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Instructional Design

hager.instructional.design.pdf

Unit: Positive Behavioral Structures and Intervention Strategies K-12

Rationale

The kindergarten through sixth grade elementary school in which I am currently employed has incurred over one hundred days of student suspensions thus far this school year. According to Ohio's criterion, the entire district has been determined "continuous improvement" during the 2002-03 school year and "effective" during the 2003-04, 2004-05, 2005-06, 2006-07, and the 2007-08 school years and "excellent" during no current school years.

Staff administrators and educators play a considerable and equal role in suspension and expulsion procedures due to the connection between common practices and distinct trends in individual school buildings. As the principal continues the suspension inclination, educators continue to expect students incur suspensions and may begin to rely on the policy. Hence, the cycle of suspension strengthens and becomes an acceptable attitude or belief and a significant part of the school climate. The convictions of the elementary school administrator will most likely affect the ideological system of individual educators within the same system over a period of time. If the principal expects behavioral issues be handled through the school's disciplinary policy as opposed to a program to prevent the cause of the problem; the actual prevention of occurrences may never change.

Despite its widespread course of action, research suggests suspension is not an effective deterrent to behavioral issues. Skiba (2000) analyzed school discipline practices and noted that "there appears to be little evidence, direct or indirect, supporting the effectiveness of suspension or expulsion for improving behavior or contributing to overall school safety" (p. 13). The Yale University Child Study Center (Gilliam & Shahar, 2006) defined rates and predictors of preschool expulsion and suspension after a twelve month study and concluded elevated teacher job stress, among other factors predicted increased likelihood of expulsion. The study also found preschool teachers' positive feelings of job satisfaction, among additional

measures predicted decreased likelihood of expulsion. Coton (1990) has estimated that "about half of all classroom time is used for instruction, and disciplinary problems occupy most of the other half" (Marzano, *Classroom Management That Works* pg. 27). Marzano also found that "disciplinary interventions resulted in a decrease in disruptive behavior among almost eighty percent of the subjects in the studies they analyzed" (pg. 28). The most effective classroom managers tend to use different strategies with different types of students, whereas less effective managers do not.

Educators must possess the skills and knowledge to manage individuals and classrooms through effective intervention techniques to create positive behavioral structures to prevent the ineffective non-empirical use of suspensions. Administrators must induce systemic change to deter problem behavior and disciplinary action leading to school suspensions and expulsions within the context of positive behavioral structures and intervention strategies to stimulate actual pedagogical change. This instructional design is intended for educator and administrator accountability and responsibility to changing student behaviors within the context of daily activities and classroom procedures to reduce the rate of office referrals leading to student suspension. The calculated design would actually be an eight hour educator and administrator in-service training session created for about thirty to forty participants.

Subunit Outcomes: Subunit 1 – Classroom Management

- Educators will focus on 20 strategies and structures identified as effective classroom management techniques, and compare and contrast their different elements. (Bloom's Analysis)
- Educators will discuss and anticipate student issues and plan classroom management techniques to deter possible situations, and alter plans for specific situations. (Bloom's Synthesis)
- Educators will create structures and supports for classroom management. (Bloom's Synthesis)
- Educators will evaluate current classroom management structures based on general practices, and choose exact student and teacher (adult) behaviors for their classroom. (Bloom's Evaluation)

Pre Assessment

1. Rate your knowledge in each area:

Educator Knowledge Areas of Classroom Management	Need to Learn			Have a Foundation			Can Compare / Contrast		
Levels of Dominance	0	1	2	3	4	5	6	7	8
Expectations; Rules & Procedures	0	1	2	3	4	5	6	7	8
Consequences	0	1	2	3	4	5	6	7	8
Learning Goals	0	1	2	3	4	5	6	7	8
Teacher Action & Reaction	0	1	2	3	4	5	6	7	8
Levels of Cooperation	0	1	2	3	4	5	6	7	8
Nonverbal Communication	0	1	2	3	4	5	6	7	8
High Needs Students	0	1	2	3	4	5	6	7	8
Classroom Management & Student Achievement	0	1	2	3	4	5	6	7	8
Student Discipline	0	1	2	3	4	5	6	7	8
Emotional Objectivity	0	1	2	3	4	5	6	7	8
Student Behavioral Responsibility	0	1	2	3	4	5	6	7	8
Positive & Engaged Learning Environment	0	1	2	3	4	5	6	7	8
Educator Support Systems	0	1	2	3	4	5	6	7	8
Physical Environment	0	1	2	3	4	5	6	7	8
Emotional Environment	0	1	2	3	4	5	6	7	8
Student and Adult Behaviors	0	1	2	3	4	5	6	7	8

