

Supporting and Responding to Behavior



Evidence-Based Classroom Strategies
for Teachers



This technical assistance document was adapted from the PBIS Technical Brief on Classroom PBIS Strategies written by: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George, and Bob Putman, 2015.

Additional assistance was provided to the Office of Special Education Programs by Brandi Simonsen and Jenifer Freeman. Special thanks to Allison Blakely, Ambra Green, and Jennifer Rink, OSEP interns who also contributed to the development of this document.

Purpose and Description

What is the purpose of this document?

The purpose of this document is to summarize evidence-based, positive, proactive, and responsive classroom behavior intervention and support strategies for teachers. These strategies should be used classroom-wide, intensified for support small-group instruction, or amplified further for individual students. These strategies can help teachers capitalize on instructional time and decrease disruptions, which is crucial as schools are held to greater academic and social accountability measures for all students.

What needs to be in place before I can expect these strategies to work?

The effectiveness of these classroom strategies are maximized when: (a) the strategies are implemented within a school-wide multi-tiered behavioral framework, such as school-wide positive behavioral interventions and supports (PBIS; see www.pbis.org); (b) classroom and school-wide expectations and systems are directly linked; (c) classroom strategies are merged with effective instructional design, curriculum, and delivery; and (d) classroom-based data are used to guide decision making. The following school- and classroom-level supports should be in place to optimize the fidelity and benefits of implementation.

| School-level supports | Classroom-level supports |
|---|---|
| <ul style="list-style-type: none">• A multi-tiered framework, including strategies for identifying and teaching expectations, acknowledging appropriate behavior, and responding to inappropriate behavior• The school-wide framework is guided by school-wide discipline data• Appropriate supports for staff are provided, including leadership teaming, supporting policy, coaching, and implementation monitoring | <ul style="list-style-type: none">• Classroom system for teaching expectations, providing acknowledgments, and managing rule violations linked to the school-wide framework• Classroom management decisions are based on classroom behavioral data• Effective instructional strategies implemented to the greatest extent possible• Curriculum is matched to student need and supporting data |

What are the principles that guide the use of these strategies in the classroom?

The purpose of the guiding principles is to define the characteristics and cultural features that drive the use of these classroom strategies within a multi-tiered framework. The guiding principles help establish the fundamental norms, rules, and ethics that are essential to the success of these classroom strategies within a multi-tiered framework. These seven principles are the foundational values that drive the success of these classroom strategies and are important to keep in mind when developing contextually appropriate adaptations of the strategies suggested in this document.

| | |
|-----------------------|--|
| Professional | Business-like, objective, neutral, impartial, and unbiased |
| Cultural | Considerate of individual's learning history and experiences (e.g., family, community, peer group) |
| Informed | Data-based, response-to-intervention |
| Fidelity-Based | Implementation accuracy is monitored and adjusted as needed |
| Educational | The quality of design and delivery of instruction is considered |
| Instructive | Expected behaviors are explicitly taught, modeled, monitored, and reinforced |
| Preventive | Environment arranged to encourage previously taught social skills and discourage anticipated behavior errors |

User Guide

What is included in this guide?

There are three main parts to this guide on classroom PBIS strategies.

1. **Interactive map with corresponding tables, tools, and tips.** The interactive map provides the links to the document with the content to support the implementation of the essential features of these classroom strategies.
2. **Self-assessment and decision-making chart.** These tools are intended to help guide the user to the parts of the document that will be most useful.
3. **Scenarios.** Two scenarios are provided to extend learning and provide concrete examples of how to use classroom PBIS strategies and many of the tools suggested in this document in consortium.

A short summary and references are provided at the conclusion of the document.

What is not included in this guide?

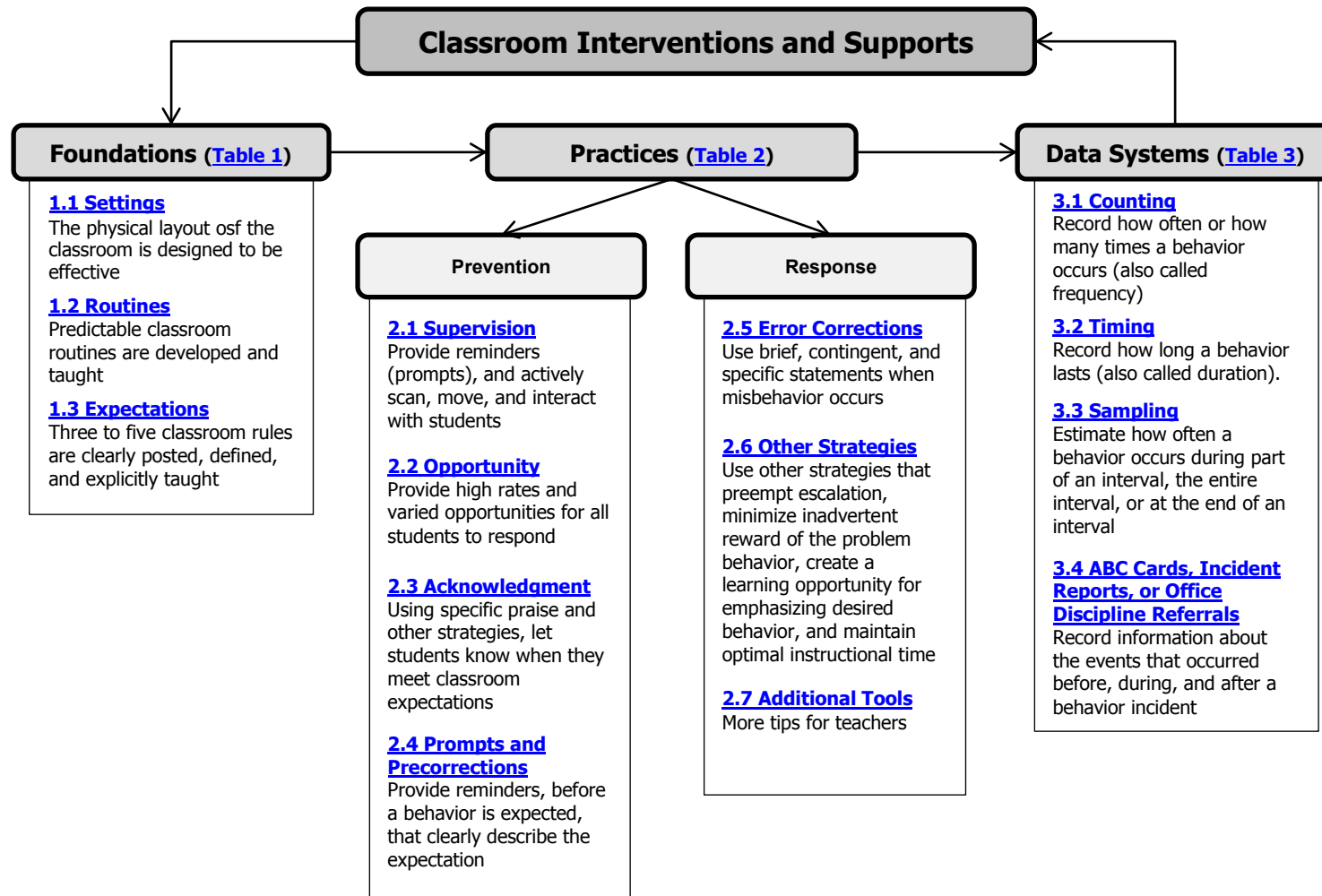
This guide should not be considered a replacement for more comprehensive trainings and does not provide the depth of knowledge/research about each topic. Although many of the strategies suggested in this document can be used for individual students, more support likely will be needed from a behavior specialist or school psychologist for teachers who work with students with more intensive support needs.

This document also does not include strategies for addressing violent or unlawful student conduct.

Where do I start?

The [interactive map](#) provides an organizational layout of the document and some basic definitions of terms that may be helpful to know prior to taking the self-assessment. Teachers should begin with the [self-assessment](#) to gauge current classroom management practices. The self-assessment is designed to help teachers know where to focus their attention (e.g., foundations, practices, data systems). After teachers take the self-assessment, the interactive map will direct them to content that will be most useful. The [decision-making flow chart](#) should be used to help guide teachers in making decisions about making adjustments within their classrooms.

Interactive Map of Core Features



Self-Assessment

Teachers should start with the first statement on the self-assessment. When unsure of an answer, teachers should go to the part of the interactive map indicated and read more about the practice.

| Classroom Interventions and Supports Self-Assessment | Yes | No |
|---|-----|----|
| 1. The classroom is physically designed to meet the needs of all students. <i>If yes, continue with self-assessment. If no, begin with 1.1 on the interactive map.</i> | | |
| 2. Classroom routines are developed, taught, and predictable. <i>If yes, continue with self-assessment. If no, begin with 1.2 on the interactive map.</i> | | |
| 3. Three to five positive classroom expectations are posted, defined, and explicitly taught. <i>If yes, continue with self-assessment. If no, begin with 1.3 on the interactive map.</i> | | |
| 4. Prompts and active supervision practices are used proactively. <i>If yes, continue with self-assessment. If no, begin with 2.1 on the interactive map.</i> | | |
| 5. Opportunities to respond are varied and are provided at high rates. <i>If yes, continue with self-assessment. If no, begin with 2.2 on the interactive map.</i> | | |
| 6. Specific praise and other strategies are used to acknowledge behavior . <i>If yes, continue with self-assessment. If no, begin with 2.3 on the interactive map.</i> | | |
| 7. Reminders are consistently given before a behavior might occur. <i>If yes, continue with self-assessment. If no, begin with 2.4 on the interactive map.</i> | | |
| 8. The responses to misbehaviors in the classroom are appropriate and systematic. <i>If yes, continue with self-assessment. If no, begin with 2.5 on the interactive map.</i> | | |
| 9. Data systems are used to collect information about classroom behavior. <i>If yes, continue with self-assessment. If no, begin with Table 3 on the interactive map.</i> | | |
| <i>If yes on all, celebrate successes! Continually monitor, and make adjustments as needed.</i> | | |

Decision-Making Chart

The decision-making chart will help guide teachers regarding implementation of best practices in preventing and responding to behaviors in the classroom.

