



PBS Classroom Series *Environment*

October 22, 2013
Online Adobe Chat

1



Florida Department of Education
Dr. Eric Smith, Commissioner



This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Classroom PBS

MTSS Tier 1 PBS Classroom Coaching Guide

1. Assist coaching facilitators and teachers in implementing PBS in the classroom with fidelity
2. Develop, sustain, and evaluate an effective classroom environment
3. Aligned with...
 - a. Benchmarks of Quality Classroom Systems (42-48)
 - b. Classroom Management that Works, Marzano, Marzano, Pickering, 2009
 - c. Enhancing Professional Practice: A Framework for Teaching, Danielson, 2007
4. Replaces the Classroom Consultation Guide

Available Soon on the PBS Website!

Classroom Coaching Guide

Objectives

1. Effectively use data within a 4-step problem solving process to identify and analyze classroom behavior concerns
2. Implement evidence-based strategies for effective classroom management
 - a. Environment
 - b. Curriculum
 - c. Instruction
3. Monitor and evaluate student outcome and implementation data

Overview of Guide

1. Introduction
2. Step-by Step Guide Using Data-Based Problem Solving
3. Environment
 - a. Ecological Factors
 - b. Classroom management systems
4. Curriculum
 - a. Behavioral expectations and rules
 - b. Lesson planning for teaching social, emotional and behavior skills
5. Instruction
 - a. Explicitly teaching academics and behavior
 - b. Effectively engaging students
6. Data Collection Tools and Resources

Classroom Coaching Guide

Additional Features

1. Piloted by several schools; Feedback incorporated
2. Elementary, middle and high school case study examples
3. Multiple tools and web-based resources included
4. PBS Website
 - All documents available for download and printing, if desired

Objectives

Participants will:

1. Define evidence-based environmental strategies for a highly effective classroom
2. Identify why the strategies are important for effective classroom management
3. Review the Classroom Assistance Tool (CAT) for effective implementation

http://flpbs.fmhi.usf.edu/resources_classroom.cfm

Classroom PBS

Research

- Evidence-based behavior strategies, implemented with fidelity, result in positive student outcomes in the classroom. (Simonsen, Myers, DeLuca, 2010; Christenson, Reschly, Appleton, et.al. 2008; Trussell,2008).