2. List major issues with administrative / school-wide behavior procedures:

_____   _____   _____

_____   _____   _____

3. List major issues with classroom (student) behavior:

_____   _____   _____

_____   _____   _____

4. Describe and rate your current classroom discipline strategy:

    needs improvement   0   1   2   3   4   5   6   7   8   9   10   very effective

_____

_____

_____

5. Describe and rate the effectiveness of your current classroom discipline strategy:

    needs improvement   0   1   2   3   4   5   6   7   8   9   10   very effective

_____

_____

_____

6. Rate and describe your personal philosophy on classroom management strategies:

    need assistance   0   1   2   3   4   5   6   7   8   9   10   very strong

_____ _____   _____

_____ _____   _____

_____ _____   _____

7. Rate your overall knowledge of classroom management techniques and/or skills:

    very low   0   1   2   3   4   5   6   7   8   9   10   very skilled

8. Rate your overall knowledge of research based techniques to managing an entire class effectively:

    very low   0   1   2   3   4   5   6   7   8   9   10   very skilled

Lesson Plan: Session One
Two and a Half Hours

I. Concept or Skill to be Learned:
       Basic Classroom Management Skills (Consideration, Practice, Strategies)
       PBIS (Positive Behavior Intervention & Support)

II. Time Objectives:
       Educators will focus on twenty strategies and structures identified as effective classroom management techniques, and compare and contrast their different elements among small groups

III. Procedures: 5-E Learning Cycle Model

Engagement	-Participants introduce selves, position, current conditions (10 minutes)
	-Participants describe classroom needs within the context of classroom management, behavioral disruptions, and administrative or school-wide needs (10 minutes)
	-View video: "Creating the Culture of Positive Behavior Supports" to access prior knowledge and create contextualized learning environment (30 minutes)
Exploration	-Small groups review handout "Consideration, Practice, Strategies Examples" (20 minutes)
	-Form new small groups review, plan, investigate, organize information from video and handout (20 minutes)
Explanation	-Participants analyze what they found in their exploration of the video and handout by forming new small groups for discussion (20 minutes)
Extension	-Apply new knowledge to classrooms/schools
	-Complete last bullet(s) on handouts (20 minutes)
Evaluation	-Students will create their own assessment to evaluate their level of understanding by completing the evaluation form (20 minutes)

IV. Materials and Resources:

Video:	Link: http://www.pbis.org/swpbs_videos/pbs_video-creating_the_culture.aspx
	"Creating the Culture of Positive Behavior Supports"
	A film by Gray Olsen and Paula Baumann, Produced for The University of Oregon and the OSEP Center on Positive Behavioral Interventions and Supports
Handout:	"Consideration, Practice, Strategies Examples"
	Basics of Classroom Management DRAFT, January 21, 2008 George Sugai and Brandi Simonsen, Center for Behavioral Education and Research, OSEP Center on Positive Behavioral Interventions and Supports, Neag School of Education, University of Connecticut
	Evaluation Form

V. Guiding Questions
       Why are implementing effective classroom management strategies important, or key to student successes?
       What is PBIS and how could it affect a classroom or school?