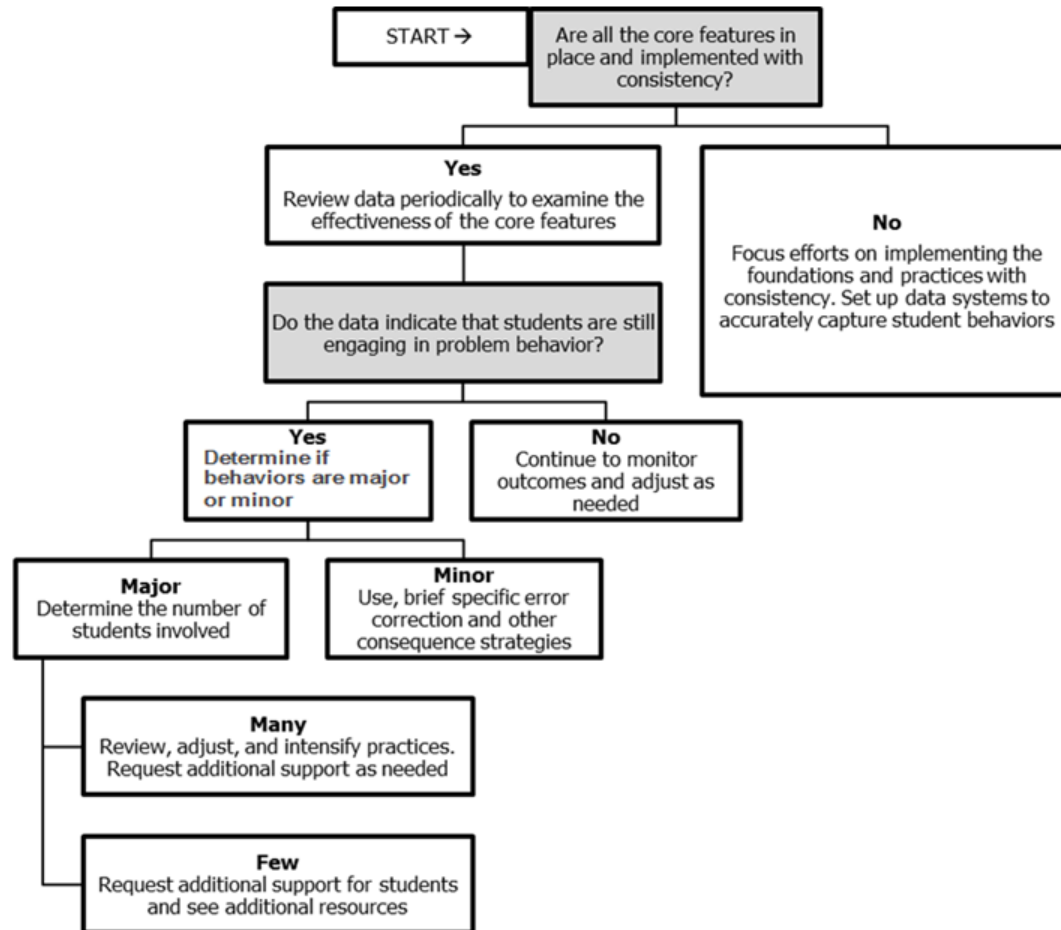


Table 1. Matrix of Foundations for Classroom Interventions and Supports

| 1.1 SETTINGS | | | | |
|--|---|---|--|--|
| EFFECTIVELY DESIGN THE PHYSICAL ENVIRONMENT OF THE CLASSROOM | | | | |
| Description and Critical Features | Elementary Examples | Secondary Examples | Non-Examples | Empirical Support and Resources |
| <i>What key strategies can I use to support behavior in my classroom?</i> | <i>How can I use this practice in my elementary classroom?</i> | <i>How can I use this practice in my secondary classroom?</i> | <i>What should I avoid when I'm implementing this practice?</i> | <i>What evidence supports this practice, and where can I find additional resources?</i> |
| <ul style="list-style-type: none"> Design classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers) Arrange furniture to allow for smooth teacher and student movement Assure instructional materials are neat, orderly, and ready for use Post materials that support critical content and learning strategies (e.g., word walls, steps for the writing process, mathematical formulas) | <ul style="list-style-type: none"> Design classroom layout according to the type of activity taking place: <ul style="list-style-type: none"> Tables for centers Separate desk for independent work Circle area for group instruction Consider teacher versus student access to materials Use assigned seats and areas Be sure all students can be seen | <ul style="list-style-type: none"> Design classroom layout according to the type of activity taking place: <ul style="list-style-type: none"> Circle for discussion Forward facing for group instruction Use assigned seats Be sure all students can be seen Consider options for storage of students' personal items (e.g., backpacks, notebooks for other classes) | <ul style="list-style-type: none"> Equipment and materials are damaged, unsafe, and/or not in sufficient working condition or not accessible to all students Disorderly, messy, unclean, and/or visually unappealing environment Some students and/or parts of the room not visible to teacher Congestion in high-traffic areas (e.g., coat closet, pencil sharpener, teacher desk) Inappropriately sized furniture | <ul style="list-style-type: none"> Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical environment¹ Arranging classroom environment to deliver instruction in a way that promotes learning² <p><u>Video:</u> http://louisville.edu/education/ab ri/primarylevel/structure/group</p> <p><u>Book:</u> <i>Structuring Your Classroom for Academic Success</i>³</p> |

¹ Wong & Wong, 2009

² Archer & Hughes, 2011

³ Paine, Radicchi, Rosellini, Deutchman, & Darch, 1983

1.2 ROUTINES

DEVELOP AND TEACH PREDICTABLE CLASSROOM ROUTINES

| Description and Critical Features | Elementary Examples | Secondary Examples | Non-Examples | Empirical Support and Resources |
|---|--|---|---|--|
| <i>What key strategies can I use to support behavior in my classroom?</i> | <i>How can I use this practice in my elementary classroom?</i> | <i>How can I use this practice in my secondary classroom?</i> | <i>What should I avoid when I'm implementing this practice?</i> | <i>What evidence supports this practice, and where can I find additional resources?</i> |
| <ul style="list-style-type: none"> • Establish predictable patterns and activities • Promote smooth operation of classroom • Outline the steps for completing specific activities • Teach routines and procedures directly • Practice regularly • Recognize students when they successfully follow classroom routines and procedures • Create routines and procedures for the most problematic areas or times • Promote self-managed or student-guided schedules and routines | <ul style="list-style-type: none"> • Establish routines and procedures for: <ul style="list-style-type: none"> – Arrival and dismissal – Transitions between activities – Accessing help – What to do after work is completed • Example arrival routines: <ul style="list-style-type: none"> – Hang up coat and backpack – Put notes and homework in the "In" basket – Sharpen two pencils – Go to desk and begin the warm-up activities listed on the board – If you finish early, read a book | <ul style="list-style-type: none"> • Consider routines and procedures for: <ul style="list-style-type: none"> – Turning in work – Handing out materials – Making up missed work – What to do after work is completed • Example class period routines: <ul style="list-style-type: none"> – Warm-up activity for students – Review of previous content – Instruction for new material – Guided or independent practice opportunities – Wrap-up activities | <ul style="list-style-type: none"> • Assuming students will automatically know your routines and procedures without instruction and feedback • Omitting tasks that students are regularly expected to complete • Missing opportunities to provide: (a) visual and/or auditory reminders to students about your routines and procedures (e.g., signs, posters, pictures, hand signals, certain music playing, timers) and/or (b) feedback about student performance | <ul style="list-style-type: none"> • Establishing classroom routines and procedures early in the school year increases structure and predictability for students; when clear routines are in place and consistently used, students are more likely to be engaged with school and learning and less likely to demonstrate problem behavior⁴ • Student learning is enhanced by teachers' developing basic classroom structure (e.g., routines and procedures)⁵ <p>Podcast: http://pbissmissouri.org/archives/1252</p> <p>Video: https://www.teachingchannel.org/videos/create-a-safe-classroom</p> |

⁴ Kern & Clemens, 2007

⁵ Soar & Soar, 1979

1.3 EXPECTATIONS

POST, DEFINE, AND TEACH THREE TO FIVE POSITIVE CLASSROOM EXPECTATIONS

| Description and Critical Features | Elementary Examples | Secondary Examples | Non-Examples | Empirical Support and Resources |
|---|---|--|---|---|
| <p><i>What key strategies can I use to support behavior in my classroom?</i></p> | <p><i>How can I use this practice in my elementary classroom?</i></p> | <p><i>How can I use this practice in my secondary classroom?</i></p> | <p><i>What should I avoid when I'm implementing this practice?</i></p> | <p><i>What evidence supports this practice, and where can I find additional resources?</i></p> |
| <ul style="list-style-type: none"> • If in a school implementing a multi-tiered behavioral framework, such as school-wide PBIS, adopt the three to five positive school-wide expectations as classroom expectations • Expectations should be observable, measurable, positively stated, understandable, and always applicable • Teach expectations using examples and non-examples and with opportunities to practice and receive feedback • Involve students in defining expectations within classroom routines (especially at the secondary level) • Obtain student commitment to support expectations | <ul style="list-style-type: none"> • Post: <ul style="list-style-type: none"> – Prominently in the classroom – Example: Be safe, Be respectful, Be ready, Be responsible • Define for each classroom setting or routine: <ul style="list-style-type: none"> – Being safe means hands and feet to self during transitions – Being safe means using all classroom materials correctly • Teach: <ul style="list-style-type: none"> – Develop engaging lessons to teach the expectations – Regularly refer to expectations when interacting with students (during prompts, specific praise, and error corrections) | <ul style="list-style-type: none"> • Post: <ul style="list-style-type: none"> – Prominently in the classroom – Example: Be respectful, Be responsible, Be a good citizen, Be ready to learn • Define for each classroom setting or routine: <ul style="list-style-type: none"> – Being respectful means using inclusive language – Being responsible means having all materials ready at the start of class • Teach: <ul style="list-style-type: none"> – Develop engaging lessons to teach the expectations – Regularly refer to expectations when interacting with students | <ul style="list-style-type: none"> • Assuming students will already know your expectations • Having more than five expectations • Listing only behaviors you do <i>not</i> want from students (e.g., no cell phones, no talking, no gum, no hitting) • Creating expectations that you are not willing to consistently enforce • Selecting expectations that are inappropriate for developmental or age level • Choosing expectations that do not sufficiently cover all situations • Ignoring school-wide expectations | <ul style="list-style-type: none"> • A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks⁶ • Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement⁷ <p><u>Case Study:</u> http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/07/ICS-003.pdf <u>Podcast:</u> http://pbissmissouri.org/archives/1243 <u>Videos:</u> http://louisville.edu/education/abri/primarylevel/expectations/group</p> |