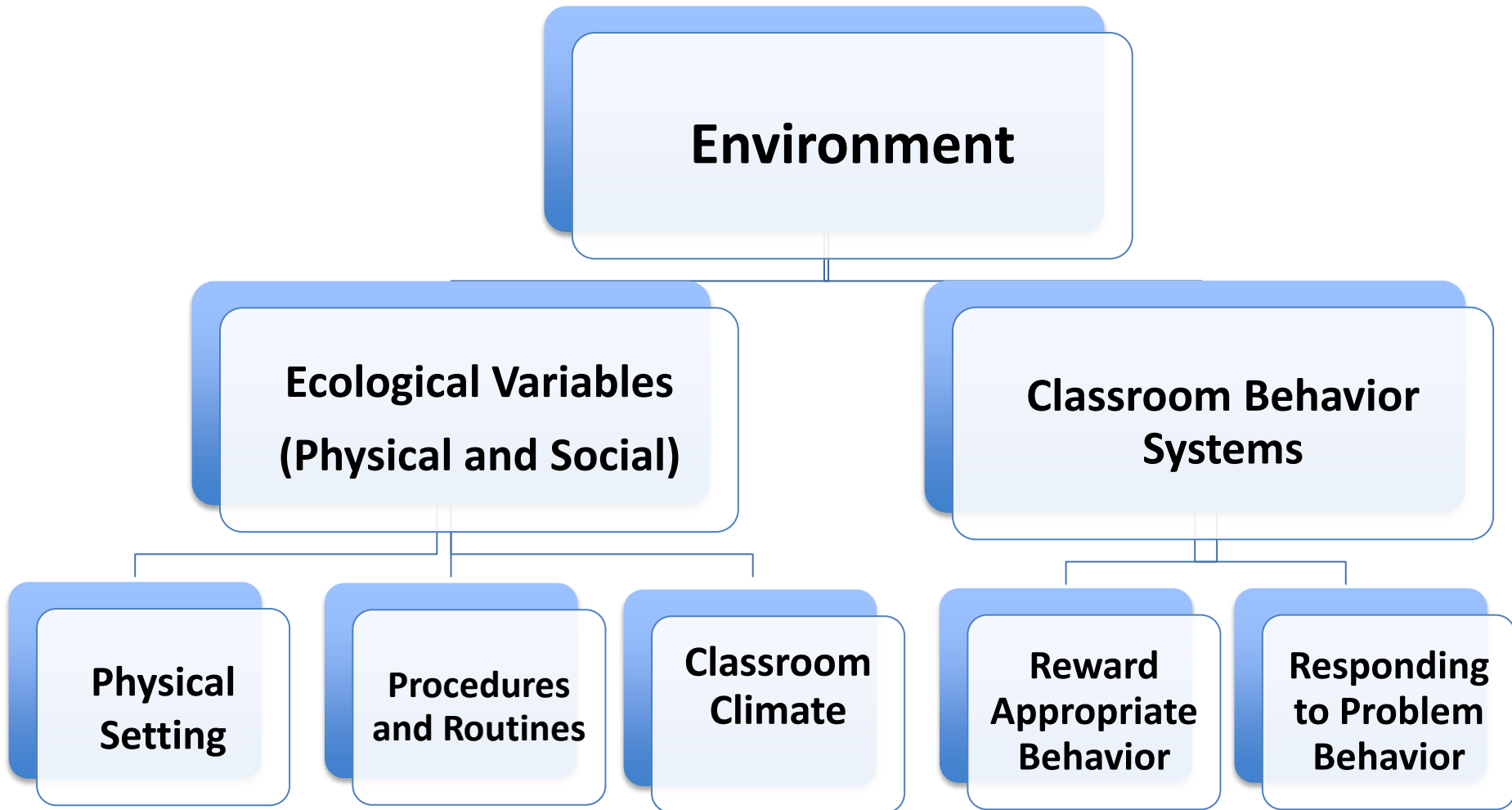
Improve

1. Academic engaged time and academic success
2. Socially appropriate behavior
3. Positive classroom climate

Reduce

1. Classroom disruptions and problem behavior
2. Discipline referrals
3. Referrals for intensive supports or ESE services

MTSS Classroom Coaching Guide



Graphic in Fileshare Pod



CLASSROOM ASSISTANCE TOOL

Classroom/Teacher: Click here to enter text.

Date: Click here to enter a date.

School: Click here to enter text.

Self-Assessment:

Observer: Click here to enter text.

Comments: Click here to enter text.

http://flpbs.fmhi.usf.edu/resources_classroom.cfm

Directions:

1. Check the appropriate box for each question noting whether the item is 'In Place', 'Somewhat in Place', or 'Not in Place'.
2. Total the number of checks for each column and write that score in the Summary section, Page 4.
3. Note strengths and areas needing enhancement for each classroom system.
4. Develop a Classroom Management Plan based on the most significant areas needing enhancement.

1. ECOLOGICAL FACTORS: Environmental variables help prevent or decrease problem behavior.

A. Physical Setting- Classroom setting is organized to promote learning and independence. ^{2A}	In place	Some what in place	Not in place
1. Room is arranged to minimize crowding and distractions. ^{2A}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Materials are organized and easily accessible. ^{2A}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students have secure and adequate space for personal storage. [^]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Furniture is arranged to enhance traffic flow. ^{2A}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Instructional areas have clear visual boundaries. ^{2A}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Scheduling- Instructional schedule optimizes student learning.	In place	Some what in place	Not in place
1. Daily activity schedule posted and reviewed regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Transitions & non-instructional activities posted and reviewed regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Daily schedule provides time for independent work, 1 to 1 instruction, small and large group activities, socialization, and free time [^]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students are engaged in active learning activities, with little/no unstructured downtime ^{2A}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Socialization- Social instruction opportunities are provided to optimize student learning.	In place	Some what in place	Not in place
1. The development of individual responsibility and independence is emphasized for all students. ^{2A}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communication between teacher and family occurs weekly. [^]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Skills are taught in the setting and situation in which they naturally occur. [*]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Friendships between students are promoted. ^{2A}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Effective, efficient communication strategies are taught to all students. [*]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students with disabilities provided opportunities to interact/socialize with typical peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Marzano, Marzano, Pickering; Classroom Management that Works, 2009.

