acknowledging adherence to rules and procedures (e.g., the teacher acknowledges adherence to rules and procedures consistently and fairly) **CMTW**

H. Maintaining Effective Relationships with Students

STRATEGY

36. Understanding students’ interests and backgrounds (e.g., the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students) **CMTW**
37. Using behaviors that indicate affection for students (e.g., the teacher uses humor and friendly banter appropriately with students) **CMTW**
38. Displaying objectivity and control (e.g., the teacher behaves in ways that indicate he or she does not take infractions personally) **CMTW**

I. Communicating High Expectations

STRATEGY

39. Demonstrating value and respect for low-expectancy students (e.g., the teacher demonstrates the same positive affective tone with low-expectancy students as with high-expectancy students) **A&S**
40. Asking questions of low-expectancy students (e.g., the teacher asks questions of low-expectancy students with the same frequency and level of difficulty as with high-expectancy students) **A&S**
41. Probing incorrect answers with low-expectancy students (e.g., the teacher inquires into incorrect answers with low-expectancy students with the same depth and rigor as with high-expectancy students) **A&S**

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CITW: addressed in *Classroom Instruction That Works* (Marzano, Pickering, and Pollock 2001). **CMTW**: addressed in *Classroom Management That Works* (Marzano, Pickering, and Marzano 2003). **CAGTW**: addressed in *Classroom Assessment and Grading That Works* (Marzano 2006). **A&S**: addressed in *The Art and Science of Teaching* (Marzano 2007) but not addressed in CITW,.

Making Connections November 2007

Small Group Strategies

Tim Lewis, Ph.D.

Additional Resources

Top 17 Classroom Management Strategies that should be emphasized in every classroom

Strategy	Description
1. Increase ratio of positive to negative teacher to student interactions	<ul style="list-style-type: none"> • At least 4 to 1 • Positive interaction every 5 minutes • Follow correction for rule violation with positive reinforcer for rule following
2. Actively Supervise at all times	<ul style="list-style-type: none"> • Move continuously • Scan continuously & overtly • Interact frequently & positively • Positively reinforce rule following behaviors
3. Positively interact with most students during lesson	<ul style="list-style-type: none"> • Physical, verbal, visual contact • Group v. individual • Instructional & social
4. Manage minor (low intensity/frequency) problem behaviors positively & quickly	<ul style="list-style-type: none"> • Signal occurrence • State correct response • Ask student to restate/show • Disengage quickly & early
5. Follow school procedures for chronic problem behaviors	<ul style="list-style-type: none"> • Be consistent & business-like • Precorrect for next occurrence
6. Conduct smooth & efficient transitions between activities	<ul style="list-style-type: none"> • Taught routine • Engage students immediately
Strategy	Description
7. Be prepared for activity	<ul style="list-style-type: none"> • Prepare filler activities

	<ul style="list-style-type: none"> • Know desired outcome • Have materials • Practice presentation fluency
8. Begin with clear explanations of outcomes/objective	<ul style="list-style-type: none"> • Advance organizer • Point of reference
9. Allocate most time to instruction	<ul style="list-style-type: none"> • Fill day with instructional activities • Maximize teacher led engagement
10. Engage students in active responding	<ul style="list-style-type: none"> • Write • Verbalize • Participate
11. Give each student multiple ways to actively respond	<ul style="list-style-type: none"> • Individual v. choral responses • Written v. gestures • Peer-based
12. Regularly check for student understanding	<ul style="list-style-type: none"> • Questions • Affirmative gestures • Written action
13. End Activity with specific feedback	<ul style="list-style-type: none"> • Academic v. social • Individual v. group
14. Provide specific information about what happens next	<ul style="list-style-type: none"> • Homework • New activity • Next meeting
15. Know how many students met the objective/outcomes	<ul style="list-style-type: none"> • Oral • Written • Sample
16. Provide extra time/assistance for unsuccessful students	<ul style="list-style-type: none"> • More practice • More instruction
17. Plan for next time activity conducted	<ul style="list-style-type: none"> • Firm up outcome • New outcome • Test