CONSIDERATION	PRACTICE	STRATEGIES EXAMPLES
Preparation	Teach and reinforce SW expectations	• Emphasize observable classroom behaviors • Reinforce specific and observable classroom wide behaviors • Practice and acknowledge observable behaviors in nonclassroom settings • •
	Teach and acknowledge classroom examples of SW expectations	• Use SW teaching matrix • Focus on observable behaviors for specific classroom contexts/situations • •
	Teach, practice, and acknowledge classroom routines	• Describe, model, practice, and acknowledge, for example, (a) entering the class, (b) cue for teacher attention, (c) transitioning between activities, (d) instructional materials, (e) handling completed assignments and homework, (f) grading • •
	Teach and practice continuum of consequences for rule violations	• Teach procedures for handling classroom v. office/administrator rule violations • Teach continuum of classroom consequences for rule violations, for example, (a) restatement of expected behavior, (b) brief business-like verbal reprimand, (c) brief removal from positively reinforcing activity/setting, (d) temporary loss of privileges, (e) contact parent, (f) involve administrator, etc. • •
	Teach and practice parent involvement	• Welcome and review positive expectations with each parent/family • •
	Arrange physical environment for success	• Efficient traffic patterns • Easy active supervision • Maximize teaching and engagement • Minimize distractions •
	Teach necessary social skills	• Teach how to (a) solve problems, (b) ask for assistance, (c) get attention from others, and (d) reduce/remove stressful conditions •
	Screen and prepare for students who might have behavior or academic risk factors	• Review records • Communicate with previous teacher • Adapt specialized programs to present context •

Prevention (Before)	Initiate with positive	• Provide efficient/easy/review academic request/task • Greet and acknowledge social behavior • •
	Assess for readiness	• Screen for learning deficits, misrules, disabilities • Teach prerequisites to fluency • •
	Align instruction with skill levels	• Accommodate for students with deficits/disabilities • •
	Ensure effective instructional practices and design	• Arrange for appropriate and regular allocation of time for instruction • Enable high rates of active engagement • Enable high rates of academic success • Continuously monitor progress toward outcomes • •
	Anticipate errors	• Pre-teach for academic errors • Precorrect for social behavior errors • •
	Establish successful momentum	• Give doable/easy before difficult task • •
	Inform and acknowledge parent/family	• Send home monthly/weekly positive student and classroom information • •
Redirection (Early)	Reteach	• Clarify outcome • Model/describe desired behavior • •
	Change context	• Rearrange setting • Modify task demands • Provide new task/request • Provide time to respond • •
	Reinforce approximations	• Acknowledge others engaged in desired task • Point out correct aspects of behavior • Reinforce other acceptable behavior •
	Increase reinforcement	• Increase frequency, amount, predictability, and individualization •

Intervention Plans (Anticipate)	Work and implement as team	• Include family members, community resources, local specialists, etc. • Develop comprehensive intervention plan for cross setting implementation • Invest in building local implementation competence and fluency • •
	Assess for intervention	• Determine academic strengths and weaknesses • Identify triggering antecedent and maintaining consequences (functional assessment) • Identify effective, relevant, and efficient reinforcers • •
	Involve peers	• Teach, practice, acknowledge • Systematically and slowly fade adult monitoring and supervision • •
	Teach and monitor self-management	• Self-assessment of antecedents, behaviors, and consequences • Self-manipulation of antecedents • Self-manipulation of consequences • Teach, practice, acknowledge • Systematically and slowly fade adult monitoring and supervision • •
	Make desired behaviors and consequences more overt	• Use behavior contracts to make agreements about criteria and consequences for desirable and undesirable behavior overt and clear • Provide continuum of positive reinforcers: (a) frequent to infrequent, (b) predictable to unpredictable, (c) tangible to social to self-managed • •
	Provide richer forms of positive feedback	• Use token economies to support social reinforcement • •
	Teach and implement group based contingency systems	• Give reinforcer based on (a) each member of group meeting minimum criteria, (b) randomly selected member of group satisfying criteria, or (c) average of subset of larger group meeting minimum criteria • •

Chronic (Prepare, Prevent, Anticipate)	Arrange environment for success	• Teach for engagement and correct responding • Remove/eliminate triggers • •
	Precorrect problem contexts	• Provide opportunities for early academic and behavior success • Offer alternative for early signs of problem • •
	Defuse/redirect early	• Remove triggers of problem behavior • Prompt previously taught social skills • •
	Avoid escalating	• Disengage • Give doable alternatives • •
	Plan for crisis/emergency	• Develop, practice, and teach individualized crisis prevention and intervention strategies • •

Evaluation
Lesson Plan Session One

Effective Classroom Management Strategy: Key Points	Describe Key Point – Compare/Contrast	How I will use it in the classroom/school setting
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