⁶ Brophy, 2004

⁷ Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996

Table 2. Matrix of Practices for Classroom Interventions and Supports

| 2.1 SUPERVISION | | | | |
|---|--|---|--|---|
| USE ACTIVE SUPERVISION AND PROXIMITY | | | | |
| Practice Description and Critical Features | Elementary Examples | Secondary Examples | Non-Examples | Empirical Support and Resources |
| <i>What key strategies can I use to support behavior in my classroom?</i> | <i>How can I use this practice in my elementary classroom?</i> | <i>How can I use this practice in my secondary classroom?</i> | <i>What should I avoid when I'm implementing this practice?</i> | <i>What evidence supports this practice, and where can I find additional resources?</i> |
| <p>A process for monitoring the classroom, or any school setting, that incorporates moving, scanning, and interacting frequently with students⁸</p> <p>Includes:</p> <ul style="list-style-type: none"> • Scanning: visual sweep of entire space • Moving: continuous movement, proximity • Interacting: verbal communication in a respectful manner, any precorrections, non-contingent attention, specific verbal feedback | <ul style="list-style-type: none"> • While students are working independently in centers, scan and move around the classroom, checking in with students • While working with a small group of students, frequently look up and quickly scan the classroom to be sure other students are still on track • During transitions between activities, move among the students to provide proximity; scan continuously to prevent problems, and provide frequent feedback as students successfully complete the transition | <ul style="list-style-type: none"> • While monitoring students, move around the area, interact with students, and observe behaviors of individuals and the group; scan the entire area as you move around all corners of the area • Briefly interact with students: ask how they are doing, comment, or inquire about their interests; show genuine interest in their responses (This is an opportunity to connect briefly with a number of students) | <ul style="list-style-type: none"> • Sitting or standing where you cannot see the entire room or space, such as with your back to the group or behind your desk • Walking the same, predictable route the entire period of time, such as walking the rows of desks in the same manner every period • Stopping and talking with a student or students for several minutes • Interacting with the same student or groups of students every day | <ul style="list-style-type: none"> • Combining prompts or precorrection with active supervision is effective across a variety of classroom and non-classroom settings⁹ <p>Module: http://pbissmissouri.org/archives/1304</p> <p>Video: http://louisville.edu/education/abri/primarylevel/supervision/group</p> <p>IRIS Ed (secondary): https://www.youtube.com/watch?v=rCqIzeU-0hQ</p> |

⁸ DePry & Sugai, 2002

⁹ Colvin, Sugai, Good, & Lee, 1997; DePry & Sugai, 2002; Lewis, Colvin, & Sugai, 2000

2.2 OPPORTUNITY

PROVIDE HIGH RATES AND VARIED OPPORTUNITIES TO RESPOND

| Description and Critical Features | Elementary Examples | Secondary Examples | Non-Examples | Empirical Support and Resources |
|--|--|---|--|---|
| <p><i>What key strategies can I use to support behavior in my classroom?</i></p> | <p><i>How can I use this practice in my elementary classroom?</i></p> | <p><i>How can I use this practice in my secondary classroom?</i></p> | <p><i>What should I avoid when I'm implementing this practice?</i></p> | <p><i>What evidence supports this practice, and where can I find additional resources?</i></p> |
| <p>A teacher behavior that requests or solicits a student response (e.g., asking a question, presenting a demand)</p> <p>Opportunities to respond include:</p> <ul style="list-style-type: none"> • Individual or small-group questioning: <ul style="list-style-type: none"> – Use a response pattern to make sure that all students are called on • Choral responding: <ul style="list-style-type: none"> – All students in a class respond in unison to a teacher question • Nonverbal responses: <ul style="list-style-type: none"> – Response cards, student response systems, guided notes | <ul style="list-style-type: none"> • Individual or small-group questioning: <ul style="list-style-type: none"> – Student names can be on a seating chart, strips of paper, or popsicle sticks in a can or jar; as questions are posed, a student name is drawn • Choral responding: <ul style="list-style-type: none"> – Students read a morning message out loud together – Students recite letter sounds together • Nonverbal responses: <ul style="list-style-type: none"> – Thumbs up if you agree with the character's choice in our story | <ul style="list-style-type: none"> • Individual or small-group questioning: <ul style="list-style-type: none"> – I just showed you how to do #1; I am going to start #2 second row; get ready to help explain my steps • Choral responding: <ul style="list-style-type: none"> – Write a sentence to summarize the reading; then share with your peer partner before sharing with me • Nonverbal responses: <ul style="list-style-type: none"> – Hands up if you got 25 for the answer – Get online and find two real-life examples for "saturation point" | <ul style="list-style-type: none"> • A teacher states, "We haven't talked about this at all, but you will summarize the entire chapter for homework. Work quietly for 45 minutes on this new content, and I will collect your papers at the end of class." (This is not sufficiently prompted and does not promote frequent active engagement.) • A teacher provides a 20-minute lesson without asking any questions or prompting any student responses. | <ul style="list-style-type: none"> • Increased rates of opportunities to respond support student on-task behavior and correct responses while decreasing disruptive behavior¹⁰ • Teacher use of opportunities to respond also improves reading performance (e.g., increased percentage of responses and fluency)¹¹ and mathematics performance (e.g., rate of calculation, problems completed, correct responses)¹² <p>Module: http://pbmissouri.org/archives/1306</p> <p>Videos: http://louisville.edu/education/abri/primarylevel/otr/group</p> <p>http://louisville.edu/education/abri/primarylevel/practice/group</p> |

¹⁰ Carnine, 1976; Heward, 2006; Skinner, Pappas & Davis, 2005; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986

¹¹ Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997

¹² Carnine, 1976; Logan & Skinner, 1998; Skinner, Smith, & McLean, 1994

2.3 ACKNOWLEDGMENT

USE BEHAVIOR-SPECIFIC PRAISE

| Description and Critical Features | Elementary Examples | Secondary Examples | Non-Examples | Empirical Support and Resources |
|---|--|---|---|--|
| <i>What key strategies can I use to support behavior in my classroom?</i> | <i>How can I use this practice in my elementary classroom?</i> | <i>How can I use this practice in my secondary classroom?</i> | <i>What should I avoid when I'm implementing this practice?</i> | <i>What evidence supports this practice, and where can I find additional resources?</i> |
| <p>Verbal statement that names the behavior explicitly and includes a statement that shows approval</p> <ul style="list-style-type: none"> • May be directed toward an individual or group • Praise should be provided soon after behavior, understandable, meaningful, and sincere • Deliver approximately five praise statements for every one corrective statement • Consider student characteristics (age, preferences) when delivering behavior-specific praise, and adjust accordingly (e.g., praise privately versus publicly) | <ul style="list-style-type: none"> • Following a transition where students quietly listened to instructions, "You did a great job sitting quietly and listening for what to do next." • During educator-directed instruction, a student raises her hand. The educator says, "Thank you for raising your hand." • The educator walks over to a student and whispers, "Thank you for coming into the room quietly." | <ul style="list-style-type: none"> • "Blue Group, I really like the way you all handed in your projects on time. It was a complicated project." • "Tamara, thank you for being on time. That is the fourth day in a row, impressive." • After pulling a chair up next to Steve, the teacher states, "I really appreciate how you facilitated your group discussion. There were a lot of opinions, and you managed them well." • After reviewing a student's essay, the teacher writes, "Nice organization. You're using the strategies we discussed in your writing!" | <ul style="list-style-type: none"> • "Great job! Super! Wow!" (These are general, not specific, praise statements.) • "Brandi, I like how you raised your hand." (Two minutes later) "Brandi, that was a nice response." (This is praising the same student over and over again while ignoring other students.) • A teacher says "Nice hand raise." After yelling at 20 students in a row for talking out. (This is <i>not</i> maintaining a five praises to one correction ratio.) • "Thank you for trying to act like a human." (This, at best, is sarcasm, <i>not</i> genuine praise.) | <ul style="list-style-type: none"> • Contingent praise is associated with increases in a variety of behavioral and academic skills¹³ • Behavior-specific praise has an impact in both special and general education settings¹⁴ • Reinforcement should happen frequently and at a minimal ratio of five praise statements for every one correction¹⁵ <p><u>Module:</u> http://pbissmissouri.org/archives/1300</p> <p><u>Video:</u> http://louisville.edu/education/abri/primarylevel/praise/group</p> <p><u>Other resources:</u> http://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students</p> |

¹³ Partin, Robertson, Maggin, Oliver, & Wehby, 2010

¹⁴ Ferguson & Houghton, 1992; Sutherland, Wehby, & Copeland, 2000

¹⁵ Broden, Bruce, Mitchell, Carter, & Hall, 1970; Craft, Alber, Heward, 1998; Wilcox, Newman, & Pitchford, 1988