^ Danielson, Enhancing Professional Practice: A Framework for Teaching. 2007.

Ecological Variables

What are ecological variables?

1. Physical aspects of the classroom
 - a. Furniture (desks, tables, chairs, bookcases, etc.)
 - b. Materials (papers, books, pens/pencils, etc.)
2. Procedures, routines and schedules
 - a. Turning in assignments, getting materials,
 - b. Leaving/entering the classroom
 - c. Daily/weekly activities
3. Classroom Climate – Social aspects of the classroom
 - a. Student-student, teacher-student, teacher-family relationships

Why are ecological variables important?

1. Serve as a powerful setting event (prevention)
2. Establish and maintain structure and safety
3. Promote social engagement
4. Create a positive atmosphere
5. Augment curricular and instructional strategies

1. Physical Setting

Effective Classroom Arrangement

1. Visibility and Supervision
 - a. Adequate supervision for areas ('blackout' spots, scanning)
 - b. Seating (independent, small/large groups, centers)
2. Minimize Crowding
 - a. Reduce distractions
 - b. Enhance traffic flow
 - c. Facilitate transitions
3. Organization
 - a. Easy access to instructional & personal items
 - b. Label/color-code materials for ease of distribution
 - c. Designated areas for getting/turning in assignments
 - d. Visual supports, in addition to words
 - e. Clear boundaries (instructional/non-instructional, staff/student)

12

<http://thecornerstoneforteachers.com/free-resources/organization/classroom-seating-arrangements>



Stadium Seating (Angled Rows, Desks Touching)

Pros:

- Good visibility for teacher
- Good visibility for all students
- Can pair students for cooperative activities

Cons: Less effective with...

- Large number of desks
- More than two rows
- More than 2 students in cooperative learning



Tables/Desks Grouped Together

Pros:

- Cooperative learning
- Group discussions/projects
- Easily assist peers

Cons:

- Easier to talk to one another
- Less individual storage space



Elementary classroom supply center. Each person at a table has a job. One of those jobs is Container Helper (retrieving and returning the container of supplies)



Middle school supply cart on wheels. (Staplers, hole punch, pencils, index cards, rulers, glue, markers, etc.) Each container is labeled.

2. Procedures, Routines, Schedules

1. Support Tier 1 Expectations and Rules
2. Provide clear behavioral guidelines
3. Enhance learning environment
 - Increase academic engaged time by reducing disruption
4. Add structure and predictability
5. Examples
 - a. Getting materials; Turning in assignments
 - b. Small group, independent work
 - c. Asking for assistance
 - d. Transition procedures from activity-to-activity; in/out of class

Guidelines

1. Align with Tier 1 expectations
2. Post, teach and regularly review
3. Prompt/cue, redirect
4. Acknowledge success

Ms. Peach's Sixth Grade



ROAR when they show

Procedures → by Expectations ↓	Small Group	Transition	Completed Work
<u>R</u>esponsibility	<ul style="list-style-type: none">• Participate in group activities	<ul style="list-style-type: none">• Clean up all materials from workgroup area	<ul style="list-style-type: none">• Put group name and date on assignment
<u>O</u>rganization	<ul style="list-style-type: none">• Bring all necessary materials to work group area	<ul style="list-style-type: none">• Push in chairs and return items to proper place	<ul style="list-style-type: none">• Place assignment in "Completed Work" basket on back table
(Positive) <u>A</u>ttitude	<ul style="list-style-type: none">• Wait your turn to speak	<ul style="list-style-type: none">• Leave area clean and ready for next group	
<u>R</u>espect	<ul style="list-style-type: none">• Use inside voice	<ul style="list-style-type: none">• Move quietly to next area	<ul style="list-style-type: none">• Quietly turn in assignment