<u>Lesson Plan: Session Two</u>
One Hour

I. Concept or Skill to be Learned:
        Educators will discuss and anticipate student issues and plan classroom management techniques
        to deter possible situations, and alter plans for specific situations

II. Time Objectives:
        Educators will review previous session one activities evaluation
        Educators will plan own classroom management techniques

III. Procedures: 5-E Learning Cycle Model

Engagement	-Participants will review with a partner, previous session one evaluation (10 minutes) -Participants will review in new random small groups, handout "Classroom Management: The Basics" (10 minutes)
Exploration	-Students will be with new small groups to organize information from handout into a "Table Organizer" handout specific to their classroom/school situation (10 minutes)
Explanation	-Participants analyze what they found in their exploration the handout by forming new small groups for discussion (10 minutes)
Extension	-Apply new knowledge to classrooms/schools -Create classroom management strategies to anticipate student issues to deter possible situations (10 minutes)
Evaluation	-Participants will create their own assessment to evaluate their level of understanding by determining the effectiveness of their classroom management strategies by numbering the most important factors of the plan, beginning with a number 1 for most important (10 minutes)

IV. Materials and Resources:
Handout:	"Classroom Management: The Basics" Responding to Non-Responsive Behavior: Basic Practices and Systems, George Sugai, Center on Positive Behavioral Interventions and Supports, www.pbis.org, Center on Behavioral Education and Research, www.cber.org, University of Connecticut, March 7, 2009
	Table Organizer Blank form adapted from "Classroom Management: The Basics" Responding to Non-Responsive Behavior: Basic Practices and Systems, George Sugai, Center on Positive Behavioral Interventions and Supports, www.pbis.org, Center on Behavioral Education and Research, www.cber.org, University of Connecticut, March 7, 2009
	Classroom Management Strategies Blank Form

V. Guiding Questions
        What classroom management practices would deter future behavioral problems?
        What role does an educator play in deterring classroom behavioral issues?

CLASSROOM MANAGEMENT: THE BASICS

Classroom Management Practice	Description

1. **Minimize crowding and distraction**	• Design environment to elicit appropriate behavior:
	  o Arrange furniture to allow easy traffic flow.
	  o Ensure adequate supervision of all areas.
	  o Designate staff & student areas.
	  o Seating arrangements (classrooms, cafeteria, etc.)

2. **Maximize structure & predictability**	• Teacher routines: volunteers, communications, movement, planning, grading, etc. • Student routines: personal needs, transitions, working in groups, independent work, instruction, getting materials, homework, etc.
3. **State, teach, review & reinforce positively stated expectations**	• Establish behavioral expectations/rules. • Teach rules in context of routines. • Prompt or remind students of rule prior to entering natural context. • Monitor students' behavior in natural context & provide specific feedback. • Evaluate effect of instruction - review data, make decisions, & follow up.
4. **Provide more acknowledgements for appropriate than inappropriate behavior**	• Maintain at least 4 to 1 • Interact positively once every 5 minutes • Follow correction for violation of behavior expectations with positive reinforcement for rule following

5. **Maximize varied opportunities to respond**	• Vary individual v. group responding
	• Vary response type
	  o Oral, written, gestural
	• Increase participatory instruction
	  o Questioning, materials

6. **Maximize Active Engagement**	• Vary format o Written, choral, gestures • Specify observable engagements • Link engagement with outcome objectives	
7. **Actively & Continuously Supervise**	• Move • Scan • Interact • Remind/precorrect • Positively acknowledge	
8. **Respond to Inappropriate Behavior Quickly, Positively, & Directly**	• Respond efficiently • Attend to students who are displaying appropriate behavior • Follow school procedures for major problem behaviors objectively & anticipate next occurrence	
9. **Establish Multiple Strategies for Acknowledging Appropriate Behavior**	• Social, tangible, activity, etc. • Frequent v. infrequent • Predictably v. unpredictably • Immediate v. delayed	
10. **Generally Provide Specific Feedback for Errors & Corrects**	• Provide contingently • Always indicate correct behaviors • Link to context	