2.3 ACKNOWLEDGMENT (CONTINUED)

USE OTHER STRATEGIES TO ACKNOWLEDGE STUDENT BEHAVIOR

| Description and Critical Features | Elementary Examples | Secondary Examples | Non-Examples | Empirical Support and Resources |
|---|--|--|---|---|
| <p><i>What key strategies can I use to support behavior in my classroom?</i></p> | <p><i>How can I use this practice in my elementary classroom?</i></p> | <p><i>How can I use this practice in my secondary classroom?</i></p> | <p><i>What should I avoid when I'm implementing this practice?</i></p> | <p><i>What evidence supports this practice, and where can I find additional resources?</i></p> |
| <p>Behavior contracts: Documenting an agreement between a teacher and student(s) about: (a) expected behavior, (b) available supports to encourage expected behavior, (c) rewards earned contingent on expected behavior, and (d) consequences if expected behavior does not occur (or if undesired behavior does occur)</p> <p>Group contingencies: All students have the opportunity to meet the same expectation and earn the same reward; the award may be delivered: (a) to all students when one or a few students meet the criterion (<i>dependent</i>), to all students if all students meet the criterion (<i>inter-dependent</i>), or to each student if the student meets the criterion (<i>independent</i>)</p> <p>Token Economies: Delivering a token (e.g., pretend coin, poker chip, points, tally mark, stamp) contingent on appropriate behavior that is exchangeable for a back-up item or activity of value to students</p> | <p>Behavior contracts: At the beginning of the year, Mrs. Gaines's students sign a class constitution; the document specifies: (a) the expected behavior (be safe, respectful, and responsible), (b) supports to be provided (reminders), (c) rewards (earn Friday fun time), and (d) consequences (try again for next week)</p> <p>Group contingencies: All students will hand in homework #2 by the due date; if we meet this goal, next Friday we will play State Bingo instead of having a formal test review</p> <p>Token economies: Thanks to each student who worked quietly on the mathematics task for the past 10 minutes—that's responsible behavior! Each of you earned a "star buck" to use in the school-wide store</p> | <p>Behavior contracts: At the beginning of each semester, Dr. Gale has his students sign an integrity pledge. It states that students will complete their work independently (expected behavior), with teacher help when needed (supports), to have the potential of earning full points on assignments (rewards). If students do not maintain integrity, they will lose points on that assignment and in the course.</p> <p>Group contingencies: As a class, we will generate five questions that are examples of "Synthesis." If we can meet this goal by 2:15, I will allow you to sit where you would like (keeping class expectations in mind) for the last 20 minutes of the class period.</p> <p>Token economies: Alyiah, you were very respectful when your peer came in and asked for space. You've earned 10 bonus points toward your behavior goal. Well done!</p> | <p>Behavior contracts: At Smith Middle School, students sign a contract stating that engaging in a "zero tolerance offense" results in losing all school-based privileges and may result in being suspended or expelled. They are not reminded of this contract unless a violation occurs, in which case they are typically expelled—even if the violation was not severe (e.g., bringing a dull plastic knife in their lunch to cut an apple). (This is not focused on desired behavior and does rewards or supports) not include</p> <p>Group contingencies: Making the goal unattainable (e.g., all students will display perfect behavior all year), using a reward you cannot deliver (e.g., day off on Friday), or pointing out to the entire group when a student is detracting from group.</p> <p>Using rewards to encourage students to engage in behaviors that are not in their best interest (this is bribing)</p> <p>Token economies: Providing points or tokens without specific praise or to the same students or groups of students or providing tokens or points without demonstrated behaviors</p> | <p>When implemented appropriately, behavior contracts,¹⁶ group contingencies,¹⁷ and token economies¹⁸ result in increases in desired behavior</p> <p>Modules: http://iris.peabody.vanderbilt.edu/module/beh1/#content http://iris.peabody.vanderbilt.edu/module/beh2/ http://pbissmissouri.org/archives/1300</p> <p>Case studies: http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/07/ICS-005.pdf</p> <p>Other resources: http://www.interventioncentral.org/behavioral-interventions/rewards/jackpot-ideas-classroom-rewards</p> |

¹⁶ Drabman, Spitalnik, & O'Leary, 1973; Kelley & Stokes, 1984; White-Blackburn, Semb, & Semb, 1977; Williams & Anandam, 1973

¹⁷ Barrish, Saunders, & Wolf, 1969; Hansen & Lignugaris-Kraft, 2005; Yarborough, Skinner, Lee, & Lemmons, 2004

¹⁸ Jones & Kazdin, 1975; Main & Munro, 1977; McCullagh & Vaal, 1975

2.4 PROMPTS AND PRECORRECTIONS

MAKE THE PROBLEM BEHAVIOR IRRELEVANT WITH ANTICIPATION AND REMINDERS

| Description and Critical Features | Elementary Examples | Secondary Examples | Non-Examples | Empirical Support and Resources |
|--|---|---|--|---|
| <p><i>What key strategies can I use to support behavior in my classroom?</i></p> | <p><i>How can I use this practice in my elementary classroom?</i></p> | <p><i>How can I use this practice in my secondary classroom?</i></p> | <p><i>What should I avoid when I'm implementing this practice?</i></p> | <p><i>What evidence supports this practice, and where can I find additional resources?</i></p> |
| <p>Reminders that are provided <i>before</i> a behavior is expected that <i>describes what</i> is expected:</p> <ul style="list-style-type: none"> • Preventative: take place before the behavior response occurs • Understandable: the prompt must be understood by the student • Observable: the student must distinguish when the prompt is present • Specific and explicit: describe the expected behavior (and link to the appropriate expectation) <p>Teach and emphasize self-delivered (or self-managed) prompts</p> | <ul style="list-style-type: none"> • Before students begin seatwork, provide a reminder about how to access help and materials, if needed • Before the class transitions, a teacher states, "Remember to show respect during a transition by staying to the right and allowing personal space" • Pointing to table as student enters room (to remind where to sit) • A student looks at a picture sequence prompting effective hand washing and successfully washes hands prior to snack or lunch | <ul style="list-style-type: none"> • Pointing to a sign on the board to indicate expectation of a silent noise level prior to beginning independent work time • Review of group activity participation rubric prior to the start of group work • Sign above the homework basket with a checklist of "to dos" for handing in homework • A student checks her planner, which includes visual prompts to write down assigned work and bring relevant materials home to promote homework completion | <ul style="list-style-type: none"> • While teaching a lesson, a student calls out, and the educator states, "Instead of calling out, I would like you to raise your hand" (This is an error correction—it came <i>after</i> the behavior) • Prior to asking students to complete a task, the educator states, "Do a good job," or gives a thumb's up signal (This is not specific enough to prompt a particular behavior) • Providing only the "nos" (e.g., No running, No talking) instead of describing the desired behavior or failing to link to expectations | <ul style="list-style-type: none"> • Delivering prompts and pre-corrections for appropriate behavior results in increases in improved behavior¹⁹ • Use prompts during transitions to new routines and for routines that are difficult for students to master²⁰ <p>Videos: http://louisville.edu/education/abri/primarylevel/prompting/group http://louisville.edu/education/abri/primarylevel/modeling/group</p> |

¹⁹ Arceneaux & Murdock, 1997; Faul, Stepensky, & Simonsen, 2012; Flood, Wilder, Flood, & Masuda, 2002; Wilder & Atwell, 2006

²⁰ Alberto & Troutman, 2013

2.5 ERROR CORRECTION

USE BRIEF, CONTINGENT, AND SPECIFIC ERROR CORRECTIONS TO RESPOND TO PROBLEM BEHAVIOR

| Description and Critical Features | Elementary Examples | Secondary Examples | Non-Examples | Empirical Support and Resources |
|--|---|--|---|---|
| <i>What key strategies can I use to support behavior in my classroom?</i> | <i>How can I use this practice in my elementary classroom?</i> | <i>How can I use this practice in my secondary classroom?</i> | <i>What should I avoid when I'm implementing this practice?</i> | <i>What evidence supports this practice, and where can I find additional resources?</i> |
| <ul style="list-style-type: none"> • An informative statement, typically provided by the teacher, that is given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what the student should do in the future • Delivered in a brief, concise, calm, and respectful manner, typically in private • Pair with specific contingent praise after the student engages in appropriate behavior • Disengage at end of error correction and redirection—avoid “power struggles” | <ul style="list-style-type: none"> • After a student calls out in class the teacher responds, “Please raise your hand before calling out your answer” • After students are talking too loudly during group work, the teacher responds, “Please use a quieter whisper voice while working with your partner” • After a student is out of his or her seat inappropriately, the teacher responds, “Please stop walking around the room and return to your seat to finish your work” | <ul style="list-style-type: none"> • When a student has not started working within one minute, “Jason, please begin your writing assignment” (Later) “Nice job being responsible, Jason, you have begun your assignment” • After student is playing with lab equipment inappropriately, the teacher responds, “Please stop playing with lab equipment, and keep it on the table” (Later) “Thank you for being safe with the lab equipment” | <ul style="list-style-type: none"> • Shouting “No!” (This is <i>not</i> calm, neutral, or specific) • A five-minute conversation about what the student was thinking (This is <i>not</i> brief) • A teacher loudly tells a student that he is not being responsible (This is <i>not</i> calm or private) • After providing an error correction, a student denies engaging in the behavior; the teacher repeats the correction in an escalated tone and continues to debate the student—each exchange escalates until shouting ensues (This is a power struggle) | <ul style="list-style-type: none"> • Error corrections that are direct, immediate, and end with the student displaying the correct response are highly effective in decreasing undesired behaviors (errors) and increasing future success rates²¹ <p><u>Error correction article:</u> http://link.springer.com/article/10.1007/BF02110516</p> <p><u>Strategies to interrupt/avoid power struggles:</u> http://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teacher</p> <p><u>Video:</u> http://louisville.edu/education/abri/primer/level/correction/group</p> |