3. Positive Classroom Climate

Positive Classroom Climate (Chitiyo & Wheeler, 2009)

1. 'Social' health of the classroom
2. Builds trusting relationships
3. Encourages and supports open communication
4. Enhances academic achievement

Guidelines

1. Implement effective classroom management strategies
2. Teach and reinforce expectations, procedures, routines
3. Acknowledge/reinforce student success
4. Show genuine interest in student – Greet at door
5. Teach problem-solving strategies
6. Establish lines of communication with families

Classroom Relationships

Teacher-Student

1. Facilitates student learning
2. Enhances school connectedness
3. Opportunities for negotiation, mediation and social skill development

Student-Student

1. Increases appropriate peer interactions
2. Decreases bullying
3. Enhances cooperative learning activities
4. Fosters community-building

Teacher-Family

1. Builds sense of community
2. Enhances school culture
3. Fosters family commitment to student achievement

Ecological Variables

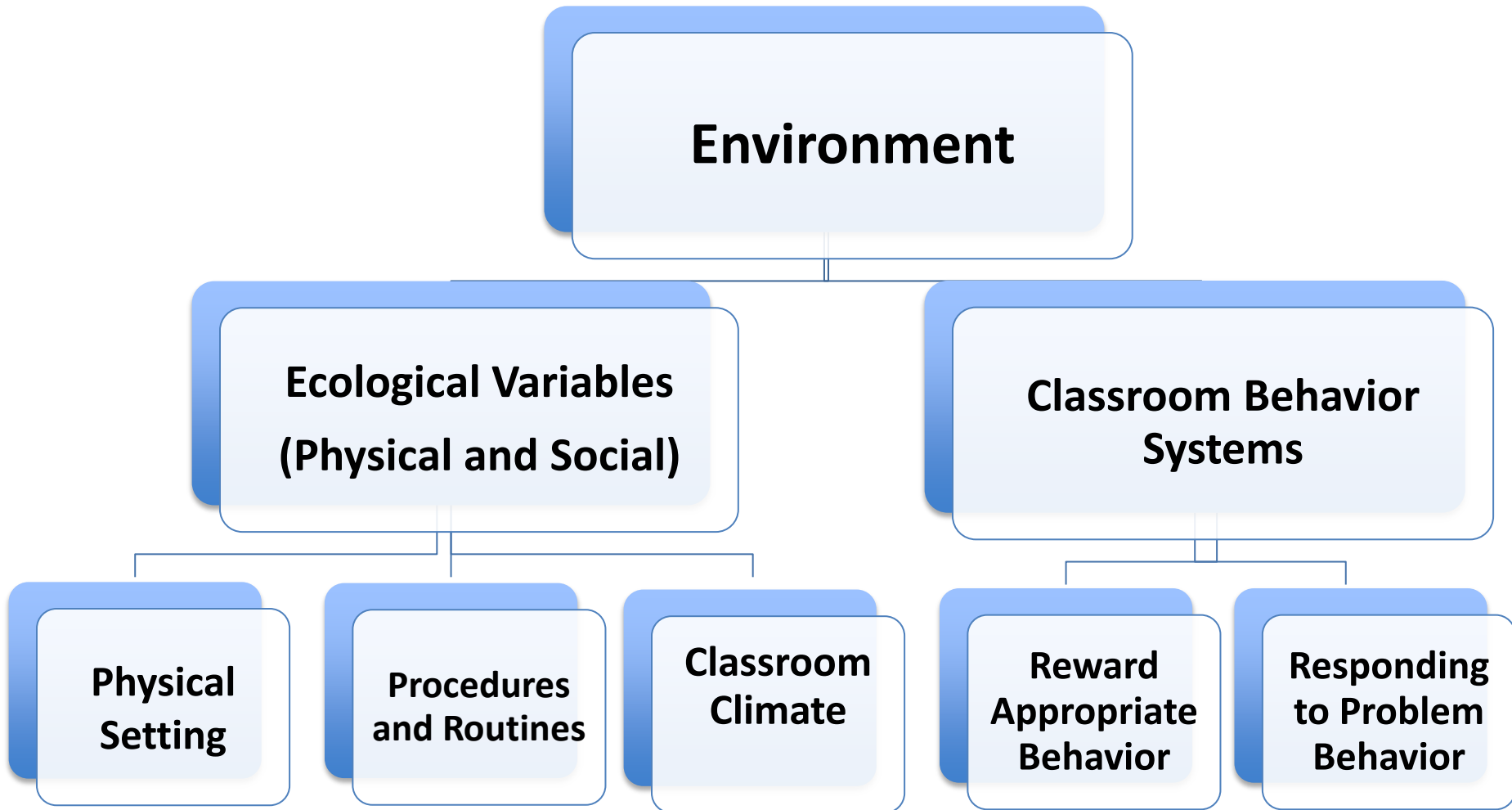
'Share Time'