TABLE ORGANIZER - CLASSROOM MANAGEMENT: THE BASICS

Classroom Management Practice	Description – Applied to Your Classroom/School
1. Minimize crowding and distraction	
2. Maximize structure & predictability	
3. State, teach, review & reinforce positively stated expectations	
4. Provide more acknowledgements for appropriate than inappropriate behavior	
5. Maximize varied opportunities to respond	
6. Maximize Active Engagement	
7. Actively & Continuously Supervise	
8. Respond to Inappropriate Behavior Quickly, Positively, & Directly	
9. Establish Multiple Strategies for Acknowledging Appropriate Behavior	
10. Generally Provide Specific Feedback for Errors & Corrects	

Classroom Management Strategies
Anticipate student issues and plan classroom management techniques to deter possible situations

<u>**Lesson Plan: Session Three**</u>
One and a Half Hours

I. Concept or Skill to be Learned:
        Educators will create structures and supports for classroom management

II. Time Objectives:
        Educators will review previous session evaluations
        Educators will prevent and respond to problem behavior
        Educators will create action steps for responding to and decreasing the likelihood of behaviors

III. Procedures: 5-E Learning Cycle Model

Engagement	-Participants will review with a partner, previous session one evaluation and session two evaluation and session three evaluation (10 minutes) -Participants will review in new random small groups, handout "Preventing and Responding to Problem Behavior: Overview of Best Practice" (10 minutes) -Participants will have new random small groups to review handout "Recommended Behavior Management Action for Responding to and Decreasing Likelihood of Norm Violating Problem Behavior" (10 minutes)
Exploration	-Students will be with new small groups to organize information from handout into a new organizer handout "Discipline Table" in own words/context (10 minutes) -Students will be with another small group to organize information from second handout "Recommended Behavior…" into new table (10 minutes)
Explanation	-Participants analyze what they found in their exploration of the first handout through discussion with small groups (10 minutes) -Participants analyze what they found in their exploration of the second handout through discussion with small groups (10 minutes)
Extension	-Apply new knowledge to classrooms/schools - Participants will review peers and their own new table organizers with one partner (10 minutes)
Evaluation	- Participants will evaluate their own plans by asking for peer input (10 minutes)

IV. Materials and Resources:
        Handout: "Preventing and Responding to Problem Behavior: Overview of Best Practice" by Geoge Sungai, [1] OSEP Center on Positive Behavioral Interventions and Supports. Go to www.pbis.org or contact George Sugai (george.sugai@uconn.edu) for additional information.

                              Discipline Table

                              "Recommended Behavior Management Action for Responding to and Decreasing Likelihood of Norm Violating Problem Behavior" by OSEP Center on Positive Behavioral Interventions and Supports. Go www.pbis.org or contact George Sugai (george.sugai@uconn.edu) for additional information.

                              BLANK TABLE: Action for Responding to and Decreasing Likelihood of Norm Violating Problem Behavior, Adapted from "Recommended Behavior…"

V. Guiding Questions
        What is discipline and how can best practices techniques be applied to your classroom?
        How does preventing and responding to problem behavior prevent classroom disruptions?

Preventing & Responding to Problem Behavior: Overview of Best Practice[1]

George Sugai

Why this overview?

      The purpose of this overview is to assist school teams in their development and implementation of school-wide practices and systems for ***responding to norm violating problem behavior***.

What is "discipline?"

"Discipline" is the collection of implemented steps, policies, or actions developed to support teaching and learning environments so the likelihood of student academic and social success is promoted, in particular,

1. Increases in the likelihood of occurrences of socially appropriate behavior.

2. Decreases in the likelihood of occurrences of problem or rule violating behavior.

3. Decreases in the intensity, frequency, and duration of severe problem behavior.

To achieve these outcomes, the emphases are on

1. Teaching and reinforcing context-appropriate social behaviors or skills.

2. Removing antecedent factors that trigger occurrences of problem behavior.

3. Adding antecedent factors that trigger occurrences of context appropriate social skills.

4. Removing consequence factors that maintain (function) occurrences of problem behaviors.

5. Adding consequence factors that maintain occurrences of context appropriate social behaviors.

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[1] OSEP Center on Positive Behavioral Interventions and Supports. Go to www.pbis.org or contact George Sugai (george.sugai@uconn.edu) for additional information.