²¹ Abramowitz, O’Leary, & Fattersak, 1988; Acker & O’Leary, 1988; Baker, 1992; Barbetta, Heward, Bradley, & Miller, 1994; Brush & Camp, 1998; Kalla, Downes, & vann de Broek, 2001; McAllister, Stachowiak, Baer, & Conderman, 1969; Singh, 1990; Singh & Singh, 1986; Winett & Vachon, 1974

2.6 USE OTHER STRATEGIES TO RESPOND TO PROBLEM BEHAVIOR

WHEN SELECTING STRATEGIES, RECALL THE PURPOSE OF EFFECTIVE CONSEQUENCES: (A) PREEMPT ESCALATION, (B) MINIMIZE INADVERTENT REWARD OF PROBLEM BEHAVIOR, (C) CREATE LEARNING OPPORTUNITY FOR EMPHASIZING DESIRED BEHAVIOR, AND (D) MAINTAIN INSTRUCTIONAL TIME TO THE REMAINDER OF THE CLASS

| Description and Critical Features | Elementary Examples | Secondary Examples | Non-Examples | Empirical Support and Resources |
|--|--|---|--|--|
| <i>What key strategies can I use to support behavior in my classroom?</i> | <i>How can I use this practice in my elementary classroom?</i> | <i>How can I use this practice in my secondary classroom?</i> | <i>What should I avoid when I'm implementing this practice?</i> | <i>What evidence supports this practice, and where can I find additional resources?</i> |
| <p>Planned ignoring:</p> <p>Systematically withholding attention from a student when he or she exhibits minor undesired behavior that is maintained (reinforced) by teacher attention</p> | <p>Planned ignoring:</p> <p>During a whole-group activity, James shouts the teacher's name to get her attention. The teacher ignores the callouts and proceeds with the activity</p> | <p>Planned ignoring:</p> <p>During a lecture, Jen interrupts the teacher and loudly asks her question; the teacher ignores Jen until she quietly raises her hand</p> | <p>Planned ignoring:</p> <p>A student is loudly criticizing a peer, resulting in other students laughing at the targeted peer; the teacher does nothing</p> <p>(This is <i>not</i> minor and results in peer attention)</p> | <p>Planned ignoring,²² differential reinforcement,²³ response cost,²⁴ and time-out from reinforcement²⁵ are all proven strategies to reduce problem behavior</p> |
| <p>Differential reinforcement:</p> <p>Systematically reinforcing:</p> <ul style="list-style-type: none"> • Lower rates of problem behavior (differential reinforcement of low rates of behavior [DRL]) • Other behaviors (differential reinforcement of other behavior [DRO]) • An alternative appropriate behavior (differential reinforcement of alternative behavior [DRA]) • A physically incompatible appropriate behavior (differential reinforcement of incompatible behavior [DRI]) | <p>Differential reinforcement:</p> <p>In the same scenario above, the teacher ignores James's callouts, models a previously taught attention-getting skill (e.g., hand raise), and immediately gives attention (calls on and praises) to James when he raises his hand: "That's how we show respect! Nice hand raise." (DRA)</p> <p>When providing instructions prior to a transition, the teacher asks students to hold a "bubble" in their mouths (i.e., fill cheeks with air), which is physically incompatible with talking (DRI)</p> | <p>Differential reinforcement:</p> <p>The teacher privately conferences with a student and says, "I really value your contributions, but we need your peers to also have a chance to participate in the group. If you can reduce your contributions to five or fewer, I'd love to meet with you over lunch to talk about the rest of your ideas." (DRL)</p> <p>If we can make it through this discussion without inappropriate language, you can listen to music during your independent work time at the end of class (DRO)</p> | <p>Differential reinforcement:</p> <p>The teacher reprimands students each time they engage in problem behavior and ignores appropriate behavior</p> <p>(This is the exact opposite of how differential reinforcement should be used)</p> | <p>Module: http://pbissmissouri.org/archives/1302</p> <p>Video: http://louisville.edu/education/abr/i/primarylevel/correction</p> <p>Podcast:</p> <p>Part I: http://vimeo.com/86149984</p> <p>Part II: http://vimeo.com/86155208</p> <p>Other resources: http://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts</p> |

²² Hall, Lund, & Jackson, 1968; Madsen, Becker, & Thomas, 1968; Yawkey, 1971

²³ Deitz, Repp, & Deitz, 1976; Didden, de Moor, & Bruyns, 1997; Repp, Deitz, & Deitz, 1976; Zwald & Gresham, 1982

²⁴ Forman, 1980; Greene & Pratt, 1972; Trice & Parker, 1983

²⁵ Barton, Brulle, & Repp, 1987; Foxx & Shapiro, 1978; Ritschl, Mongrella, & Presbie, 1972

2.6 USE OTHER STRATEGIES TO RESPOND TO PROBLEM BEHAVIOR

WHEN SELECTING STRATEGIES, RECALL THE PURPOSE OF EFFECTIVE CONSEQUENCES: (A) PREEMPT ESCALATION, (B) MINIMIZE INADVERTENT REWARD OF PROBLEM BEHAVIOR, (C) CREATE LEARNING OPPORTUNITY FOR EMPHASIZING DESIRED BEHAVIOR, AND (D) MAINTAIN INSTRUCTIONAL TIME TO THE REMAINDER OF THE CLASS

| Description and Critical Features | Elementary Examples | Secondary Examples | Non-Examples | Empirical Support and Resources |
|--|---|---|---|---|
| <i>What key strategies can I use to support behavior in my classroom?</i> | <i>How can I use this practice in my elementary classroom?</i> | <i>How can I use this practice in my secondary classroom?</i> | <i>What should I avoid when I'm implementing this practice?</i> | <i>What evidence supports this practice, and where can I find additional resources?</i> |
| <p>Response cost:</p> <p>Removing something (e.g., token, points) based upon a student's behavior in attempts to decrease the behavior</p> | <p>Response cost:</p> <p>When a student talks out, the teacher pulls the student aside, provides a quiet specific error correction, and removes a marble from his or her jar on the teacher's desk. The student is then reminded how to resume earning, and the teacher is careful to award approximately five marbles for every marble removed.</p> | <p>Response cost:</p> <p>When a student engages in disrespectful language, the teacher privately provides feedback and removes a point from the student's point card. The teacher is careful to provide at least five points (and specific praise) for every point removed (and error correction delivered).</p> | <p>Response cost:</p> <p>The teacher publicly flips a card (from green to yellow to red) that signals the student has lost access to privileges. The teacher loudly announces that the "card flip" and, when asked why, states, "you know what you did." (This does not provide feedback about what the student did wrong or how to get back on track. It is also a public reprimand.)</p> | |
| <p>Time-out from reinforcement:</p> <p>Brief removal of: (a) something preferred (e.g., activity, item) or (b) the student from a preferred environment based on undesired behavior</p> | <p>Time-out from reinforcement:</p> <p>A group of students begin breaking the crayons they are using on a worksheet. The teacher collects the crayons and provides pencils to complete the task.</p> | <p>Time-out from reinforcement:</p> <p>After a student knocks over a chair in the cafeteria in frustration, the teacher removes the student from her normal lunch table and reviews expectations with the student before allowing her to resume activities.</p> | <p>Time-out from reinforcement:</p> <p>The teacher sends the student from a difficult class the student does not like to in-school suspension, which is facilitated by a preferred adult and often attended by preferred peers for the remainder of the day. (This is not brief, and the student was not removed from a reinforcing environment—the student was sent to a potentially reinforcing environment.)</p> | |

Table 3. Matrix of Data Systems for Classroom Interventions and Supports

| 3.1–3.4 DATA SYSTEMS | | | |
|--|---|--|--|
| Data Collection Strategy | Tools and Resources for Data Collection Method | Conditions and Examples | Non-Examples of Use |
| <p><i>What key strategies can I use to collect data on student behavior in my classroom?</i></p> | <p><i>How can I use this to efficiently track student behavior in my classroom?</i></p> | <p><i>For what types of behaviors will this strategy be appropriate?</i></p> | <p><i>For what types of behaviors will this strategy be inappropriate?</i></p> |
| <p>3.1 Counting behaviors: Record or document <i>how often</i> or how many times a behavior occurs (<i>frequency</i>) within a specified period of time; convert to <i>rate</i> by dividing count by time (minutes or hours) observed</p> | <ul style="list-style-type: none"> • Moving paper clips from one pocket to the next • Keeping paper-and-pencil tally • Using a counter (like counter used for golf) • App on smartphone or tablet | <p>Behaviors that are discrete (clear beginning and end), countable (low enough frequency to count), and consistent (each incident of behavior is of similar duration)</p> <p>Examples:</p> <ul style="list-style-type: none"> • How often a student swears in class • How many talk-outs versus hand raises occur during a lesson | <p>Behaviors that are not discrete (unclear when behavior begins or ends), countable (occur too rapidly to count), or consistent (e.g., behavior lasts for varying amounts of time)</p> <p>Non-examples:</p> <ul style="list-style-type: none"> • How many times a student is off task (likely <i>not</i> discrete or consistent) • How often a student is out of seat (likely <i>not</i> consistent) |
| <p>3.2 Timing: Record or document <i>how long</i>: (a) a behavior lasts (<i>duration</i> from beginning to end), (b) it takes for a behavior to start following an antecedent (<i>latency</i>), or (c) how much time elapses between behaviors (<i>inter-response time</i>)</p> | <ul style="list-style-type: none"> • Timer or clock (and recording the time with paper and pencil) • App on smartphone or tablet • Use of vibrating timer (e.g., MotivAiders®) | <p>Behaviors that are discrete (clear beginning and end) and directly observed</p> <p>Examples:</p> <ul style="list-style-type: none"> • How long a student spends walking around the classroom (duration of out of seat) • How long it takes a student to begin working after work is assigned (latency to on task) • How long it takes a student start the next problem after finishing the last one (inter-response time) | <p>Behaviors that are not discrete (clear beginning and end) or directly observed</p> <p>Non-examples:</p> <ul style="list-style-type: none"> • How long it takes a student to say an inappropriate four-letter word (duration is <i>not</i> the most critical thing to measure) • How long a student is off task (if the behavior is <i>not</i> discrete; that is if the behavior does <i>not</i> have a clear beginning and end) |