What ecological strategies have you put in place in your classroom (or seen in others' classroom) that you feel have been effective in reducing problem behavior?

1. Physical arrangement of your classroom
2. Procedures or routines that work well
3. Strategies to build positive classroom relationships
 - a. Student-student
 - b. Student-teacher
 - c. Teacher-families

Please type your strategies in the chat box.¹⁹

MTSS Classroom Coaching Guide



2. CLASSROOM BEHAVIOR SYSTEM: An effective behavior system helps increase appropriate behavior and decrease behavior problems.

A. Define and Teach Behavior ^{**}	In place	Some what in place	Not in place
1. Expectations and rules are clearly defined, positively stated and posted. ^{**}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Office versus Teacher-Managed behaviors are clearly defined and differentiated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Expectations and rules are explicitly taught and practiced. ^{**}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Classroom behavior data is regularly collected and analyzed to guide ongoing decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Reward System [*]	In place	Some what in place	Not in place
1. A recognition/reward system for appropriate behavior is in place. [*]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific criteria are in place for earning <u>reinforcers</u> and students are aware of the criteria. [*]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. All students are eligible to earn <u>reinforcers</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Earned rewards are never taken away, or threatened to be removed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <u>Reinforcers</u> are age appropriate and accessible to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Specific behavioral praise is provided at a rate of 4 positives to 1 corrective statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Consequence System [*]	In place	Some what in place	Not in place
1. Hierarchy of consequences for inappropriate behavior is in place. [*]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Consequences are delivered consistently, respectfully, and in a timely manner. ^{**}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students are calmly reminded of expectations and choices. ^{**}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A communication system for communicating with families is in place and does not rely entirely on students as the messengers. [*]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Positive strategies are used to strengthen home/school partnership. [*]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Alternate strategies available for students not responding to the expectations. [*]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Marzano, Marzano, Pickering; Classroom Management that Works, 2009.

^ Danielson, Enhancing Professional Practice: A Framework for Teaching. 2007.

Classroom Behavior Management

What are Classroom Behavior Management Strategies?

1. Evidence-based systems, aligned with school-wide Tier 1 expectations to...
 - a. Reward/acknowledge appropriate behavior
 - b. Effectively respond to inappropriate behavior

Why are behavior management strategies important?

1. Enhance appropriate behaviors
2. Build positive relationships
3. Decrease disruption and problem behavior
4. Increase academic engaged time
5. Teaching tool

Behavior Management

What is Behavior?

1. A response to one's environment
2. Serves a function or purpose
3. Results in a desired outcome
4. Is learned and can be altered

What are the Functions of Behavior

Get/Obtain

1. Peer/Adult Attention
2. Object/Item, Activity/Event,
3. Sensory stimulation

Escape/Avoid

1. Peer/Adult Attention
2. Object/Item, Activity/Event
3. Sensory stimulation

1. Reward Appropriate Behavior

Guidelines

1. Develop and teach system for acknowledging/rewarding appropriate behavior
 - a. Clarify behaviors that will be acknowledged
 - b. Every appropriate behavior displayed will not result in a reward
 - c. Requesting acknowledgement for an appropriate behavior will be ignored
2. Reward provided contingent on demonstration of appropriate behavior
3. Use system more frequently in problematic areas or specific problem behaviors (use your data)
4. Rewards earned by a student remain the student's

Types of Rewards and Function of Behavior

Get or Obtain (Attention, Object/Item, Activity/Event)

1. Tangible (Token exchanged for 'reward')
 - a. Pens, pencils, notebooks, books, T-shirts, edible
 - b. Computer, Media Center, Art, etc.
2. Social
 - a. Time with friends and/or preferred staff
 - b. Free admission to school dance or sports event
 - c. Class party, school dance

Avoid or Escape (Attention, Object/Item, Activity/Event)

1. Tangible
 - a. '1-Minute' ticket (early release from class)
 - b. Homework or assignment pass
2. Social
 - a. Assembly
 - b. Cafeteria (lunch or morning arrival)
 - c. Class party

Video

Reward Appropriate Behavior

Rewards – Brantley Bucks (90 sec.)
Rewards – Rational for Rewards (50 sec.)

2. Effectively Responding to Problem Behavior

Preplanning Guidelines

1. Develop hierarchy of consequences for specific behaviors
 - Decreases time and attention spent on inappropriate behavior
 - Decreases likelihood of 'over-reacting'
2. Clarify/teach behaviors and consequences for engaging in those behaviors
3. Determine function of behavior and align consequence with function
 - Decreases likelihood problem behaviors are reinforced
4. Match severity of consequence to severity of behavior
5. Apply consequences consistently across students/situations
6. Provide opportunities to practice appropriate alternatives 27

Effective Responses

Delivering

1. Remain calm and objective; Avoid personalizing
2. Respond in a timely, but appropriate manner
3. Address student privately
4. Name inappropriate behavior and expectation not met
5. Model or review the appropriate behavior and check for understanding
6. Implement consequence
7. Acknowledge concerns/feelings
8. Redirect to next opportunity for success

Hierarchy of Effective Responses

Teaching/Pre-Correction

1. Post expectations/rules
2. Review expectations/rules
3. Prompt desired behavior
4. Proximity control/eye contact
5. Redirect to task
6. Curricular modifications
7. Provide choices
8. Environmental supports
9. Reward around student
10. Planned ignoring

Individual Consequence

1. Re-teach expectation
2. Student conference
3. Problem-solving/think time
4. Parent contact
5. Loss of privilege/activity
6. Cool-Off pass
7. Parent conference
8. Student contract
9. Working lunch with adult
10. Refer to Guidance

Video

Effectively Responding to Problem Behavior in the Classroom

Responding to Problem Behavior – FCAT & Writing (90 sec.)

Classroom Management Strategies

'Share Time'

1. What rewards have you found to be effective in your classroom?
2. What effective responses to problem behavior have you implemented (or seen someone implement) in the classroom?

Please type your answers in the chat box.

Classroom PBS Environment

Website Resources

1. Highly Effective Practices Series

- <http://education.odu.edu/esse/research/series/environments.shtml>

2. The Cornerstone: Classroom Management that Makes Teaching More Effective, Efficient and Enjoyable.

- <http://thecornerstoneforteachers.com/free-resources/organization/classroom-seating-arrangements>

3. Effective Room Arrangement

- http://iris.peabody.vanderbilt.edu/case_studies/ICS-001.pdf

4. Center for Social-Emotional Curriculum Resources

- <http://csefel.vanderbilt.edu/resources/strategies.html>

5. Pinterest Organization Ideas

- <http://pinterest.com/neidle/classroom-arrangement-ideas/>

Upcoming Online Chats

1. Classroom Series: Curriculum

- Wednesday, November 13, 2013
- 3:00 – 4:00 pm EST
- 2:00 – 3:00 pm CST

2. Classroom Series: Instruction

- Wednesday, January 22, 2014
- 3:00 – 4:00 pm EST
- 2:00 – 3:00 pm CST

3. Model School Application Process

- January – Date to be determined

Contact Information and Resources

FLPBS:RtIB Project

- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: flpbs@fmhi.usf.edu
- Website: <http://flpbs.fmhi.usf.edu>
- Facebook: www.facebook.com/flpbs
- FLPBS on Twitter: [@flpbs](http://www.twitter.com)

OSEP TA Center on PBIS

- Website: www.pbis.org

Association on PBS

- Website: www.apbs.org