Discipline Table

Describe "discipline" using Handout - Preventing & Responding to Problem Behavior: Overview of Best Practice[2] by George Sugai	How can best practices techniques be applied to your classroom / school?

Recommended Behavior Management Action for Responding to and Decreasing Likelihood of Norm Violating Problem Behavior

WHAT	ACTION
1. Displays of expected behavior	• Look continuously for displays of expected behavior • Label display of expected behavior (rule) • Provide context appropriate and relevant positive reinforcement
2. Prompts for desired behavior	• Provide effective signal, reminder, hint where and before problem behavior likely • Label display of expected behavior (rule)
3. Minor, not interfering problem behavior	• If possible, remove attention • Wait for display of expected behavior and provide positive reinforcement. • When problem behavior ends, prompt expected behavior • Provide positive reinforcement for other-student displays of desired behavior • Provide minor aversive consequence immediately following the problem behavior
4. Minor, interfering problem behavior	• Signal error or problem behavior observed • Remind/ask student for expected behavior • Ask student to display/practice expected behavior • Provide immediate and effective positive reinforcement after displays of desired behavior • 1. and 2.
5. Repeated minor problem behavior	• Identify context/setting/condition when problem behavior most likely to occur. • Conduct functional assessment • Develop antecedent and consequence actions based on predictable factors that trigger (antecedent) and maintain (consequence) problem and expected behavior • 1. and 2.
6. Classroom managed major	• Develop precorrection plan • Teach/practice desired behavior • Conduct FBA • 1. and 2.
7. Office managed major	• Follow school and district disciplinary procedures • 1. and 2.

BLANK TABLE:
Action for Responding to and Decreasing Likelihood of Norm Violating Problem Behavior

What:	Action:
1. Displays of expected behavior	
2. Prompts for desired behavior	
3. Minor, not interfering problem behavior	
4. Minor, interfering problem behavior	
5. Repeated minor problem behavior	
6. Classroom managed major	
7. Office managed major	

Lesson Plan: Session Four
One Hour

I. Concept or Skill to be Learned:
    Educators will create structures and supports for classroom management

II. Time Objectives:
    Educators will review previous session evaluations
    Educators will define three different students' problem behaviors and analyze their function
    Educators will create a plan to address individual "chronic" student behaviors

III. Procedures: 5-E Learning Cycle Model

    Engagement   -Participants will review previous sessions evaluations with peers (10 minutes)
                  -Participants will engage in small groups to create prior knowledge, review
                  "Problem Behaviors and Functions" (10 minutes)

    Exploration   -Students will be with new small groups to investigate and organize information
                   from handout into a new table handout "Problem Behaviors and Functions" in
                   own words/context to define classroom behavior issues with individual chronic
                   students (10 minutes)

    Explanation   -Participants analyze what they found in their exploration of individual chronic
                   behavior issues through discussion with small groups (10 minutes)

    Extension   -Apply new knowledge to classrooms/schools
                  - Participants will create a plan to address individual students' chronic behaviors
                   (10 minutes)

    Evaluation   - Participants will evaluate their own plans by asking for peer input (10 minutes)

IV. Materials and Resources:
    Handout: "Problem Behaviors and Functions"
                    Responding to Non-Responsive Behavior: Basic Practices and Systems, George
                    Sugai, Center on Positive Behavioral Interventions and Supports, www.pbis.org,
                    Center on Behavioral Education and Research, www.cber.org, University of
                    Connecticut, March 7, 2009