3.1–3.4 DATA SYSTEMS

| Data Collection Strategy | Tools and Resources for Data Collection Method | Conditions and Examples | Non-Examples of Use |
|--|---|--|--|
| <p><i>What key strategies can I use to collect data on student behavior in my classroom?</i></p> <p>3.3 Sampling:</p> <p>Estimating how <i>often</i> a behavior occurs by recording whether it happened during part of an interval (<i>partial interval</i>), during the whole interval (<i>whole interval</i>), or at the end of the interval (<i>momentary time sampling</i>)</p> <p>Shorter intervals lead to more precise measurement</p> <p>Partial interval is appropriate for shorter and more frequent behaviors; whole interval is appropriate for longer behaviors; and momentary time sampling facilitates multi-tasking (you record at the end of the interval)</p> | <p><i>How can I use this strategy to efficiently track student behavior in my classroom?</i></p> <p>Create a table, with each box representing a time interval (e.g., 30 seconds), and decide how you will estimate (partial, whole, momentary time sampling); use a stopwatch or app to track each interval, and record following your decision rule</p> | <p><i>For what types of behaviors will this strategy be appropriate?</i></p> <p>Behaviors that are <i>not</i> discrete (unclear when behavior begins or ends), countable (occur too rapidly to count), or consistent (e.g., behavior lasts for varying amounts of time)</p> <p>Examples:</p> <ul style="list-style-type: none"> • An estimate of how often a student is off task (percentage of intervals off task) • An estimate of how often a student is out of seat (percentage of intervals out of seat) | <p><i>For what types of behaviors will this strategy be inappropriate?</i></p> <p>Behaviors that are discrete (clear beginning and end), countable (low enough frequency to count), and consistent (each incident of behavior is of similar duration)</p> <p>Non-examples:</p> <ul style="list-style-type: none"> • How often a student swears in class (you could count this) • How many talk-outs versus hand raises occur during a lesson (you could count this) |
| <p>3.4 Antecedent-Behavior-Consequence (ABC) cards, incident reports, or office discipline referrals:</p> <p>Record information about the events that occurred before, during, or after a behavioral incident</p> | <p>Paper-and-pencil notes on pre-populated forms</p> <p>Electronic data collection method (e.g., SWIS, Google Docs, other database tool)</p> | <p>Behaviors that are discrete (clear beginning and end), countable (low enough frequency to count), and both behavior and context are directly observed or assessed</p> <p>Examples:</p> <ul style="list-style-type: none"> • A tantrum (cluster of behaviors) where staff saw what preceded and followed • A fight among peers where the vice principal was able to gather information about what happened before and after by interviewing students | <p>Behaviors that are <i>not</i> discrete (clear beginning and end), countable (low enough frequency to count), and/or both behavior and context are <i>not</i> directly observed</p> <p>Non-examples:</p> <ul style="list-style-type: none"> • How often a student swears (count) • How long a student pauses between assignments (measure inter-response time) |

Additional Tools for Teachers

In addition to using the evidence-based strategies provided in the prior interactive map, self-assessment, and detailed tables, teachers should apply the following strategy and consider the following guidelines when responding to students' challenging behavior.

Responding to Behaviors in the Classroom—*Make It FAST!*

| F | A | S | T |
|---|---|--|--|
| <i>Functional</i> | <i>Accurate</i> | <i>Specific</i> | <i>Timely</i> |
| Responding to behavior in a way that tries to address the reason or purpose why a student behaves within specific situations will help reduce the likelihood of the behavior happening in the future (see Practical FBA Training Manual for more information) | As much as possible, an accurate and consistent response is essential to minimizing problem behavior and increasing compliant behaviors | It is best to be as specific as possible when addressing student behavior; using the student's name and the reason for the response are examples of how teachers can be specific | Responding to behavior immediately after the behavior will make the response more powerful |

Types of Behavior and Common Responses

| Appropriate or expected behavior | Infrequent and non-disruptive minor behaviors | Repeated and non-disruptive minor behavior errors and/or disruptive major behavior errors | Administrator-managed behaviors |
|---|---|---|--|
| <ul style="list-style-type: none"> • When a student does an appropriate behavior, let the student know by telling the student what he or she did and how that behavior aligns with the related school-wide expectation • Be as specific as possible, and try to always use the student's name • Consider using praise with other acknowledgment strategies | <ul style="list-style-type: none"> • When a misbehavior occurs, try to draw as little attention to the behavior as possible • Give students reminders of what is expected • Model what is expected • Reinforce what is expected by using specific praise or other acknowledgment strategies | <ul style="list-style-type: none"> • Follow school procedures for responding to rule violations and individualized behavior support plans • Try your best to anticipate when there might be problems, let students know what you expect, and take some time to practice routines • Collect data to help establish patterns about why behaviors are occurring | <ul style="list-style-type: none"> • Follow school procedures for responding to rule violations and individualized behavior support plans |

SCENARIOS

The following scenarios highlight how teachers may use these classroom strategies with the decision-making guide to support student behavior in their classrooms. The first scenario is based in an elementary school. The second scenario is based in a high school.

Scenario 1. Mr. Jorgé's Third-Grade Classroom

Foundations of Classroom Interventions and Supports

Mr. Jorgé invested time into carefully designing his classroom before any of his 25 third graders arrived in the fall. He carefully planned his routines—from where students would place materials upon entering the room to where they would line up when getting ready to exit—and ensured the physical layout facilitated students engaging in routines. He also defined what it looked like for students to follow the school-wide expectations (Safety, Respect, and Responsibility), which were agreed upon by the faculty and documented in a school-wide matrix, in the context of each of his classroom routines (using an expectations-within-routines matrix). On the first day of school, Mr. Jorgé greeted students at the door, introduced himself, and invited students into their shared learning environment. He spent the better part of the first day explicitly teaching the expectations within his classroom routines and establishing his classroom as a positive learning environment. Throughout the day, he systematically recognized each student who followed the expectations with specific praise (e.g., “Julie, remembering to bring your materials was really responsible. That’s a great way to start the year!”). He also wrote and invited students to sign a “Classroom Constitution” (also known as a *behavior contract*).

Mr. Jorgé's Classroom Constitution (*with strategies in parentheses*)

Members of our classroom community are respectful, responsible, and safe (*expectations*). Mr. Jorgé will support us by teaching us what this looks like during activities (*explicit instruction*), providing daily reminders (*prompts*), and letting us know how we are doing (*specific feedback*). If we are able to do this most of the time (during 80 percent of sampled opportunities when the mystery timer goes off) each day, we will earn 10 minutes of quiet music time at the end of each day (*group contingency*). During this time, we can start on homework, read a book, or do a quiet activity with a friend while listening to music. If we aren't able to do this most of the time, we will spend the 10 minutes reviewing our classroom expectations so that we can have a better day tomorrow.

Consistent implementation of positive and proactive practices

After the first day, Mr. Jorgé kept up his part of the Classroom Constitution. He greeted students every morning, provided reminders about expected behavior at the beginning of each activity, ensured his lessons were engaging and included multiple opportunities for students to respond and participate, and gave students specific feedback when they were doing well. He also found that most students were consistently demonstrating expected behavior.

Minor problem behaviors

Occasionally, a student would engage in minor problem behavior. For example, a student sometimes called out when Mr. Jorgé was teaching rather than remembering to raise a quiet hand. Rather than getting upset, Mr. Jorgé remembered that this was just an error, much like a student saying that $2 + 2 = 5$, and he could simply correct it. For these minor problem behaviors, Mr. Jorgé let students know their behavior was not appropriate, reminded them what was expected, and gave them an opportunity to practice and earn positive feedback (e.g., “Jeff, remember to raise your hand rather than call out. Let’s try that again.”)

After Jeff quietly raises his hand, “Thanks for raising your hand. Now what did you want to share?”). For most students, this quick error correction helped them get back on track and meet classroom expectations most of the time.

Many students engaging in more chronic or serious behavior

In early December, all students had missed more than a week of school due to an intense storm. They returned to school as winter break was approaching, and many routines were disrupted due to these planned and unplanned schedule changes. Mr. Jorgé noticed that many of his students were engaging in consistent disruptive behavior and his reminders were not sufficient. Therefore, he decided to enhance his classroom strategies. He retaught expected behavior, revisited his Classroom Constitution, increased how often he provided reminders, and introduced a new incentive: Each student who was engaged in expected behavior when the mystery timer went off (a kitchen timer Mr. Jorgé would set for 15 to 20 minutes) would earn a ticket, which they could use to purchase “gift cards” for classroom privileges (e.g., homework pass, photocopying privileges, lunch with Mr. Jorgé in the classroom) at the end of the week. With these added supports, the majority of students were again engaging in expected behavior.

Few students engaging in chronic or serious problem behavior²⁶

Despite his intensified intervention approach, Mr. Jorgé noticed that one student, Rob, was starting to display intense levels of behavior. Rob was frequently out of his seat, and he would often disrupt the learning of his peers by pushing their materials off of their desks when he walked by, calling his peers (and occasionally Mr. Jorgé) names under his breath, and shouting out repeatedly when Mr. Jorgé was teaching. Mr. Jorgé collected some information. He noted whether Rob was in or out of his seat at the end of each minute during the 20-minute writing lesson (when Mr. Jorgé had noticed that Rob’s behavior was the most problematic). After documenting that Rob was out of his seat during 85 percent of observed intervals, taking notes on some of the concerning things Rob was saying, and calculating that Rob was at risk for not meeting grade-level standards, Mr. Jorgé brought his concerns (and data) to the Student Assistance Team. The team decided that Rob may need more comprehensive supports and contacted Rob’s parents to obtain consent for further evaluation. After getting parental consent, a team (including the school’s behavioral expert, Rob’s dad, and Mr. Jorgé) was formed to support Rob’s evaluation and intervention. Mr. Jorgé provided information to support the evaluation (e.g., interview responses, classroom data), and he worked with the team to develop and implement a plan to support Rob’s behavior.

²⁶ See additional resources for Tier 2 or Tier 3 support:

- <https://www.pbis.org/training/coach-and-trainer/fba-to-bsp>
- <http://www.pbis.org/common/cms/files/pbisresources/TrainerManual.pdf>
- <http://iris.peabody.vanderbilt.edu/module/fba/>

Scenario 2. Dr. Rubert's Ninth-Grade Science Class

Foundations of Classroom Interventions and Supports

Dr. Rubert had been teaching freshman science for 15 years when she first heard about the importance of a multi-tiered behavior framework to address behavior in the same way her school had addressed academics. Although she had always emphasized safety in her lab, she recognized that she may have been more reactive than proactive. Therefore, she decided to embrace this new approach and rethink her classroom. Before the start of her 16th school year, Dr. R (as her students called her) revisited the physical design of her classroom and lab. She ensured materials were stored safely and the furniture allowed students to efficiently transition from desks to lab tables and back again. She clearly reviewed her routines and posted reminders of key routines in important places in the room. In addition to posting and teaching the school-wide expected behavior matrix, she further defined the same school-wide expectations (safety, respect, and achievement) for her three main classroom routines in her classroom matrix (below).

Dr. R's Rules

| | Lecture | Lab | Seatwork |
|--------------------|--|--|--|
| Safety | <ul style="list-style-type: none">• Keep body and materials to self• Ensure walkways are clear• Take note of safety instructions for lab | <ul style="list-style-type: none">• Use materials for their intended purpose• Wear protective equipment• Use the safety procedures specified for each lab | <ul style="list-style-type: none">• Keep body and materials to self• Ensure walkways are clear• Sit to maximize circulation (and attention) |
| Respect | <ul style="list-style-type: none">• Actively listen to lecture• Keep your eyes and ears focused on Dr. R | <ul style="list-style-type: none">• Assign roles for each lab partner, and clearly communicate plan and actions• Check in with lab partner regarding progress and roles | <ul style="list-style-type: none">• Do your own work• Maintain a quiet work environment• Quietly raise your hand if you need the teacher's attention |
| Achievement | <ul style="list-style-type: none">• Use guided notes to document critical content• Highlight information to review for homework | <ul style="list-style-type: none">• Complete lab work efficiently• Document your process and outcomes• Submit lab reports when due | <ul style="list-style-type: none">• Do your best work• Ask for help when needed• Ensure you take any unfinished work home and turn in the next day |

On the first day of the fall semester, Dr. R greeted her students at the door and began her first lecture of the year. She reminded students of the school-wide expectations, showed a student-created video about how to demonstrate safety, respect, and achievement in the classroom (as all teachers were doing), and then further described what the expectations looked like during her lectures. She involved students in a quick check, where she read scenarios and asked if students in the scenario were meeting (or not meeting) each expectation. Then, she delivered the rest of her intro lecture and noted (using her electronic grade book app) which students were displaying expected behavior and which students were not. She repeated this process the first time she introduced lab and seatwork and periodically throughout the year.

Consistent implementation of positive and proactive practices

Each day, Dr. R greeted her students at the door, reminded them to get started on the activity listed on the interactive whiteboard, and provided any needed reminders about expectations for each new lab activity. She worked to make sure her lectures were engaging and provided students with guided notes (outlines or fill-in-the-blank notes) to ensure they stayed on task. She also designed any in-class seatwork or homework activities to include review problems interspersed with slightly more challenging application exercises. In addition, she consistently gave students specific feedback when they were engaging in expected appropriate behavior (e.g., "Thanks for handling those materials safely. I can see you are ready for more advanced labs.").

Minor problem behaviors

Occasionally, students would engage in minor problem behaviors. For example, during a transition, a couple of students were using their fingers like hockey sticks and plastic petri dishes as pucks on a lab table. She took a breath, resisting the urge to react with a harsh or loud tone, and instead reminded them how to use materials safely. She had them show her where the dishes should be stored when not in use, and she thanked them for getting back on track so that she could finish setting up their lab.

Many students engaging in more chronic or serious behavior

As spring approached, Dr. R was starting to introduce more advanced lab experiences. However, students' schedules were frequently disrupted by various activities (e.g., field trips, spring fling), and she was seeing increased rates of inappropriate behavior. For example, when she first introduced Bunsen burners, a few students played with the burners (while they were turned off) as though they were light sabers—playfully clinking the burners together. Other students laughed and made fun of Dr. R when she tried to gently correct them. She decided it was time to revisit expectations. She also decided to introduce a classroom contingency regarding safe lab behavior. Specifically, she let students know that if they could be safe during all lab activities, they could do a "fun" lab at the end of each two-week unit. If there was one instance of significantly unsafe behavior (i.e., something that could put someone at risk of injury), then all labs were suspended until students could: (a) pass a safety quiz, (b) demonstrate safe operation of lab equipment, and (c) sign a contract committing to using all materials safely. With the added review, ongoing reminders, and group contingency, students were back on track with appropriate behavior.

Few students engaging in chronic or serious problem behavior

Despite her best efforts at being proactive, one of Dr. R's students was starting to concern her. Rachel was a student who seemed to keep to herself. When Dr. R or a peer tried to approach her, Rachel would often stare blankly, make a rude comment, or turn and walk away. Initially, Dr. R just tried to give her space. But, by October, she realized that Rachel's behaviors were not improving. Although it was easy to ignore (Rachel never disrupted the class), after chatting with a colleague in the languages department, Dr. R found out that Rachel was at risk of failing at least two of her courses. Dr. R also walked through the cafeteria and saw Rachel sitting outside alone. Dr. R brought her concerns to the vice principal assigned to the 9th and 10th grades, and he pulled Rachel's attendance and academic records. It turned out that Rachel was chronically late to first period, had missed more than the "allowed" days, and was at risk for failing five (not just two) classes. (However, she had earned a 4.0 prior to this semester and had received numerous positive comments from teachers in past school records about her engaging personality.) Dr. R and the vice principal also reviewed the school-wide screening data and noted that Rachel was higher than average on measures of internalizing behaviors. Given data supporting her initial concerns, Dr. R decided to refer Rachel to the intensive intervention team, who reviewed data for Rachel, called her parents, talked with Rachel, and decided to proceed with conducting a functional behavioral assessment and developing an individualized behavior intervention plan. The team also considered more intensive supports to be developed in collaboration with Rachel and her family using a wraparound process. Dr. R continued to provide additional supports in class, but she was glad that she had noticed Rachel and that Rachel was getting the support she needed.

SUMMARY OF CLASSROOM INTERVENTIONS AND SUPPORTS

These classroom strategies should be useful to *all educators* to achieve positive outcomes for *all students*, including students who have various abilities, are from diverse backgrounds, and who are educated in a range of settings. Although positive and preventative strategies are emphasized, some students may require additional behavior supports. As such, a number of important assumptions must be considered:

- Students and behaviors are not “bad.” Instead, students engage in behaviors that are inappropriate or problematic for a given context or culture.
- Students engage in behaviors that “work” for them (i.e., result in desired outcomes or reinforcement).
- Educators must act professionally; that is, use planned and established school and classroom procedures in manners that are calm, neutral, business like, and contingent.
- Academic and social behaviors are taught, changed, and strengthened by similar instructional strategies (i.e., model, prompt, monitor, and reinforce).

To reiterate, the classroom strategies and recommendations in this brief are supportive of, but *not sufficient* for addressing, students with intense needs or crisis responses to dangerous situations. To take full advantage of these strategies, educators are encouraged to use data to guide their selection and implementation of strategies, monitor implementation fidelity, and integrate academic and behavior supports into a comprehensive, school-wide multi-tiered framework.

REFERENCES

- Abramowitz, A. J., O'Leary, S. G., & Futersak, M. W. (1988). The relative impact of long and short reprimands on children's off-task behavior in the classroom. *Behavior Therapy, 19*, 243–247.
- Acker, M. M., & O'Leary, S. G. (1988). Effects of consistent and inconsistent feedback on inappropriate child behavior. *Behavior Therapy, 19*, 619–624.
- Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Pearson Education.
- Arceneaux, M. C., & Murdock, J. Y. (1997). Peer prompting reduces disruptive vocalizations of a student with developmental disabilities in a general eighth-grade classroom. *Focus on Autism and Other Developmental Disabilities, 12*, 182–186.
- Archer, A., & Hughes, C. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: The Guilford Press.
- Baker, J. D. (1992). Correcting the oral reading errors of a beginning reader. *Journal of Behavioral Education, 4*, 337–343.
- Barbetta, P. M., Heward, W. L., Bradley, D. M., & Miller, A. D. (1994). Effects of immediate and delayed error correction on the acquisition and maintenance of sight words by students with developmental disabilities. *Journal of Applied Behavior Analysis, 27*, 177–178.
- Barrish, H. H., Saunders, M., & Wolf, M. M. (1969). Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. *Journal of Applied Behavior Analysis, 2*, 119–124.
- Barton, L. E., Brulle, A. R., & Repp, A. C. (1987). Effects of differential scheduling of timeout to reduce maladaptive responding. *Exceptional Children, 53*, 351–356.
- Brodén, M., Bruce, C., Mitchell, M. A., Carter, V., & Hall, R. V. (1970). Effects of teacher attention on attending behavior of two boys at adjacent desks. *Journal of Applied Behavior Analysis, 3*(3), 205–211.
- Brophy, J. E. (2004). *Motivating students to learn*. Mahwah, NJ: Erlbaum.
- Brush, J. A., & Camp, C. J. (1998). Using spaced retrieval as an intervention during speech-language therapy. *Clinical Gerontologist, 19*, 51–64.
- Carnine, D. W. (1976). Effects of two teacher-presentation rates on off-task behavior, answering correctly, and participation. *Journal of Applied Behavior Analysis, 9*, 199–206.
- Colvin, G., Sugai, G., Good III, R. H., & Lee, Y. Y. (1997). Using active supervision and pre-correction to improve transition behaviors in an elementary school. *School Psychology Quarterly, 12*, 344.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Craft, M. A., Alber, S. R., & Heward, W. L. (1998). Teaching elementary students with developmental disabilities to recruit teacher attention in a general education classroom: Effects on teacher praise and academic productivity. *Journal of Applied Behavior Analysis, 31*, 399–415.
- Deitz, S. M., Repp, A. C., & Deitz, D.E. (1976). Reducing inappropriate classroom behaviour of retarded students through three procedures of differential reinforcement. *Journal of Mental Deficiency Research, 20*, 155–170.
- DePry, R. L., & Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education, 11*(4), 255–267.
- Didden, R., de Moor, J., & Bruyns, W. (1997). Effectiveness of DRO tokens in decreasing disruptive behavior in the classroom with five multiply handicapped children. *Behavioral Interventions, 12*, 65–75.
- Drabman, R. S., Spitalnik, R., & O'Leary, K. D. (1973). Teaching self-control to disruptive children. *Journal of Abnormal Psychology, 82*, 10–16.
- Evertson, C. M., & Emmer, E. T. (1982). *Effective management at the beginning of the school year in junior high classes*. *Journal of Educational Psychology, 74*, 485–498.
- Faul, A., Stepensky, K., & Simonsen, B. (2012). The effects of prompting appropriate behavior on the off-task behavior of two middle school students. *Journal of Positive Behavior Interventions, 14*, 47–55.

- Ferguson, E., & Houghton, S. (1992). The effects of teacher praise on children's on-task behavior. *Educational Studies, 18*, 83–93.
- Flood, W. A., Wilder, D. A., Flood, A. L., & Masuda, A. (2002). Peer-mediated reinforcement plus prompting as treatment for off-task behavior in children with attention deficit hyperactivity disorder. *Journal of Applied Behavior Analysis, 35*, 199–204.
- Forman, S. G. (1980). A comparison of cognitive training and response cost procedures in modifying aggressive behavior of elementary school children. *Behavior Therapy, 11*, 594–600.
- Fox, R. M., & Shapiro, S. T. (1978). The timeout ribbon: A nonexclusionary timeout procedure. *Journal of Applied Behavior Analysis, 11*, 125–136.
- Good, T. L., & Brophy, J. E. (2000). *Looking in classrooms*. New York, NY: Longman.
- Greene, R. J., & Pratt, J. J. (1972). A group contingency for individual misbehaviors in the classroom. *Mental Retardation, 10*, 33–35.
- Hall, R. V., Lund, D., & Jackson, D. (1968). Effects of teacher attention on study behavior. *Journal of Applied Behavior Analysis, 1*, 1–12.
- Hansen, S. D., & Lignugaris-Kraft, B. (2005). Effects of a dependent group contingency on the verbal interactions of middle school students with emotional disturbance. *Behavioral Disorders, 30*, 170–184.
- Heward, W. L. (2006). *Exceptional children: An introduction to special education*. Upper Saddle River, NJ: Pearson Education/Merrill/Prentice Hall.
- Johnson, T. C., Stoner, G., & Green, S. K. (1996). Demonstrating the experimenting society model with class-wide behavior management interventions. *School Psychology Review, 25*, 198–213.
- Jones, R. T., & Kazdin, A. E. (1975). Programming response maintenance after withdrawing token reinforcement. *Behavior Therapy, 6*, 153–164.
- Kalla, T., Downes, J. J., & van de Broek, M. (2001). The pre-exposure technique: Enhancing the effects of errorless learning in the acquisition of face-name associations. *Neuropsychological Rehabilitation, 11*, 1–16.
- Kelley, M. L., & Stokes, T. F. (1984). Student-teacher contracting with goal setting for maintenance. *Behavior Modification, 8*, 223–244.
- Kern, L., & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools, 44*, 65–75. doi: 10.1002/pits.20206
- Lewis, T. J., Colvin, G., & Sugai, G. (2000). The effects of pre-correction and active supervision on the recess behavior of elementary students. *Education and Treatment of Children, 23*, 109–121.
- Logan, P., & Skinner, C. H. (1998). Improving students' perceptions of a mathematics assignment by increasing problem completion rates: Is problem completion a reinforcing event? *School Psychology Quarterly, 13*, 322–331.
- Madsen, C. H., Jr., Becker, W. C., & Thomas, D. R. (1968). Rules, praise, and ignoring: Elements of elementary classroom control. *Journal of Applied Behavior Analysis, 1*, 139–150.
- Main, G. C., & Munro, B. C. (1977). A token reinforcement program in a public junior high-school. *Journal of Applied Behavior Analysis, 1*, 93–94.
- McAllister, L. W., Stachowiak, J. G., Baer, D. M., & Conderman, L. (1969). The application of operant conditioning techniques in a secondary school classroom. *Journal of Applied Behavior Analysis, 2*, 277–285.
- McCullagh, J., & Vaal, J. (1975). A token economy in a junior high school special education classroom. *School Applications of Learning Theory, 7*, 1–8.
- Paine, S. C., Radicchi, J., Rosellini, L. C., Deutchman, L., & Darch, C. B. (1983). *Structuring your classroom for academic success*. Champaign, IL: Research Press.
- Partin, T. C. M., Robertson, R. E., Maggin, D. M., Oliver, R. M., & Wehby, J. H. (2010). Using teacher praise and opportunities to respond to promote appropriate student behavior. *Preventing School Failure: Alternative Education for Children and Youth, 54*, 172–178.
- Repp, A. C., Deitz, S. M., & Deitz, D. E. (1976). Reducing inappropriate behaviors in classrooms and in individual sessions through DRO schedules of reinforcement. *Mental Retardation, 14*, 11–15.
- Ritschl, C., Mongrella, J., & Presbie, R. J. (1972). Group time-out from rock and roll music and out-of-seat behavior of handicapped children while riding a school bus. *Psychological Reports, 31*, 967–973.

- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children, 31*, 351–380.
- Singh, J., & Singh, N. N. (1986). Increasing oral reading proficiency. *Behavior Modification, 10*, 115–130.
- Singh, N. N. (1990). Effects of two error correction procedures on oral reading errors. *Behavior Modification, 14*, 188–199
- Skinner, C. H., Belfiore, P. J., Mace, H. W., Williams-Wilson, S., & Johns, G. A. (1997). Altering response topography to increase response efficiency and learning rates. *School Psychology Quarterly, 12*, 54–64.
- Skinner, C. H., Pappas, D. N., & Davis, K. A. (2005). Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. *Psychology in the Schools, 42*, 389–403.
- Skinner, C. H., Smith, E. S., & McLean, J. E. (1994). The effects of inter-trial interval duration on sight-word learning rates in children with behavioral disorders. *Behavioral Disorders, 19*, 98–107.
- Soar, R. S., & Soar, R. M. (1979). Emotional climate and management. In P. L. Peterson & H. J. Walberg (Eds.), *Research on teaching: Concepts, findings, and implications* (pp. 97–119). Berkley, CA: McCutchan.
- Sutherland, K. S., Alder, N., & Gunter, P. L. (2003). The effect of varying rates of opportunities to respond to academic requests on the classroom behavior of students with EBD. *Journal of Emotional and Behavioral Disorders, 11*, 239–248.
- Sutherland, K. S., Wehby, J. H., & Copeland, S. R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavioral Disorders, 8*, 2–8.
- Sutherland, K. S., Wehby, J. H., & Yoder, P. J. (2002). Examination of the relationship between teacher praise and opportunities for students with EBD to respond to academic requests. *Journal of Emotional and Behavioral Disorders, 10*, 5–13.
- Trice, A. D., & Parker, F. C. (1983). Decreasing adolescent swearing in an instructional setting. *Education & Treatment of Children, 6*, 29–35.
- West, R. P., & Sloane, H. N. (1986). Teacher presentation rate and point delivery rate effects on classroom disruption, performance accuracy, and response Rate. *Behavior Modification, 10*, 267–286.
- White-Blackburn, G., Semb, S., & Semb, G. (1977). The effects of a good-behavior contract on the classroom behaviors of sixth-grade students. *Journal of Applied Behavior Analysis, 10*, 312.
- Wilcox, R., Newman, V., & Pitchford, M. (1988). Compliance training with nursery children. *Educational Psychology in Practice, 4*, 105–107.
- Wilder, D. A., & Atwell, J. (2006). Evaluation of a guided compliance procedure to reduce noncompliance among preschool children. *Behavioral Interventions, 21*, 265–272.
- Williams, R. L., & Anandam, K. (1973). The effect of behavior contracting on grades. *Journal of Educational Research, 66*, 230–236.
- Winett, R. A., & Vachon, E. M. (1974). Group feedback and group contingencies in modifying behavior of fifth graders. *Psychological Reports, 34*, 1283–1292.
- Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Mountain View, VA: Wong.
- Yarbrough, J. L., Skinner, C. H., Lee, Y. J., & Lemmons, C., (2004). Decreasing transition times in a second-grade classroom: Scientific support for the timely transitions game. *Journal of Applied School Psychology, 20*, 85–107.
- Yawkey, T. D. (1971). Conditioning independent work behavior in reading with seven-year-old children in a regular early childhood classroom. *Child Study Journal, 2*, 23–34.
- Zwald, L., & Gresham, F. M. (1982). Behavioral consultation in a secondary class: Using DRL to decrease negative verbal interactions. *School Psychology Review, 11*, 428–432.