Effective Teaching Strategies

- There are high rates of engaged time
- There are high rates of student success
- Teacher maintains student attention
- There are smooth and effective transitions
 - [teach rules about transition
 - [pre-corrects & advanced organizers
- Clear group rules
 - [stated positively
 - [stated succinctly
 - [stated in observable terms
 - [made public
 - [enforced
 - [small number
 - [taught
- Positive climate
 - [communicate expectations for achievement
 - [safe, orderly, and focused environment for work
 - [smooth group prevention management strategies
- Rapid pacing
- Frequent questioning
- Appropriate feedback given to students
 - [always provide immediate feedback in the acquisition phase
 - [always provide precise feedback
 - [combine feedback with instruction
- There are high expectations for student learning
- Incentives and rewards are used to promote excellence
- Personal interactions between teachers and students are positive

Promoting Positive & Effective Learning Environments
Classroom Checklist
(Lewis)

Instruction

- _____ Advanced organizers given
- _____ Specific explanations and clear instructions given
- _____ Lesson well paced
- _____ Student attention maintained throughout lesson
- _____ Opportunity for student practice
- _____ Frequent and detailed positive feedback given to students
- _____ Appropriate error correction and review strategies employed

Classroom Management

- _____ Precorrects given
- _____ Active positive interactions with students
- _____ Positive feedback given to students
- _____ Smooth transitions between lessons/activities
- _____ Differential reinforcement used appropriately
- _____ Non Instructional time is kept to a minimum
- _____ Positive, predictable, orderly learning environment maintained
- _____ Classroom rules posted and enforced consistently and equitably
- _____ Individual behavior change strategies implemented appropriately

Effective Classroom Plan
(Newcomer & Lewis)

List Classroom Rules:	
1.	
2.	
3.	
4.	
5.	
<i>Are they observable, measurable, positively stated, with no question about meaning? Do the rules coincide with school-wide expectations?</i>	
Identify Procedures for Teaching Classroom Rules: How and when will they be taught?	Record dates taught & reviewed
Identify your attention signal:	Date taught
Determine your daily/hourly schedule	
Is your schedule posted?	

Identify Student Routines (e.g. requesting assistance, entering class, sharpening pencils, class dismissal, passing in papers, grading papers, transitions, working with peers, etc.)

List routines and steps	Date Taught

Identify Teacher Routines (e.g. greeting & escorting students, signaling for attention, giving directions, providing feedback or corrections, grading, etc.)

List routines and steps	Date Taught

Identify procedures for encouraging appropriate behavior:

Whole Group

Individual Student

Identify procedures for discouraging problem behaviors

ENVIRONMENTAL INVENTORY

Rate each feature using the following scale:

1 = inconsistent or unpredictable5 = consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?	
• Work centers are easily identified and corresponds with instruction	1 2 3 4 5
• Traffic flow minimizes physical contact between peers and maximizes teacher 's mobility	1 2 3 4 5
Attention: Does the teacher gain the attention of the students prior to instruction?	
• A consistent and clear attention signal is used across instructional contexts	1 2 3 4 5
• Uses a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 5
Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
• Materials are prepared and ready to go.	1 2 3 4 5
• Pre-corrects are given prior to transitions.	1 2 3 4 5
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 3 4 5
• Students engaged at high rates during individual work	1 2 3 4 5
• Down-time (including transitions) is minimal	1 2 3 4 5
Behavior Management: Does the teacher have universal systems of PBIS in place?	
• Rules are posted	1 2 3 4 5
• Rules are referred to at appropriate times	1 2 3 4 5
• Students receive verbal praise for following rules	1 2 3 4 5
• Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	1 2 3 4 5
• Continuum of consequences for encouraging expected behaviors	1 2 3 4 5
• Continuum of consequences for discouraging expected behaviors	1 2 3 4 5
• Maintains a 4:1 ratio of positive to negative statements	1 2 3 4 5
Routines: Does the teacher have procedures and routines that are clear and consistently followed?	
• Start of class	1 2 3 4 5
• Working in groups	1 2 3 4 5
• Working independently	1 2 3 4 5
• Special events (movies, assemblies, snacks, parties)	1 2 3 4 5
• Obtaining materials and supplies	1 2 3 4 5
• Using equipment (e.g. computer, tape players)	1 2 3 4 5
• Managing homework and other assignments	1 2 3 4 5
• Personal belongings (e.g. coats, hats)	1 2 3 4 5
• Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room)	1 2 3 4 5

Curriculum and Content: Does the teacher implement effective instruction strategies?	
• Assignments can be completed within allotted time period	1 2 3 4 5
• Content presented at student level resulting in high rates of engagement	1 2 3 4 5
• Frequently checks student learning for understanding	1 2 3 4 5
• Instructional focus builds on student's current and past skills	1 2 3 4 5
• Gives clear set-up and directions for task completion	1 2 3 4 5

Based on the observation, summarize strengths and weaknesses of universal PBIS implementation in the classroom.