                    Blank Table: Problem Behaviors and Functions
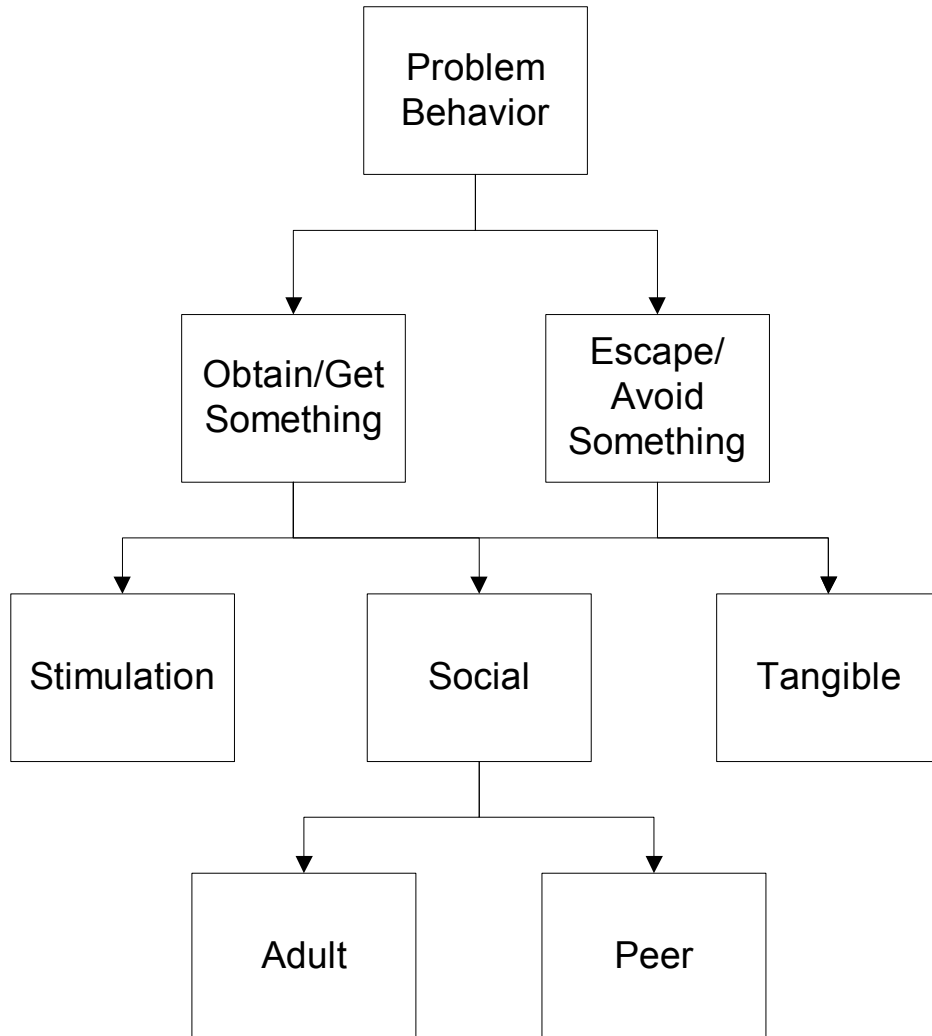
                    Plan to Address Individual Students' Chronic Behaviors

V. Guiding Questions
    How could chronic student behaviors affect the classroom management structure?
    How could an educator deflect the chronic behavior offender?

Problem Behaviors and Functions

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                    ┌─────────────┐
                    │   Problem   │
                    │  Behavior   │
                    └──────┬──────┘
              ┌────────────┴────────────┐
              ▼                         ▼
      ┌─────────────┐           ┌─────────────┐
      │ Obtain/Get  │           │  Escape/    │
      │ Something   │           │  Avoid      │
      │             │           │ Something   │
      └──────┬──────┘           └─────────────┘
    ┌────────┼──────────────────────┐
    ▼        ▼                       ▼
┌─────────┐ ┌─────────┐       ┌─────────┐
│Stimula- │ │ Social  │       │Tangible │
│ tion    │ │         │       │         │
└─────────┘ └────┬────┘       └─────────┘
          ┌──────┴──────┐
          ▼             ▼
     ┌─────────┐   ┌─────────┐
     │  Adult  │   │  Peer   │
     └─────────┘   └─────────┘
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Problem Behaviors and Functions

Behaviors Functions	Student 1	Student 2	Student 3
Problem Behavior			
Obtain Escape			
Stimulation Social Tangible			
Adult Peer			

Plan to Address Individual Students' Chronic Behaviors

Lesson Plan: Session Five
Two Hours

I. Concept or Skill to be Learned:
  Educators will evaluate current classroom management structures based on general practices, and choose exact student and teacher (adult) behaviors for their classroom