Additional Resources

Websites/Webpages:

Randy Sprick's Safe and Civil Schools: <http://www.safeandcivilschools.com/>

Utah State Office of Education Least Restrictive Behavioral Interventions (LRBI)
<http://www.iseesam.com/teachall/text/behavior/LRBI.htm>

Florida PBIS- Best Practice Classroom Management Checklist
<http://flpbs.fmhi.usf.edu/pdfs/CurriculumTAguide.pdf>

Florida PBIS- Proven Effective Classroom Practices
<http://flpbs.fmhi.usf.edu/pdfs/Proven%20Effective%20Classroom%20Practicesweb.pdf>

Intervention Central: Behavioral Interventions
www.interventioncentral.org

Pax Good Behavior Game.
www.goodbehaviorgame.org

Reducing Behavior Problems in the Elementary School Classroom (IES Practice Guide), What Works Clearinghouse. NCEE 2008-012, <http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=4>

Books and Articles:

Colvin, Geoff. (2007) Managing Non-Compliance and Defiance in the Classroom: A road map for teachers, specialists and behavior support teams. Thousand Oaks, California: Corwin Press.

Colvin, G., & Lazar, M. (1997). The effective elementary classroom: Managing for success. Longmont, CO: Sopris West.

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Appendix III

Additional Assessment Resources

Missouri SW-PBS Classroom Observation Tools Classroom Walk Through / Brief Observation / Observation

This document is intended to serve several related purposes. Overall the materials are a guide for administrators and educators as they conduct walk throughs within instructional environments. The more specific purposes are outlined below.

First, it identifies a set of eight essential classroom instructional practices supported through research that are related to academic and social/behavioral achievement. The 8 should be actively included in district and school professional development so that all personnel understand what they are and how they should be implemented.

They are:

1. Define classroom rules, align them to schoolwide expectations, teach the rules, and acknowledge rule following
2. Define classroom routines, teach routines, acknowledge routine following
3. Develop a continuum of strategies to acknowledge appropriate behavior:
 - a. Establish minimum ratio of 4:1 positive specific feedback (adult attention)
 - b. Provide positive specific feedback consistently to reinforce students' use of academic skills, classroom rules and procedures
4. Develop a continuum of strategies for responding to inappropriate behavior:
 - a. Prompt (identify error)
 - b. Re-teach (expectation/rule/concept)
 - c. Provide choice (where, when, how work is done)
5. Employ active supervision (move, scan, interact)
6. Provide multiple opportunities to respond (OTR)
7. Use activity sequence (Scaffolding)
8. Assure academic success / task difficulty is matched to student ability

The second purpose of the document is to provide a set of sequential observation tools for administrators. The tools are based on the classroom 8 and can be used individually or in whatever combination best fits your school/district.

- Artifacts and/or Materials
- Brief Observation
- In-depth Observation

The features in the Artifacts and/or Materials Walk Through on page 3 may be completed during non-instructional or instructional time. The practices are related to documents and artifacts which can be collected and reviewed at any time.

The practices in the Walk Through / Brief Observation forms on pages 4 and 5 require direct observation during instructional times. They provide the observer with an opportunity to record what is observed during approximately 5 – 10 minutes of direct observation.

Page 6 is a tool to conduct a more in-depth observation of a specific practice by **frequency**. Page 7 provides an example of this tool. Page 8 is a tool to conduct a more in-depth observation of a specific practice by **time**. Page 9 provides an example of this tool. These observations would be conducted once a specific practice had been selected by the appropriate person for further observation.

The third purpose of this document is to provide a set of tools that are utilized to support school personnel in improving their awareness of and fluency in using the 8 practices. *The document is not intended as a means to formally evaluate school personnel.* Effective Walk Throughs are associated with shared reflection and identification of desired areas of improvement and professional growth. Pages 10, 11 and 12 provide a set of instructor self-assessment tools. These tools may be used as: (1) an instructor selected method for self-improvement or (2) a peer mentor or peer coach format.

Key term descriptors are provided on pages 13, 14 and 15 to guide professional development and instruction related to effective social / behavioral instruction that is aligned with academic outcomes.

M. M. Richter, Ph.D. 8/23/2012

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Artifacts and/or Materials

School: _____ Teacher Observed: _____

Observer: _____ Date: _____

_____ / _____ / _____ Time In: _____ Time Out: _____

Rules Provide Clear Meaning of Expectations in Classroom

	Yes	No	N/A
Align with Schoolwide Expectations (i.e. Be Safe, Be Respectful, Be Responsible)			
Rules are observable, measurable, and positively stated			
Prominently Posted in Classroom/Instructional Space			
5 or Fewer for each Schoolwide Expectation			
Lessons to teach Classroom Rules have been developed (Elementary, 6 th and 9 th grade orientation/academy) OR Classroom Rules Review plan developed (upper elementary, middle and high school levels)			
Teaching or Review Schedule of Classroom Rules Lessons is developed			

Procedures/ Routines to Teach and Reinforce Expectations

	Yes	No	N/A
Align with Rules			
Prominently Posted in Appropriate Classroom Area(s)			
Stated in Observable, Measurable, Positively Stated Language			
Classroom Schedule Posted			

*Note: Words in **bold** are defined in “Key Term Descriptors”*

Comments:

Walk Through or Brief Observation

Procedures/ Routines to Teach and Reinforce Expectations

1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/Procedure
Posted Classroom Schedule is Followed					
Procedures/ Routines Directly Observed:					
<ul style="list-style-type: none"> • Entering • Exiting • Lining up • Whole group • Small group • Instructor Used Attention Signal • Transitions 					
Physical Space Facilitates Ease of Movement and Traffic Flow					
Materials Organized and Accessible					
Students were participating in the assigned task or activity					

*Note: Words in **bold** are defined in “Key Term Descriptors”*

Comments:

Strategies to Enhance Academic and/or Social/Behavior Instruction

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Responded
Precorrect: Reminder of Classroom Procedure/Routine					
Precorrect: Reminder of Classroom Rule					
Class begins Promptly					
Students Actively Engaged / Minimal Down Time					
Classroom Procedures/Routines/Rules Actively Taught					
Active Supervision (move, scan, interact)					
Positive, Specific Feedback					
Respectful Redirect / Error Correction <ul style="list-style-type: none"> • Prompt (identify error) • Reteach (skill, rule, routine, procedure) • Reinforce (state when error corrected) 					
Provide Choices (where, when, how work is done)					
Multiple Opportunities to Respond (i.e. group choral response, students volunteer, written)					
Task Difficulty aligns with Student(s) Ability					
Activity/Task Sequence Clearly Stated and Demonstrated					
Positive Feedback (Adult Attention) Ratio 4:1					
A Continuum of Corrective Feedback is Clearly Defined and Utilized					

*Note: Words in **bold** are defined in “Key Term Descriptors”*

Comments:

Classroom Observation by Frequency

School: _____ Teacher Observed: _____

Observer: _____ Date: _____
_____/_____/_____ Time In: _____ Time Out: _____

Instructions:

Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

Strategy:	Frequency	Comments

Other Comments:

Classroom Observation Example By Frequency

School: *Best School*

Teacher Observed: *Mr. Work Hard*

Observer: *Ms. Work Hard Too*

Date: 10/11/2009

Time In: 9:30

Time Out: 9:50

Instructions:

Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

Example:

Strategy:	Frequency	Comments
<i>Positive Feedback Ratio</i>	<i>Frequency</i>	
<i>Specific, Positive Feedback</i>	<i> = 10</i>	
<i>Negative Feedback</i>	<i> = 14</i>	<i>Positive : Negative Ratio = 10/14</i>

Other Comments: *The recommended Positive Feedback Ratio is a minimum of 4:1. It is suggested that the instructor practice increasing the number of times he uses specific, positive feedback and recording it himself. Ms. Work Hard Too will be glad to talk with Mr. Work Hard to come up with some quick and easy ways to do this.*

It is recommended that this observation be repeated at an agreed upon time between the observed and the observer.

Classroom Observation By Time

School: _____ Teacher Observed: _____

Observer: _____ Date: _____
 _____ / _____ / _____ Time In: _____ Time Out: _____

Instructions:

Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a count to record the number of times within the 10- 20 minutes that the identified strategy is observed. Circle or underline each minute of the observation period that the Strategy is occurring.

Strategy:	Recorded by minutes circled or underlined	Comments
	1 11	
	2 12	
	3 13	
	4 14	
	5 15	
	6 16	
	7 17	
	8 18	
	9 19	
	10 20	

Other Comments:

Classroom Observation Example By Time

School: *Best School*

Teacher Observed: *Mr. Work Hard*

Observer: *Ms. Work Hard Too*

Date: 10/11/2009

Time In: 9:30

Time Out: 9:50

Instructions:

Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a count to record the time by minutes within the 10- 20 minutes that the identified strategy was observed. Circle or underline each minute of the observation period that the Strategy is occurring.

Example:

Strategy: <i>Students actively engaged – little down time</i>	Duration Recorded by minutes circled or underlined	Comments
<i>Amount of time students were engaged</i>	<u>1</u>	<u>11</u>
	<u>2</u>	<u>12</u>
	<u>3</u>	13
	<u>4</u>	<u>14</u>
	<u>5</u>	<u>15</u>
	<u>6</u>	<u>16</u>
	7	17
	8	18
	9	19
	10	<u>20</u>

Other Comments: *Most of the students were engaged (on task or listening to instructions) 12 minutes. Most of the students were not engaged (off task) 8 minutes. During the 8 minutes students were observed to be out of their seats, talking to a neighbor, and/or doing something other than the assigned task. The teacher was either actively instructing or actively supervising (move, scan, interact) during the 12 minutes the students were on task.*

Teacher Self-Assessment Tools

Research-based Classroom Practices Related to
Academic & Social/Behavioral Instruction

Rules Provide Clear Meaning of Expectations in Classroom

	Yes	No	In Progress
My classroom rules align with the Schoolwide Expectations (i.e. Be Safe, Be Respectful, Be Responsible)			
My classroom rules are observable, measurable , and positively stated			
My classroom rules are prominently posted in my classroom/instructional space			
There are 5 or fewer rules for each Schoolwide Expectation			
I have developed lessons or a review plan to teach my classroom rules .			
I have developed a teaching and review schedule for the classroom rule lessons.			

*Note: Words in **bold** are defined in “Key Term Descriptors”*

Comments:

Procedures/ Routines to Teach and Reinforce Expectations

	Yes	No	In Progress
My classroom procedures and routines align with rules			
My classroom procedures and routines are prominently posted in appropriate classroom area(s)			
My classroom procedures and routines are in observable, measurable , positively stated language			
My classroom schedule is posted			
I follow my posted classroom schedule			
I have procedures and routines for: <ul style="list-style-type: none"> • Entering • Exiting • Lining up • Whole group • Small group • Instructor Used Attention Signal • Transitions 			
My classroom arrangement of the physical space facilitates ease of movement and traffic flow			
My classroom materials are organized and accessible			
All my students participate in the assigned task or activity			

*Note: Words in **bold** are defined in “Key Term Descriptors”*

Comments:

Strategies to Enhance Academic and/or Social/Behavior Instruction

	Yes	Target for Improvement
I consistently provide precorrects to remind students of classroom rules		
I consistently provide precorrects to remind students of classroom procedures and routines		
My classes begin promptly		
My students are consistently actively engaged (on-task) with minimal down time		
My classroom rules/procedures/routines are actively taught		
I actively supervise my students through movement, scanning, and interaction		
I provide my students with positive, specific feedback		
I provide my students with respectful redirect /error correction: <ul style="list-style-type: none"> • I prompt (identify error) • I reteach (skill, rule, routine, procedure) • I reinforce (state when error corrected) 		
I provide my students with choices (where, when, how work is done)		
My lessons include multiple opportunities to respond (i.e. group choral response, students volunteer, written)		
I plan for task difficulty that aligns with student(s) ability		
Each activity/task sequence is clearly stated and demonstrated		
I provide positive feedback at a 4:1 ratio		
I use a clearly defined continuum of strategies for responding to inappropriate behavior		

*Note: Words in **bold** are defined in “Key Term Descriptors”*

Comments:

Key Term Descriptors:

1. Expectations and Rules

- a. Expectations are outcomes
- b. Rules are the specific criteria for meeting expectation outcomes
- c. Rules identify and define concepts of acceptable behavior
- d. Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards
- e. Expectations are positively stated to indicate what is to be done (i.e. Be Respectful, Be a Learner, Be Safe)

2. Procedures and Routines

- a. Procedures explain the accepted process for carrying out a specific activity, such as walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the restroom.
 - i. Classroom procedures are patterns for accomplishing classroom tasks.
 - ii. Procedures form routines when patterns are consistently utilized.

3. Behavior

- a. Any observable action (i.e. doing assignment, sitting in chair, listening, asking a question, lining up)

4. Observable and Measurable

- a. Observable = can be seen, heard, smelled, felt (i.e. the behavior occurred every 3 minutes)
- b. Measurable = can be counted, compared (i.e. how much, how often, how long?)

5. Positive Specific Feedback

- a. Identifies what has been done correctly in a timely manner
 - i. Behavior Example: "Thank you, John, for following the class procedure for being seated and ready to learn on time."
 - ii. Academic Example: "That is correct, Ann. You followed the steps to calculate the correct answer."

6. Opportunities to Respond

- a. Instructional Talk – Short presentations followed by opportunities for students to actively respond. Presentations should comprise 40-50% of the instructional period.
- b. Positive Prompts – Directed requests for students to respond, thereby actively involving them in the lesson content.
- c. Wait Time – Instructor provides enough time between the directive or question to allow students to process and respond. This varies

according to the complexity of the material and student ability levels.

7. Activity Sequence & Offering Choice

- a. **Activity Sequence** – Interspersing easy and brief tasks or requests with longer and/or more difficult ones. Examples could include: asking students to follow several brief and simple requests just prior to asking them to comply with a more difficult one; varying types of tasks and activities to potentially increase interest, or varying easier and more challenging tasks within a lesson.
- b. **Offering Choice** – Allowing students to make choices within a set of ones predetermined by the instructor. Some examples could include: (1) students select the order in which to complete tasks or requests; (2) what materials to use; (3) whether to work alone or with a group; (4) environment in which to work on the task (classroom, library, hallway, etc.)

8. Active Supervision

- a. The instructor actively moves about the classroom space, continually scans the classroom, and frequently interacts with the students.

9. Continuum of Strategies for Responding to Inappropriate Behavior

- a. Should be Calm, Consistent, Brief, Immediate, Respectful
- b. Suggested order of actions:
 - i. Prompt – provide a verbal and/or visual cue
 - ii. Redirect – restate the expected behavior
 - iii. Reteach – State and demonstrate the expected behavior, have the student demonstrate, and provide immediate feedback
 - iv. Provide Choice – complete in another location, complete in a different order, use alternate supplies, etc.
 - v. Conference – Positive and private. Describe the problem, describe alternative, tell why alternative is better, student practices with you, provide feedback
 - vi. Refer to another location (time out, buddy room, office, counselor)

10. Academic Success / Task Difficulty

- a. The academic task fits the student(s) level of ability. Guided practice should allow the student to achieve at approximately an 80% success level. Independent practice should occur when the student is able to achieve at approximately a 90% level. If these levels are not attainable, re-teaching should occur.

11. Pre-correct

- a. A reminder or cue immediately preceding a task, routine or procedure which has been previously taught but that the teacher anticipates students are more likely to make errors in performing. This can be particularly useful during transitions or routines that are less structured.
- b. Examples:
 - i. “John, could you please show the class how we line up before going to lunch?”
 - ii. “Mary, what is the procedure for asking for help during group time?”
 - iii. Instructor waits outside door before class and reminds students to be in their seats before the bell rings
 - iv. Instructor reminds students of cell phone usage rule before beginning class

Classroom Universals Teacher Self-Reflection

Tier One – Classroom Universals

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. <u>Classroom Expectations and Rules</u>	<input type="checkbox"/> I have created and posted classroom rules aligned with school-wide expectations . <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. <u>Classroom Procedures and Routines</u>	<input type="checkbox"/> I have used the <u>Create Your Classroom Routines Checklist</u> to develop my classroom procedures and routines . <input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Acknowledge Appropriate Behavior – Provide Positive Specific Performance Feedback	<input type="checkbox"/> I use a variety of strategies to give positive specific performance feedback (free and frequent, intermittent, and long term). <input type="checkbox"/> What is my method for providing positive specific performance feedback at a ratio of 4: 1? _____ _____ _____ <input type="checkbox"/> Can my students tell why they receive acknowledgement for appropriate behavior? _____
4. Response Strategies & Error Correction	<input type="checkbox"/> Where is my copy of the school's response to problem behavior flow chart posted for my easy referral? _____ _____ <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> I use a variety of classroom response strategies (prompt, redirect, re-teach, provide choice and conference with students).

Tier 1 Classroom Universals Continued

Effective Classroom Practices	Staff Expectations to Support Student Behavior
5. Multiple Opportunities to Respond	<ul style="list-style-type: none"> <input type="checkbox"/> I use a variety of strategies to increase student Opportunity to Respond(examples: turn and talk, guided notes, response cards) <input type="checkbox"/> What strategy do I use to track students being called on? _____ _____ _____ <input type="checkbox"/> I regularly utilize wait time to increase student opportunity for metacognition. <input type="checkbox"/> I regularly plan instructional questions and response methods prior to the lesson.
6. Active Supervision	<ul style="list-style-type: none"> <input type="checkbox"/> I have designed my classroom floor plan to allow for ease of movement for Active Supervision <input type="checkbox"/> I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically <input type="checkbox"/> When designing a lesson, I consider student groupings, location and activity level <input type="checkbox"/> I provide positive contact, positive and corrective feedback while moving about the room
7. Academic Success and Task Difficulty	<ul style="list-style-type: none"> <input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instructional level)? _____ _____ <input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? _____ _____ _____ <input type="checkbox"/> I use a variety of strategies to modify daily tasks to Scaffold the Student to Success <input type="checkbox"/> What is my method for providing positive and specific performance feedback at a ratio of 4:1? _____ _____ _____ <input type="checkbox"/> I scaffold tasks by modeling, providing guided practice and chunking multi-step directions and activities
8. Activity Sequence and Offering Choice	<ul style="list-style-type: none"> <input type="checkbox"/> I Sequence Tasks by intermingling easy/brief tasks among longer or more difficult tasks <input type="checkbox"/> When designing a lesson, I consider the pace, sequence and level of task difficulty to promote each student's success <input type="checkbox"/> I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task) <input type="checkbox"/> I develop and utilize a menu of options to promote student choice (examples: work stations, demonstration of knowledge)

Classroom Management Self-Assessment
Sugai, Colvin, Horner & Lewis-Palmer

Effective Classroom Management Practices	Current Status		
	Not In PI 0	Partial 1	In Place 2
1. Classroom behavioral expectations defined and taught (consistent with school-wide expectations)			
2. Classroom <u>routines</u> defined and taught a) Signal established for obtaining class attention			
3. Self-management routines established			
4. Positive environment established a) 5 positive comments to every correction/negative b) First comment is positive/ celebrations			
5. Physical layout is functional a) Classroom activities have locations b) Teacher able to monitor whole class c) Traffic patterns established			
6. Maximize academic engagement a) Opportunities for student responses (0.5/min) b) Active supervision/monitoring			
7. Promote academic success a) Academic success rate matches level of learning (70-80% for early learners) b) Curricular adaptations available to match student ability			
8. Hierarchy of responses to problem behavior a) Do not ignore moderate/intense problem behavior b) Responses to problem behavior allow instruction to continue			
9. Vary modes of instruction			
10. System available to request behavioral assistance			
Summary Score	Total Points = _____ X 100% = % 20		

Classroom Management: Self-Assessment

Teacher _____ Rater _____		Date _____	
Instructional Activity		Time Start _____ Time End _____	
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio of Positives to Negatives: _____ to 1			

Classroom Management Practice		Rating	
1.	I have arranged my classroom to minimize crowding and distraction	Yes	No
2.	I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes	No
3.	I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).	Yes	No
4.	I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).	Yes	No
5.	I provided each student with multiple opportunities to respond and participate during instruction.	Yes	No
6.	My instruction actively engaged students in observable ways (e.g., writing, verbalizing)	Yes	No
7.	I actively supervised my classroom (e.g., moving, scanning) during instruction.	Yes	No
8.	I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.	Yes	No
9.	I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).	Yes	No
10.	In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.	Yes	No
Overall classroom management score:		# Yes _____	
10-8 "yes" = " Super "		7-5 "yes" = " So-So "	
		<5 "yes" = " Improvement Needed "	