II. Time Objectives:
  Educators will self-assess classroom management strategies

III. Procedures: 5-E Learning Cycle Model

  Engagement   -Participants will review previous sessions evaluations with peers (20 minutes)
                  -Participants will engage in small groups to create prior knowledge by reviewing "Classroom Management Self-Assessment: Effective Classroom Management Practices", "Classroom Management Self-Assessment", and "Supervision Self-Assessment with small groups (20 minutes)

  Exploration   -Students will be with new small groups to investigate and organize information from handouts in own words/context to define classroom management techniques to large group (30 minutes)

  Explanation   -Participants analyze what they found in their exploration self-assessments with small groups (20 minutes)

  Extension   -Apply new knowledge to classrooms/schools
                  - Participants will review self-assessment plans to effective classroom management practices within small groups (10 minutes)

  Evaluation   -Participants will complete the class evaluation form (20 minutes)
                  -Participants will evaluate their own knowledge of positive classroom management strategies by asking for supervisor input during teaching sessions

IV. Materials and Resources:
  Handout: "Classroom Management Self-Assessment: Effective Classroom Management Practices" by A.W. Todd, Rob Horner, George Sugai, University of Oregon May 2004

                  "Classroom Management Self-Assessment"
                  Responding to Non-Responsive Behavior: Basic Practices and Systems, George Sugai, Center on Positive Behavioral Interventions and Supports, www.pbis.org, Center on Behavioral Education and Research, www.cber.org, University of Connecticut, March 7, 2009

                  "Supervision Self-Assessment"
                  Responding to Non-Responsive Behavior: Basic Practices and Systems, George Sugai, Center on Positive Behavioral Interventions and Supports, www.pbis.org, Center on Behavioral Education and Research, www.cber.org, University of Connecticut, March 7, 2009

V. Guiding Questions
  What are the most important student and adult actions and reactions to preventing and responding to classroom behavioral disruptions, and classroom behavioral compliance?
  How would you persuade another educator to implement effective classroom management techniques?

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

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

Classroom Management Self-Assessment

Teacher_____   Rater_____   Date_____

| Instructional Activity | Time Start_____ |
| | Time End _____ |

Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #

Ratio[3] of Positives to Negatives: _____ to 1

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

[3] To calculate, divide # positives by # of negatives.

Supervision Self-Assessment[4]

Name_____	Date_____
Setting □ Hallway □ Entrance □ Cafeteria □ Playground □ Other_____	Time Start_____ Time End _____

Tally each Positive Student Contacts	Total #	Ratio[5] of Positives to Negatives: _____: 1
Tally each Negative Student Contacts	Total #	

1) *Did I have at least 4 positive for 1 negative student contacts?*	Yes	No
2) *Did I move throughout the area I was supervising?*	Yes	No
3) *Did I frequently scan the area I was supervising?*	Yes	No
4) *Did I positively interact with most of the students in the area?*	Yes	No
5) *Did I handle most minor violations of behavior expectations quickly and quietly?*	Yes	No
6) *Did I follow school procedures for handling major violations of behavior expectations?*	Yes	No
7) *Do I know our school-wide behavior expectations (positively stated rules)?*	Yes	No
8) *Did I positively acknowledge at least 5 different students for displaying our school-wide behavior expectations*	Yes	No

Overall active supervision score:
     7-8 "yes" = "Super Supervision"
     5-6 "yes" = "So-So Supervision"
     <5 "yes" = "Improvement Needed"
	# Yes_____	

[4] Draft 3-10-04 Sugai
[5] To calculate, divide # positives by # of negatives.

Post-Assessment
You may refer to handouts and materials to complete this evaluation of learning outcomes.
Describe techniques you would use within the context of your classroom with your students.

1. Describe strategies/structures of effective classroom management techniques:

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

2. Explain how you could use at least ten strategies (above) within the context of your daily classroom activities and lessons:

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

(g) _____

(h) _____

(i) _____

(j) _____

3. Explain or describe why someone should implement effective behavior management strategies.

_____

_____

_____

_____

_____

_____

4. Name important components of a classroom management plan

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

5. What have you learned about "discipline"?

_____

_____

_____

_____

6. Describe problem behaviors and functions, along with how to analyze such issues:

_____

_____

_____

_____

7. Describe what you've learned, and how you will use it:

What you've learned:	How you'll use it: